

METHODS OF TEACH ENGLISH IDIOMS

Jumanazarov U.U. (Republic of Uzbekistan) Email: Jumanazarov544@scientifictext.ru

*Jumanazarov Umid Umirzakovich - Doctoral Student, Scientific Researcher,
TASHKENT STATE PEDAGOGICAL UNIVERSITY NAMED AFTER NIZAMI, TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *the article is devoted to the methods of teaching English idioms. If we teach idioms along with the other simple word lists. We believe, that the English Teacher has to help the learners get to know how to use the Dictionary very effectively. There comes a challenging task of teaching pronunciation, functional category, distinct layers of meaning, usage and model sentences along with idioms and phrasal verbs. We recommend you majorly use pictures to make the process easier than you can even imagine. Through read-alouds, teacher modeling, and student-centered activities that are presented in the classroom, students will further develop their understanding of figurative language.*

Keywords: *methods, teaching English, idioms, story, guess, according.*

МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКИМ ИДИОМАМ Джуманазаров У.У. (Республика Узбекистан)

*Джуманазаров Умид Умирзакович - докторант, научный сотрудник,
Ташкентский государственный педагогический университет им. Низами, г. Ташкент, Республика Узбекистан*

Аннотация: *статья посвящена методам преподавания английских идиом. Если мы преподаем язык вместе с другими простыми списками слов. Мы считаем, что учитель английского языка должен помочь учащимся научиться правильно пользоваться словарем. Встает сложная задача преподавания произношения, функциональной категории, различных оттенков смысла, использования и модели предложений, а также идиомы и фразовые глаголы. Мы рекомендуем использовать изображения, чтобы сделать процесс проще, чем вы даже можете себе представить. Через чтение вслух, моделирование учителей и деятельность, ориентированную на учащихся, которые представлены в классе, учащиеся будут продолжать развивать свое понимание образного языка.*

Ключевые слова: *методы, преподавание английского языка, рассказ, догадка, согласно.*

Idioms are usually vivid and forceful. They have been described as the crystallization of language. Without idioms our language would become dull and dry. For one thing, most idioms contain an extremely profound and rich meaning. For another, most idioms carry a vivid image. Idioms mirror the national characteristics in a language and thus always rich in cultural connotation and national flavour.

They are commonly used in everyday conversation, not in formal writing. So, students need to learn more idioms if they want to talk more naturally and to understand the ideas of whom they are talking to because, in everyday conversation native speakers often use them.

There are several language teaching methods in use today. One of them is teaching languages with the help of activities. If you can arrange activities for your English conversation group, you will probably find that activities afford excellent practice in English. Activities are enjoyable. It is now very generally accepted that language teaching not merely can be but should be enjoyable. This is not to assume that it is easy, but only that there is no need, by including enjoyment, to make it more difficult. It is not easy to teach the meaning of an idiom. That's why, if we teach English idioms-we must use new methods of teaching English.

By developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level. In this lesson, students explore figurative language with a focus on the literal versus the metaphorical translations of idioms. Through read-alouds, teacher modeling, and student-centered activities that are presented in the classroom, students will further develop their understanding of figurative language.

By knowing the origins of idioms, students can more easily figure out the metaphorical meanings.

Discussions focused on the origins of words and phrases help students understand how language transforms over time and, thereby, enables them to hypothesize in a more meaningful way the meaning of unfamiliar words or phrases.

We enjoy teaching idioms because we find them fascinating. A good way of teaching idioms is that of grouping them according to topic, e.g., idioms that have to do with parts of the body, idioms about color, etc. [1]

We also find it very interesting to contrast and compare idioms in English with the students' or our native language (Uzbek). This is because one can discuss the origin of the idiom and how different languages may express the same idea in similar ways. Another way of teaching idioms is finding them in a context.

If we teach idioms along with the other simple word lists. We believe, that the English Teacher has to help the learners get to know how to use the Dictionary very effectively. There comes a challenging task of teaching

pronunciation, functional category, distinct layers of meaning, usage and model sentences along with idioms and phrasal verbs. We recommend you majorly use pictures to make the process easier than you can even imagine. We use 8-12 steps to teach a group of idioms. For example;

- ✓ Show them the pictures and ask random questions about what they know about the pictures and in this case pictures of the animals. (Emphasize on the most common characteristics of those animals);
- ✓ Tell them a story using the idioms you intend to teach.
- ✓ Write the idioms on the board as you are telling the story.
- ✓ Ask them to guess what the new idioms mean according to the context.
- ✓ You could have a group work here if possible.
- ✓ Tell them the meaning of the idioms.
- ✓ Give them extra examples using the new idioms (in context if possible)
- ✓ You could ask them to create their own examples.
- ✓ Re-tell the story focusing on the new idioms.
- ✓ Give them a group work activity to write very short stories using the new idioms (you could make a homework out of this step if you are pressed with time)
- ✓ Ask them to read their short stories to keep them motivated.
- ✓ Ask the other students to summarize their partners' stories.

You should rely on your artistic talent to draw pictures for them. They will be amused. This is a rough method that you could surely make much more interesting by adding your own steps by considering the class situation.

Now the exact meaning of the idiom is difficult to figure out without more clues but by analyzing the context surrounding the idiom you can get a pretty good idea of what it means.

It is important to note that using an idiom should not be the main aim of your classes. I believe it's alright for students to understand them, but to actually use them in spoken language may seem a little embarrassing, not to mention "fake". It's easy to understand this when you see a non-native of your language trying to use idiomatic expressions. It may sound funny but not appropriate for a formal conversation.

If you don't teach idioms to your students, you are depriving them of the some of the cultural richness of the English language. Just imagine your speech without all the popular sayings that are indeed a very relevant part of our culture and the "lingo" that helps all speakers of a certain age or social group to have a special identity or even a certain "private language" [2].

When teachers encourage students' natural inclinations toward narrative forms of meaning making, in conjunction with text-based lessons, the students appear more engaged with textual content and demonstrate less resistance to reading material that might otherwise be challenging or frustrating.

Students respond to texts through narrative approaches, encouraging them to engage in role-playing and to allow memories, images, and stories to surface as they begin to develop interpretations.

Students are more likely to understand, recall, and care about what a metaphor means after having played with the word through a highly personalized, storied exploration of their own experiences of metaphorical language.

References / Список литературы

- 1 *Larsen-Freeman D.* Techniques and principles in language teaching. New York: Oxford University Press., 1986. P. 48.
- 2 *Кунин А.В.* Англо-русский фразеологический словарь. 3-е изд., стереотип. М.: Русский язык, 2001. 123 С.
- 3 *Коробка П.Л.* Идиоматическая фразеология как лингвистическая и культурологическая проблема. М., 1999. 130 С.