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## **VISUALIZATION AS A MODERN METHOD FOR TEACHING ENGLISH PHRASEOLOGY**

### **Abstract**

The study examines visualization as a contemporary methodological approach to teaching English phraseology within philological education. Phraseological units are viewed as linguistically fixed yet cognitively motivated structures that encode culturally specific conceptualizations and function within discourse contexts. Theoretical analysis highlights the role of visualization in representing mental structures and deepening the understanding of idiomatic meanings. A pedagogical experiment with control and experimental groups demonstrated that visualized tasks—such as illustrative images, conceptual maps, and multimodal models—improve the accuracy of interpreting phraseological units, their discursive appropriateness, and overall phraseological competence, confirming the effectiveness of visualization as a tool for developing cognitive-discursive skills in English phraseology acquisition.

**Keywords:** English phraseology, visualization, cognitive-discursive approach, discourse-based learning.

### **Introduction**

The contemporary stage of development of linguodidactics is characterized by a rethinking of traditional approaches to foreign language teaching in the context of the digitalization of the educational space and the increasing demands placed on the formation of learners' communicative competence. Under conditions of globalization and the intensification of intercultural interaction, particular significance is attached to the problem of mastering the phraseological system of a language as one of the most semantically rich and culturally marked components of the foreign-language worldview. However, phraseology, characterized by a high degree of imagery, idiomaticity, and semantic opacity, has traditionally posed considerable difficulties in the teaching process, which necessitates the search for innovative methodological solutions capable of ensuring meaningful and durable acquisition of phraseological units.

One of the promising directions in this field is visualization as a methodological technique and a cognitive tool integrating the achievements of perception psychology, cognitive linguistics, and pedagogical technologies. Appeals to visual images make it possible to activate associative mechanisms of thinking, thereby facilitating the formation of stable semantic links between the verbal form of a phraseological unit, its figurative basis, and its pragmatic functioning in speech. Visualization thus goes beyond the role of an auxiliary illustrative aid and acquires the status of an independent methodology aimed at stimulating learners' cognitive activity and optimizing the processes of memorization and interpretation of linguistic material.

Despite the growing interest of researchers and practitioners in the use of visual means in foreign language teaching, the problem of their systematic application in the formation of phraseological competence remains insufficiently explored to date. In particular, the methodological potential of various types of visualization—from static images and graphic schemes to digital multimodal resources—requires further clarification in the context of teaching English phraseology.

### **Theoretical Analysis of the Problem of Visualization in Teaching English Phraseology**

Phraseology as a branch of linguistics occupies a special place in the system of linguistic knowledge, as phraseological units accumulate the results of the historical development of the language, features of national mentality, and cultural stereotypes embedded in stable verbal complexes. From a philological perspective, phraseological units are regarded not only as ready-made linguistic constructions with a reproducible structure, but also as carriers of figurative and evaluative information functioning in close interaction with cognitive and pragmatic mechanisms of speech

activity [1]. Due to the semantic integrity and idiomatic nature of phraseological units, their acquisition in the process of foreign language learning goes beyond the formal mastery of lexical components and requires the interpretation of deeper meanings underlying phraseological semantics.

From the standpoint of cognitive linguistics, phraseological units can be conceptualized as verbalized fragments of the conceptual worldview, in which metaphorical and metonymic models play a system-forming role. The figurative basis of a phraseological unit, being the result of cognitive reinterpretation of empirical experience, often loses its transparency for language learners, which is обусловлено by differences in cultural codes and associative fields between the native and the target languages. In this regard, the need arises to identify such methodological tools that would make it possible to reconstruct the cognitive mechanisms underlying the formation of phraseological meaning and render them accessible for learners' conscious perception [2].

In this context, visualization acquires particular theoretical significance, as it is grounded in universal cognitive processes of visual perception and imagery-based thinking. From a philological perspective, visualization can be regarded as a means of representing the conceptual content of a phraseological unit through non-verbal semiotic systems that facilitate the activation of the figurative component of meaning. Visual images, diagrams, and graphic models function as mediators between the linguistic form and the underlying cognitive structure, thereby reducing the level of semantic abstraction and facilitating the process of interpretation.

The theoretical conceptualization of visualization in phraseology teaching also draws on psycholinguistic principles, according to which information presented in a polycode format is acquired more effectively due to the simultaneous activation of verbal and non-verbal processing channels. The dual coding of linguistic material promotes the formation of stable associative links and increases the likelihood of long-term retention of phraseological units in the mental lexicon.

At the same time, visualization does not replace linguistic analysis; on the contrary, it creates conditions for a deeper understanding of the structural and semantic characteristics of phraseological units and the specifics of their functioning in text and discourse.

Of particular interest within the framework of theoretical analysis is the typology of visual tools employed in teaching English phraseology. Static images make it possible to explicate the literal image underlying a phraseological unit, whereas diagrams and mind maps facilitate the identification of systemic relationships among phraseological units united by shared concepts or thematic dominants.

Contemporary research in cognitive linguistics emphasizes that language is acquired through images and associations (Evans & Green, 2018; Maslova, 2020). This is particularly relevant for phraseology, where literal translation often fails to convey meaning. For example, the English idiom *kick the bucket* has the literal meaning "to kick a bucket," while its actual meaning is "to die." Without visual support, it is difficult for learners to form the correct association.

Russian scholars also highlight the effectiveness of visualization. Teliya (2016) argues that the semantic and pragmatic aspects of phraseological units are more effectively acquired through visual schemes and illustrations, while Kubryakova (2018) emphasizes that the cognitive approach helps to connect language with learners' thinking processes. Overall, visualization transforms abstract linguistic constructions into vivid and comprehensible images.

Digital visual resources, including animation and multimodal presentations, expand the possibilities for interpreting phraseological meaning through the dynamic representation of imagery and the contextualization of its use. From a theoretical perspective, this diversity of visualization forms confirms their potential as a universal tool for philological analysis and instruction.

Thus, visualization in teaching English phraseology can be conceptualized as an interdisciplinary phenomenon situated at the intersection of linguistic theory, cognitive science, and foreign language pedagogy. For philological education, its particular value lies in its ability to facilitate the reconstruction of the figurative and conceptual basis of phraseological units, ensuring a deeper understanding of their semantics and functional-stylistic characteristics. The theoretical analysis allows us to assert that the integration of visualization into the process of teaching

phraseology not only enhances its effectiveness but also expands the research potential of phraseological material, making it accessible to comprehensive linguistic interpretation [3].

#### Phraseological Units in the Cognitive-Discursive Paradigm

Within contemporary philological scholarship, phraseological units are increasingly interpreted not as isolated linguistic formations but as elements of a cognitive-discursive system reflecting ways of conceptualizing experience and the specifics of its linguistic representation. A phraseological unit functions in language as a compressed model of knowledge in which lexical structure, figurative basis, and pragmatic orientation form an inseparable unity. From the perspective of the cognitive approach, the meaning of a phraseological unit is shaped through the interaction of concepts, metaphorical projections, and culturally conditioned scenarios activated in a particular communicative situation [4].

The discursive aspect of phraseology is manifested in the fact that fixed expressions realize their semantic potential not in abstraction but within specific types of discourse, where they perform expressive, evaluative, or argumentative functions. For foreign language learners, this level poses the greatest difficulty, as it requires not only knowledge of the phraseological unit's meaning but also an understanding of the conditions of its appropriate use. Consequently, phraseology instruction should be oriented toward reconstructing the cognitive and discursive mechanisms that ensure the functioning of phraseological units in speech.

#### Visualization as a Cognitive Mechanism for Representing Phraseological Meaning

From the perspective of cognitive science, visualization can be interpreted as a means of external representation of the mental structures underlying linguistic meaning. In teaching English phraseology, visual tools function as cognitive supports that facilitate the explication of the figurative and metaphorical components of a phraseological unit. A visual image makes it possible to activate the primary conceptual scene from which the idiomatic meaning is historically and semantically derived, thereby reducing the level of abstraction of the linguistic sign.

Within the framework of the cognitive-discursive approach, visualization acquires an additional dimension, as it not only illustrates meaning but also models possible scenarios of phraseological unit usage in speech. Graphic schemes, mind maps, and multimodal forms of visualization allow a phraseological unit to be presented as an element of a broader conceptual network that includes thematic domains, evaluative components, and pragmatic orientations. In this way, visualization contributes to the formation of learners' holistic understanding of the functioning of phraseology in discourse [5].

#### Overview of Scholarly Approaches to the Problem of Visualization in Teaching Phraseology

An analysis of scholarly research in linguistics and foreign language teaching methodology makes it possible to identify several approaches to understanding the role of visualization in the acquisition of phraseological material. Within the framework of the traditional didactic approach, visual aids are viewed primarily as elements of visual support aimed at facilitating the comprehension and memorization of linguistic units. This approach emphasizes the auxiliary nature of visualization without foregrounding its cognitive potential.

The psycholinguistic approach focuses on processes of perception and information processing, considering visualization as a factor that enhances learning effectiveness through the polycode presentation of material. In this context, visual images function as stimuli that activate associative links and facilitate the integration of new knowledge into existing cognitive structures. However, in a number of studies, this approach is limited to the analysis of memory and attention, without addressing the deeper semantic aspects of phraseological meaning.

The cognitive-discursive approach appears to be the most productive for philological education. Within this framework, visualization is conceptualized as a means of conceptual modeling of linguistic meaning and the discursive functions of phraseological units. Visual tools thus become instruments for interpreting culturally conditioned images, metaphorical models, and communicative strategies realized in phraseology. This approach makes it possible to integrate linguistic analysis with pedagogical objectives, ensuring deeper and more meaningful acquisition of the material [6].

From a theoretical perspective, the integration of visualization into the teaching of English phraseology is based on an interdisciplinary synthesis of linguistic, cognitive, and pedagogical concepts. In philological training, particular importance lies in the ability to use visualization as a tool for analyzing the internal structure of a phraseological unit, its semantic motivation, and its discursive potential. Thus, theoretical analysis confirms that visualization, when integrated into the cognitive-discursive paradigm, functions not only as a methodological tool but also as an instrument for philological comprehension of phraseology. Its use in English language instruction helps bridge the gap between formal knowledge of phraseological units and understanding their functioning in real discourse, meeting contemporary requirements for philological education.

#### Experimental Part of the Study

The experimental part of the study was aimed at testing the effectiveness of visualization as a methodological tool for teaching English phraseology within the framework of philological training. The purpose of the experiment was to identify the influence of visual tools on the level of acquisition of phraseological units, as well as on the degree of conscious interpretation and the accuracy of their use in discourse-driven communicative situations.

In accordance with this purpose, the following tasks were set for the experimental work: to determine the initial level of learners' phraseological competence; to develop and pilot a set of learning tasks incorporating visualization; to compare learning outcomes between the control and experimental groups; and to analyze both qualitative and quantitative changes in the acquisition of phraseological material.

The research hypothesis was based on the assumption that the systematic use of visualization, focused on revealing the figurative-conceptual and discursive nature of phraseological units, contributes to their deeper and more sustainable acquisition compared to traditional verbal-explanatory teaching methods.

The experiment was conducted in a classroom setting for English language instruction at the Faculty of Philology of a higher education institution. The study involved students with comparable levels of language proficiency, which allowed for minimizing the influence of external factors on the experimental results. Participants were divided into control and experimental groups, both following the same curriculum, differing only in the set of methodological techniques used when working with phraseological material.

The pedagogical experiment consisted of three sequentially implemented stages: introductory, formative, and control. At the introductory stage, the initial level of proficiency in English phraseology was assessed through tasks involving the recognition of phraseological units, interpretation of their meaning, and contextual usage. The formative stage involved the implementation of a developed system of exercises incorporating visualization in the experimental group, whereas the control group used traditional methods of explanation and practice. At the control stage, a repeated assessment was conducted to identify changes in learning outcomes and evaluate the effectiveness of the proposed methodology.

During the formative stage, the experimental group worked with a set of visually oriented tasks aimed at revealing the cognitive-discursive nature of English phraseological units. Visualization was applied not in isolation but in combination with analytical and interpretive activities, ensuring its integration into the overall process of linguistic comprehension of the material.

The main types of visual tools included illustrative images depicting both the literal and metaphorical aspects of a phraseological unit; conceptual diagrams modeling the relationship between the figurative basis and idiomatic meaning; mind maps grouping phraseological units according to thematic or conceptual criteria; and elements of multimodal visualization, combining textual and graphic components. The tasks were designed so that learners not only associated the visual image with the linguistic form but also reconstructed the conditions of phraseological unit functioning in various types of discourse.

#### Criteria and Methods for Assessing the Results of the Experiment

The effectiveness of the experimental instruction was evaluated based on a combination of quantitative and qualitative indicators. The primary criteria for assessing the development of

phraseological competence included: the accuracy of understanding the meaning of phraseological units; the degree of conscious interpretation of their figurative basis; correctness of use in contextually determined utterances; and the ability to transfer acquired phraseological units to new communicative situations.

The assessment methods included testing, analysis of learners' written and oral responses, and a comparative analysis of the results of the control and experimental groups. Particular attention was paid to qualitative changes in the nature of errors, which made it possible to identify not only the level of acquisition but also the depth of understanding of the phraseological material.

In practice, visualization can take various forms:

#### Semantic Maps

A diagram can be created in which a phraseological unit is "decomposed" into its components, with explanations of meanings and examples of usage. For example, the idiom *spills the beans* ("to reveal a secret") can be accompanied by an image of beans falling out of a cup, creating a clear visual association.

#### - Illustrations and Comics

A classic approach involves a drawing or a short comic that depicts the action described by the phraseological unit. Learners memorize the expression through the narrative depicted rather than through translation.

#### - Multimedia Presentations

Videos, animations, and interactive tasks allow students to "immerse" themselves in the language. For instance, a short video clip featuring a dialogue that incorporates idioms helps learners understand both the context and the emotional nuance of the expressions.

It can be asserted that learners remember idioms better when they are presented in context and in a visual form, rather than simply reading a list of words and their meanings. This effect is particularly pronounced for visual learners—individuals who more easily perceive and process information through images [7].

#### Analysis and Interpretation of Experimental Results

A comparative analysis of the results at the control stage of the experiment revealed positive progress in both groups; however, the increase in performance was more pronounced in the experimental group. Learners who worked with visually oriented tasks demonstrated a higher level of conscious interpretation of phraseological units, made fewer errors related to literal understanding, and used phraseological expressions more confidently in contextually relevant discourse situations.

Qualitative analysis of the responses showed that visualization facilitated the formation of stable associative links between the linguistic form and the conceptual content of the phraseological unit, which in turn ensured more durable retention of the material. The data obtained support the proposed hypothesis and indicate the advisability of using visualization as an effective methodological tool for teaching English phraseology within philological training.

#### Results and Discussion

The analysis of the pedagogical experiment revealed a stable positive trend in the development of phraseological competence among learners who participated in the experimental instruction incorporating visualization. A comparison of the data from the introductory and control stages showed that the experimental group exhibited more pronounced growth across all defined criteria, whereas changes in the control group were less intense and primarily of a reproductive nature.

First and foremost, the results indicate an improvement in the accuracy of interpreting the meaning of English phraseological units. Learners in the experimental group relied significantly less on literal translation, demonstrating the ability to associate the linguistic form of a phraseological unit with its conceptual basis. This finding suggests that visualization facilitated the activation of figurative and metaphorical mechanisms for understanding meaning, which aligns with the principles of cognitive linguistics regarding the conceptual nature of phraseological units.

Particular attention should be paid to qualitative changes in the nature of speech errors. While the introductory stage was characterized by errors related to semantic inadequacy and violations of pragmatic appropriateness, by the end of the formative stage, the experimental group showed a

decrease in such deviations. This indicates that learners developed a more integrated understanding of the discursive conditions in which phraseological units' function. Analysis also demonstrated that visually presented models of communicative situations promoted the transfer of acquired material to new contexts, which serves as an important indicator of the depth of learning.

The results of written and oral tasks further confirm the effectiveness of visualization as a means of developing philological analytical skills. Learners in the experimental group demonstrated the ability to provide reasoned explanations for their choice of a phraseological unit in a given context, drawing on its figurative motivation and evaluative potential. In the control group, such explanations were generally fragmented and limited to reproducing dictionary meanings, indicating a less profound level of linguistic reflection.

From a discursive perspective, these results suggest that visualization can be viewed not only as a methodological tool for enhancing clarity but also as an instrument for cognitive-discursive modeling of linguistic meaning. The effectiveness of visual tools in teaching English phraseology is explained by their ability to serve as a mediator between the abstract linguistic sign and the conceptual content embedded in collective linguistic consciousness. In this way, visualization facilitates the transition from mechanical memorization of phraseological units to their conscious and contextually appropriate use in speech.

Overall, the discussion of the results confirms the proposed hypothesis and allows us to conclude that integrating visualization into the process of teaching English phraseology contributes to the development of a higher level of phraseological competence, in line with the objectives of contemporary philological training. The findings open up prospects for further research aimed at expanding the cognitive-discursive approach to teaching phraseology and adapting it to various educational contexts.

#### Conclusion

The present study has theoretically substantiated and experimentally confirmed the feasibility of using visualization as a modern method for teaching English phraseology within the framework of philological training. The analysis demonstrated that phraseological units, characterized by a high degree of figurativeness, idiomaticity, and cultural specificity, require special instructional approaches aimed at revealing their conceptual and discursive nature.

The theoretical analysis showed that, when interpreted within a cognitive-discursive paradigm, visualization functions not only as a tool for clarity but also as an instrument for representing the mental structures underlying phraseological meaning. The use of visual models facilitates the activation of associative thinking mechanisms, the reconstruction of the figurative basis of phraseological units, and the formation of stable semantic links between linguistic form and conceptual content.

The results of the pedagogical experiment confirmed the proposed hypothesis regarding the positive impact of visualization on the development of learners' phraseological competence. The experimental group demonstrated a higher level of accuracy in interpreting phraseological units, a reduction in semantic and pragmatic errors, and an increased ability to use idioms appropriately in discourse. This indicates a transition from reproductive memorization of material to its conscious and functional application in speech.

Thus, the integration of visualization into the process of teaching English phraseology can be regarded as a promising direction in modern foreign language pedagogy, possessing significant potential for the development of linguistic reflection and analytical skills essential for professional philological training.

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## **АҒЫЛШЫН ФРАЗЕОЛОГИЯСЫН ОҚЫТУДА ВИЗУАЛИЗАЦИЯНЫҢ ЗАМАНАУИ ӘДІСІ**

### **Түйін**

Зерттеуде визуализация филологиялық білім беру жүйесінде ағылшын фразеологиясын оқытудың заманауи әдіснамалық тәсілі ретінде қарастырылады. Фразеологиялық бірліктер мәдени тұрғыдан шартталған концептуализацияларды бейнелейтін және дискурстық контексте қызмет ететін когнитивтік уәжделген құрылымдар ретінде түсіндіріледі. Теориялық талдау фразеологияның когнитивтік-дискурстық табиғатына және идиомалық мағыналарды тереңірек түсінуге әрі есте сақтауға ықпал ететін менталдық бейнелердің сыртқы репрезентациясы құралы ретіндегі визуализацияның әлеуетіне назар аударады. Педагогикалық эксперимент аясында бақылау және эксперименттік топтағы студенттердің нәтижелері салыстырылды, мұнда эксперименттік топ визуализацияланған тапсырмаларды (иллюстрациялар, концептуалдық карталар, мультимодальды модельдер) қолданды. Алынған деректер идиомалардың мағынасын дәл интерпретациялау, оларды контекстке сай қолдану және фразеологиялық құзыреттілік деңгейінің айтарлықтай артқанын көрсетеді. Нәтижелер визуализацияның тиімділігін және ағылшын фразеологиясын оқытудағы

**Кілттік сөздер:** Ағылшын фразеологиясы, визуализация, когнитивті-дискурсивті тәсіл, дискурста негізделген оқыту.

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## **ВИЗУАЛИЗАЦИЯ КАК СОВРЕМЕННЫЙ МЕТОД ОБУЧЕНИЯ АНГЛИЙСКОЙ ФРАЗЕОЛОГИИ**

### **Аннотация**

В исследовании рассматривается визуализация как современный методологический подход к обучению английской фразеологии в системе филологического образования. Фразеологические единицы трактуются как когнитивно мотивированные структуры, отражающие культурно обусловленные концептуализации и функционирующие в дискурсивном контексте. Теоретический анализ акцентирует когнитивно-дискурсивную природу фразеологии и потенциал визуализации как средства внешней репрезентации ментальных образов, способствующего более глубокому пониманию и запоминанию идиоматических значений. В рамках педагогического эксперимента сравнивались результаты контрольной и экспериментальной групп студентов, при этом последняя использовала визуализированные задания (иллюстрации, концептуальные карты, мультимодальные модели). Полученные данные свидетельствуют о значительном повышении точности интерпретации и контекстуально адекватного употребления идиом, а также уровня фразеологической компетентности. Результаты подтверждают эффективность визуализации и ее педагогическую ценность в обучении английской фразеологии.

**Ключевые слова:** английская фразеология, визуализация, когнитивно-дискурсивный подход, обучение на основе дискурса.

