

Methods of teaching phraseological units in the context of polylingualism

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Abstract

The methodology of teaching different types of phraseological units of English is discussed. Phraseological units, the meaning of which is difficult to deduce from the lexical elements that compose them, are highlighted. It is argued that a full-fledged lexical competence includes possessing a certain number of stable phrases of the studied language. A methodological approach is proposed that allows the use of phraseological units as material for activating communicative competence. After the appearance of the phraseological unit, its literal translation is given, then it is carried out oral discussion of what this phraseology can mean. During the discussion (including erroneous and inaccurate interpretations), communication participants identify semantic nuances for themselves that will help them develop language thinking and language guesswork. At the last stage, students are asked to recall a Russian phraseology with the same meaning. The procedure was successfully tested in classes with students of a language university.

Key words: English language learning, advanced stage, phraseological unit, translation, lexical competence, teaching foreign language speech

Introduction

The phraseological composition of a language is the most colorful, expressive and expressive part of its vocabulary. The phraseology reflects a rich historical experience of the people, the originality of their way of life and culture, their customs and traditions.

Phraseological turns are often used in literary literature, which gives the text a bright stylistic coloring, imagery and emotionality. Since the meaning of a phraseological unit is usually veiled and cannot be deduced from the meanings of its constituent lexemes, their translation into another language causes difficulties (Ackerman, & Chen, 2013).

Usually, a language lesson is conducted according to a clear, well-established scheme based on a textbook and audio materials attached to it.

In our opinion, it is important to start teaching phraseological units of the language at the middle stage. Here are a few good reasons for this.

Firstly, we believe that phraseological units are capable of "falling in love with the language". Phraseological material makes the lesson varied and interesting and motivates conscientious learning.

Secondly, phraseological units contribute to good knowledge of culture, "getting used to culture". As you know, "the phraseology of any language is the most valuable linguistic heritage, which reflects the vision of the world, national culture, customs, beliefs and history of the people speaking it." Phraseological units, in many works also denoted by the terms "stable phrases", "phraseological units", etc., deservedly received the definition of "the most culturally and linguistically original part of its (language) nominative stock" (Actual issues of implementing educational programs at preparatory faculties for foreign citizens, 2017, 13).

It is through phraseological units that foreign students get better acquainted with Russian culture, customs, and traditions and learn the character of people, including native speakers of the language being studied. The use of phraseological units in speech is an obvious indicator of the level of language proficiency. Of course, it is important to be on the same communicative level. It is important when you are perceived adequately. The use of phraseological units in speech is not only an integral part of an adequate perception of reality but also an indicator of the level of situational adequacy of an individual's speech. Thirdly, teaching foreign students the phraseological units of the language at the B1 level provides a solid, deep knowledge at an advanced stage (Ädel, & Erman, 2012).

Today, this topic is "How to teach?" - a lot of attention has been paid.

The most common approach at the middle stage is teaching with phraseological blocks. We believe that this approach can take place at the next stage. At the initial stage, we consider the method of teaching phraseological units introduced by us to be the most productive using the integrated method of selecting and minimizing phraseological material.

This methodology for selecting phraseological units is based on two main parameters:

- 1) learning based on familiar and studied grammar;
- 2) learning based on a specific situation.

The component composition of the selected phraseological units is lexically and syntactically simple since it is addressed to the experience of a foreign student, which is still not rich in lexical and syntactical terms. The material gradually becomes more complex and layered. Thus, every conscientious student is able to master the proposed material. At the same time, actual grammar is trained, vocabulary is expanded, and phonemic hearing and communication skills are developed. Mastering a language is impossible without comprehending the culture of the country and the people living in it. Language can be perceived as a component of culture or an instrument of culture (which is not the same thing), especially when it comes to literary language or folklore language. However, language is at the same time autonomous in relation to culture as a whole, and it can be considered separately from culture (which is done all the time) or in comparison with culture as an equivalent and equal phenomenon" (Wolf, 2002: 15-26). At a certain stage, learning a foreign language becomes impossible without obtaining additional knowledge about the country of the language being studied. Most often, a teacher of students turns to textbooks on linguistic and regional studies, which provide "background knowledge" about the history of the country, the geopolitical and economic structure, and about individual cities, the most significant in the opinion of the authors. However, works of art (in the broad sense of the term) are no less important carriers of information about a particular cultural environment.

As an example illustrating the diversity of the linguoculturological approach, one can refer to the work of writers and classics. These can be quotes not only from prose but also from poetic works, as well as literary essays. Here we are talking primarily about students who are sufficiently fluent.

Mastering phraseology will become more effective if, firstly, foreign students will have an idea of the position of phraseology in the language system. Secondly, understand what place phraseology occupies in the context of teaching English as a

foreign language, and, thirdly, have knowledge of the functioning in the speech of each specific phraseological unit (Bestgen, & Granger, 2014).

In the first case, phraseology is analyzed as an object of linguistics, which has its own properties inherent only to it: stability, reproducibility, separate form, and special meaning. In two other cases, we are dealing with the methodological aspect of teaching phraseology to foreigners, which involves the systematization of language material from a methodological point of view, as well as the acquaintance of students with the meaning of phraseological units, the situation of its use, stylistic marking and the model (example) of the use of the phraseological unit in speech.

At present, due to the unresolved nature of many of the problems that we mentioned above and the absence of any recommendations regarding the volume of PhU presented to students, the teacher must independently, focusing on his personal experience and linguistic taste, select phraseological units for studying them in a foreign audience. The factors influencing the selection of phraseological units are traditionally called:

- 1) frequency of phraseological units;
- 2) communicative value;
- 3) stylistic marking;
- 4) regional value.

In our opinion, this list should be supplemented by such factors as:

- 5) thematic criterion;
- 6) the degree of complexity of the semantization of each specific unit.

Thus, the study of phraseology is an important link in the assimilation of the language by foreign students in general. Therefore, today in the field of methodological organization of language material, the task of determining the criteria for selecting phraseological units and the formation and structuring of a system of phraseological units presented to foreign students is extremely relevant. We spoke in more detail about the criteria for selecting phraseological units in the previous part.

Materials and methods

In this part, we will present a description of the conducted experimental training at the Department of Foreign Language at Abay KAZNPU. The total number of students who took part in the experimental training was 60 people.

In choosing the research method, we relied on the works of A. N. Schukin [2003], L. V. Moskovkin (2002; 2012). We consider "methods of transformative research" to be optimal (Orekhova, 2004).

Scientists identify two methods of transformative research: "experiential learning and learning experiment" [Orekhova, 2004; Moskovkin, 2012]. Methods are designed to achieve higher learning outcomes by making deliberate changes to the learning process. "Experiential learning and learning experiment have many features in common and include such research procedures as: a) diagnosis of the existing learning process, b) designing a new learning option, c) training specially selected groups using a new method; d) diagnostics of learning outcomes using a new methodology, e) comparison of the results of a new training option and a training option that existed before it" (Orekhova, 2004).

Experiential learning provides only a general summary of the effectiveness of a particular training option. It does not make it possible to establish which of the factors has a greater effect and which has a smaller effect, how these factors interact in the learning process, and what are their causal relationships. The experiment makes it possible to minimize the number of factors influencing learning outcomes, which makes it possible to trace the development of individual aspects and relationships of pedagogical phenomena, establish cause-and-effect relationships between them, and more accurately record the results obtained. The experiment is carried out on a limited

number of study groups, and experiential learning, in turn, offers mass character. As a means of diagnostics for conducting an ascertaining experiment, testing of students is mainly used, and in the course of experimental training, observations, self-observation, and oral and written questioning can also be used.

As evidence, it seems appropriate for us to describe the blocks of experiential learning and provide statistics on the final control of experiential and traditional learning.

To describe experiential learning, we consider it appropriate to initially define the object and subject of our methodological activity. The object of our methodological activity are 3rd-year students of pedagogical institutes and philological faculties of universities. We opted for this contingent for the following reasons: 1) at the Institute has accumulated a lot of experience in teaching such students; 2) the practical experience of the author of the study shows a certain system of assimilation of phraseology by these recipients at different speeds; 3) this contingent of students has a fairly pronounced internal motivation for learning since they have chosen the language as their future specialty; 4) the period of their study in the language environment is equal to two semesters, and this, as our study showed, is necessary for mastering phraseology in sufficient volume for communication at the declared level (experimental training was conducted within the first semester - September-December 2022); 5) native culture in its broadest sense, as well as the national-communicative behavior of the students, are quite far from English correlates.

We consider it necessary to note that not only our students but also representatives of other countries took part in our experimental training. The statistics of their results confirmed our hypothesis.

It seems to us sufficient within the framework of one study to confine ourselves to describing the experiential learning of one contingent, which we chose mainly because phraseology is difficult for students to access both culturally and in the semantic understanding of the material.

However, in our opinion, in order to confirm our results, as well as for the purity of the experiment, we should present the results of the experiment conducted in groups of students from Kyrgyzstan (October-December 2022). The choice of this contingent is explained by the fact that their culture, unlike others, is close to ours, and this, in turn, makes it possible to observe the dialogue of cultures in a vivid form. The training period for the contingent was somewhat shorter, so we consider it necessary to explain the tactics of our work. Firstly, for the above-described contingent, experimental training was carried out in a reduced volume (the reductions directly affected the volume of units studied according to the topics of classes in the "Practical Course of the Language"). Second, the reduction in experiential learning was minimal (4 class hours in total). Thirdly, students, on average, had higher rates both at the initial and control stages of education, which, in our opinion, is largely due to the close relationship between languages and cultures.

Thus, the subject of our study is the system of teaching phraseology, and the object of our study, in turn, is the cognitive activity of students during their study of this course.

Findings

We intend to describe experiential learning, which was carried out without disturbing the natural course of the educational process.

Experiential training was carried out within the "Practical Course of the Language" framework and amounted to 2 classroom hours per week. In turn, the number of hours allocated for independent work was 2-4 hours. Part of the independent work was organized in a virtual educational environment.

The total number of classroom hours in groups of students was 30 hours.

The students' language proficiency level at the beginning of the course was B1 (from B1 to B1+ within each group).

Let us explain the choice of this level. "Level B1 or threshold (Threshold) — according to the European scale corresponds to the level of TORFL-1 (according to the scale of certification testing), implies an understanding of the topic, the main idea, the main and additional information of each semantic part of the texts in this area in accordance with the mastered lexico-grammatical material" [Requirements 2009]. This level is sufficient to meet the basic communication needs when communicating with native speakers in the social, social, cultural, educational and professional fields of activity. It is also assumed that "recipients already freely listen to the dialogic speech of the everyday sphere of communication within a limited range of topics and are able to understand by ear the main content of the dialogue, as well as the communicative intentions of the speakers" (Requirements, 2009). A vivid example may be that when the recipient enters the language environment, he is necessarily faced with the need to enter into communication to ensure his own life. A significant part of this communication takes place orally: communication at the airport, checking into a hostel/hotel, solving everyday problems that arise, ordering at a cafe/restaurant, shopping in a store, etc. All this range of situations can be attributed to every day (or social) household) sphere of communication, with the mastery of the thesaurus of which foreign language learning begins. And this, in turn, is inextricably linked with the speech of a native speaker of the language, who uses phraseological units in his everyday and everyday speech. In this regard, even those students who speak Russian at an average or high level, if necessary, express their thoughts orally (ask for directions, introduce themselves, tell about themselves, etc.) or in writing (write a message, etc.), as well as to read and understand the texts surrounding them (signs, signs, instructions, transport schedules, etc.) find themselves in a difficult situation with adequate perception of oral speech by native speakers. Thus, phraseological units of the language are an important material in teaching English as a foreign language.

Discussion

Correlate phraseological units with their meanings:

as snug as a bug in a rug	firm, stable, resolute
as sound as a bell	direct, honest
as steady as a rock	very cozy, comfortable
as straight as a die	obvious, clearly seen
as plain as day	in very good health

When teaching the grammatical side of speech, phraseological units can also play a big role. Having compiled the correct selection of phraseological units, you can focus on the relevant grammatical aspect in this particular lesson. For example, when studying verbs (to look like a million dollars – look great, look brilliant), articles (to chatter like a magpie – crack like a magpie, (as) dead as a doornail – without signs of life), modal verbs (can't say boo to a goose – and won't hurt a fly), comparative construction as...as (as tough as old boots – hard as a sole (about food, etc.)), etc. Phraseological units will also be useful when repeating numerals (as cross as two

sticks – in a bad mood, out of sorts, like two peas – look like two drops of water).

Exercises for the development of skills and abilities of monologue speech.

The main purpose of learning a foreign language is to learn to speak it. Therefore, it is necessary to train in monologue and dialogic speech. Where pronunciation skills are improved, the ability to express one's thoughts in a foreign language develops (Boers, F., Eyckmans, J., & Stengers, H. 2006).

For a more detailed monologue, you can take proverbs that need to be explained, and express your agreement or disagreement. It is also a useful task to listen to the text and pick up the proverb that best suits the meaning.

Exercise

Explain the meaning of phraseology in English.

1. Talk to smb. like a Dutch uncle. –
2. Live like a Lord. –
3. Tremble like a leaf. –

Every day the teacher is faced with the question of which material to choose for the lesson to make learning a foreign language interesting, easy, informative and thereby increase the motivation of students. One of the successful ways to solve this problem is the use of phraseological units in the lesson. They can be introduced into the educational process at different stages of training. Lexico-grammatical saturation of phraseological units allows focus on a certain grammatical aspect and use stable phrases to enrich the lexical stock. Due to the fact that the same proverb or proverb can be interpreted in different ways, students learn to express their own thoughts and feelings, and the need for search tools for equivalent translation of expressions into their native language develops translation skills and abilities. Thus, phraseology is not only a culturally informative source but also contains a wealth of linguistic material that allows on its basis to study various aspects of phonetics, vocabulary and grammar of a foreign language (Bonk, 2001).

As our experience of working with students in the classroom shows, in some cases, they do not experience any difficulties (cf.: to praise to the skies ('praise to heaven'), to put smb in a bad light ('to present someone in a bad light'), wouldn't hurt a fly ('wouldn't hurt a fly'), to give smb his due ('to pay tribute to someone'), to have a head on one's shoulders ('to have a head on one's shoulders'). In these phraseological units, words are used in their literal, subject-logical meanings (Candarli, 2021).

In other cases, even if there is the metaphorical or metonymic reinterpretation of phraseological unity, trainees are able to learn about the meaning of phraseological turnover. Cf.: bread and circuses – 'bread and circuses';

not to breathe a word – 'keep something. in secret';

to open a can of worms – 'open pandora's box';

to be on pins and needles – 'sit like on pins and needles';

to bring home the bacon – 'achieve success';

to ruffle smb's feathers – 'annoy or upset someone';

to be all thumbs – 'to be awkward, clumsy'.

And yet, in the overwhelming majority of cases, it is possible to understand the true meaning of phraseological conjunctions and translate them into Russian only with the help of phraseological and etymological dictionaries, where the etymology of phraseological turns, allusions, outdated meanings of lexemes that make up phraseological conjunctions, and the images underlying them are given (Chan, & Liou, 2005).

The complexity of the semanticization of English idioms is due to a number of factors:

– rethinking the meaning of the components of stable combinations.

For example, the combination runs the gauntlet, which originally meant 'to walk the punishment through the ranks', has been metaphorically reinterpreted over time and has come to mean 'to be subjected to harsh criticism, fierce attacks, to become the subject of someone's ridicule'.

– ignorance of the etymology of phraseological units.

Let us illustrate this conclusion with the following examples.

The idiom to get on the high horse (Agatha Christie, "Taken at the Flood"), meaning 'to put on airs, to hold on arrogant', originated in the language in connection with the fact that feudal lords, usually fighting on horseback, contemptuously they belonged to the infantry, consisting of mercenaries or commoners.

Phraseological fusion to Riu the cat among the pigeons (Agatha Christie, "Cat among the Pigeons"), meaning 'cause concern', at the beginning of XVIII century. it was used when talking about a man who found himself in the company of women.

– the presence of uncommon, as a rule, obsolete words in the idiom.

Cf.: to be in a cleft stick 'to be in a hopeless, desperate situation, in a dead end', to be in fine fettle 'to be in a good state', at smb's beck and call 'ready to execute someone's orders immediately', to hum and haw 'to pour, to stumble; to hesitate'. The lexemes cleft, fetch, beck, and haw are obsolete and are not used outside of the given phraseological combinations.

Given the nature of the idiom as the lexical unit, its mastering – both traditional (Chen, & Baker, 2010) and with the use of modern technologies (using, for example, the interactive whiteboard and videos with the participation of professional actors.

In this paper, it will be shown that with the proper choice of language material, students can be offered a lively discussion of the idioms introduced in class instead of unattractive mechanical memorization. The purpose of the proposed methodological approach is not so much to enrich the individual vocabulary by assimilation (memorization) of idioms as to use them as educational material that allows improving the foreign language communicative competence of students, thanks to which students develop language guesswork and language thinking, are involved in the process communication with each other, etc. Such an approach has recently become increasingly widespread and was previously tested by us on the material of English proverbs (Chen, & Baker, 2014).

The material for this study was obtained as a result of a complete sample of phraseological units from twenty works of fiction by English, American and Australian writers. At the same time, the methods of phraseological analysis, phraseological identification and phraseological description were applied.

In the selected phraseological units, the specific weight of expressive evaluative components. In an overwhelming number of cases, the meanings of idioms did not correspond to the literal meanings of their constituent lexemes or even contradict them (Chen, & Zhang, 2022).

Moreover, in some cases, false semantics often appeared when translating idioms into Russian. Cf.:

• to make one's bed and lie in it – 'to cry for your actions, to reap what you sowed';

• to send smb away with a flea in his ear – 'make a sharp remark to someone, give a sharp rebuff to someone.';

• to split hair – 'to go into dimensional subtleties, to be excessively romantic';

• to get cold feet – 'to get cold feet';

• from the horse's mouth – 'from a reliable source';

• to cook one's goose – 'ruin yourself, dig yourself a hole'.

So, our proposed procedure looks like this. Students are presented with a new phraseological unit. For example birds of a feather. Then a literal translation is given (in case the phraseology contains words unfamiliar to students). The central stage of the work follows this: students alternately offer their versions of what this phraseology can mean. During the discussion, inaccurate or even incorrect interpretations will certainly be given, allowing the teacher and other participants in communication to identify semantic subtleties and nuances that will help students form the competence of linguistic analysis. For this example, it is appropriate to quote from R. Kipling's "Mowgli": "We are of the same blood" or a similar expression, "We are of the same pack".

At the end of the discussion, an option prepared in advance by the teacher is given (for example: 'people closely related to each other; having a lot in common', etc.)

The questionnaire results at the stage of the formative experiment showed that the experimental group participants had an average of 28% higher readings than the control group participants. This is a confirmation of the positive impact of interactive teaching methods on the level of professional readiness of future teachers. This indicates the appropriate level of educational services received and the opportunity to work in conditions of the rapid growth of scientific information and the introduction of innovative educational technologies.

Conclusion

It is significant to use interactive methods of teaching students the methods of teaching future teachers at school as a new approach to planning and implementing the professional training of teachers of future teachers. According to the results of the experiment, students of future teachers showed the greatest interest in the game forms of interactive teaching methods: imitation games and training. It should be noted that the implementation of these methods should be carried out only after a thorough study of their theoretical basis (Cowie, 1998).

The use of the methods underlying interactive learning contributes to the individual development and interpersonal communication of geography students. The results of the experiment show that students' interest in the discipline being studied, the use of non-standard ways of solving pedagogical problems during professional training directly affects self-perception and, subsequently the full-fledged formation of their future profession. So interactive teaching methods help to increase the self-esteem of future teachers and their level of knowledge of the material (Gablasova, Brezina, & McEnery, 2017).

The use of interactive teaching methods helps to strengthen the professional, personal and axiological components of the professional competence of future teachers. These components reflect their state of personality, which determines both their professional readiness and the successful implementation of pedagogical activities (Estaji, & Montazeri, 2022).

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