



Article

An Experimental Study of the Use of Uzbek Phraseological Units in Written Discourse

Adizova Dildora Rustam qizi¹

1. PhD Student, Alisher Navo'iy Tashkent State University of Uzbek Language and Literature, Toshkent, Uzbekistan

Abstract: This article examines the application of phraseological units in the written speech of students who are learning Uzbek language in March. Phraseological units are an integral part of expressive language, improving written texts and enriching communicative competence. Then, the study strives to identify how frequent, accurate and contextually suitable phraseological expressions are in students' essays as well as suggest different ways to develop phraseological competence. This study included thirty grade eight students, utilizing observation, written text analysis, surveys, and an experimental teaching intervention. Results: The analysis indicated that a considerable number of students did not use any phraseological units, or used them incorrectly, in their writings. As a result of using targeted exercises and literary text, the students experienced improvement in the correct and meaningful use of semantic tuning of phraseological expressions as well. The findings show that the systematic use of instructional methods, coupled with practice-oriented and practical activities lead to advantage in written expression as well as better acquisition of phraseological units. These findings highlight the need for enhancing phraseological instruction in language teaching programs, which can help students develop expressive and context-appropriate writing skills.

Keywords: Phraseological Units, Written Communication, Uzbek Language, 8th-Grade Students, Experimental Study, Language Competence

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1. Introduction

One of the great instruments of all human thought and culture is language. Especially phraseological units are an important tool to enhance oral and written speech with expressiveness, allegory, cultural background etc. Many researchers studied phraseological units of the Uzbek language from a theoretical point of view; while few discussed their practical application [1, 2] especially in teaching.

Studies related to idiomatic competence in written tongue shown that selecting and utilizing idiomatic expressions correctly is still a challenge for many students. They frequently either drop these units or abuse them, which leaves texts less expressive and less clear. This issue is particularly prevalent among middle-schoolers, who are at a crucial juncture in their language development and intellectual maturation [3,4].

This study examines the 8th-grade students and aims to investigate the frequency, accuracy, and contextual correctness of phraseological units in their production. Moreover, the study facilitates efficient teaching of phraseological competence and suggests exercises that may facilitate its learning as well as literary text analysis. When teachers apply such strategies to their language instruction, students develop not only

better writing skills but also enhanced cultural competence and nuances to communicate more effectively in written forms [4, 5].

2. Materials and Methods

An experimental research work has been carried out in this study to understand the use of phraseological units among 8th grade students participating in Uzbek language classes. The study involved 30 students from a general secondary school.

The study used both qualitative and quantitative methodologies. Frequency, accuracy and contextual appropriateness of phraseological units was evaluated by observation and written text analysis in student essays. Finally, a structured survey was conducted to evaluate students' perceptions and self-reported usage of idiomatic expressions.

A series of targeted pedagogical interventions were applied to improve phraseological competence (McCarthy, 1990). These included identifying, understanding and using of phraseological units correctly, literature excerpts analysis from Uzbek authors. The teaching strategies used were correlated with the pre and post intervention data.

3. Results

The students' essays were analyzed for a number of relevant trends in using phraseological units. It was found that 40% of the students did not use any phraseological units, 35% only used 1-2 units, 15% used them incorrectly and only 10% were used these units correctly [6,7].

A marked improvement was seen following implementation of focused exercises and literary text exploration. As a result, the number of students who correctly used phraseological units rose by 45%, using 1-2 units were - 35% (making mistakes 10%), and not one unit is not used - 10% [8,9].

These findings suggest that well-structured, tasks-based interventions have a considerable positive influence on the students' accurate and context-specific usage of phraseological units in their written assignments. In addition, both observation and survey data suggested increases in students' awareness and understanding of phraseological expressions following the intervention [10].

4. Discussion

Phraseological units form a semantically and pragmatically complex system layer of the language. They are stable, figurative meanings that act as units of instant vocabulary in speech, adding expressiveness and stylistic coloring. Phraseological units in written speech expect lexical knowledge, contextual phenomenon, stylistic sensitivity and cultural competence [11].

On the psycholinguistic side, phraseological units are learned in two steps: as an integrated semantic representation of the expression and as a unit to employ appropriately [12]. Eighth-grade students, who are working on moving beyond the literal, understand figurative meanings but often aren't able to independently and appropriately use such expressions in writing. At this point, systematic pedagogical support is needed [13].

The use of phraseologisms in written speech has strong correlation with students' reading habits and their opportunities (or lack thereof) to read literary texts. It's also true that readers who read a lot of fiction tend to use phraseological expressions more naturally and stylistically appropriately. This finding confirms that the phraseological competence varies according to contextualized linguistic experience [14].

Methodologically, several approaches were effective in improving phraseological competence:

The study of phraseological units in an authentic text, rather than out of context;

Transformational exercises, students are given neutral sentences which they should reconstruct with relevant phraseological statements;

Semantic contrast tasks, between free word combinations and fixed idiomatic phrases;

Creative writing tasks, where students write short essays or stories with some phrases.

There are three interdependent factors that determine the effective use of phraseological expressions in written discourse:

understanding the full figurative meaning.

appropriate contextual selection;

grammatical and stylistic incorporation into the text [15].

Moreover, it is also important to raise students' conscious awareness of phraseological units. When learners come to view idiomatic expressions not just as decorative frills but words that carry meaning in articulating nuanced ideas, qualitative improvement is seen in written performance. So, this phraseological competence includes not just linguistic but cultural and pragmatic understanding.

In conclusion, the data indicated that phraseological acquisition should be included in both language educational and pedagogical strategies as systematic, contextual and praxis-oriented manners.

The carried out experimental research has shown that the ascertained level of usage of phraseological units in eighth-grade students' written speech is low but, at the same time, there are positive changes after purposeful pedagogical influence.

The conclusions of the study based on the research results are as follows:

The phraseological competence of eighth-grade students does not develop to a sufficient extent independently, but needs systematic and methodologically organized teaching.

Phraseological units are taught using practical exercises, contextual analysis as well as work with literary texts.

An approach that is systematic and consistent in its instructional focus enables students' written speech to be more expressive, significant, and stylistic.

The teaching of phraseological units as the integral component of language education.

Therefore, the conscious assimilation of phraseological units and their correct application in written speech is an important component in increasing students' communicative competence. We suggest conducting further studies dealing with the age-specific features, psycholinguistic machinery of phraseological competence developing, as well as parameters for its assessment.

break properties of this specific element of language system. It retains archaic lexical elements for as long, probably, as the new words for feels of life from the present and future come in.

As noted by Sh. Shoabdurahmonov and F. Abdurahmonov note that the most stable layer of dialects is a common vocabulary that has been found in abundance in yor-yor texts and is notable with respect to its element of everyday language, particularly regarding household, kinship and ritual components (Shoabdurahmonov).

One of the major criteria for delineating areal limits (A.K. Borovkov) suggests that earliest regional lexical units. Here, the lexical features that are attested in yor-yor texts constitute useful linguistic data based on which it is possible to elicit isoglosses.

5. Conclusion

The Yor-yor texts are an extremely valuable resource for dialectology; The most stable stratum of vocabulary represents everyday lexicon; Units of lexicon has historical stratigraphy and, to some extent, they interact with each other; Folklore texts have simultaneously conservative and innovative elements; These types of these texts constitute significant empirical material for contacts linguistics. The systematic study of texts of this kind in Tashkent region are one of the актуальные directions for research work on dialectology of Uzbek.

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