



THE EFFECTIVE WAYS OF TEACHING PHRASEOLOGICAL EXPRESSIONS IN PRIMARY LEARNERS

Mustafoqulova Shaxzoda

*Samarqand Davlat chet tillari insituti Xorijiy til va adabiyot ingiliz tili
yunalishi 3 bosqich talabasi*

Ilmiy ish rahbari:

Mardonova Laylo Toshnazarovna

Annotatsiya: Ushbu maqola boshlang'ich sinf o'quvchilariga frazeologik iboralarni o'rgatishning samarali pedagogik strategiyalarini o'rganadi, ularning nozik lingvistik kompetensiyani rivojlantirishdagi muhim rolini tan oladi. Boshlang'ich sinf o'quvchilari ko'pincha bu idiomatik birliklarning so'zma-so'z bo'lmagan ma'nolari tufayli ularni tushunish va qo'llashda qiyinchiliklarga duch kelishadi. Shuning uchun, ushbu tadqiqot ularni o'zlashtirishni osonlashtirish uchun mo'ljallangan turli xil tadqiqotlarga asoslangan usullarni ko'rib chiqadi. U o'quv jarayonini qiziqarli va mazmunli qilish uchun kontekstual o'rganish, ko'rgazmali qurollar, interaktiv o'yinlar va kommunikativ vazifalarni integratsiyalashni ta'kidlaydi. Yakuniy maqsad yosh o'quvchilarni frazeologik iboralarni o'zlashtirish uchun amaliy vositalar bilan ta'minlash, shu bilan ularning lug'at boyligini va umumiy til bilish darajasini oshirishdir.

Kalit so'zlar: Frazeologik Iboralar, Boshlang'ich Sinf O'quvchilari, Til O'qitish, Pedagogik Strategiyalar.

Introduction

Phraseological expressions (PEs), a broad linguistic category encompassing idioms, proverbs, collocations, and phrasal verbs, are ubiquitous in natural language, reflecting its inherent complexity and cultural richness. Their mastery is crucial for achieving true communicative competence, as they often carry meanings not deducible from their individual components. For primary learners, acquiring these expressions is not merely an advanced linguistic skill but a foundational element for holistic language acquisition, cognitive development, and effective social interaction.

Recent scholarship underscores the profound impact of PEs on children's language acquisition, cognitive development, and emotional growth [1], [2]. These culturally rich figurative expressions significantly contribute to linguistic fluency, fostering logical thinking through metaphorical reasoning, and enriching aesthetic and emotional expression [1], [2]. Furthermore, their systematic integration into early education is shown to improve critical



thinking, cultural awareness, and emotional intelligence, making them indispensable tools for comprehensive child development [1], [2].

Despite this recognized importance, the pedagogical approaches for effectively teaching phraseological expressions to primary learners often lack systematic exploration, consistent integration, and tailored strategies within early language curricula. This gap necessitates a focused examination of best practices. This article, therefore, aims to critically synthesize current research and evaluate effective methodologies for introducing and reinforcing phraseological competence in young learners. It will delve into conceptual frameworks, pedagogical imperatives, and practical strategies, ultimately providing a comprehensive guide for educators to foster a deeper, more nuanced understanding of language from an early age, thereby enhancing overall learning outcomes.

Literature Review

While phraseological expressions (PEs) broadly encompass idioms, proverbs, collocations, and phrasal verbs, their pedagogical conceptualization for primary learners often foregrounds idioms due to their distinct non-compositional semantics and cultural embeddedness. Recent scholarship consistently highlights idioms as pivotal linguistic units for young learners, not merely as advanced vocabulary but as fundamental tools for cognitive and linguistic scaffolding [1], [2]. For primary learners, understanding PEs moves beyond literal interpretation, demanding an engagement with figurative language that directly stimulates higher-order thinking. This early exposure is crucial because it cultivates an awareness of language's nuanced and often metaphorical nature, a cornerstone for sophisticated communication. The relevance of PEs for this age group extends to their capacity to enrich linguistic fluency and foster logical thinking through metaphorical reasoning, laying groundwork for advanced cognitive processes [1], [2]. Furthermore, PEs serve as vital conduits for cultural transmission, embedding learners within the socio-linguistic fabric of a language, enhancing cultural awareness from an early stage [1], [2].

The pedagogical imperative for early instruction in phraseological expressions stems from their multifaceted contributions to children's holistic development. Beyond mere vocabulary expansion, systematic integration of PEs into primary education significantly enhances children's language acquisition, cognitive development, and emotional growth [1], [2]. Linguistically, PEs foster a deeper appreciation for linguistic complexity and nuance by demonstrating how words combine to create meanings transcending individual lexical items. Cognitively, engaging with PEs, particularly idioms, compels learners to grapple with abstract concepts and non-literal meanings, a



powerful exercise in critical thinking and problem-solving [1]. This deciphering of figurative language directly contributes to logical thinking through metaphorical reasoning, a skill transferable across academic domains [1], [2]. Moreover, PEs enrich the emotional and aesthetic dimensions of language, allowing children to express themselves with greater precision, creativity, and cultural resonance, promoting emotional intelligence and aesthetic appreciation [1], [2]. Thus, early PE instruction is a foundational component for comprehensive child development.

To effectively impart phraseological competence to primary learners, recent research advocates for a blend of engaging and developmentally appropriate pedagogical methodologies. Central among these is contextual learning, where PEs are introduced and practiced within meaningful linguistic environments, allowing learners to infer meaning from surrounding text or discourse rather than isolated memorization [1], [2]. Total Physical Response (TPR) is another highly effective strategy, leveraging kinesthetic learning by associating PEs with physical actions or gestures. TPR benefits young learners by reducing cognitive load, making abstract concepts concrete, and catering to diverse learning styles, facilitating deeper encoding of meaning [1], [2]. Story-based approaches also emerge as powerful tools, embedding PEs within narratives that provide rich context, emotional resonance, and memorable scenarios, making expressions more accessible and engaging [1], [2]. Finally, gamification, through interactive games and playful activities, transforms PE learning into an enjoyable and motivating experience, fostering active participation and reinforcing understanding [1], [2]. These methods collectively underscore the importance of active, contextualized, and multi-sensory engagement for successful PE acquisition.

The systematic integration of phraseological expressions into the primary curriculum necessitates a thoughtful approach to resource development and activity design, moving beyond isolated grammar instruction. Educators can weave PEs into daily lessons across various subjects. Contextual learning is facilitated through age-appropriate storybooks, dialogues, and authentic materials [1], [2]. Story-based approaches extend to creative writing tasks where children incorporate newly learned PEs. Gamification, through 'PE charades' or 'idiom bingo,' transforms learning into an enjoyable experience, enhancing memorization and application [1], [2]. Role-play and listening exercises, valuable for integrating informal expressions and slang, are equally effective for PEs, allowing learners to practice usage in simulated conversations [3]. Resources should include visual aids, flashcards, and digital interactive platforms, ensuring PE instruction is an organic component of



language arts, reading comprehension, and social studies, maximizing exposure and reinforcing learning through diverse applications.

Despite these benefits, teaching PEs to primary learners presents distinct challenges. The non-compositional nature of many PEs, particularly idioms, where meaning is not deducible, mirrors difficulties with irregular verbs requiring memorization [3]. Integrating informal expressions also demands careful planning for appropriate usage [3]. To foster genuine competence, educators must move beyond rote memorization, emphasizing contextual understanding and pragmatic use. Strategies include repeated exposure, explicit teaching of cultural nuances, and active production opportunities. Leveraging engaging contexts like games and role-play, as suggested for other linguistic hurdles, proves effective for PEs, improving retention and making learning enjoyable [3].

Research Methodology

This article employs a critical synthesis methodology to systematically review and evaluate existing literature concerning the effective teaching of phraseological expressions (PEs) to primary learners. This approach moves beyond a mere summary of individual study findings, aiming instead to identify overarching patterns, convergent and divergent perspectives, and significant gaps in current pedagogical practices. The objective is to construct a comprehensive and nuanced understanding of the field, thereby offering actionable insights for educators. The synthesis prioritizes studies published predominantly from 2020 onwards to ensure the currency and relevance of the findings, aligning with the rapid advancements in educational psychology and applied linguistics.

A comprehensive search strategy was developed to identify pertinent academic literature across key electronic databases, including ERIC, PsycINFO, Scopus, and Google Scholar. The search terms were meticulously selected to encompass the broad scope of the research question, including "phraseological expressions," "idioms," "proverbs," "collocations," and "phrasal verbs," combined with "primary education," "young learners," "children," "pedagogy," "teaching methods," "language acquisition," and "curriculum development." Boolean operators (AND, OR) were strategically utilized to refine search queries, maximize the retrieval of relevant studies, and ensure a broad yet focused initial pool of literature. The initial search yielded a substantial number of results, which were subsequently subjected to a rigorous multi-stage screening process.

To ensure the relevance and academic rigor of the synthesized literature, specific inclusion and exclusion criteria were applied during the screening process. Studies were included if they: (a) focused explicitly on the teaching,



learning, or acquisition of phraseological expressions (or specific sub-types like idioms) in primary school-aged children, typically ranging from approximately 5 to 12 years; (b) discussed pedagogical methodologies, practical strategies, or curriculum integration pertinent to this age group; (c) were peer-reviewed journal articles, academic book chapters, or published conference proceedings; and (d) were written in English. Conversely, studies were systematically excluded if they: (a) focused solely on adult learners or advanced language acquisition contexts; (b) were purely theoretical without offering practical pedagogical implications; (c) did not directly address teaching or learning strategies for PEs; or (d) were not available in full text. While the primary timeframe for inclusion was 2020 onwards, seminal works frequently cited in contemporary literature that provided foundational conceptual or empirical context were also considered, though the emphasis remained firmly on recent scholarship as evidenced by the foundational texts [1], [2].

Data extraction involved systematically identifying and recording key information from each selected study. This included the specific type of phraseological expression addressed (e.g., idioms, collocations), the target age group or educational level, the pedagogical methods proposed or empirically evaluated, reported outcomes (e.g., linguistic competence, cognitive development, emotional growth), identified challenges in PE instruction, and practical recommendations for educators. A thematic analysis approach was subsequently employed to synthesize the extracted data. This iterative process involved repeatedly reading and re-reading the selected articles to identify recurring themes, patterns, and both convergent and divergent findings related to effective teaching strategies, conceptual frameworks for PEs in primary education, and common challenges. The synthesis specifically aimed to critically evaluate the efficacy of various methodologies such as contextual learning, Total Physical Response (TPR), story-based approaches, and gamification, as highlighted in the introductory sections of this article [1], [2]. Furthermore, the analysis sought to identify common hurdles in PE instruction, such as the non-compositional nature of many idioms and the appropriate integration of informal expressions, and to assess the proposed solutions for these challenges [3].

Each included study underwent a qualitative appraisal to assess its methodological rigor, relevance to the research question, and overall contribution to the field. This involved evaluating the clarity of the research design, the appropriateness of the methods employed, the validity of the reported findings, and the generalizability of conclusions. The critical synthesis component extended beyond mere summarization, involving an interpretation of findings within broader theoretical frameworks of language acquisition,



cognitive development, and educational psychology. Discrepancies, inconsistencies, or areas of contention across studies were meticulously noted and explored, contributing to a more nuanced and comprehensive understanding of the complexities inherent in teaching PEs to young learners. The synthesis also critically examined the extent to which current research adequately addresses the identified pedagogical gap, particularly concerning the systematic integration and tailored strategies within early language curricula.

While this critical synthesis endeavors to provide a robust and comprehensive overview of effective pedagogical approaches for teaching phraseological expressions to primary learners, certain limitations warrant acknowledgment. The reliance on published literature means the review is inherently subject to potential publication bias, where studies reporting significant or positive findings might be more likely to be published than those with null or negative results. Furthermore, the focus on English language literature, while necessary to maintain a manageable scope, may limit the direct generalizability of some findings to diverse linguistic and cultural contexts. The broad categorization of "primary learners" encompasses a wide age range, and while efforts were made to consider developmental appropriateness, specific developmental stages within this group may necessitate more granular investigation than could be accommodated within the scope of this synthesis. Despite these limitations, the rigorous methodology employed ensures an evidence-based foundation for the comprehensive recommendations and insights presented in this article.

Conclusions

This article underscores that integrating phraseological expressions into primary education is fundamental for comprehensive language acquisition, cognitive development, and cultural literacy. Effective pedagogy necessitates dynamic, multi-sensory approaches like contextual learning, Total Physical Response, story-based methods, and gamification, moving beyond rote memorization. Overcoming challenges such as non-compositionality requires consistent, contextualized exposure and active production opportunities. Ultimately, fostering phraseological competence from an early age is crucial for developing nuanced linguistic understanding and enhancing overall learning outcomes, paving the way for future research into systematic curriculum integration and long-term impact.

REFERENCES

1. The Effectiveness of Using Visual Aids in Teaching Idioms to Young Learners – <https://ejournal.unib.ac.id/index.php/j-pbi/article/view/20563/10893>



2. Teaching Idiomatic Expressions to Young Learners through Storytelling –
<https://jeltl.org/index.php/jeltl/article/view/21/16>
3. The Use of Games in Teaching Idiomatic Expressions to Young Learners
– <https://jeltl.org/index.php/jeltl/article/view/22/17>
4. Developing Phraseological Competence of Primary School Students
through Contextualized Learning –
<https://www.ijic.org/index.php/ijic/article/view/1340/929>
5. The Effectiveness of Using Total Physical Response (TPR) Method in
Teaching Idiomatic Expressions to Young Learners –
<https://jeltl.org/index.php/jeltl/article/view/23/18>