

Хулоса қилиб айтганда визуализация воситаларидан ( тасвир, графика, аудио, видео ва анимация) ўқув жараёнида фойдаланиш талабаларга ўқув материалларини ички ва ташқи хоссаларини ўрганиш билан бир қаторда масофадан таълим олиш имкониятини ҳам яратди.

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## **LEARNING ENGLISH IDIOMS: TRADITIONAL APPROACH AND MODERN ONLINE OPPORTUNITIES**

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**Abstract:** This article discusses the problem of teaching English idioms in a non-linguistic university. The imaginative and emotional potential of idiomatic expressions of professional vocabulary used to describe various topics makes it possible to attract these units of language to increase the educational motivation of students, to develop general cultural and linguistic competence.

**Keywords:** teaching methodology, non-linguistic university, idiomatic expression, idiom, motivation, linguistic competence, educational problem, electronic resource.

The problem of expanding the vocabulary of students has always been in the focus of attention of linguists and methodologists working in the field of teaching foreign languages. One of the ways to enrich the dictionary is the study of figurative means of language, among which idiomatic expressions occupy a special place.

There is an opinion that the study of idioms is unnecessarily time-consuming and does not justify the effort due to their limited use in productive speech. However, it is impossible not to recognize the fact that ignorance of idioms can significantly complicate the perception of authentic English speech in both audio and text format. As a rule, students show great interest in idioms because of their expressiveness. And the factor of interest as a way of motivation to learn a language is very valuable and must be used. Idioms can be considered as an effective tool to increase motivation in the learning process for a number of reasons.

Firstly, they reflect the national culture, the peculiarities of everyday life, customs and traditions of the country of the studied language, are part of the linguistic picture of the world and include students in the practice of intercultural communication. Familiarity with the etymology of idioms often generates vivid associative connections, which makes it easier to remember them. For example, the idiom to bury the hatchet means 'to reconcile, to restore friendly relations'. The idiom has historical roots. During the Indian Wars, in

order to conclude peace, the belligerents had to literally bury, bury their axes. Another idiom - nuclear option - means 'last resort, last resort'. The appearance of this idiom is associated with the sad facts of the tragedy of the Japanese cities of Hiroshima and Nagasaki. The idiom baptism of fire means 'the first difficult experience' and refers us to the Christian religious tradition of Baptism. Thus, the mastery of phraseological units goes in parallel with the study of history, expanding the horizons of students, enriching their cultural experience.

Secondly, the study of idioms is necessary, as it develops the linguistic competence of students, arouses interest in the expressive means of language. The neutral phrase very quickly is much less expressive than the corresponding idiom before you can say knife. In addition to emotional content, students get used to catching connotative shades of meaning. For example, the Chair Force idiom means 'office workers' and expresses a somewhat derogatory emotional and evaluative attitude adopted in the US Air Force to those who do not fly. The consonance of the words air-chair also works to create the desired effect. The phonetic similarity of the components of an idiom often works to create a certain stylistic effect. For example, the idiom full battle rattle means 'full combat gear'. It usually includes a bulletproof vest, helmet, night vision device, weapons, ammunition, sleeping bag, food rations, water. In motion, all this equipment creates a certain noise (rattle).

Knowledge of idioms allows you to use different stable expressions to convey one thought without losing emotional potential. Thus, the ability to apply linguistic synonymy develops. For example, the idiom in the trenches, which means 'on the most difficult site, on the front line, in the trenches', has a synonym on the frontlines. The idiom back on the block, which means 'on the citizen', has a synonym in civvy street.

Thus, all of the above proves that idiomatic expressions have characteristics that arouse genuine interest of the trainees. They have a positive effect on the level of motivation when mastering English. The world of idioms is fascinating, informative, motivates students to learn the language, but it is very difficult.

Analyzing the difficulties that arise when studying idioms, it should be noted that those idioms that attract trainees are at the same time a source of many problems in the educational process.

As noted above, the difficulty of learning idioms is associated with a great dependence of the successful mastery of an idiom on the background knowledge of the trainees. The broader the horizons, the easier it is to understand the origin of the idiom, the connection of its verbal components with the image that is fixed for them. In many cases, an etymological analysis of the idiom is necessary. On the one hand, the history of origin is always interesting, on the other hand, it requires more educational efforts, referring to more sources. For example, the idiom to bite the bullet means 'bravely endure the test'. In the old days, when it was not possible to do anesthesia, doctors asked the wounded man to bite the bullet to distract from the pain. Another example is the idiom birth-control glasses, meaning 'contraceptives', will be incomprehensible if you do not know that the glasses issued to US military personnel are so ugly that they can perform the function of "contraceptives". Thus, etymological analysis generates vivid associative connections, but requires a lot of research work.

Given the difficulties faced by trainees and their teachers, the approach to mastering idiomatic expressions should be multifaceted. It is advisable to continue using traditional ways of learning idioms and supplement them with new techniques available thanks to the development of online technologies in education.

The traditional approach involves working on the awareness of the meaning of the idiom, on memorizing its form and activating the idiom in speech. There are special tutorials for learning idioms, to check the level of mastery of idioms. In addition, almost all authentic training courses include sections on the study of idioms, starting from the Pre-intermediate, Intermediate level. As a rule, idioms are grouped into blocks either by communicative topics or by keywords. Presentation of a new idiom is carried out in context, with the help of definitions, pictures. Many aspects of the study of idioms have received coverage in linguodidactics.

At the stage of presentation, the task of the teacher is to carefully select an idiom, to think over the method of acquaintance with it, to choose the most optimal way to work on its meaning. Having understood the meaning, students perform a set of exercises to work out the form of the idiom, to successfully memorize and use it in speech. Here are some exercises that have proved effective in the course of our work:

1. Complete the idiom.
2. Match an idiom to a picture.
3. Match words from two boxes to form idioms.
4. Correct mistakes in the idioms in the text.
5. Paraphrase the sentence using an idiom.
6. Express the opposite meaning to the sentence below. Use an idiom.
7. Make your own sentences using idioms.

8. Translate the sentences using an idiom.
9. Read the text and give an idiom which communicates its main idea.
10. Complete the dialogue /the text with a suitable idiom.
11. Describe the situations in the pictures using idioms.
12. Write/tell a short story to illustrate the idiom.
13. Role play: One cadet summarizes a film or a book using an idiom. The others have to guess what the title of the film/book is.
14. Make up a list of idioms to describe a character of the film/book.
15. Do a test on idioms.

The traditional approach to the study of idioms has undoubtedly proved its effectiveness. However, if there is an opportunity to diversify the educational process, make it more exciting and attractive for modern young people of generation Z, then this opportunity should be used as much as possible.

The Internet offers a large set of special sites designed for learning English in general and idioms in particular. First of all, it is necessary to mention electronic dictionaries that allow you to instantly find an idiom, its definition, translation into your native language, an example of use in speech and, if necessary, a grammatical comment. Currently, all publishing houses of the largest universities that produce dictionaries in print also present their electronic counterparts, which are much faster and more convenient to use, for example, [www.dictionary.cambridge.org/dictionary/english-russian/idiom](http://www.dictionary.cambridge.org/dictionary/english-russian/idiom).

With all the variety of online materials, some of which we actively used in our work, I would like to say that most of the resources devoted to the study of idioms only explain their meanings and illustrate their use in speech. This is very important, but not enough. As for exercises for memorizing the form of idioms and exercises for using them in speech by students themselves, there is incomparably less such material. But what is available, it is necessary to use it, because the educational material presented in modern electronic "packaging" arouses the keen interest of students and provides great help and support to the teacher.

Based on the review, we are inclined to conclude that at this stage of the development of online learning materials, they can rather be used as a very interesting, but still an auxiliary tool in the traditional approach to learning idioms. Traditional methods have passed the test of time and proved their effectiveness. The didactic potential of electronic resources in teaching English has yet to be revealed. It is necessary to supplement existing sites or create new ones with a large variety of training tasks. The analysis of this work can be the object of promising research in this field.

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