



PHRASAL VERBS IN COMMUNICATION AND LEARNING METHODOLOGIES

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Annotation:

This article looks at how phrasal verbs are important in English communication and their role in English as a Foreign Language (EFL) teaching in Uzbekistan. Even though phrasal verbs are common in spoken English, they can be hard to learn because they are often idiomatic and have complex grammar. The article discusses these challenges from a local viewpoint and suggests modern methods—like task-based learning, digital tools, storytelling, and gamification—to help Uzbek EFL students learn phrasal verbs better. It gives recommendations on how to include these strategies in the national curriculum to improve language skills and communication fluency.

Аннотация:

В статье рассматривается роль фразовых глаголов в английской речи и их значение в обучении английскому языку как иностранному (EFL) в Узбекистане. Несмотря на их повсеместное использование в разговорной речи, фразовые глаголы представляют серьёзную трудность из-за своей идиоматичности и синтаксической сложности. В статье анализируются эти трудности в контексте Узбекистана и предлагаются современные, основанные на контексте методы обучения — такие как обучение на основе заданий, использование цифровых инструментов, сторителлинг и геймификация — для улучшения усвоения фразовых глаголов у узбекских студентов. Даны рекомендации по интеграции этих стратегий в национальную учебную программу для повышения языковой компетенции и коммуникативной беглости.

Annotatsiya:

Ushbu maqolada ingliz tilidagi frazeologik fe'llarning muloqotdagi roli va ularning O'zbekistonda chet tilini o'rgatish (EFL) jarayonidagi ahamiyati yoritiladi. Har kuni



og‘zaki nutqda keng qo‘llanilishiga qaramay, frazeologik fe‘llar o‘zining idiomatik mazmuni va murakkab sintaktik tuzilishi tufayli o‘zbek o‘quvchilari uchun muammoli hisoblanadi. Mazkur maqolada O‘zbekiston kontekstidagi bu muammolar tahlil qilinadi hamda zamonaviy, kontekstga asoslangan ta‘lim metodlari — topshiriqqa asoslangan o‘qitish, raqamli vositalar, hikoya aytish va o‘yinga asoslangan yondashuvlar — frazeologik fe‘llarni o‘zlashtirishda qo‘llash yo‘llari taklif qilinadi. Shuningdek, bu strategiyalarni milliy o‘quv dasturiga integratsiya qilish orqali o‘quvchilarning til kompetensiyasi va muloqotdagi ravonligini oshirish bo‘yicha tavsiyalar beriladi.

Keywords: Phrasal verbs, EFL, Uzbekistan, language learning, communicative methodology, idiomatic expressions, task-based learning, digital tools, vocabulary acquisition

In today's globalized world, English has become an important medium for communication in business, education, and diplomacy. Phrasal verbs, which combine verbs with particles like prepositions or adverbs (for example, take off, give up, run into), are essential for adding meaning and informality to the language. However, for English as a Foreign Language (EFL) learners in Uzbekistan, mastering these verbs is often difficult due to their idiomatic nature and complexity. This article looks at why phrasal verbs are important in everyday communication, the common issues faced by Uzbek learners, and suggests modern methods for better understanding and using them.

Phrasal verbs are everywhere in spoken and informal English. They help express actions and feelings in a brief and authentic way. For instance, saying “He stormed out” instead of “He left the room” shows how a phrasal verb can add emotional depth and meaning. Native speakers use these verbs without thinking, which can cause confusion for non-native speakers who don’t know their meanings. In professional environments, English learners who avoid using phrasal verbs might sound too formal or robotic, making communication less natural. Therefore, to be fluent in English, it’s important to not only recognize phrasal verbs but also use them confidently in various situations.



In Uzbekistan, where English is taught from secondary school to university, phrasal verbs are usually introduced in isolation, focusing on memorization rather than practical use. Textbooks typically list these verbs with definitions but don't provide enough context for practice. Plus, since Uzbek is a Turkic language, it doesn't have direct equivalents for English phrasal verbs, making literal translations unhelpful and sometimes confusing. For example, translating "give up" as "berish" (to give) doesn't capture the idiomatic meaning of stopping to try. Cultural and language differences may also make learners hesitant to use phrasal verbs. They might prefer more literal phrases (like "enter the room" instead of "come in") because they feel safer using words they can translate directly. This leads to awkward expressions and a gap between what they learn in school and how they communicate effectively. To tackle the difficulties students face, it is important to move from memorizing to a more student-centered, context-based approach. Here are some updated methods suited for Uzbekistan's education system:

1. Using Digital Tools and Corpora

Technology has changed language learning by letting students see real language use through corpus tools. Resources like the British National Corpus (BNC) or COCA (Corpus of Contemporary American English) help learners see how phrasal verbs are used in real life. Teachers can guide students in finding specific phrasal verbs in context and noticing their frequency and collocations.

Additionally, apps like Quizlet, Memrise, and Anki provide custom flashcards for phrasal verbs with spaced repetition and visuals, making learning more engaging.

2. Task-Based Language Learning (TBLT)

Task-Based Language Teaching focuses on practical communication and solving problems. For instance, Uzbek learners can role-play as a tourist and a local guide, using phrasal verbs like check in, look around, set off, or pick up. This approach helps students understand the real use of phrasal verbs instead of just treating them as grammar rules.



A task like “Plan a weekend trip using at least ten phrasal verbs” encourages creativity and makes learning enjoyable.

3. Storytelling and Personal Connections

Storytelling links language to memory. Learners can write or tell a personal story using chosen phrasal verbs. For example, a student might share, “Last weekend, I hung out with my cousins, but we ran into some trouble when our car broke down.” This method helps students remember better because they connect the language to their personal experiences. In Uzbekistan, using local themes like trips to Samarkand or Navruz celebrations can make storytelling more meaningful.

4. Gamification and Classroom Games

Making learning a game can greatly increase motivation. Teachers in Uzbekistan have found success with games like “Phrasal Verb Charades,” “Find Someone Who...,” or “Jeopardy” with categories like travel or school life. Students can act out or guess phrasal verbs as teams, encouraging collaboration and easing anxiety. Regular competitions where students earn points for using phrasal verbs correctly in writing or speaking can also boost encouragement and peer learning.

5. Contrastive Analysis and Language Awareness

Instead of direct translations, teaching students how Uzbek expresses similar ideas can help reduce confusion. For example, “give up” in English can connect to “voz kechmoq” (to give up or renounce) in Uzbek. Teachers can show examples that highlight different meanings, enhancing students' understanding and skills.

With Uzbekistan’s government supporting multilingualism, learning English has become an important goal. However, the current curriculum often does not focus enough on communication skills. Updating the syllabus to include structured teaching of phrasal verbs in spoken and written tasks is crucial. Textbooks should provide modern examples (like online shopping or digital communication) where phrasal verbs are used naturally. Moreover, teacher training programs should offer training in idiomatic English and effective teaching strategies, preparing future educators better.



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Phrasal verbs are not just words; they are cultural tools and connections to real English. In Uzbekistan's expanding EFL context, using modern, interactive methods can change how students see and use these important parts of the language. With the right tools and approaches, learners can turn phrasal verbs from obstacles into pathways to fluency.

By rethinking teaching methods, using digital tools, and making learning personal, Uzbekistan can help its English learners meet global standards, overcome language challenges, and improve communication.

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