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**FRANSUZ TILINI O'QITISHDA FRAZEOLOGIK BIRLIKLAR VA
ULARNING TURLARI IFODASI.**

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Annotatsiya: Ushbu maqolada tilshunoslikda frazeologiyaning o'рни haqida so'z ketadi. Frazeologik birliklarning ayrim turlariga ta'rif berilgan, ularni asoslovchi misollar keltirilgan, frazeologiyada ko'p qo'llaniladigan terminlar haqida ma'lumot berilgan. Shuningdek, fransuz tili darslarida til o'rganuvchilarga ibora va tug'un birikmalarni o'rgatish bo'yicha takliflar berilgan.

Kalit so'zlar: frazeologik birlik, ibora, birikma, ko'nikma, komponent, o'xshatish, ma'no, termin, sinonim.

Abstract: This article discusses the role of phraseology in linguistics. Some types of phraseological units are described, examples are given to justify them, and information on terms commonly used in phraseology is given. French language classes also offer language learners suggestions on how to teach phrases and conjunctions.

Keywords: phraseological unit, phrase, compound, skill, component, analogy, meaning, term, synonym.

Аннотация: В статье обсуждается роль фразеологии в лингвистике. Описываются некоторые типы фразеологизмов, приводятся примеры для их обоснования и дается информация о терминах, обычно используемых во фразеологии. Уроки французского языка также предлагают учащимся советы о том, как учить фразы и союзы.

Ключевые слова: фразеологизм, фраза, соединение, навык, компонент, аналогия, значение, термин, синоним.

Frazeologik birliklar tilning ifoda vositasini boyitishga, unga ta'sirchanlik berishga xizmat qiladi. Boshqa tillardagi kabi, fransuz tilida ham nutq jarayonida shakllanmay, balki tayyor holda qo'llanadigan so'z birikmalari, ya'ni frazeologizmlar ham anchagina miqdorni tashkil etadi. Frazeologik birliklar turlari qamroviga ikki yoki undan ortiq so'zlarning minimal ahamiyatli birikishga ega bo'lganlaridan tortib, yuqori darajadagi bo'g'lanishni o'zida aks ettiruvchi birikmalar kiradi. Birikish darajasi frazeologik birliklar ayrim turlari doirasida turlicha ekanligi ularni farqlashda qiyinchilik tug'diradi.

O'quvchi va talabalarning fransuz tilidagi nutqiy ko'nikmalarini o'stirishda ularni frazeologiya dunyosiga olib kirish ham samarali, ham maroqli jarayondir. Til o'rganuvchilar frazeologik birliklarning xilma-xil turlari bilan tanishar ekanlar, ular iboralar, ko'chma ma'noli so'zlar, maqol va matallar, idiomalar vositasida go'zal farang zabonining rang-barang va bo'yoqdorligini o'zlarida kashf etadilar. Fransuz tilidagi frazeologik birliklar turlarini mashg'ulotlarda o'rgatishda ustozdan chuqur bilim va yuksak pedagogic mahorat talab etiladi.

La collocation – so'zlarning minimal birikish darajasidagi frazeologik birliklardir. Ular ham so'zlashuv tilida, ham kasbiy mutaxassisliklarga xos nutqda tez-tez uchrab turadi. Kollokatsiya o'z o'zagi, kollokativ asosiga ega, u ko'pincha ot yoki fe'l, ba'zida sifat yoki ravish bilan ifodalanadi. O'zak so'z o'ziga kollokativ qismini shakllantiradigan ayrim “hamrohlarini tanlaydi”. Masalan, *la fin – oxiri, tugashi, intiho* so'zi o'zak sifatida qabul qilinganda, quyidagicha kollokativ birikmalarga duch kelishimiz mumkin:

fin courant —ushbu oy oxirida, *d'ici la fin de l'année* — yil oxirigacha, *avoir des fins de mois difficiles* — qiyinchilik bilan yakunlamaoq, *arrondir ses fins de mois* – keyingi oylikkacha amllab yetib olmoq, *boucler ses fins de mois, mettre fin à qch* — nihoyasiga yetkazmoq, *prendre fin* — tugamoq, nihoyalanmoq, *toucher (tirer) à sa fin, être sur sa fin, tenir à la fin* — tugab bormoq, *mener à fin* — tugatmoq, *mener à bonne fin* — yaxshi yakunga

yetkazmoq, muvaffaqiyatli yakunlamoq, *à la fin* — nihoyat, *à la fin des fins* — oxir-oqibat...

Fransuz tili darslarida o'qituvchi tomonidan berilgan o'zak so'zlar ishtirokida til o'rganuvchilar *collocation* bo'yicha misollar keltirishlari mumkin bo'ladi. Masalan, *la garde* : être sous la garde de qn , prendre garde de, prendre sous sa garde, mettre en garde, tenir (mettre) sous bonne garde, de (bonne) garde, (droit de) garde, garde à vue, garde juridique, faire bonne garde...

Expressions phraséologiques. Yuqoridagi misollar bilan taqqoslaganda, yanada turg'unroq semantik birikmalar ham mavjud bo'lib, ularda komponentlardan biri o'z ma'nosida, boshqasi esa ko'chma ma'noda ishlatiladi. Masalan, « *or blanc* » birikmasida rang bildiruvchi sifat bo'lgan *blanc* so'zi *or* bilan birikib, birgalikga yagona ma'no (le coton)ni o'zida ifoda etgan. Bu kabi iboralarga o'xshatishlar (comparaisons)ni ham kiritish mumkin, unda taqqoslanuvchi so'z o'z ma'nosida ishlatilganligini ko'rish mumkin. Masalan:

Chauve comme un œuf – tuxumdek kal, *trembler comme une feuille* – yaproqdek titramoq, *maigre comme un clou* – mixdek ozg'in, *fort comme un bœuf* – buqadek kuchli, *têtu comme une mule* – xachirdek qaysar, *bavard comme une pie* – zag'chadek vaysaqi,...

Darslarda “*Associez les parties convenables*”, « *Trouvez la suite de la comparaison* », « *Donnez la définition à l'expression* », « *Remplacez les mots comparés par d'autres* » , « *Devinez les synonymes/antonymes des composants* » kabi shartli mashqlar bajarilishi mavzuni samarali o'zlashtirilishiga olib keladi.

Expressions idiomatiques (idiomatik ibora). Ushbu frazeologik birlik mutlaqo kompozitsion bo'lmagan ma'noga ega, yuqorida tilga olingan *collocation* va *expression phraséologique* terminlaridan ham yuqoriroq turg'unlik darajasi bilan ajralib turadi. Uning tarkibiy elementlaridan birortasi sinonim yoki boshqa so'z bilan almashtirilishi mumkin emas. Masalan :

ventre à terre = très rapidement, *prendre la mouche* = se vexer, se sentir offensé par quelque chose, *lever le coude* = boire de l'alcool, *mettre sur pied* =

organiser quelque chose, *un gros bonnet* = une personne importante, *péter les plombs* = s'énerver...

Mashg'ulotlarda idiomatik iboralar yaxshi o'zlashtirilishi uchun situation jumlar, dialoglar tuzish, iboralarga fransuz tilida ta'rif (définition) berish kabi topshiriqlar orqali erishish mumkin.

Locution – so'z birikmasi. Bu nisbatan yuqori darajadagi semantik, leksik va morfosintaktik birikishni o'zida ifoda etadigan frazeologik birlikdir. So'z birikmalari o'z (*non figurée*) va ko'chma (*figurée*) ma'noli bo'ladi. Ushbu nuqtai nazardan locution ayrim so'z turkumiga xos bitta so'zga tenglashtirilishi ham mumkin. Masalan :

en vain – vainement, *à peine* – péniblement, *sans doute* – certainement, *d'habitude* – habituellement, *à part* – séparément, isolé ...

Tilni o'zlashtirishda undagi tasviriy vositalar, ko'chma ma'noli so'zlar, iboralar, maqol va hikmatli so'zlar, bir so'z bilan aytganda, frazeologik birliklarni o'rganish, ular anglatgan ma'no-mazmuni farqlash nihoyatda ahamiyatlidir. Bunda o'quvchi-talabalarga fransuz tilida audio va video lavhalarni tinglab tushunish, ko'proq badiiy adabiyot va matbuot materiallari o'qish, turli izohli va tarjima lug'atlar tavsiya qilinadi. Shuni untutmaslik kerakki, o'rganilgan har bir frazeologik birlik amalda – nutqda bir necha bor qo'llanilishi bilan yaxshi o'zlashtiriladi va xotirada mustahkamlanadi.

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THE CONCEPT OF CRITICAL THINKING IN MODERN PEDAGOGICAL SCIENCE

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Abstract: The article is devoted to the study of the experience of Russian and foreign researchers in the field of mastering the skills and abilities of critical thinking. Today, the problem of the formation of critical thinking is one of the primary tasks of modern pedagogical science. The article takes into account the need of modern society for individuals who are able to navigate in the modern information space, who are able to analyze and structure information coming from outside.

Key words : Reflection, thought strategies, interpretation and evaluation of information, critical thinking, higher professional education.

The modern world is a dynamically developing system in which each of us occupies a certain place. To be a successful and sought-after representative in our professional and personal life, we need to constantly develop and improve. Without the skills and abilities of critical thinking, it is impossible to do this. A person with well-developed critical thinking raises tough questions and problems, formulating them clearly and clearly; collects and admits relevant information, using abstract ideas to effectively interpret them; comes to reasonable conclusions and decisions, checking them against criteria and standards; thinks openly within alternative systems of thought, recognizing and admitting, as necessary, their assumptions, involvement and practical relevance; communicates effectively with others when making a decision [6]. The formation of skills and abilities of critical thinking occurs constantly, but this process must be given a special role when a person is at the stage of personality formation, the formation of a life position, and the acquisition of

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