



INCORPORATING PHRASEOLOGICAL COMPETENCE INTO ENGLISH LANGUAGE TEACHING: ENGAGING APPROACHES THROUGH SONGS AND FILMS

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ABSTRACT

This thesis emphasizes the pedagogical necessity of integrating phraseological units into English language instruction in general education schools. Many students, when exposed to authentic English environments, encounter idiomatic expressions whose meanings they cannot intuitively understand. Therefore, teaching phraseological units is essential for developing both linguistic and cultural competence.

The study advocates for engaging and motivating approaches, such as integrating songs, films, and other authentic audiovisual materials into lessons. These methods enhance students' interest not only in individual phrases but also in the language as a whole. The thesis highlights the need to develop methodological frameworks that account for students' age, cognitive abilities, and communicative needs, ensuring that idiomatic expressions are practiced through meaningful activities.

Furthermore, the study stresses that such instruction should not be limited to isolated lessons. Systematic incorporation, with regular practice, repetition, and assessment, is necessary to consolidate phraseological competence and support long-term language development.

Introduction

Phraseological units are integral to natural language and cultural understanding. However, many students in general education schools in Uzbekistan struggle to comprehend idiomatic expressions when encountering authentic English materials, such as songs, movies, or conversations with native speakers. Lack of familiarity with these expressions limits their ability to communicate effectively and reduces the authenticity of their language use.

Teaching phraseological units systematically addresses this gap, enhancing both linguistic skills and cultural literacy. Engaging approaches, such as songs and films, provide a meaningful and motivating context for learning, combining auditory, visual, and emotional experiences. This multimodal exposure not only facilitates memorization but also helps students understand the cultural nuances behind idiomatic expressions.

Aim and Objectives

Aim: To highlight the importance of integrating phraseological instruction into school curricula and to explore engaging methodologies using authentic materials.

Objectives:

1. To justify the pedagogical need for teaching phraseological units in school English classes.
2. To propose effective and age-appropriate strategies for learning idiomatic expressions using songs, films, and other authentic materials.
3. To emphasize the development of communicative exercises where students actively use new phrases in meaningful contexts.
4. To advocate for systematic integration of phraseological instruction with repeated practice, monitoring, and evaluation.

Theoretical Background

Research on idiomatic and phraseological competence demonstrates that knowledge of idioms is crucial for fluent and natural communication (Kunin, 1986; Telia, 1996). Effective teaching approaches involve authentic materials that combine cognitive, emotional, and cultural engagement (Galskova, 2015; Murphey, 1992; Griffiee, 1995).

Songs and films have been shown to enhance memory retention, motivation, and comprehension of subtle linguistic and cultural nuances (Lynch, 2008). By integrating such materials into the curriculum, students can internalize idiomatic expressions in contexts that reflect real-life usage.

Moreover, developing methodological frameworks ensures that phraseological instruction is age-appropriate, engaging, and practical, providing opportunities for students to actively use new language in communicative exercises.

Methodology

The study proposes a practice-oriented approach combining the following methods:

- **Contextual analysis:** Identifying idiomatic expressions in authentic songs and films.
- **Communicative exercises:** Designing tasks that require students to apply new phrases in dialogues, role-plays, or creative writing.
- **Systematic repetition:** Ensuring regular practice and reinforcement through weekly lessons or modules.
- **Assessment and feedback:** Monitoring students' comprehension, usage, and retention of idiomatic expressions.

This methodology prioritizes the integration of phraseological instruction into the broader curriculum rather than isolating it in single lessons.

Implementation and Recommendations

1. **Selection of materials:** Songs, films, and other authentic content are chosen based on their relevance, frequency of idiomatic expressions, and appropriateness for students' age and language level.
2. **Contextual learning:** Students engage with materials through listening, viewing, discussion, and guided analysis of expressions.
3. **Practical application:** Students use idiomatic expressions in interactive tasks, ensuring active usage rather than passive recognition.

4. **Systematic integration:** Instruction is embedded in the curriculum with dedicated weekly practice, allowing for continuous reinforcement and skill consolidation.

5. **Monitoring and evaluation:** Teachers track progress and provide corrective feedback, adapting activities to maximize learning outcomes.

This approach creates a dynamic, student-centered learning environment that enhances both motivation and phraseological competence.

Conclusion

Phraseological units are essential for achieving authentic language use and cultural understanding. Incorporating songs, films, and other authentic materials into English teaching offers engaging, effective, and practical ways to develop students' idiomatic competence. Systematic integration, combined with communicative exercises and continuous reinforcement, ensures that students not only understand but actively use phraseological expressions, thereby improving overall language proficiency.

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