**Cognitive foundations for the functioning of phraseological units in teaching English vocabulary**

***Nurzhau Nuriya Asetovna***

*Student, Astana International University*

*Kazakhstan, Astana*

***Kaharman Dinara***

*Master of Philology, Astana International University*

*Kazakhstan, Astana*

Professionals engaged in intercultural communication must possess not only effective communication skills and a strong grasp of grammatical and lexical structures, but also a proficient command of figurative language utilized in colloquial speech. This includes apt usage of phraseological expressions, i. e Due to the complete or partial reinterpretation of these robust lexical collocations, they present a challenging task for translation and retention. The challenge associated with learners' comprehension of English idioms necessitates a carefully considered approach to curricular design and instructional delivery.

The main goal of this research is an investigation of idiomatic expressions confers significant contributions to the comprehension of lexicon and etymology, syntax and grammar. As well as the realization of when to aptly utilize idioms in specific communication contexts.

We chose several objectives to reach our goal:

1. to state the meaning and importance of idioms in English
2. to analyze methods of teaching idioms in English language
3. to establish the role of idioms in English vocabulary. The aforementioned expressions, which evaluate phenomena, states, and actions, manifest the essence of the populace in a metaphorical manner, serving to acclimate pupils to the national mentality inherent in the language being investigated.

In modern scholarship, foreign language specialists emphasize the indispensable need for fostering proficiencies in reading and communication during the acquisition of idiomatic language. The integration of diverse reading comprehension exercises during the learning process constitutes a valuable strategy for fostering the acquisition of crucial cognitive abilities related to the interpretation of figurative language and the expansion of lexical knowledge [4]. The significance of comprehensively investigating idioms in context as emphasized by the authors, lies in its ability to facilitate the assimilation of both the literal and figurative nuances of idiomatic expressions amongst learners of English as a foreign language. Additionally, it enables learners to appreciate the utility of utilizing such robust idiomatic expressions in specific situations. Further, the import of exposing learners to authentic materials replete with idiomatic expressions is highlighted, as is the creation of brief narratives to explicate the meaning of these idioms. The utilization of illustrations to visually represent their intended meaning, the facilitation of group deliberation pertaining to the assigned readings, as well as the enactment or portrayal of dialogues serve to enhance the process of memorization and learning of idioms [1].

The lexical diversity inherent in idiomatic expressions endows them with a versatile application in diverse linguistic tasks that encompass the development of oral communication skills, the enlargement of lexicon, the enhancement of creative abilities, the fostering of translation proficiency, and the refinement of vocabulary proficiencies. Contemporary methodologies employed in foreign language instruction necessitate the implementation of strategies that not only foster linguistically proficient skill sets, but also expand the overall intellectual horizons and cultural aptitude of learners. During the study of English idioms, students employ a diverse range of competencies that involve analyzing and contrasting idiomatic expressions with their Kazakh equivalents. In addition, students delve into the historical, cultural, and traditional aspects of the target language to enhance their comprehension of the idioms [2].

In the realm of domestic linguistic discourse, idioms are commonly understood as phraseological units or idiomatic expressions. In contemporary linguistics, the term "idiom" is commonly employed, derived from the ancient Greek word "idίōma" that connotes "distinctiveness" and "uniqueness. " The significance of idioms in the investigation of the English language cannot be undermined, particularly considering that native speakers frequently employ them due to their familiarity, whereas individuals acquiring the language as non-native speakers often times find them to be unintelligible.

The study of idioms is not always integrated into the English curricular framework for students. Typically, minimal emphasis and consideration are afforded to this factor due to the abundance of grammar and vocabulary instruction within the curriculum, thereby limited opportunities for the practical application of these linguistic expressions. Educators are frequently confronted with the challenge of students demonstrating a lack of comprehension, recognition, or necessity concerning seemingly perplexing lexical units. In such an instance, it is imperative to raise students' awareness of the inherent importance of utilizing idiomatic expressions in oral and written communication. Furthermore, it is crucial to emphasize that idioms cannot be omitted without compromising the overall coherence and fluency of the language being used. English possesses idiomatic expressions in varying degrees across all functional styles, including scientific and formal styles, with a greater abundance than in Kazakh. Such a characteristic is of great significance [3].

Idioms are not an autonomous component of language that can be optionally adopted for communication purposes. The incorporation of idioms into the overall lexicon of the English language is of utmost importance, particularly in consideration of the current notable transformations occurring within the language. In order to enhance one's comprehension of a given language, it is imperative to acquire a thorough understanding of the idiomatic expressions inherent to that language. In the realm of language use, an idiom may be subject to misinterpretation when interpreted in a literal manner. It is imperative to uncover the underlying significance of a specific phrase or utterance. The acquisition of a language through the study of idiomatic expressions can pose a formidable challenge. However, upon considering this undertaking from an alternative vantage point, it becomes apparent that the acquisition of idiomatic expressions serves to enhance our linguistic proficiency, augment our lexicon, and imbue us with the aptitude to articulate ourselves skillfully in both the spoken and written word. Furthermore, acquiring knowledge of idiomatic expressions can be an enjoyable pursuit, akin to engaging in leisure activities rather than a challenging endeavor. It is fundamentally important to possess the knowledge of how to proficiently deliver this category of academic material to pupils.

At the beginning of the experiment (second year), the students were asked the question: "What are the advantages of using idiomatic expressions in everyday life?" They were also asked to translate selected idiomatic expressions. It was revealed that most of the students are not aware of the importance and benefits of using idioms in spoken language, do not know most of these idioms, understanding only their literal meaning, and are not able to recognise the meaning of new idioms even if there is an available explanation. Considering the results obtained, we considered it necessary to develop students' reading skills to understand idiomatic expressions presented both separately and in context, paying attention not to the mechanical memorization of language units, but to their meaningful learning [2].

Listening and speaking exercises were employed in order to enhance the reading proficiency of students. Specifically, students were repeatedly instructed to listen attentively to idiomatic expressions and subsequently transcribe them by vocalizing each individual letter. They also engaged in various tasks predicated upon the visual content of a video, for instance, restating a narrative incorporating an idiomatic expression in their own words. In addition, the students were tasked with composing dialogues integrating idiomatic expressions, which they then performed before their peers. Collaborating in pairs afforded the occasion for honing everyday verbal communication skills by emulating authentic discourse, a topic of special relevance to the pupils. In this regard, the learners were instructed to utilize the provided idiomatic expressions within the dialogues. It is imperative to keep in mind that b. The phenomenon in which an individual's cognitive processes become temporarily inactive and unresponsive, resulting in a lack of conscious thought or mental emptiness, is commonly known as "mind goes blank". The phrase "slipped my mind" denotes a momentary lapse in memory or recollection.

Analysis of idioms with examples of direct translation and real meaning

|  |  |  |
| --- | --- | --- |
| english idioms | direct translation | meaning |
| break the bank | сорвать банк | сильно потратиться |
| nest egg | гнездовое яйцо | заначка |
| make a bundle | сделать пучок | сделать кучу денег |
| dwell on the past | зацикливаться на прошлом | жить прошлым |
| run out of time | не хватает времени | иссякать |

The study yielded qualitative findings that demonstrated the efficacy of the implemented set of tasks. Specifically, the majority of students exhibited a notable capacity to comprehend previously unfamiliar idiomatic expressions, especially when provided with either paraphrasing or an elucidation of their meaning by the instructor. Moreover, the majority of students demonstrated a considerable expansion of their lexicon, which was evident in their extensive use of the idiomatic expressions that were studied.

Upon completion of the experiment, a discernible shift in the students' attitudes towards the study of stable expressions was noted. Specifically, their approach towards this subject became more deliberate and intentional, as substantiated by the interview conducted with them. It is widely acknowledged that acquiring proficiency in unfamiliar idiomatic expressions enables one to showcase a high level of language fluency while communicating with native speakers during overseas travels. Additionally, a comprehensive study of idioms promotes improved comprehension of English language movies and music. The utilization of English idioms in oral communication facilitates a deeper connection with the customs and practices of English-speaking societies. Furthermore, the integration of idiomatic expressions enriches speech by infusing it with vivid and emotive qualities.

References

1. Kerbel, D., & Grunwell, P. (1997). Idioms in the classroom: An investigation of language unit and mainstream teachers' use of idioms. *Child Language Teaching and Therapy*, *13*(2), 113-123.
2. Hayati, A., Jalilifar, A., & Mashhadi, A. (2013). Using Short Message Service (SMS) to teach English idioms to EFL students. *British journal of educational technology*, *44*(1), 66-81.
3. Jumanazarov, U. U. (2018). METHODS OF TEACH ENGLISH IDIOMS. In *INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS AND PROSPECTS OF MODERN SCIENCE AND EDUCATION* (pp. 70-71).