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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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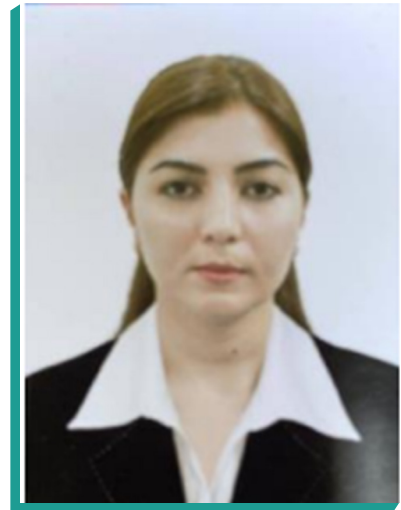
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USING THE METHOD OF MNEMONICS IN TEACHING ENGLISH IDIOMS: ENHANCING RETENTION AND COMPREHENSION IN EFL LEARNERS

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Dusmamadova Gulsum Shukhratovna
 The teacher at Samarkand state pedagogical institute



Abstract: The acquisition of English idioms presents persistent challenges for learners of English as a Foreign Language (EFL), primarily due to their figurative and non-transparent meanings. This study investigates the pedagogical effectiveness of mnemonic strategies in facilitating the teaching and retention of idioms among EFL learners. Drawing upon cognitive learning theories such as dual coding and the keyword method, a classroom-based experimental study was conducted comparing traditional rote memorization techniques with mnemonic-based instruction. The results demonstrate that learners exposed to mnemonic techniques exhibit significantly higher levels of retention, improved usage accuracy, and greater engagement. The findings suggest that integrating mnemonic devices into idiom instruction can enhance both cognitive processing and learner motivation in EFL contexts.

Key words: mnemonics, idioms, English language teaching, EFL, memory techniques, figurative language, vocabulary acquisition.

Annotatsiya: Ingliz tilidagi idiomlarni o'zlashtirish chet tili sifatida ingliz tilini o'rganuvchilar (EFL) uchun doimiy qiyinchilik tug'diradi, asosan ularning ko'chma va bevosita tushnilmaydigan ma'nolari sababli. Ushbu tadqiqot EFL o'quvchilarida idiomlarni o'qitish va eslab qolishda mnemonik strategiyalarning pedagogik samaradorligini o'rganadi. Dual kodlash nazariyasi va kalit so'z usuli kabi kognitiv o'rganish nazariyalariga asoslanib, an'anaviy yodlash usullari bilan mnemonika asosidagi o'qitish taqqoslangan sinf sharoitidagi eksperimental tadqiqot o'tkazildi. Natijalar shuni ko'rsatadiki, mnemonik texnikalar asosida o'qitilgan o'quvchilar yuqori darajada eslab qolish, aniqroq qo'llash va yuqori faollikni namoyon etadi. Tadqiqot natijalari idiomlarni o'qitishda mnemonik vositalardan foydalanish EFL muhitida nafaqat kognitiv jarayonlarni, balki o'quvchilar motivatsiyasini ham oshirishini ko'rsatadi.

Kalit so'zlar: mnemonika, idiomlar, ingliz tilini o'qitish, EFL, xotira texnikalari, ko'chma ma'no, lug'at boyligini o'zlashtirish.

Аннотация: Освоение английских идиом представляет собой устойчивую трудность для изучающих английский язык как иностранный (EFL), главным образом из-за их переносного и непрозрачного значения. В данном исследовании рассматривается педагогическая эффективность мнемонических стратегий в обучении и запоминании идиом у учащихся EFL. Опираясь на когнитивные теории обучения, такие как двойное кодирование и метод ключевого слова, было проведено экспериментальное исследование в условиях класса, в котором сравнивались традиционные методы заучивания и обучение с использованием мнемоники. Результаты показывают, что учащиеся, обучавшиеся с применением мнемонических техник, демонстрируют значительно более высокий уровень запоминания, более высокую точность использования и большую вовлечённость. Полученные данные свидетельствуют о том, что интеграция мнемонических приёмов в обучение идиомам способствует улучшению как когнитивной обработки, так и мотивации учащихся в контексте EFL.

Ключевые слова: мнемоника, идиомы, преподавание английского языка, EFL, техники запоминания, образный язык, усвоение лексики.

INTRODUCTION

Idioms form an integral component of English fluency, particularly in academic and conversational settings. However, their figurative nature and cultural specificity make them difficult for EFL learners to comprehend and retain. For example, idiomatic expressions such as “kick the bucket” or “spill the beans” cannot be deduced from their literal meanings, which often leads to confusion and misuse (Boers, 2001).

Traditional pedagogical approaches frequently rely on rote learning or direct translation, which do not promote long-term retention or meaningful usage. In contrast, mnemonic strategies leverage cognitive associations and imagery to enhance memory recall (Atkinson & Raugh, 1975). These techniques, ranging from visual

imagery and storytelling to acronyms and the keyword method, facilitate deeper semantic processing and are particularly suitable for teaching abstract and figurative expressions such as idioms. This paper aims to explore the application and effectiveness of mnemonic devices in idiom instruction within EFL contexts.

LITERATURE REVIEW

Idioms are multi-word expressions whose meanings cannot be inferred from the meanings of their individual components (Fernando, 1996). Their usage is context-sensitive and culturally embedded, which creates challenges for learners who rely primarily on literal translation. Glucksberg (2001) notes that idioms are often learned as single lexical units, as their structure and meaning do not follow regular grammatical patterns. Moreover, EFL learners frequently lack the cultural background necessary to understand idiomatic nuances. Many idioms originate from historical events, local customs, or metaphorical frameworks unfamiliar to non-native speakers, which often results in misuse or avoidance in communication. Examples such as “barking up the wrong tree”, “bite the bullet”, and “burn the midnight oil” illustrate how idioms convey meanings that cannot be translated literally. Without appropriate instructional support, learners struggle to understand their usage and pragmatic function. Mnemonics in vocabulary acquisition.

Mnemonics are memory-enhancing techniques that assist learners in encoding and retrieving information more effectively. The keyword method, introduced by Atkinson and Raugh (1975), involves associating a target word with a familiar-sounding keyword and a mental image linking the two. Paivio's (1986) dual coding theory suggests that information is better retained when processed both verbally and visually. Empirical studies indicate that learners using mnemonic strategies outperform those relying on rote memorization in vocabulary retention (Levin, 1993; Nation, 2001). These techniques utilize the brain's preference for imagery, storytelling, and emotional engagement. For instance, visual mnemonics transform abstract idioms into concrete and relatable scenarios. Auditory mnemonics employ rhyme or phonetic similarity, while narrative mnemonics embed idioms in memorable stories.

For example, the idiom “let the cat out of the bag” can be illustrated with a character accidentally revealing a secret, reinforcing the metaphorical meaning. Similarly, “break the ice” can be depicted through a situation where initial tension is reduced through interaction. Research gap. Although numerous studies support the effectiveness of mnemonic strategies in vocabulary acquisition, relatively few have examined their application in idiom instruction, which involves both cognitive and cultural complexity. Additionally, the long-term impact of mnemonic instruction on idiomatic competence and spontaneous usage remains insufficiently explored.

RESEARCH METHODOLOGY

The study was conducted with 60 intermediate-level EFL learners (aged 17–20), first-year students of Samarkand State Pedagogical Institute. Participants were randomly assigned to a control group (30 learners), taught through traditional methods, and an experimental group (30 learners), taught using mnemonic-based strategies. Instructional materials included 20 idioms selected from the B2 level of the CEFR (e.g., “break the ice”, “hit the sack”, “under the weather”), along with additional idioms introduced during the second phase, such as “cost an arm and a leg”, “cry over spilt milk”, “throw in the towel”, “hit the nail on the head”, and “back to the drawing board”.

A pre-test and post-test were administered to assess recognition and production accuracy. The experimental group used visual aids, narrative mnemonics, keyword associations, digital flashcards, and short mnemonic videos to support multi-sensory learning. Over a four-week period, both groups studied identical idioms. The control group followed a conventional “definition + example” method, whereas the experimental group received mnemonic support.

Learners were encouraged to create their own mnemonic images or stories, promoting active engagement. Weekly revision sessions and peer-based quizzes were conducted to reinforce learning. Data were analyzed quantitatively using paired-sample t-tests to measure improvement, while qualitative data were collected through feedback forms, observation journals, and semi-structured interviews. Thematic coding was applied to identify recurring patterns in learner responses.

ANALYSIS AND RESULTS

The experimental group outperformed the control group on all assessment measures. Their post-test scores showed an average increase of 38%, compared to 18% in the control group. Retention checks conducted three weeks later revealed that 72% of idioms were retained by the mnemonic group, while the control group retained only 41%. Additionally, qualitative feedback indicated that 83% of learners found mnemonic techniques more enjoyable and easier to remember.



Learners particularly appreciated visual elements and narratives, which they reported reduced the anxiety typically associated with memorizing idioms. Several learners also reported increased confidence in using idioms during speaking tasks. Teacher observations corroborated these findings, noting higher classroom participation, more accurate usage of idioms in context, and a greater willingness to experiment with figurative language. Interview excerpts further suggested that learners developed a stronger emotional connection to idioms taught through mnemonic methods.

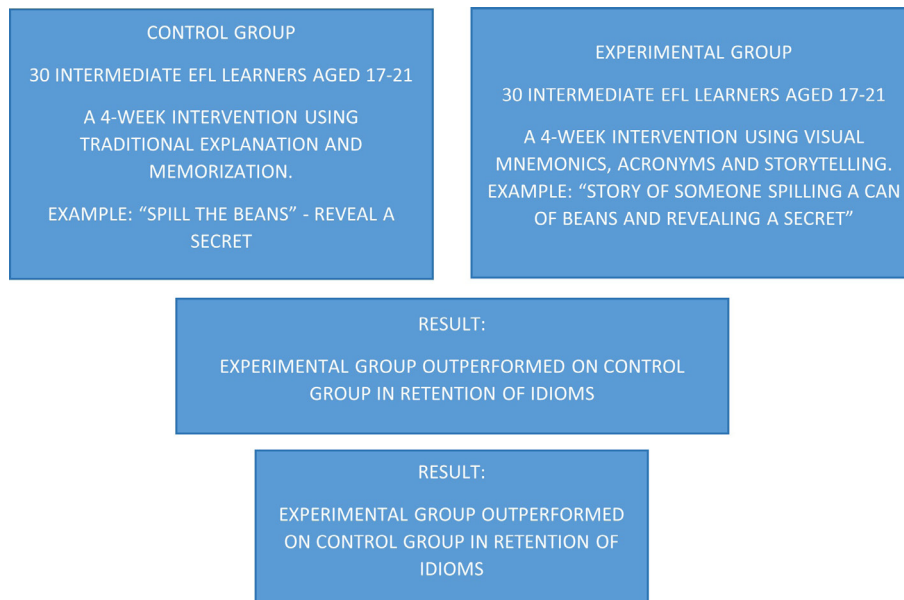


Figure 1: Mnemonic-Based vs Traditional Instruction

The findings align with prior research in cognitive linguistics and second language acquisition, particularly Allan Paivio's (1986) assertion that dual coding enhances memory. By engaging both verbal and visual memory channels, mnemonic strategies facilitate deeper semantic processing, which translates into higher retention and usage accuracy. Moreover, mnemonics contribute to a positive affective environment—learners report feeling more motivated, less anxious, and more willing to use idioms in speaking and writing tasks.

These findings suggest that mnemonic instruction not only supports cognitive learning but also addresses affective factors crucial for second language acquisition, as emphasized by Stephen Krashen (1982). The use of learner-generated mnemonics further enhances metacognitive awareness, empowering students to take ownership of their learning strategies. The results also affirm the need to incorporate multimodal resources into idiom instruction, catering to diverse learner preferences and cognitive styles.

CONCLUSION

Mnemonics represent a valuable pedagogical tool for teaching idioms in EFL contexts. By linking unfamiliar idiomatic expressions to memorable visual, verbal, or narrative anchors, learners can overcome barriers posed by figurative language. This study recommends that EFL instructors integrate mnemonic devices into idiom instruction to enhance both comprehension and learner confidence. Future research should consider longitudinal designs to measure long-term retention, as well as cross-cultural adaptations of mnemonics in diverse linguistic contexts. Comparative studies across age groups, proficiency levels, and instructional settings would provide deeper insight into the generalisability of these findings.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

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