

**FROM CONFUSION TO CLARITY: APPROACHES TO TEACHING
PHRASAL VERBS TO B2 ENGLISH LANGUAGE LEARNERS**

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Abstract Students struggle with phrasal verbs not just because there are so many of them, but also because the combination of verb and particle appears to be completely random. These issues are frequently exacerbated by the way phrasal verbs are presented in textbooks or by professors informing pupils that they will just have to memorize them. This article deals with phrasal verbs and proposes several activities that focus on utilizing them easily for daily uses. Furthermore, It spotlights the importance to acquire B2 learners.

Keywords: phrasal verbs, combination, particle, issue, inform, activity, utilize, importance.

Teaching phrasal verbs is a difficult part of teaching language. Many studies have proven that learning in context is a useful way for learning while others prefer to learn through different activities and fun games. Students will not receive any information or skills from this type of learning approach, but they will grasp how to apply skills and knowledge to solve real-world problems with the support of successful teaching methods. They develop knowledge and skills through the activities because they are engaged in their work. According to Schuel the primary goal of the educator is to engage pupils in learning activities that are likely to result in [the desired learning] outcomes. It is a good idea to remember that what the student does is more crucial than what the teacher does.

As a B2-level English language learner, it is important to understand the role of teaching phrasal verbs. These types of verbs are commonly used in everyday conversations, making their knowledge crucial to understanding and communicating effectively in English.

Phrasal verbs are the most difficult but most important part of the English language. Phrasal verbs are formed by combining an "ordinary" verb and an adverbial or prepositional particle, or sometimes both, which constitutes a single semantic and syntactic unit. Examples are *come in* (=enter) and *give up* (= stop doing), where the particle is adverbial and *look after* (= take care of), where the particle is prepositional; and *put up with* (= tolerate), where the first is adverbial and the second prepositional. Teaching phrasal verbs to B2-level learners provides several benefits. Firstly, it enhances their ability to understand spoken and written English. When students come across phrasal verbs in texts or conversations, knowing their meaning allows for better comprehension.

Furthermore, phrasal verbs add nuance and depth to language use. Students proficiently using phrasal verbs can convey their ideas more precisely and accurately. This is particularly important in academic and professional settings, where using the right phrasal verb can make a significant difference in the clarity and effectiveness of communication.

Another benefit of teaching phrasal verbs is that it boosts students' confidence and fluency in spoken English. When students can use phrasal verbs in conversations, they sound more natural and fluent. This can help them communicate more efficiently and effectively, leading to more productive conversations and interactions.

Teaching phrasal verbs can be challenging, as there are thousands of phrasal verbs, and they can be used in a range of contexts with multiple meanings. However, there are effective methods that teachers can use to teach phrasal verbs efficiently.

One of the most impactful methods is sorting phrasal verbs by particle, it can help educators establish important connections between them. That is because particles have tendencies, and understanding these trends can help students learn phrasal verbs more easily. As mentioned above, every phrasal verb is made up of a verb and a particle. For example, phrasal verb sell out (a verb+ a particle). Here are examples where the particle out can represent various things.

"They have sold out of bread." Alternatively, "They are out of bread."

Out may also mean that something has ceased to exist, finished, or vanished. Examine the following example of the phrasal verb go out:

*"If you do not add wood, the fire will **go out**."*

This means: If you do not add wood, the fire will *stop burning*. This kind of analysis helps to economize time and effort. Besides that, it at least gives an idea of what phrasal verbs could mean.

Another efficient way is learning phrasal verbs in context. This approach helps students understand the phrasal verb's meaning and use in a particular context, making it easier to remember and use in the future. For example, before giving the definitions, teachers could print out an article or a transcript of a YouTube video where students underline all the phrasal verbs they observe in. Students can then check the various meanings of the phrasal verbs online or in a dictionary. This way will encourage pupils to read several sample sentences to reinforce what they are learning. Organizing phrasal verbs by topic is an even better approach to memorizing them. For example, teachers could make a list of phrasal verbs for expressing feelings, characterizing friends, or discussing love and relationships that makes them more relatable and interesting to learn.

Additionally, teachers can use games and activities that make learning phrasal verbs fun and engaging. This approach helps students learn actively and reinforces the phrasal verbs' meaning and application. Teaching phrasal verbs to B2-level learners is crucial to improving their language proficiency, communicative

abilities, and confidence in speaking and writing English. Through effective teaching methods that incorporate context and interactive activities, students can learn phrasal verbs with ease and apply them effectively in various contexts.

Here are some simple activities that will help to teach phrasal verbs more effectively.

1. The Ultimate Phrasal Verb game is one of the creative writing activities where students work in small groups to make up a fictional story using as many phrasal verbs as possible, from a word bank provided by the teacher.
2. Charades are also a popular activity that reinforces students' creativeness, and quick –thinking. This game relies on the vocabulary which is written on small pieces of paper in a tiny box. Every student selects one of the pieces of paper and acts it without using the words to the teammates in order to gather scores by guessing them
3. Taboo. Like in a popular game, students must explain a term to the rest of their team (in this example, a phrasal verb) while avoiding the usage of specific banned words.
4. Creating engaging questions. This is a simple but effective technique for integrating students' ability how to use them. For instance, after teaching phrasal verbs describing emotions, the teacher could create questions related to the topic. Here are given some examples:
 1. What makes you **light up**?
 2. Tell me about an event that **stirred up** a lot of controversy in your country.
 3. When you get upset, do you usually **freak out** or do you keep it inside?
 4. Do bugs **freak** you **out**?
 5. Have you ever **told off** a stranger? Have you ever been told off by a stranger?
 6. What movie **cracks** you **up** no matter how many times you have seen it?

Conclusion

The role of English phrasal verbs is increased because they are used more and more widely, not only in colloquial English but also in academic writing, official reports, fiction, and in the mass media. They need to be presented and practiced in real or simulated circumstances. The most important task for the teacher is to group the phrasal verbs systematically so that using association they can be more easily remembered. There is a proven technique for mastering phrasal verbs. However, finding strategies that assist learners in making logical connections and relating new terms to events in their life may be quite beneficial. It requires time, patience, and dedication. All techniques that have learned today are useful and commit to practicing regularly.

As a result, non-native speakers must acquire phrasal verbs to improve their communication skills and feel comfortable conversing with native speakers.

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