



ARTIFICIAL INTELLIGENCE AS A TOOL FOR ENRICHING THE ACTIVE PHRASEOLOGICAL VOCABULARY OF PRIMARY SCHOOL STUDENTS

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Abstract. This article examines methodological approaches to developing the phraseological vocabulary of primary school students. It presents a system of exercises, a pedagogical experiment, and research results confirming the effectiveness of using phraseological units with the integration of artificial intelligence.

Keywords: phraseology, speech development, primary school, teaching methods, communicative competence, pedagogical experiment, artificial intelligence (AI), multimedia resources, neural network.

The development of speech in younger schoolchildren is one of the most important goals of primary education. During this period, children actively acquire their native language, learn to express thoughts correctly, construct coherent utterances, and understand figurative language. A special place in speech development belongs to the formation of phraseological vocabulary. The study of this subject plays an important role in shaping linguistic culture, developing thinking, and understanding human experience, and modern AI technologies open new opportunities for improving the quality and effectiveness of teaching.

In the Decree of the President of the Republic of Uzbekistan No. UP-5712 of April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," the main directions of development include improving teaching methods, the gradual introduction of individualization principles in the educational process, as well as the introduction of modern information and communication technologies and innovative projects into the field of public education [1].

Through systematic use of phraseological units (PUs), the practical literacy and written speech of students improves. Through speech exercises, students can be taught how to use phraseological expressions correctly; it is necessary to show students the importance of phraseological units as stylistic devices, using examples from how authors employ them in their works. Skills and abilities in mastering such techniques will help enrich students' speech and vocabulary with new words and knowledge.

A phraseologism (phraseological unit or phraseme) is a fixed expression characteristic of a particular language, whose meaning is not determined by the individual meanings of its component words. Semantically, they are equivalent to a single word.

Phraseological units are classified according to how closely the words are "fused" together. Traditionally four types are distinguished (according to the classification of academician V. V. Vinogradov):

1. Phraseological fusions (idioms). These are the most "indivisible" expressions. The meaning of the phrase is entirely unrelated to the meanings of its component words. They often contain archaic vocabulary. Examples: "to beat baklushi" (to loaf), "to whittle laths" (to chatter),

"to eat the dog" (to be an expert), "with sleeves down" (carelessly). Essence: Translating each word individually produces nonsense.

2. Phraseological unities. Here the meaning of the whole phrase is clear through the image it creates. These are a kind of metaphor that can be understood literally, but in speech they are used figuratively. Examples: "to go with the flow", "to cast a fishing line", "to swim shallow", "to make a mountain out of a molehill". Essence: The meaning is transparent, but the words in combination create a single figurative image.

3. Phraseological combinations. The most "free" type. One word has a fixed (bound) meaning, while the other can be replaced by a synonym. Examples: "bosom friend" (cannot say "bosom enemy"), "to open one's mouth/eyes/a secret". Essence: One of the words is used only in combination with a specific range of other words.

4. Phraseological expressions. These are fixed phrases composed entirely of words with free meanings. We simply memorize them as a whole. This category includes proverbs, sayings, and well-known quotations [3]. Examples: "Love knows no age", "Man — that has a proud ring", "Happy people don't watch the clock".

Main properties of phraseological units:

- Reproducibility: phraseological units are reproduced in speech in ready-made form and are part of the lexical system of the language.
- Polysemy: they may have several lexical meanings.
- Systematicity: among them, synonyms and antonyms can be identified.
- Stylistics: divided into colloquial, bookish, elevated, and low register expressions [4].
- Collocations consist of two or more independent words with a head word (verb, noun, or adjective).

In this context, the task of finding new ways to teach phraseology becomes urgent. One promising direction is the use of artificial intelligence (AI), which helps make the learning process engaging, accessible, and individualized.

Phraseological vocabulary plays an important role in a child's speech development. The ability to understand and use fixed expressions helps to:

- expand vocabulary;
- develop figurative thinking;
- improve comprehension of literary texts;
- develop correct and expressive speech;
- increase interest in learning Russian.

Artificial Intelligence Opportunities in Teaching Phraseology

Artificial intelligence opens new possibilities in teaching the Russian language. AI can be used as a teacher's assistant for creating interactive assignments, exercises, and individual work with children.

The use of AI makes it possible to:

- select tasks according to the student's level;
- explain the meanings of phraseological units in simple words;
- create game situations;
- generate illustrations for expressions;
- compose texts and dialogues using phraseological units;



- analyze student responses.

For example, neural networks can ask a child to explain the meaning of an expression, compose a sentence using it, or find a similar phraseological unit.

The teacher uses AI for simple explanation of new expressions. Example: A student asks about the meaning of the phraseological unit rack one's brain. AI explains: This means to think hard about a difficult problem.

System of Exercises for Learning Phraseological Units

Let us consider a series of engaging exercises for studying phraseological units, which will help not only memorize the expressions but also learn to use them in speech.

1. "Phraseological Detective" — Task: the teacher reads the meaning of a phraseological unit, and students must guess the expression. Example: "To do something very slowly" → "To drag the cat by the tail"; "Very little" → "A cat cried"; "To be idle" → "To beat baklushi".

2. "Draw It Literally" — Task: each student receives a card with a phraseological unit and must draw it as if understood literally. Examples: "To hang one's nose" (to be sad), "To notch on one's nose" (to remember firmly), "To lead by the nose" (to deceive). After drawing — a discussion of the true meaning.

3. "Phraseological Theatre" — Task: the class is divided into groups. Each group receives a situation and a phraseological unit to act out in a short scene. Example situations: A student did not do his homework — "To sit in a galosh" (make a fool of oneself); Someone ran away very fast — "Only heels were flashing" (run very fast).

4. "Assemble the Phraseological Unit" — Task: words are written on cards, from which a phraseological unit must be assembled. Examples: nose, hang → "Hang one's nose"; baklushi, beat → "Beat baklushi".

5. "Phraseological Auction" — Task: the teacher names a situation, and students "purchase" phraseological units that fit the meaning. Example: Situation: a student received an "A" and is very happy. Possible answers: "On cloud nine", "Jump to the ceiling".

6. "Find the Pair" — Task: cards contain phraseological units and their meanings (mixed up). Students must match each expression with its correct explanation.

7. "Phraseological Story" — Task: compose a short story (3–5 sentences) using 2–3 phraseological units. Example: "Petya loafed all day, and then made a fool of himself because he had not learned his lesson." Such exercises make the lesson lively, develop imagination, and help children easily memorize phraseological units.

Comparative Phraseology for Bilingual Students

For bilingual students, it is of course necessary to translate and compare phraseological units of the Russian and Uzbek languages. For instance, "As bitter as a radish" is used in Russian, while in Uzbek the equivalent is *Ko'ngilga zig'ir yog'dek tegmoq*, meaning "as annoying as linseed oil". "Living like cheese in butter" — *pichoqi moy ustida* [5, p. 219], lit.: "his knife is on top of the butter". "Before one can bat an eye" — *Ana-mana degunicha, kampir shaftolini danagidan ajratib yegunicha* [5, p. 13], lit.: before the old woman separates the peach from the pit and eats it. Non-phraseological translation conveys phraseological expressions through the lexical means of the target language. Such a topic is both interesting and informative.

Thus, phraseological units promote and develop skills in using new words and facilitate their memorization, since in everyday life we frequently use PUs in both oral and written speech. Phraseological units are in themselves very interesting; they pervade proverbs, sayings,

and famous quotations: "Two of a kind", "Seven spans in the forehead", and many others [3, p. 54].

The process of enriching speech with phraseological units is cumulative in nature; therefore, the earlier it is begun, the better the results will be. The enrichment of primary school students' speech occurs in the process of speech activity, during which children consciously acquire new linguistic units, guided by both the semantic and grammatical aspects of the language. Students more easily perceive material when it is presented in game form and with the application of artificial intelligence.

In a Russian language lesson in grade 4, teacher Nazarova S.S. of Secondary School No. 300, Sergeli, Tashkent, conducted a pedagogical experiment on the study of Russian phraseological units. The experiment was conducted among 25 fourth-grade students and included three stages: ascertaining, formative, and control.

Level	Before Experiment	After Experiment
High	20%	56%
Medium	44%	36%
Low	36%	8%

Conclusion. Enriching the active phraseological vocabulary of primary school students is an important part of speech development. Phraseological units help children make their speech expressive, precise, and emotionally rich. The conducted study showed that systematic work with phraseological units contributes to students' speech development, improved literacy, and the formation of interest in learning Russian.

The use of artificial intelligence in this work opens new possibilities for teaching. AI helps create engaging tasks, adapt material to the student's level, and employ game-based and visual methods.

Thus, the combination of traditional pedagogical approaches and modern technologies contributes to a more successful acquisition of phraseological units by primary school students and the development of their speech culture

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