

TEACHING IDIOMS WITH PROPER NAMES TO ESL STUDENTS

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Tayanch soʻzlar: idiomalar birikmalari, atoqli otlar, maʼno, kelib chiqishi, idiomalarni oʻqitish, ona tili, samarador usullar.

Ключевые слова: идиоматические фразы, имена собственные, значения, происхождение, обучение идиом, родной язык, эффективные стратегии.

Key words: idiomatic phrases, proper names, meanings, origin, teaching idioms, native language, effective strategies.

This article aims at focusing on idioms which contain proper names and attempts to show a fresh look at the idiomatic phrases that make English the rich language. A corpora from monolingual and bilingual dictionaries have been selected. The theoretical instruments of analysis have led language learners in the investigation of the linguistic and lexical pattern of idioms and also helped them identify the way these words and expressions are reflected in idiomatic language.

In this article I have tried to study proper name idioms, to explain their meanings and origins, find their general features. Very popular and widespread English proper names have become part and parcel of idiomatic language. So, there have given a list of some common used English idioms which contain proper names accompanied by their meanings, origin and examples to help language learners in developing their vocabulary in wide variety of situations.

1. Not to know Jack – not to know anything.

Origin: The name "Jack" came from a Middle English word, "jakke", used to refer to any male, especially a peasant or a working-class person. The word was later used to talk about useless objects and, eventually, as a term for "very little". Example: *Steve claims to have a lot of coding experience, but I'm pretty sure he doesn't know Jack about Java.*

2. Jack of all trades (master of none) – A person who is skilled at a variety of different things, (but normally not to the same level as a person who is specialized in one of these things.

Origin: The shortened version "a Jack of all trades" is often a compliment for a person who is good at fixing things and has broad knowledge. The longer version, however, appeared a bit later and is normally used in a derogatory way: to describe a person whose knowledge covers a number of areas but is superficial in all of them. **Example:** *He's a Jack of all trades - he'll repair your car and then come in and re-assemble your computer.*

3. All work and no play makes Jack a dull boy - Without time off from work, a person becomes both bored and boring.

Origin: The line "All work and no play makes Jack a dull boy" was used in the movie "The Shining" where it was typed repeatedly on paper by Jack Torrance (played by Jack Nicholson). **Example:** *Doing overtime five days a week might help you meet the deadlines but remember - all work and no play makes Jack a dull boy.*

4. Smart Aleck – someone who tries to appear clever or who answers questions in a clever way that annoys other people (a clever person, a know-all).

Origin: Aleck is a nickname for Alexander. The phrase "smart aleck" is possibly derived from the name Aleck Hoag, a 19th century con man and thief in New York City in the 1840s. Partnered with his wife Melinda they lead the victims into dark alleys where, at some point, she'd pick their pockets then embrace them and hold her hand out behind them where Hoag would be hidden within arm's reach to grab the stolen goods. The nickname "Smart Alec"

was given by the police for being too smart for his own good. The thought is that the police then used this term when dealing with other criminals who seemed a little too smart for their own good, often thinking of ways around giving police their payoffs: "Don't be a Smart Alec". Example: *His smart aleck comments made him the laughing stock of the class.*

5. Merry Andrew – one who entertains people by means of antics or buffoonery, a clown, a mountebank's assistant.

Origin: Originally associated with a specific act at Bartholomew Fair; later said to have come from the name of Andrew Boorde. Example: *One of them, the eldest, was a sort of merry Andrew and was not above dressing the part with a weird cap of jackal's skin with many hanging tails and tassels.*

6. Clever Dick – a person considered to have an unwarrantably high opinion of his or her own ability or knowledge (also ironically for a know-all).

Origin: The term "dick" was slang for "man" or "guy" or "fellow" for about 4 centuries. For a short while in the early 20th century, as the other slang usage was spreading, it was slang for "detective", e.g. a "railroad dick" was roughly equivalent to today's air marshals. Now the term "clever dick" just meant "clever fellow", and could be used facetiously to mean someone pretending to be clever, or who's too clever for his own good [2]. Example: *David is clever dick, the most popular boy in school. His friends can ask him anything and he always knows the answers.*

7. Black Maria – a police vehicle, typically for carrying prisoners.

Origin: The police wagon was named after Maria Lee, a negress of fearsome proportions and fiery spirit who kept a sailors' boarding house in Boston in the 1820s and helped police in tracing and capturing offenders. Example: *Black Maria won the deciding fourth heat, the same afternoon, making sixteen miles.*

8. Aunt Sally – something or someone set up as the object of criticism, derision, or as an easily defeated opposing opinion.

Origin: Named after a game where sticks or balls are thrown at a clay or wooden head. Example: *I hate hanging out with that crowd, they always aim their jokes at me like I'm an Aunt Sally.*

9. Alice in Wonderland: this idiom is used for talking about strange situation in which everything seems to be the opposite of what normally happens; or fantastic, unreal.

Origin: alluding to Lewis Carroll's children's story "Alice's Adventures in Wonderland". Example: *The Alice in Wonderland world of the corporate boardroom, where failed executives get paid huge bonuses.*

10. Adam's ale: a joking way to refer to a glass of water.

Origin: The phrase is used humorously for water, the reason for this is because in Biblical time the only thing that Adam would have had to drink was water. It is also referred to as Adam's wine, particularly in Scotland.

Example: *It is blistering hot outside, I could really do with a iced cold glass of Adam's ale.*

11. As happy as Larry: extremely happy or to be in very good spirits.

Origin: The phrase's origin is unknown, but it may refer to Australian boxer Larry Foley. Example: *I gave her a police badge to wear on her sleeve and she's as happy as Larry.*

12. By George: a mild oath, or exclamation of surprise.

Origin: Many of the milder oaths listed below follow the old Hebraic and Middle English tradition of avoiding the use of sacred words, such as God, by substituting words with the same initial letter. Thus for God the oaths substitute George, ginger, Godfrey, golly, gosh, gracious, gravy, grief, etc. Example: *By George, I think we've finally blown the case wide open!*

13. For Pete's sake: a mild exclamation or a phrase of annoyance.

Origin: Expression like "for Pete's sake" is considered to be mild oath – a way to swear without being vulgar. This idiom has its origin as being substitute phrase for something stronger. In this case, it was used as replacement for "for Christ's sake", "for God's sake", etc. According to the Oxford English Dictionary [2], the name "Pete" in this exclamation is chiefly a euphemism for God. Example: *For Pete's sake, get off the computer!*

14. Box and Cox: two persons taking turns in sustaining a part, occupying a position, or the like.

Origin: The term comes from the comic play "Box and Cox - A Romance of Real Life in One Act" by John Maddison Morton. This was first produced at the Royal Lyceum Theatre, London, in November 1847. Box and Cox were two lodgers who shared their rooms - one occupying them by day and the other by night. Example: *Since I've been on night work all week, Irene and I are like Box and Cox these days, constantly missing each other. I hope to actually spend time with her over the weekend.*

Teaching idioms to ESL students is both an art and a science. It's about striking the right balance between structured learning and the joy of discovering language in its most colorful forms. As a teacher I suggest the most effective strategies that can turn the lessons into a vibrant tapestry of learning and laughter.

1. Introducing Idioms in Context – How do you introduce an idiom at your lessons? The answer lies in context. Like unveiling a masterpiece in a gallery, introducing idioms within a scenario gives them life. We should start our lessons with scenarios or stories where the idiom fits naturally, illuminating its meaning and usage in real-life situations.

2. Using Visual Aids and Gestures – we shouldn't underestimate the power of a good visual. Whether it's flashcards, drawings, or even our own theatrical gestures, visuals can anchor the meaning of idioms in students' memories. We have to think of gestures as the highlighter of spoken language; they emphasize and clarify, making the idiomatic expressions stick.

3. Categorizing Idioms for Easier Learning - Organizing idioms into categories such as emotions, character or feelings can simplify learning. each has its place, making selection easier and more intuitive for the sampler.

4. Encouraging Practice and Providing Feedback – We should follow the proverb "Practice makes perfect", especially with idioms. We have to encourage learners to use new idioms in sentences, stories, or conversations and provide immediate, constructive feedback to guide them

closer to correct usage. Feedback is the compass that points learners in the right direction.

5. Utilizing Various Sources to Expose Students to Idioms - Idioms are everywhere — in songs, movies, books, and daily conversations. So we have to expose students to a variety of sources, offering a real taste of how idioms pepper language in diverse contexts.

6. Reviewing and Recycling Idioms Regularly – Revisiting idioms ensures they're remembered. We have to incorporate previous idioms into new lessons, recycling them in different contexts. This reinforcement solidifies understanding and keeps the idioms fresh in students' minds.

7. Relating Idioms to Students' Native Languages – Many languages have their own idiomatic expressions. Relating English idioms to those in the student's native language can bridge gaps in understanding and foster a deeper connection to the idioms being learned [4]. We have to find equivalents of idioms in learners L1 and explain their meanings.

8. Differentiating Between Figurative and Literal Meanings - Highlighting the difference between what an idiom says and what it means is crucial. It's the key that unlocks the puzzle of idioms, turning confusion into clarity. We have to use examples to illustrate this distinction explicitly.

9. Understanding Idioms in Varied Contexts - Context is king. We present idioms in multiple contexts to show their versatility and flesh out their meanings. This approach reinforces understanding and demonstrates the fluidity of idiomatic usage across different scenarios.

10. Visualizing Idioms Like Emojis for Words – We encourage students to imagine idioms as emojis, providing a mental image for abstract concepts. This visualization makes idioms memorable and fun to recall, connecting the dots between concept and visualization.

11. Role-Playing to Grasp the Meaning of Idioms – Role-playing scenarios can bring idioms off the page and into real life. It's an interactive way to understand usage and meaning, putting idioms into action in a controlled, playful environment.

12. Create Idiom Challenges – we engage students with challenges such as quizzes or games that require the use of idioms. This gamification makes learning exciting and stimulates active participation, cementing idioms in students' minds.

13. Encourage student creation – We push the creative boundaries by having students construct their own idioms. This exercise deepens understanding and empowers students, allowing them to explore the language in innovative and personal ways.

Summing up, the meaning of idioms can be sometimes understood by looking the words up in a dictionary. Finding idioms in general dictionary is a slow and laborious task so it is hoped that above-mentioned list of idioms containing proper names will enhance and enlarge learners' vocabulary range, colour speech and provide practical assistance. Proper name idioms present troublesome expressions that cannot be translated word by word, that's why they must be given in a special dictionary as ready-made expressions with their meanings, origins, or translations. Otherwise they bring to typical language mistakes to misunderstandings due to their apparent similarity in their structure. However, the language (especially idiomatic) is also a powerful tool which requires careful handling. So, every time you have to choose what to say and how to say it, make sure you are using the language wisely.

References

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REZYUME. Ushbu maqolada atqqli otlar bilan berilgan idiomalarni ingliz tilini o'rganuvchi talabalarga o'qitish masalasi ko'rib, ularning ma'nolari, kelib chiqish tarixi misollar yordamida ochib berilgan. Bunday idiomalar so'zma-so'z tarjima qilib bo'lmaydigan qiyin so'z birikmalari bo'lganligi sababli ularning ma'nolari yoki ekvivalentlari maxsus namuna sifatida talabalarga taqdim etiladi.

РЕЗЮМЕ. В данной статье рассматриваются проблемы преподавания идиом, содержащих имена собственные, и основное внимание уделяется объяснению их значения, происхождения и примеров студентам изучающих английский язык как второго языка. Идиомы собственных имен представляют собой сложные выражения, которые невозможно перевести дословно, поэтому их необходимо приводить в специальном словаре в виде готовых выражений с их значениями, происхождением или переводами.

SUMMARY. This article deals with the problems of teaching idioms which contain proper names aims and focuses on explaining their meanings, origin and examples to ESL students. Proper name idioms present troublesome expressions that cannot be translated word by word, that's why they must be given in a special dictionary as ready-made expressions with their meanings, origins, or translations.

NEW METHODS OF TEACHING: FLIPPED CLASSROOM MODEL

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Tayanch so'zlar: flipped classroom modeli, faol ta'lim, o'quvchiga yo'naltirilgan ta'lim, texnologiya integratsiyasi, pedagogik siljish, hamkorlikda o'rganish.

Ключевые слова: flipped classroom model «перевернутый класс», активное обучение, обучение, ориентированное на учащихся, интеграция технологий, педагогическое преобразование, совместное обучение.

Key words: flipped classroom, active learning, student-centered learning, technology integration, pedagogical shift, collaborative learning.

Introduction. As educational paradigms evolve, there is a growing emphasis on more interactive, student-centered methods of learning. Traditional education systems have long relied on the "lecture model," where teachers deliver content and students passively absorb information. In contrast, the flipped classroom model seeks to shift this dynamic by moving lectures and instructional content outside the classroom through video lectures, readings, or digital resources. In-class time is then dedicated to collaborative learning activities that encourage student engagement, discussion, and problem-solving. So that, teacher has more time to interact with each individual. Teacher has the opportunity to spend more time on classroom activities and address any issues with them. This approach allows success to be attained, even in large classes. The primary aim is to provide learners a more authentic learning. The flipped classroom model is accepted as one of the blended learning models, which is expressed as the combination of online and face-to-face education.

The flipped classroom model has been widely explored in various fields, but its application to English Language teaching remains an area of growing interest. This study aims to explore the effectiveness of the flipped classroom model among first-year students in the English Language department. It focuses on how this teaching method influences student engagement, language acquisition, and overall academic performance. The study also reflects the views of four key scholars on the flipped classroom model, highlighting its potential to reshape language education.

Literature Review. *Defining the Flipped Classroom:* The flipped classroom model was first introduced by Bergmann and Sams (2012), who used video lectures to deliver content outside of class, allowing for more interactive learning during in-class time. Since then, this pedagogical method has gained significant popularity, particularly in fields requiring active learning and critical thinking, such as language education. The flipped

classroom model reverses the traditional educational approach by shifting content delivery to an asynchronous format, enabling in-class time to focus on active engagement and collaboration (Strayer, 2012) [4:276].

In a typical flipped classroom, students engage with instructional materials, such as videos, podcasts, or readings, at their own pace before coming to class. Classroom time is then devoted to activities that encourage application, such as group discussions, peer reviews, problem-solving exercises, and hands-on tasks.

Bergmann and Sams (2012) argue that the flipped classroom empowers students by giving them control over the pace at which they learn. They emphasize that this model allows students to come to class prepared with foundational knowledge, enabling teachers to focus on higher-order cognitive skills during class, such as critical thinking, analysis, and application [1:62].

Tucker (2012) discusses how the flipped classroom can engage students more actively in the learning process. She highlights that by watching video lectures or engaging with other forms of online content outside class, students can engage more deeply with the material, which leads to better understanding and retention of content [5:82].

Strayer's (2012) research demonstrates that the flipped classroom enhances student learning outcomes, particularly in subjects that require application and problem-solving. His study suggests that flipped classrooms increase student interaction and motivation by involving them in active, participatory learning [4:279].

Lage, Platt, and Treglia (2000) examine the flipped classroom in the context of economics education. They found that students in flipped classrooms outperformed their peers in traditional lecture settings, highlighting the model's potential to improve academic performance and student satisfaction through increased interaction and engagement [3:30].