THE ROLE OF TEACHING PHRASAL VERBS WITH ADVERBIAL COMPONENT IN ENGLISH

Muminova Surayo Akramovna
English Teacher of Samarkand Institute,Veterinary Medicine

Fayzullaeva Nasiba Djurakulovna
English Teacher of Samarkand Institute,Veterinary Medicine

Salahitdinova Firuza Fazlitdinova
English teacher of Sam IVM academic lyceum

ABSTRACT

In this article is illustrated all sides of teaching phrasal verbs and teaching them with adverbial components. It is discussed to show and explain all teaching technologies and their opportunities in teaching English language during the English classes. In addition to it identifies opportunities of technologies for giving the best knowledge to new generations during the English lesson. Nowadays students of current era are more energetic and intellectual, so there should be taught by using technologies and also in traditional style to obtain appropriate knowledge as soon as possible. Thus, using pair and group work in the classroom is more interactivefor learners that will be close relationship among teacher and students. However, the article analyzes more effective ways of teaching process during the lesson by using phraseological unitswith the help of technology. One of them is CLIL method that connects activity with National Programmer of Personnel Training.It is at the same time it is able to connect it to other sciences as biology, mathematic, chemistry and etc. Using all these methods of language learning can provide teachers and learners with modern activity and well-being of language acting.

KEY WORDS: *authentic materials, technology, techniques, explicit vocabulary,*

INTRODUCTION

The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competences. As it was mentioned since the declaration of independence the importance of the English language has been increasing in all aspects of Uzbek people's life. Currently, in the Republic of Uzbekistan great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards. In order to realize the aims and tasks put forward by the Law of the Republic of Uzbekistan "On Education" and the "National Programmer of Personnel Training" the complex system of reorganizing the structure and the content of personnel training, proceeding from perspectives of the social, economic development of the society, contemporary achievements of science, culture, technique and technology are being created in the country. Besides on December the first President of the Republic of Uzbekistan Islam Karimovsigned a decree "On measures to further improve foreign language learning system". With the spread and development of English around the world, English is used as a second language in the Republic of Uzbekistan. It enjoys a high prestige in the country. At present the role and status of English in Uzbekistan is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is

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increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching. The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education". It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in a different teaching method have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests, it has been tested effectively and is widely accepted for teaching English in modern world. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol 'it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre. In language teaching and learning, we have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's, Electronic boards, mobile phones, various cards and etc. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result, technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. So we are able to use all our opportunities by using new methods of techniques, it helps pupils to understand the foreign language clearly and easier. In my job I would like to show and explain all teaching technologies and their opportunities in teaching English language during the lessons. Example: with the help of computer and speakers, projector, audio, video and cards will be easy playing games, do various activities and non-traditional lessons. We have all opportunities of technologies for giving the best knowledge to our generations during the English lesson. Nowadays our pupils are more energy and smart, they try to take all your knowledge as possible as they can. So and we have to use all our opportunities to give them good knowledge. They should know English very well and add their opportunities in the future. Let's do it together!

THE MAIN PART

The first time I ever taught phrasal verbs was a disaster. I remember standing in front of a roomful of students from my Intermediate English Class, preparing for the lesson on "Phrasal Verbs in the Workplace". After a couple introductory exercises to start off the class, we turned our attention to the phrasal verb exercise. I began by identifying individual phrasal verbs from the vocabulary list and proceeded to offer definitions for the students. For many of the words (e.g. call back, clean up, fill out, hand out, turn down, put away, and throw away), I drew diagrams on the board to illustrate their respective meanings. I thought the presentation was straightforward and coherent. Yet as the students started chiming in with their questions, it quickly became clear that the subject matter was far more complicated than I had previously anticipated. My 15 minute presentation quickly turned into 20 then 30, as students continued to question the varied meanings and usage of the new verb forms. I explained the verb and particle meanings; I tried to distinguish between different senses, but despite the illustrations and the graphic organizers I used, the students still seemed confused. And based on exercises and comprehension checks later that night, I realized that much of what we worked on didn't stick. Many of the students left the class more confused than before. It seemed that, despite my efforts to clarify, phrasal verbs are simply too hard to teach effectively. As teachers, perhaps some of you can relate to my experience and frustration in the classroom. Maybe you have attempted to teach phrasal verbs to your students or offer some sort of cohesive explanation to them. Perhaps after trying to demystify the constructions,

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you gave up on these idiomatic forms, as students repeatedly avoid and misuse them. As teachers, we want to be able to distill and explain difficult concepts for our students. We live for the moments where it all clicks for our students. Yet the moment of realization never seems to come with phrasal verbs. Instead, it seems like nothing but a litany of endless memorization, as students struggle with one phrasal verb after another.

My teaching experience catalyzed a personal investigation into theories and approaches to teaching idiomatic expressions like phrasal verbs. I was convinced that there must be some way to present these concepts in a way that English language learners could understand, apart from word lists and rote memorization. Eventually, after researching and comparing many different strategies, I discovered a growing body of research in cognitive linguistics, where researchers are finding systematic ways to organize and teach these

Constructions Over the last forty years, there has been a tremendous amount of research in cognitive linguistics aimed at analyzing idiomatic forms like phrasal verbs. Yet despite the breakthroughs in research, these new theories have failed to penetrate our pedagogical practices. To this day, there has been no significant change in teaching approaches to idiomatic expressions like phrasal verbs.

As such, this handbook serves as a bridge between the theory and practice, as it introduces the predominant theories in cognitive linguistics and sheds light on some pedagogical implications for teachers. In the following pages, we will overview traditional approaches to phrasal verbs and highlight the weaknesses of those views, specifically with a pedagogical focus. Then, by exploring research findings from cognitive linguistics, we will unpack a new way of approaching phrasal verbs, with what will be termed the cognitive approach.

There are far more extensive studies and materials written on cognitive linguistics, and it is not the purpose of this handbook to substitute for those resources. The following is merely an introduction to the theories and stepping stone for teachers to understand a new approach to teaching these constructions. This is a distillation of these concepts for teachers and opens the door for more practical and informed ways of teaching difficult language structures. One of the most frequent multi-word units in English is the phrasal verb. As Gardner and Davies note, phrasal verbs are "very common and highly productive in the English language as a whole with a small percentage of them making up over half the phrasal verbs in the whole language. They also estimate that "learners will encounter, on average, one [phrasal verb construction] in every 150 words of English they are exposed to. And that ratio simply increases with conversational genres and registers. As language learners seek to become competent in spoken English, phrasal verbs are an essential construction to master (Celle-Murcia and Larsen-Freeman. Yet with the rise of communicative language teaching, and as task-based approaches currently dominate English language pedagogy, the importance of explicit phrasal verb teaching -- and vocabulary teaching in general -- is sometimes overlooked. While teachers rightly focus on communicative competence and interactions between language learners in a variety of authentic language contexts, this focus can lead to some oversight. Many language teachers tend to look down on explicit instructional models and any form of direct vocabulary teaching in general, as they believe it takes away from the communicative contexts or task-based exercises. This is what Boers and Lind Stromberg note when they state the following: Theorists of [language] pedagogy, particularly in English-speaking countries, have long tended to favor approaches that in one way or another discount the importance of teaching vocabulary, with many stoutly persisting in their methodological allegiances in the face of mounting evidence that vocabulary is a crucial factor in ability to read and understand challenging texts While there is nothing wrong with communicative or task-based approaches, proponents of these approaches can tend to overlook the critical role that vocabulary – and explicit vocabulary instruction -- plays in the acquisition of language. Instead of simply being additive to language learning, explicit vocabulary teaching is central to the development of language competence. With the development of large-scale corpora, linguists have been able to uncover language patterns previously unnoticed, revealing the ubiquity of multi-word units and vocabulary collocations in English. These findings reveal that, instead of consisting strictly of lexis and syntax, language tends to be comprised of multi-word constructions and word collocations like phrasal verbs.

Theoretical part

Boers and Lind Stromberg note that these recent corpus findings have greatly influenced theories in English language teaching, and many theorists have come to the conclusion that "successful L2 learning is to a very great extent a matter of understanding and remembering collocational tendencies and prefabricated multi-word expressions and that learners ought to be helped to acquire them in large numbers". Thus, when it comes to developing a communicative competence of the language, multi-word vocabulary units are central for language learners to master. A large number of language

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teaching theorists are now accepting this new understanding of vocabulary as being of high importance in developing proficiency in English. The assumption of this handbook is that explicit vocabulary teaching is beneficial, not only in the traditional understanding of teaching single words, but also -- and perhaps even more importantly -- in teaching multi-word units. Central to these multi-word constructions is the phrasal verb, a form ubiquitous in the English language. Thus, it is the belief of the following book that learning phrasal verbs is a productive endeavor for any language learner, as it will directly contribute to their communicative competence in English. As such, the teaching of phrasal verbs must be prioritized by English language teachers for their students' language development. A critical part of language instruction understands the key issues for students and the best practices for teachers to present those concepts. This handbook seeks to present those best practices. In the following pages, we will review and distill the most recent research in linguistics and language teaching and apply these theories to teaching applications regarding phrasal verbs.

Phrasal verbs -- *such as take up, go on, get over, and get along with* -- are also referred to as multi-word verb constructions. A phrasal verb contains multiple parts of speech (a verb and either a preposition or an adverb), forming three possible syntactical combinations:

1. Verb + preposition (e.g. take over, fill up)
2. Verb + adverb (e.g. take away, give back)
3. Verb + adverb + preposition (e.g. come up with, get out of)

One of the most important things to understand about phrasal verbs is that they are an independent construction, and the constituents that make them up function differently inside the phrasal verb than they normally do on their own. Take a preposition, for example. A preposition is defined by its function as the head of a prepositional phrase: a preposition + noun phrase (e.g. My fiancé is cooking dinner in the kitchen).

The preposition in takes the noun phrases the kitchen and forms a prepositional phrase, adding locational context to the sentence. Prepositions can be defined as words that function forming prepositional phrases, and they form a closed class of words that fit this category. When a preposition is combined with a verb to form a phrasal verb, it changes its function: It no longer operates as the head of a prepositional phrase; it is defined in terms of its function within a phrasal verb. When a preposition functions in this new role, we refer to it, not as a preposition, but as a particle, because it is functioning primarily as part of the phrasal verb. Thus, if we take a preposition like in and combine it with a verb to form a phrasal verb

(e.g. fill in as in we needed to fill in the intern on our company policies), the preposition is referred to as a particle. The same is true of adverbs, too. Adverbs also form a class of words, similar to prepositions, in that their function is to add contextual information, too. They differ from prepositions because they are not able to take noun phrases to form larger phrases. For instance, we could not say " I am going away this city" because the adverb away cannot take a noun phrase like this city and form a larger constituent. Instead, we could say "I am going away from this city," because the adverb is able to modify a prepositional phrase, not a noun phrase. When an adverb is combined with a verb to form a phrasal verb, it also changes its function: it no longer functions in a typical adverbial function but as part of the phrasal verb. Thus, like a preposition, when it functions inside a phrasal verb (e.g. take away), it is referred to as a particle. This can be confusing for both English teachers and students, as phrasal verbs are often defined as verb + preposition constructions. While this is the typical structure of a phrasal verb, its simplicity is problematic in two ways. First, while the majority of phrasal verbs are the combination of a verb and a preposition, a few phrasal verbs use adverbs instead of prepositions. Secondly, when prepositions or adverbs function in a new role inside a phrasal verb, they lose their original function. It would be inherently misguided then to refer to them as prepositions and adverbs because they are not functioning as such. They are functioning as part of a phrasal verb, so they are referred to as particles. In the rest of this handbook, we will refer to words according to their function. When prepositions and adverbs are functioning independently as prepositions and adverbs, I will refer to them as such. Yet when they are functioning as part of a phrasal verb, I will refer to them as particles. As such, I will refer to phrasal verbs as verb + particle constructions. This is a comprehensive term that will refer to any of the above three syntactical structures. The meanings of phrasal verbs cannot always be derived from the individual meanings of the verb and the particle they are composed of. Their meanings range from transparent or literal (where their meanings can be easily derived) to idiomatic, where there seems to be very little connection to the meanings of the verb and the particle. Consider the following examples of literal (transparent) phrasal verbs:

1. They need to stand up so we can see them.
2. Then let's fill up the water tanks
3. Toxic chemical leaked out of a storage tank and into the ground water In these examples, the phrasal verbs are used literally.

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For instance, fill up literally refers to water being poured into a tank, and as more water goes in, the level rises (goes up). These are the easiest phrasal verbs for English language learners to learn, as their meanings are transparent and easily derived from the meanings of the verb and particle. However, take a look at the same phrasal verbs used idiomatically:

1. It is unlikely to stand up to valid scientific scrutiny
2. I was happy having her voice fill up the house
3. The story leaked out early in the day in the second set of examples, the meanings of the phrasal verbs are very different from their literal meanings. The meaning of stand upis to confront, run up means to reverberate throughout a building means to secretly share information. These meanings differ greatly from the meanings of their verb and particle constituents, and on first look, it may be difficult to see how their meanings are related to the original, transparent meanings. As the previous section demonstrates, the meanings of phrasal verbs are not always transparent, making them difficult to learn for ELLs. Their meanings have often been regarded as arbitrary, random, and unpredictable. As such, phrasal verbs are typically classified as a type of idiomatic expression, with ranging degrees of idiomaticity. In addition to their seemingly arbitrary meanings, phrasal verbs are also highly polysemous, meaning the same phrasal verb might have multiple, distinct meanings. Consider the following example of the phrasal verb pick up: 1. He leads a group to a city park to pick up trash (to lift or take off the ground.

Cell phone towers are able to pick up a caller's location on a 911 call. (to detect) He was trying to get a cab to go pick up his daughter (to take in a car) 4. Republicans failed to pick up a single seat in the chamber (to take, to win) 5. Momentum is starting to pick up (to increase) 6. You need to pick up where you left off (to resume) 7. Showing them pictures can help them to pick up the language (to learn, acquire) Example sentence 1 shows a literal, transparent meaning of pick up, yet the other sentences demonstrate an array of idiomatic meanings ranging from learning a language to detecting a location to increasing momentum. This is not an isolated phenomenon with pick up, for Gardner and Davies (2007) found an average of 5.6 distinct meanings for each of the 100 most frequent phrasal verbs in English and over 20 distinct meanings just for the phrase go on . This significantly adds to the complexity of learning phrasal verbs. While memorizing 100 verb-particle combinations might be feasible for a student, individually memorizing the distinct sense and context of each of the polysemous meanings is virtually impossible. The question we want to explore in the next sections is what makes one phrasal verb literal and transparent and another one idiomatic. For a verb like pick up, how are all its meanings related? Is there a meaningful connection between the different senses, or are the differences arbitrary? How do phrasal verbs move from literal to idiomatic meanings? Can we predict their meanings or figure out how the idiomatic meanings are formed? These are the questions we will seek to answer as we continue to explore the meanings of these expressions. The question for teachers of English is whether there is any systematic structure or organizational system governing the meanings of these phrasal verbs. Traditional approaches to phrasal verbs have not been able to identify any coherent system or structure and have therefore classified them as idiomatic. However, recent research developments in cognitive linguistics have revealed semantic patterns that were previously undetected.

CONCLUSION

These semantic patterns stem from the ways native speakers understand and refer to the world around them. In short, the patterns of meanings are cognitively motivated; that is, meaning resides in the cognitive framework of native speakers, not just in the surface language features. These motivations are implicitly embedded within the cognitive structures of native speakers, and native English speakers are generally not explicitly aware of the ways their language (including phrasal verbs) flows from these conceptual structures. These motivations are not transparent to speakers of other languages learning English (since they do not have direct access to the same conceptual frameworks), making the meanings of phrasal verbs appear completely arbitrary and random. Despite the fact that ELLs are generally unaware of the conceptual motivations for English phrasal verb meanings, teachers are able to tap into these conceptual frameworks and explicitly teach them to students. Numerous studies have revealed the positive benefits on students' understanding and retention of phrasal verb meanings when these frameworks are explicitly taught when thinking about teaching phrasal verbs.

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