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SPECIFICITY OF TEACHING UKRAINIAN PHRASEOLOGY IN GROUPS OF STUDENTS OF NON-TECHNICAL SPECIALTIES

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Abstract. The article deals with the problems of specificity of teaching Ukrainian phraseology in groups of students of non-technical specialties. The article considers the specific features of the presentation of Ukrainian phraseology in classes of Ukrainian as a foreign language in order to form a professionally oriented linguistic competence. Theoretical positions are demonstrated by the example of teaching foreign students of architectural specialties studying the history of culture and fine arts. To study the problem of presentation of phraseology is important not only in terms of theoretical solution of the problem, but also in practical terms, namely the study of a foreign language. The use of phraseological units causes difficulties in learning the language by foreign students because phraseological units that function in the language as separate formations, integral in meaning, stable in their composition. The meaning of FU is always related to the meaning of a free phrase of the same syllable, which is a criterion for classifying some phraseological phenomena.

For more successful teaching of phraseology, it is necessary to identify the most effective methods and techniques that can be used by the teacher in studying various topics of the course.

The article analyzes the importance of the presentation of phraseological units in a foreign audience.

Keywords: phraseological units, the lexical meaning of words, common phraseology, word formation, syntactic combination of words and their meaning.

СПЕЦИФИКА ОБУЧЕНИЯ УКРАИНСКОЙ ФРАЗЕОЛОГИИ В ГРУППАХ СТУДЕНТОВ НЕТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. В статье рассматриваются проблемы специфики обучения украинской фразеологии в группах студентов нетехнических специальностей. В статье рассмотрены особенности преподавания украинской фразеологии на уроках украинского языка как иностранного с целью формирования профессионально ориентированной лингвистической компетенции. Теоретические положения продемонстрированы на примере обучения иностранных студентов архитектурных специальностей, изучающих историю культуры и изобразительное искусство. Изучение проблемы фразеологизмов важно не только с точки зрения теоретического решения проблемы, но и практического, а именно изучения иностранного языка. Использование фразеологизмов вызывает трудности в изучении языка иностранными студентами, поскольку фразеологические единицы, функционирующие в языке как отдельные образования, целостные по значению, устойчивые по своему составу. Значение ФЕ всегда связано со значением свободного словосочетания того же состава, что является критерием классификации некоторых фразеологических явлений.

Для более успешного преподавания фразеологии необходимо определить наиболее эффективные методы и приемы, которые может использовать учитель при изучении различных тем курса.

В статье также анализируется важность представления фразеологизмов в иностранной аудитории.

Ключевые слова: фразеологические единицы, лексическое значение слов, распространенные фразеологизмы, словообразование, синтаксическое сочетание слов и их значение.

URGENCY OF THE RESEARCH.

In the practice of teaching foreign languages, including Ukrainian as a foreign language, it is necessary to pay great attention to the study of phraseology. Phraseology of any language is the most valuable linguistic heritage, which contains the national culture, history of the people who

speak it, their thoughts and mentality. That is why in each language phraseology has special forms of expression, and phraseological units are "peculiar constants of light and vision, they are assigned to the level of the cultural law".

Representatives of a certain language often try to use the language not only as a means of communication, but also in that its function, which can be called aesthetic. The potential imagery of the phraseology corresponds to the elementary need to improve the language by means of its nomenclature itself, to give it an expressive-evaluative conjugation.

The use of phraseological units (FU) causes difficulties in the study of the Ukrainian language by foreign students. This is due to the fact that the FU, which function in the language as separate entities, are integral in their meaning and stable in their structure. The meaning of the FU is always connected with the meaning of the word combination of the same type. This relationship is the criterion for the classification of some phraseological phenomena.

PROBLEM OF THE ARTICLE.

Studying the problem of phraseological presentation is important not only in terms of theoretical problem solving, but also in the practical aspect, i.e. learning the language as a foreign one. FU are partially represented in the texts of art-knowledge character (stories about the creativity of artists, architects, descriptions of works of creative art), which are part of the curriculum of Ukrainian language as a foreign language for students of the Faculty of Architecture KhNUCA. Facts of presence of phrases in such texts deserve special attention, because they reflect national and cultural specificity, are verbal expression of feelings, emotional evaluations, ways of influence, vivid and influential characteristics of people, objects, situations. Phraseological expressions in general show the "national image of the world, imprinted in the language, determined by it and fixed in it. They embody the "objectification" of general notions..." .

RESULTS AND DISCUSSIONS.

Foreign students (especially non-humanitarian students) do not have a good knowledge of the mechanisms of the formation of the FU and perceive them as a free word formation. Teaching phraseology will be more successful if you find the most effective methods and techniques that can be used by the teacher in different topics of the course. The choice of methods and techniques is determined by the main task of communicative study of the Ukrainian language - not only to learn to read phrases, see them in the text and understand them, but also to actively, stylistically correct their use in the language, in everyday language or in professional communication.

MATERIAL AND METHODS.

Phraseological methods of language, as well as vocabulary, are used in different functional styles and, accordingly, have one or another stylistic choice. The greatest stylistic layer is the conversational phraseology, which is close to the simple phraseology (more derogated). The other layer is bookish phraseology (scientific, public, official).

The subject of our attention will be the common phraseology, which is used both in book and speech forms. There are not many of these phrases, but they are the most common in the texts on art and science, the very phrases we expect to find in the description of paintings, life and works of artists, architects. The biggest mistakes in the sphere of the use of the FU by foreign students are the violation of the form of phraseology, its reception. Thus, the presentation of common phraseology in the foreign classroom must take into account the peculiarities of the FU.

Let's look at some of them and present possible ways to eliminate the difficulties in learning FU of Ukrainian language as a foreign language:

1. The similarity of the phraseological unit and the integral conjugation.

Among the FU we find practically all types of word combinations that are recognized in the active vocabulary of the modern language. In its formal structure, they are similar to words, both nominative and denominative (берегти як зіниці ока, лиха година, від альфи до омеги) and to word combinations that include forms of all parts of the language (взяти гріха на душу, кров з молоком, дійти апогею, ні до ладу ні до прикладу). Phraseological units can be used as both descriptive and formative (чи видано чи чувано?). Here we should pay special attention to the informative scarcity of the majority of constructions that are similar in form to the speech, and use these types of phrases:

1) Context (For example: Mikhail Alexandrovich Vrubel, an artist of peculiar talent, rich imagination, with his inimitable creativity has written a bright page in the history of painting).

2) The rules, which are aimed at:

- interspersing words and phrases close in meaning, synonymous phrases that differ in conotation;
- use of phrases and words of the same semantic group in the retelling of the text;
- use of flashcards when writing a dialogue after students have listened to the text.

3) exercises for correcting the use of phraseology at first in the high context - in the combination of words, then as part of the speech with the first stage as a reference (For example: Compose word combinations with the following phrases: взяти на себе (що?), дивитись в очі (чому?).

2. Peculiarities of the syntactic function.

Each concrete unit of phraseology has a syntactic function. "The decomposition of the phraseological whole into its components in the syntactic analysis of the text is inadmissible, because in the text the phraseological unit receives a certain syntactic function only as a complete unit." . Here we should turn our attention to the establishment of other functional relations between different phraseological word combinations, in comparison with other integral constructions, which match it. In this case, the context should be used to distinguish the phraseological consistency and the word combination. O.A. Bistrova proposes to use two contexts - "with the use of phraseology and with the use of a variable word combination". This arrangement, on the one hand, facilitates the separation of the FU and the variable word combination, on the other, it forms the links that create the imagery of the FU. In this case, as a rule, the speech acts as a context.

For example:

1) Read the sentences, identify the phrase "with your eyes" in which it is a phraseological phrase, and in which it is a free word expression.

- Художник на власні очі бачив як артіль бурлаків тягла баржу.
- Темні як ніч, величезні - вона пишалася на власні очі.

2) Read the phraseology. Do you know what they mean? Describe the situation when they can be used.

Горіти на роботі

Працювати з вогником

Почуття ліктя

Титанічна праця

Не за холодну воду

3) Read the comments on the phraseology and try to find the correspondence between the presented comments and the phraseology from the previous exercise:

- повністю, не шкодуючи сил, віддаватися роботі;
- працювати швидко і якісно, з гарним настроєм;
- почуття товариства і взаємної підтримки;
- дуже великий, величезний обсяг роботи;
- байдикувати, відмовлятися від роботи;

4) Choose antonyms for the given phraseology. Use words for help.

Вносити свою лепту, титанічна праця, горіти на роботі, працювати з вогником

Слова для довідок: ні за холодну воду, стояти осторонь, робота не бий лежачого, сидіти склавши руки.

5) Read the microtext. Write down phraseologies, write down their meanings.

1) - Він старий?

- Так! Пісок сиплеться...

2) Ми працювали не покладаючи рук цілий місяць і, звичайно ж, встигли закінчити проект під час.

3) Скільки можна бити байдики?! У тебе абсолютно нічого не готово! Ти хоч що-небудь зробив за сьогодні?

3. synonymy and antonymic antithesis of FU.

The peculiarity of FU also consists in the fact that their synonymy and antonymic opposition is not similar to the lexical closeness or opposition of their individual components. It is true that in many cases syntactic functions of phrases similar in their formal structure appear to be different. Also, phrases different in structure and lexical structure can occur in synonymic and antonymic relations. This leads to the necessity of using such rules, the task of which includes:

- to note the difference in the meaning of phraseological phrases (– вийти з ладу-стати до ладу, засукавши рукава –абияк);

- identify the difference in the meaning of synonymous phrases (як сніг улітку);
the difference in meaning of the phraseological phrases close to each other (рік у рік). Here it is important to note that phraseological synonyms like lexical synonyms may differ from one another by stylistic obstruction, which should also be noted (каменя на камені не лишити (book); дати перцю (colloquial).

4. Formation of skills of audiovisualization and production of phraseology as a single whole.

This process largely determines the specificity of teaching Russian phraseology as a foreign one. A foreign student who is able to produce a phraseology skillfully is distinguished from the general population of students who are at the advanced stage of learning Ukrainian as a foreign language. "Listening skill represents a complex skill, which includes the skill of understanding and distinguishing it in speech as a structural-semantic whole and the skill of differentiation of free and connected combination of words. The skill of producing a phrase as a whole includes reproducing it in a given form in a given context." (Chernohorska et. al., 2021). For the formation of the above mentioned skills will be appropriate (after primary semantization) exercises, which include:

-explanation of the meaning of the words. (For example: Художник жадібно вбирає все невідоме раніше, з головою йде в роботу ;)

-pampering and living them as one word. Here the role of rules and instructions grows, which prevent possible mistakes;

- For example:

Не завжди впливові люди охоче йдуть на зустріч. Цей учень не вперше стикався з труднощами, але завжди витримував характер і вимагав наміченої мети. Художник повинен крокувати в ногу з часом.).

- For example:

Флорентієць Донателло на початок п'ятнадцятого століття... серед скульпторів Відродження, створив бронзову статую «Давид» (*грав роль першої скрипки*);

-Learning the difference in the meaning of the words that have been added to it;

-Matching two words with a given word combination, having lived it as a phraseology and as an idiosyncratic combination of words;

-answers to the questions about these word combinations;

-For example:

володар дум, око в око, убрався в жупан і дума, що пан, посипати голову попільом, кутній камінь, химери ганяти, першорядна зірка, котитися по похилості, покласти на карту).

It should be noted that during the analysis of texts on art, it becomes obvious that the most frequent phrases are sign phrases, which in turn are able to confirm the attribution of a person or object in the perception of the artist and his time. The phraseological sign in the texts on art history proves the leading role of people in all spheres of their manifestation. For example, when describing a portrait painting, the phraseological signs with a stripped-down component in the operative part - "to be graced with the unrepeatable look". Such a model confirms the central position of people in art, and the learned manipulation of such models becomes a way of complex ideas and feelings. (Skrypnyk et. al., 2021)

CONCLUSIONS.

The presented peculiarities of phraseology and types of tasks do not exhaust the existing methods of studying Ukrainian a foreign language. However, a comprehensive study of the FU, attention to all stylistic strata of the current Ukrainian phraseology will allow us to solve a low number of issues concerning the meaningful units of the language as a whole, the nature of the lexical meaning of words, the relationship between syntactic integration of words and their meaning, the different issues of word formation and the etymology of the style of artistic speech. (Skrypnyk et. al., 2020). A comprehensive study of the phraseological system of current Ukrainian language allows us to get an idea of their basic structural and semantic and stylistic types, to know their origin. It is especially important to present phraseological units to foreign students, because they have specific properties in the bottom of other significant units of the language.

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