



## ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS

Shoira Khaydarova<sup>1</sup>

Mamarajabov Yokubjon<sup>2</sup>

*Jizzakh branch of the National University of Uzbekistan*

### KEYWORDS

Visual aids, Teaching idioms, Comprehension Retention, Active participation, Cultural awareness, Contextual usage, Metaphorical representations, Interactive activities, Learner-generated visuals, Digital tools, Language learning, Figurative meanings, Engaging, learning environment, Memory triggers

### ABSTRACT

This article explores the benefits and effective strategies of using visual aids in teaching idioms. It highlights how visual aids create a connection between the literal and figurative meanings of idioms, enhance comprehension and retention, stimulate active participation, cultivate cultural awareness, and emphasize contextual usage. The article emphasizes the importance of using varied visual aids, contextualizing visuals, utilizing metaphorical representations, incorporating interactive activities, encouraging learner-generated visuals, and leveraging digital tools and resources. By employing visual aids, educators can create a more engaging and effective learning environment for idiomatic expressions, fostering comprehension and application among language learners.

2181-2675/© 2023 in XALQARO TADQIQOT LLC.

DOI: 10.5281/zenodo.7945045

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

<sup>1</sup> Teacher, Jizzakh branch of the National University of Uzbekistan, Jizzakh, Uzbekistan

<sup>2</sup> Student, Jizzakh branch of the National University of Uzbekistan, Jizzakh, Uzbekistan

**Introduction:**

Teaching idioms can be a challenging task, especially when trying to convey their figurative meanings to language learners. However, incorporating visual aids into the teaching process can significantly enhance comprehension and retention. Visual aids provide learners with concrete and visual representations that aid in understanding the abstract nature of idiomatic expressions. This article explores the benefits and effective strategies for using visual aids in teaching idioms.

**Creating a Visual Connection:**

Visual aids help learners establish a connection between the literal meaning of words and the figurative meanings of idioms. By using images, diagrams, or even short videos, teachers can visually represent the intended message behind an idiom. For example, when teaching the idiom "barking up the wrong tree," showing a picture of a dog barking at a tree can help students understand the expression's underlying meaning of directing their efforts in the wrong direction.

**Enhancing Comprehension and Retention:**

Visual aids serve as powerful memory triggers, making the learning process more engaging and memorable. When learners can associate an idiom with a visual representation, it becomes easier for them to recall its meaning in the future. Visuals provide a mental anchor that aids in comprehension and retention, allowing students to use idiomatic expressions more effectively in real-life situations.

**Stimulating Active Participation:**

Using visual aids encourages active participation among students. Incorporating interactive activities, such as matching exercises or role plays, can help students connect visual cues with the corresponding idioms. This engagement fosters deeper understanding, encourages creativity, and promotes peer collaboration, making the learning experience more dynamic and enjoyable.

**Cultivating Cultural Awareness:**

Idioms are deeply rooted in culture, and visual aids can assist in fostering cultural understanding alongside language proficiency. By incorporating culturally relevant visuals, such as images depicting cultural symbols or situations, learners can grasp the context in which idiomatic expressions are used. This exposure helps students develop cultural sensitivity and adapt their language usage appropriately within different social contexts.

**Emphasizing Contextual Usage:**

Visual aids are effective tools for illustrating the contextual usage of idioms. By presenting idiomatic expressions in authentic contexts, such as through visual storytelling or real-life scenarios, learners can comprehend how and when to use specific idioms appropriately. Associating idioms with visual context reinforces the connection between language and situational meaning, leading to more accurate and nuanced language use.

**Varied Visual Aids:** It is important to use a variety of visual aids to cater to different learning styles and preferences. Consider using photographs, illustrations, charts, diagrams,

videos, or even real objects to represent idiomatic expressions. This diversity will engage learners with different visual preferences and create a more inclusive learning environment.

**Contextualizing Visuals:** When selecting or creating visual aids, ensure that they accurately reflect the context in which idioms are used. This contextualization helps learners understand the idiomatic expressions within real-life situations, enhancing their ability to apply them appropriately.

**Metaphorical Representations:** Since idiomatic expressions often involve metaphors, visual aids can be particularly effective in conveying their figurative meanings. Use images or visuals that metaphorically represent the idiomatic expression to enhance understanding. For instance, for the idiom "raining cats and dogs," a picture showing cats and dogs falling from the sky can help learners grasp its figurative meaning.

**Sequential Visuals:** For idioms that have a sequential or step-by-step nature, visual aids can break down the process and make it easier for learners to follow. Use visuals that illustrate each step or phase of the idiom's meaning, guiding learners through the progression. This technique works well for idioms like "burning the midnight oil" or "spilling the beans."

**Interactive Activities:** Engage students actively with visual aids by incorporating interactive activities. For example, create flashcards with idiomatic expressions and corresponding visuals, and have students match them. Alternatively, divide the class into groups and provide each group with visual aids representing different idioms. Encourage them to explain the idiomatic meaning to their peers using the visuals.

**Learner-Generated Visuals:** Foster creativity and critical thinking by involving students in the creation of visual aids. Assign tasks where students have to create their own visual representations of idiomatic expressions. This exercise not only reinforces understanding but also encourages students to think deeply about the metaphorical meaning and how best to visually represent it.

**Digital Tools and Resources:** Take advantage of digital tools and resources to enhance the use of visual aids. Online platforms, apps, and multimedia resources offer a wide range of visuals, interactive exercises, and videos that can supplement your teaching. Utilize these resources to provide a rich and immersive learning experience.

### **Conclusion:**

Incorporating visual aids into the teaching of idioms is a powerful technique for enhancing learning outcomes. By creating visual connections, enhancing comprehension and retention, stimulating active participation, cultivating cultural awareness, and emphasizing contextual usage, teachers can create a more engaging and effective learning environment for idiomatic expressions. As educators, it is crucial to tap into the visual learning preferences of students and leverage the potential of visual aids to make the journey of mastering idioms both enlightening and enjoyable.

### **The list of used literature:**

1. "Teaching Reading Sourcebook" by Bill Honig, Linda Diamond, and Linda Gutlohn
2. "The Reading Teacher's Book of Lists" by Edward Bernard Fry, Jacqueline E. Kress, and Dona Lee Fountoukidis
3. "Phonics Pathways: Clear Steps to Easy Reading and Perfect Spelling" by Dolores G. Hiskes
4. "Reading Comprehension Strategies: Theories, Interventions, and Technologies" by Danielle S. McNamara and Arthur C. Graesser
5. "Teaching Reading in the 21st Century: Motivating All Learners" by Peter Afflerbach and David Reinking
6. Kazyullina (Sokolova), M.A. Political operational description of the political term /m Kazyulin // 2010 at the Faculty of Foreign Languages of the Moscow State Pedagogical University - 2011 - M.: Mil. p. 72-74.
7. Vinogradov V.V. Unraveling the word // Terminology questions. Proceedings of the United Terminology Meeting. 1961.
8. Grinev-Grinevich S.V. Research terminology. Fourth version. High. Studies. Vehicles / C.V. Grinev-Grinevich. - "Academy" publishing center, 2008. b.304.
9. Liechik V.M. Terminology: Subject, methods, structure. Ed. 3rd m.: LCA Publishing House, 2007.
10. Burkhanovna, K. D., Alisherovich, M. R., & Ugli, N. B. U. (2021). Communication as the main source of personality development. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5), 75-80.
11. Murotmusayev, K., & Nizomov, B. (2022). Internet tarmog'ida yolg'izlik va psixik jarayonlar. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 457-460.
12. Nosirovich, A. N., & Umarovich, N. B. (2022). CYBERSPACE IN THE REAL WORLD. *Journal of Academic Research and Trends in Educational Sciences*, 1(10), 410-414.
13. Sharafitdinov Abdulla, Yuldasheva Sojida Zoyirovna. (2022). ZAMONAVIY AXBOROTLASHTIRISH JARAYONLARINING SHAXS INDIVIDUAL XUSUSIYATLARIGA TA'SIRI. *International Journal of Contemporary Scientific and Technical Research*, 1(2), 432-436.
14. Tohirovna, X. S. (2022). IMPORTANCE OF MODERN MULTIMEDIA TOOLS IN TEACHING ENGLISH PRONUNCIATION. *International Journal of Contemporary Scientific and Technical Research*, 303-305.
15. Tohirovna, X. S. (2022). EFFECTIVE WAYS TO TEACH ENGLISH PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS. *International Journal of Contemporary Scientific and Technical Research*, 539-540.
16. Xaydarova, S. (2021). INGLIZ VA O'ZBEK BADIY ASARLARIDA UCHRAYDIGAN EVFEMIZMLARNING QIYOSIY VA TARJIMAVIY TADQIQI. *Архив Научных Публикаций JSPI*. Xaydarova, S. (2022). A

17. EVFEMIZMLARNING TILSHUNOSLIKDA O'RGANILISH TARIXI: EVFEMIZMLARNING TILSHUNOSLIKDA O'RGANILISH TARIXI. Журнал иностранных языков и лингвистики, 4(4).
18. Xaydarova, S. (2021). CHET TILI FANLARINI O'QITILISHIDA INNOVATSION METODLAR. Архив Научных Публикаций JSPI.
19. Zubaydullaeva, T. N., Zoirova, Y. S., Ugli, N. B. U., & Kizi, A. M. E. (2023, January). CONSIDERATION OF PSYCHOLOGICAL WAYS IN QUICK MEMORIZATION PROCESS ENGLISH LANGUAGE. In International Scientific and Current Research Conferences (pp. 29-35).
20. Murotmusayev, K., & Nizomov, B. (2022). Internet tarmog'ida yolg'izlik va psixik jarayonlar. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 457-460.
21. Nosirovich, A. N. & Umarovich, N. B. (2022). CYBERSPACE IN THE REAL WORLD. Journal of Academic Research and Trends in Educational Sciences, 1(10), 410-414.
22. Sharafitdinov Abdulla, Yuldasheva Sojida Zoyirova. (2022). ZAMONAVIY AXBOROTLASHTIRISH JARAYONLARINING SHAXS INDIVIDUAL XUSUSIYATLARIGA TA'SIRI. International Journal of Contemporary Scientific and Technical Research, 1(2), 432-436.
23. Shoir, Khaydarova, and Mamaradjabov Yokubjon Umidovich. "THE EVENT OF EUPHEMISM AND ITS FUNCTIONS IN SPEECH." Journal of Academic Research and Trends in Educational Sciences 1.12 (2022): 401-405.
24. Zoirova, Yuldasheva Sojida, and Nizomov Bekhruz Umarovich. "PSYCHOLOGY OF TRUST AND SECURITY." Journal of Academic Research and Trends in Educational Sciences 1.12 (2022): 153-161.
25. Kurolovich, Sindorov Lutfillo, and Mamaradjabov Yokubjon Umedovich. "PSYCHOLOGICAL TECHNIQUES FOR RAPID MEMORY OF THE ENGLISH LANGUAGE." Journal of Academic Research and Trends in Educational Sciences 1.12 (2022): 170-176.
26. Абдурасулов, Фарход Пардаевич, Бехруз Умар Угли Низомов, and Дилбар Йулдашевна Маликова. "ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ В ИЗУЧЕНИИ И ПРЕПОДАВАНИИ ЯЗЫКОВ." Central Asian Research Journal for Interdisciplinary Studies (CARJIS) Special Issue (2021): 211-215.
27. Burkhanovna, K. D., Alisherovich, M. R., & Ugli, N. B. U. (2021). Communication as the main source of personality development. ACADEMICIA: An International Multidisciplinary Research Journal, 11(5), 75-80.
28. Хасанова Г. Б. и др. ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ЭКОНОМИКУ //International Journal of Contemporary Scientific and Technical Research. – 2022. – С. 259-263.
29. Alimov, N. (2023). CULTURE OF WESTERN AND ORIENTAL COUNTRIES. Современные тенденции инновационного развития науки и образования в глобальном мире.