

TEACHING PHRASEOLOGICAL UNITS THROUGH INTERACTIVE METHODS

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Abstract

In this article, it is noted about the study of the problems of teaching phraseological units in the English language and the forms of organization of modern lessons that are being developed in this regard. A system of exercises, a text translation method, and an interactive teaching method have been developed. Theories of language learning emphasize the need to learn phraseology as a part of vocabulary. Detailed information is given on how the essence of a phraseological unit, its components and its different interpretations depending on the understanding of the size of the phraseology are given.

Keywords: Phraseological units, idiom, interactive method, linguistics, lexicon, zoonyms, florionyms, speech exercises, method of text translation.

Introduction

Modern lessons should be focused on actively and consciously assimilating the knowledge defined in the state education standards and curriculum. As we know, the requirements of the state education standards express the minimum knowledge and skills that each student should possess. Today's lessons should serve to develop independent thinking, debate, and self-analysis among students, as well as to apply the acquired knowledge in practice and enhance students' cognitive abilities. We are currently discussing new pedagogical technologies extensively. Pedagogical technology refers to the educational process managed by the teacher. The main aim of new pedagogical technologies is to provide effective knowledge to students and to educate them as worthy, well-rounded individuals for our homeland.

Currently, among modern teaching methods, the main focus is on interactive methods. Utilizing interactive methods in lessons is considered one of the most effective approaches. It is also appropriate to use interactive methods in teaching phraseological units. English is a highly idiomatic language, and speakers of English frequently use idiomatic expressions in various fields, including mass media, literature, and conversation. Most textbooks for English as a foreign language suggest studying idiomatic expressions grouped by categories, such as color idioms, body idioms, food idioms, sports idioms, music idioms, and others. The interconnected elements of the vocabulary can easily be divided into distinctly different categories, thus facilitating the educational process and improving the effectiveness of foreign language use. English is a highly idiomatic language, and speakers of English frequently use idiomatic expressions in various fields, including mass media, literature, and conversation. Most textbooks for English as a foreign language suggest studying idiomatic expressions grouped by categories, such as color idioms,



body idioms, food idioms, sports idioms, music idioms, and others. The "interconnected" elements of the vocabulary can easily be divided into very specific categories, which in turn simplifies the educational process.

The vocabulary, as an important element of culture, simultaneously serves as an indicator of students' fluent and effective use of a foreign language. English is a highly idiomatic language, and speakers of English frequently use phraseological expressions in various fields, including mass media, literature, and conversation. Most textbooks for English as a foreign language suggest studying phraseological units grouped into categories such as currency, colors, body parts, food, and music expressions. This is because idioms are the "culturally linked" elements of vocabulary that can easily be categorized and, at the same time, facilitate the learning process.

Traditionally, vocabulary and syntax, or vocabulary (with phraseology as a part of it) and grammar, have been viewed as discrete aspects of language teaching. However, many scholars from various theoretical backgrounds in applied linguistics and second language acquisition emphasize that these two are actually inseparable. The significance of phraseological studies is continuously discussed as it demonstrates the interconnection between language and society.

Phraseological units in discourse carry connotations related to emotions and values. Connotation is defined solely by the speaker's social and ideological stance, making such connotations subjective in nature. Knowledge of phraseological units, proverbs, and sayings in English enriches students' vocabulary, aids in understanding the metaphorical system of the English language, and broadens their awareness of language culture.

1. The inseparability of vocabulary and grammar

2. Lexical preparation.

The vocabulary of the English language consists of words and word equivalents that are not created by speakers but are used as ready-made linguistic units. These units are primarily characterized by the contradiction that exists between the semantic integrity of the whole and the formal independence of its parts. It is very challenging to clearly delineate the boundary between free word combinations created by the speaker during the speech process and the phraseological units that are used in fixed forms. The problem of understanding the meaning of a phraseological unit is related to the possibility of diachronically enhancing our knowledge about the world.

Furthermore, the role of phraseological units as a unique structure is significant in shaping students' vocabulary and linguocultural competence, as they encompass the national and cultural worldview of the country. Language learning theories emphasize the necessity of studying phraseology as a part of vocabulary. A complex methodology is applied: the method of phraseological identification and semantic analysis. The phraseological value is a category that is interpreted differently depending on the essence of the phraseological unit, its components, and the volume of phraseology. A phraseological unit is a fixed combination that fully or partially alters the meanings of its words. Thus, the sign that exists above the word level, the stability of the words in the combination, and their changed meanings serve as criteria that define the unique position of phraseological units within the language.

"However, if we want to accurately describe the semantic application related to the language accepted and described in any speech community, we must not only describe it. We can only



achieve this by applying the collective evaluations accepted by the community; therefore, we must do so. Considering public opinion, the same phenomenon can have different definitions in various civilizations. This issue has been raised in a very general sense in some research works by classical linguists and philosophers, and it is currently attracting the attention of modern scholars. Searching for the logical placement of phraseological units and contextualizing them in a more meaningful learning context for foreign language learners and researchers has led them to seek a certain systematicity in idioms.

Similarly, we consider it an interesting issue that we should focus on in phraseology, as scholars emphasize that it is a cornerstone of any language's lexicon. As Melcuk pointed out, "People communicate not with individual words in any language but with certain phrases" [as cited in Fernandes]. Therefore, knowing a word implies knowing the syntagmatic combinations or the words that accompany it. These ready-made units are considered very difficult for non-native speakers because they represent traditional modes of expression.

The goal of the developed methodology is to enable students to work on texts, select the correct translation of phraseological units, identify ways to accurately translate them, and correctly analyze the meanings of phraseological units. The lesson titled "Press Conference" should be conducted by the teacher in the format of a press conference, requiring prior preparation, meaning the teacher should familiarize themselves with the capabilities of the respective student groups.

In this type of lesson, students in the group are divided into two teams. The teacher organizes the groups into "Press Staff," meaning "reporters," and "responsible officials," with students answering the questions posed by the reporters. In the next lesson, students should review the topic, with the "reporters" formulating questions and the "responsible officials" studying the topic to a degree where they can answer the reporters' questions.

The lesson titled "Debate" involves selecting 10 phraseological units related to the topic, which are announced to the students 3-4 days prior to the lesson. After the students translate the phraseological units, a jury consisting of two students is appointed. The jury members evaluate the correct translations of the phraseological units based on their understanding of their meanings and announce the results. Students are given 3 minutes to consider the task assigned to them.

"Who Got Ahead" Lesson: After covering a certain part of the lesson, the goal of repeating the "Who Got Ahead" lesson is to deepen the students' understanding of the material learned. The teacher should demonstrate the students' knowledge of proverbs, sayings, and phrases related to the topic before the lesson begins. If one of the students can fully explain the translation of the phrases and proverbs first, that student is considered the winner.

We can also use the interactive game "Analogy" in this lesson. Each student is given a sheet with an English phrase or proverb, and they are tasked with writing down an analogy that matches in meaning and content within 1 minute.

Who guesses first? The group is divided into two teams. The teacher writes a sentence on the board, and students must find and translate the phraseological unit within that sentence. If a student correctly translates the phrase, they earn points. The student who collects the most points is the winner. For example, in 1985, Coca-Cola launched a new cola. It was a real dog and only in stores for a few months; when it received the award from the President of the United States, it was as



cool as a cucumber; I asked to go to the party and cried, but my dad said I was crying crocodile tears; Bringing flowers to the florist girl is like carrying coal to Newcastle; Hurry up! Your brother ate the banana.

"Repetition" Game: This exercise is dedicated to developing students' knowledge of previously learned phraseological units. A student goes to the board. The teacher writes a phraseological unit on the board, and other students provide synonyms or paraphrases of the phrase's meaning, and the student must identify the same phrase.

For example, if the teacher writes the phrase "to break the news" on the board, other students will explain its meaning as informing someone or bringing important news to someone in English. Below are examples: (Eye candy, cook your goose, in a nutshell, buy a pig in a poke).

"Who's the Best" Game: A student goes to the board, selects one of the prepared cards, and explains the meaning of the phrase without preparation. Other students must identify which phrase it is based on the explanation. The student who collects the most points is considered the winner. Below are examples:

- A possession that is useless, unwanted, or costs a lot of money - **an elephant in the room.**
- A seemingly harmless but dangerous person - **a wolf in sheep's clothing.**
- A dreary, rude, or horrific creature lacking much luck and freedom - a dog's life.
- A sudden, unexpected, and astonishing thing - **out of the blue.**
- Immediately, at once, without delay, at any moment - **at the drop of a hat.**

The advantage of these methods is that the entire activity helps students think independently and express their thoughts accurately.

In conclusion, students develop an understanding of translation methods, as well as the ability to translate phraseological units that reflect national and cultural characteristics, while also improving their capacity to convey the meaning of translated texts, thereby reducing the number of untranslatable idioms. It is important to implement exercises aimed at enhancing translation skills step by step. The successful results achieved in teaching phraseological translation allow high school students to consider the recommended method for teaching phraseological translation as effective.

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