EFFECTIVE METHODS FOR TEACHING IDIOMS THROUGH DEVELOPMENTAL STAGES

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Abstract: The article thinks about the core of every educational game lies a commitment to widely recognized educational strategies and approaches. The development of educational games should be based on subject-specific material. In classroom settings, academic students often show increased enthusiasm for participating in educational games, considering them more captivating than traditional instructional sessions. As a result, students feel more at ease during these interactive educational activities. They demonstrate a strong inclination towards lively and interactive lessons, expressing a desire to succeed. Educators leverage these tendencies as effective tools for imparting knowledge and educating students.

Key words: concepts, vocabulary exercises, strategies and approaches.

Currently, there's a significant focus on employing effective EFL (English as a Foreign Language) teaching methods for Uzbek students to foster a harmonious generation. Understanding the cultural context of a foreign language is crucial for effective learning. Among various teaching methods used in universities, lectures are widely employed for introducing new concepts, addressing issues, summarizing ideas, illustrating connections between theory and practice, and emphasizing key points. Different approaches have been identified to enhance educational effectiveness, with particular emphasis on accommodating diverse learning styles. While there's ongoing discussion on the topic of learning styles, there's a consensus that four fundamental styles exist: auditory, visual, kinesthetic, and tactile. Kinesthetic and tactile learning styles are often discussed together.

Idiomatic expressions play a significant role in language learning. A flexible approach to lesson design is essential, especially when teaching complex idioms,

to avoid misunderstandings. Interaction with students and questioning them about the idioms they've learned can aid teachers in clarifying misconceptions.

One effective strategy to enhance the effectiveness of teaching English idioms is to teach idioms and idiomatic expressions relative to the students' native language. This approach makes lessons engaging and easy to remember. However, mastering English idioms can be challenging for EFL learners due to their figurative meanings.

Teaching uncommon phrases in English as a foreign language requires pedagogical investigations. Non-native speakers face difficulties in acquiring foreign language skills, particularly with vocabulary exercises, which can become monotonous, especially for those with limited language learning skills.

Incorporating games and activities that encourage physical activity can help keep students alert and alleviate boredom. Emphasizing fun activities, even while learning new vocabulary, can reduce monotony. Since learning English idioms is essential for EFL learners to achieve proficiency, teachers can plan various activities to help students use English idioms effectively. Encouraging students' natural inclination towards narrative meaning-making, along with text-based lessons, can enhance their engagement with textual material and reduce resistance to challenging or frustrating reading material. Students respond to writings through narrative approaches, engaging in role-playing and allowing memories, images, and stories to surface as they interpret metaphors. They are more likely to understand, recall, and care about the meaning of metaphors after playing with the word through personalized exploration of their own experiences.

The acquisition of idiomatic language involves cognitive processes similar to those governing other linguistic behaviors and learning in general. General principles of long-term memory formation, such as encoding, storage, and retrieval, underlie the learning of multi-word figurative expressions, much like they do for the literal meanings of individual words. Taking note of expressions within the input is crucial for long-term information retention. Learners must attend to linguistic

features within the content for the input to be processed. Providing varied experiences with the target phrase is expected to facilitate the detectable quality of figurative language.

Another concern is advancing appropriate learning tasks. There's ample evidence demonstrating that information committed to long-term memory is information required to perform the task. Hence, tasks should be outlined to direct learners' attention to the usage of figurative language. This can be achieved, for example, by embedding an idiom in an address or asking a question that requires the proper interpretation of metaphorical meaning.

The concept of using metaphors has transformed our comprehension of language not meant to be taken literally. Idiomatic expressions often have purposeful word choices rather than being random. People employ metaphors in language unconsciously, aiding in their understanding and use of common phrases in novel ways. Grasping the workings of metaphors can assist second language learners in utilizing idiomatic language more effectively. Conceptual metaphors can elucidate word choices in idiomatic phrases. It's easier to recall and apply knowledge that makes sense than that which appears random. Utilizing the conceptual metaphor framework, idiomatic language can be organized and presented in a manner conducive to learners' comprehension. Research indicates that individuals recall information better when they can relate new information to existing knowledge. This implies that teaching phrases as part of a group and relating them to familiar concepts can enhance learning.

Numerous experiments support this notion. Boers demonstrated that organizing pictures using metaphors enhances memory retention. In Csábi's study, students who learned about comparison phrases performed better in remembering them compared to students who only learned their meanings in their native language. Beréndi, Csábi, and Kövecses divided intermediate learners into two groups and asked them to read a text containing 22 English phrases, attempt to comprehend their meanings, and provide translations in their native language. In the translation

task, the experimental group encountered idioms with their meanings explained, while the control group saw them in the order they appeared in the text. After translating, the students had to fill in the gap in a test using idioms.

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