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LEARNING ENGLISH THROUGH IDIOMS

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In the article the author researches some effective ways of using idioms in teaching English.

В данной статье рассматриваются некоторые наиболее эффективные приемы работы с идиомами в обучении английскому языку.

Key words: *idioms, equivalentents, express, emotional, to develop, skills.*

Ключевые слова: *идиомы, эквиваленты, выразить, эмоциональное, развивать, навыки.*

Бул макалада англис тилинин окутууда идиомалар менен иштөөдө кээ бир кыйла натыйжалуу ыкмалар каралат.

Ачкыч сөздөр: *идиомалар, эквиваленттер, билдирүү, эмоциялык, өнүктүрүү, көндүмдөр.*

Using idioms at English lessons is one of very effective ways to raise and support students' interest to learning process, motivation, development of different language skills.

Idioms are used in speech to express thoughts and ideas in a shorter and more colorful way. A wide variety of idioms makes it possible to include them to learning process at different levels. There are hundreds of idioms in English language. Some of them have been created by many generations; some ones were developed and mastered during centuries, others were formed not long ago.

Among native speakers of any language, the use of idioms is widespread. In fact, a language would be incomplete without them.

Idioms are used all of the time – on the radio, on the TV, in the news, in magazines, at social gatherings or when we are just making small talk with colleagues at work students at universities.

Idioms cover mainly such realistic areas which are tightly connected with a person, his outlook, his evaluation of reality, psychological qualities, emotional perception and individual traits. They are unique authentic material with the help of which students can widen their vocabulary, make their speech sharper, brighter, more natural, more emotional; they are excellent context to revise active vocabulary. Due to idioms one can activate intellectual behavior, psychological resources. A logical, well worked out system of exercises that include idioms makes teaching process more successful and reachable. Working with this material students master English, make conclusions, analysis, try to be tactful, punctual, well-bred, generous and educated. As the practice shows students can easily and willingly remember idioms, find equivalents and use them successfully in their speech in proper situations.

While learning different idioms students can really develop all four skills: speaking, listening, reading and writing.

Idioms is good material to work as well on:

- Pronunciation. Students can have good practice working with these exercises as phonetic drills on some sounds.

It is a very effective exercise especially on the sounds which do not have similar ones in Russian or Kyrgyz. In this case we can drill some English idioms. For example: labial sound: [w] - to be as clean as whistle; to be up to elbows in work.

Nasal sound [ŋ]: to have a finger in something; to burst out laughing.

Interdental sounds [θ], [ð]: to be a green thumb; as thick as thieves.

And some other sounds that can be difficult for learners of English, for example; [a:] – as sharp as a needle; to be on the target.

[æ] -to know something like the back of one's hand.

[i:] - to beat about the bush; to be on the tree.

[ei] - to have for a rainy day;

Regular learning of English idioms leads to quick results and perfect, truly English pronunciation.

- reading skills. For example: linking [r]:

one ear in, another out.

- some grammar patterns . For example:

as hard as nails; as sharp as a needle;

as fresh as daisy.

- Some grammar rules, for example: no –to- after modal verbs and make:

to make both end meet; to make one's hair stand.

Passive voice: believe that the moon is made of green cheese

- articles. For example: to be a busybody; to beat about the bush; to be in the air.

Idioms can be suitable material for discussions, problem solutions and even presentations. For example: When discussing topic “My hobby” students can use such idioms as: it’s not my cup of tea; to have a green thumb; “Character” : to be a busybody; to be a back seat driver; to be an apple polisher.

English idioms have cognitive value because they reflect history of the country, its traditions, and way of life, outlook, mentality and culture. That is why learning idioms forms not only grammar but lingua-socio-cultural competence as well, touching two aspects of communication- language and intercultural. This material helps students to exchange information, share viewpoints, create pleasant atmosphere for communication between people belonging to different cultures, mentality. As the result of these students raise interest to their own history and culture, language.

There are a lot of various ways of teaching idioms, for example:

Students are given cards with separate words on them. They should build a idioms; find Russian or Kyrgyz equivalents; make up a situation; make a dialogue using the idioms; write a composition; students are given the beginning of the idiom and they should complete it; etc. The more students study the more idioms they know. The teacher has a wide choice of different tasks to develop students’ critical thinking with the help of different creative tasks.

Thus teaching English idioms enables students to enrich vocabulary; to develop all language skills; to master English intonation and pronunciation; activate some grammar rules. Work with idioms is an important developing and motivating factor as it has cognitive meaning and forms students’ humanitarian culture and socio-cultural competence.

English idioms are used in speech to express thoughts and ideas in a shorter and smarter way. These thoughts can be expressed with the help of idioms; it will give sharpness and bright colors to these ideas.

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