

THE USE OF PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE EDUCATIONAL DISCOURSE

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Бхіндер Н. The use of phraseological units in the English language educational discourse; кількість бібліографічних джерел – 18; мова англійська.

Abstract. The article deals with definition of English language discourse as a combination of mental and speech actions performed by subjects of educational process at the English language classroom. The author proves that educational discourse concerns knowledge and skills transferring, establishment relations between educational process subjects and evaluation of language competence of those who learn. Phraseological units are considered to be a significant property of English language educational discourse as they help the discourse be more effective and get students more motivated. Also, we assume that the proper usage of phraseological units in the English language classroom makes the educational process better and more focused on foreign language learning. The author analyzed three different approaches to classification of phraseological units in English language educational discourse and provided the examples to illustrate the types definitions. We have come to the conclusion that native and foreign classification vary as they are based on different criteria and linguistic characteristics. Besides, we offer that the knowledge of idioms is an indicator of high level English language competence of students and precondition of their professional competence as they will be able to perform professional duties by means of foreign language and consider social and cultural peculiarities of foreign language speakers. To realize this, we investigated the requirements to incorporation of phraseological units within the learning process and found out that some types of exercises can be effective; context analysis of new vocabulary and collaborative learning. The author proves that phraseological units should be widely used in the English language classroom while explaining new material, commenting on students' behaviour and achievements, developing instructional materials or courseware.

Keywords: educational discourse, phraseological units, classification, figurative meaning, literary meaning, English language classroom.

Introduction. Teaching process at the higher educational establishments concerns the transfer of topical information, based on oral presentation, relevant demonstration materials, video and audio resources, to the students as the recipients of messages oriented towards building their knowledge and skills. The teacher to be effective transmitter of important information, to introduce data, to share them efficiently and meaningfully needs to use a specific communication code within educational process – educational discourse

Review of the literature. A number of native [A. Habidulina, L. Koltok, A. Nikitina, N. Melnyk] and foreign scientists [T. van Dijk, M. Manoliu] investigated the general problems of educational discourse, its definition, characteristics and peculiarities. The studies of A. Habidulina concern the linguistic peculiarities of educational discourse like lexical, grammatical or stylistic. J. Jarvis and M. Robinson analysed the educational discourse from the point of view of teacher response and support to pupils' learning in the English language classroom. N. Kostina, M. McCarthy, F. O'Dell, N. Zerkina, and A. A. Zarei provided the detailed classification of phraseological units, including idioms related to school and education. Certain scientists [N. Can Daşkin, Ö. Khan, N. Kostina, N. Zerkina] devoted their papers to the problem of use of phraseological in educational discourse and their function for teacher-student communication code. A. N. Asri, G. Gimaletdinova, L. Khalitova, and D. Rochmawati investigated the ways of using phraseological units in teaching of English as foreign language.

The aim of the article is to explain the usage of

phraseological units in the educational discourse by an English language teacher during the educational process at the higher educational establishment. Also, the paper is to explain the different approaches to classification of phraseological units in English educational discourse and to outline the function of English language idioms in the classroom in order to enhance the efficiency of educational process.

Presentation of the material. Many scientists [Bhinder, 2019, Habidulina, 2009, Nikitina, 2013, Melnyk, 2013] agree that educational discourse is a combination of mental and speech actions of educational process subjects, stipulated by the pedagogical aim, tasks, and certain learning situation. According to M. Manoliu [1995, p. 222] educational discourse deals with the knowledge transfer, establishing relationships between linguistic signs and the content of a sign given by the language; it takes place through the teacher's speech in the classroom.

On this basis, it can be construed that English language educational discourse is caused by the subjects engaged in the English language learning procedures. The findings enable us to declare that English language educational discourse can be classified according to:

- way of delivering the message* (oral or written);
- actor of communication* (teacher or student);
- place of message transfer* (institution itself, on-line environment, at home while doing homework);
- source of discourse* (teacher's speech or instructional materials, spontaneous or prepared student's speech, learning material which is in the textbooks or course books);

application of teaching aids (message transferred via technical aids or immediately by educational process subjects);

number of people engaged (massive or individual);

type of lesson during which message is transferred (lecture, seminar, practical lesson, demonstration session, consultation, or examination);

style (formal, informal, or semiformal);

type of school where messages are exchanged (kindergarten, primary school secondary school, or high school).

T. van Dijk [1980] characterizes educational discourse based on presentation performance including writing or sound features (loudness, pitch, warmth, facial work, gestures, head position etc.) and paratextual properties (laughing, showing emotions, illustrations, structure of the written text, font, etc.).

The analysis of instructional materials, didactic resources, teacher's guides, students' textbooks and scientific papers [Jarvis and Robinson 1997] shows that phraseological units are more often used in written, teacher's, formal or semiformal discourse. Also, it is found more frequently in original English language textbooks or specially designed instructional materials, during lectures, seminars, or demonstration sessions. Subjects engaged in the educational process at the higher educational establishment tend to use phraseological units intentionally more often. Their speech contains meaningful phraseological structures and they easily use more complicated units to enrich their vocabulary. These findings prove that the study of phraseological units in English language educational discourse is very important to make the teacher's speech more effective, to enhance the efficiency of educational process itself, to diversify educational materials and to increase students' motivation to learning. This task is even more important as phraseological units concern cultural and figurative aspects and require high level of foreign language acquisition. Phraseological units need to be taught explicitly by means of instructional materials in foreign language classroom. Ö. Khan and N. Can Daşkin [2014, p. 97] agree that knowledge of idioms constitutes an important component of students' communicative competence.

Phraseological unit is a non-motivated word-group that cannot be freely made up in speech but is reproduced as a ready made unit [Davletbayeva, 2010, p. 43]. Phraseological units are characterized by reproducibility, idiomaticity, and stability. Reproducibility means regular use of phraseological units in speech as single unchangeable collocations. Idiomaticity touches upon the quality of phraseological unit, when the meaning of the whole is not deducible from the sum of the meanings of the parts. Stability of a phraseological unit implies that it exists as a ready-made linguistic unit which does not allow of any variability of its lexical components of grammatical structure.

According to N. Zerkina and N. Kostina [2015, p. 145] the vocabulary of the English language consists of words and, so called, words equivalents which are not created by speakers but used as ready-made linguistic

units. Such units are primarily characterized by the contradiction which exists between the semantic integrity of the whole and the formal independence of its parts. The scientists found that it is very difficult to draw the accurate boundaries between free word expression generated in the process of speech and phraseological unit used as ready-made and possessing figurative meaning as it depends on speaker's social, ideological attitude to the message, its cultural background and previous experience. Definitely, the teacher's and student's vocabulary vary, and they use completely different phraseological units. Often, we notice that they use word expressions in different ways considering their level of foreign language competence.

Considering the classification of phraseological units, we suggest using the following one. The classification was developed by M. McCarthy and F. O'Dell [2002] and it includes seven types of phraseological units:

verb-plus-object (have second thoughts, change one's mind, take advantage of one's knowledge);

prepositional phrases (up to something, out for the count, off the mark, out of one's mind, over and above);

compounds (single-minded, down-to-earth, open-ended, light-hearted);

binomial phrases (high and mighty, safe and sound, peace and quiet, high and dry, day and night);

simile (as good as gold, as strong as horse, eat like a bird)

conversational phrases (get in touch with somebody, get well, lost for words)

proverbs and sayings (an apple a day keeps the doctor away, a light at the end of the tunnel, every cloud has a silver lining, don't judge a book by its cover).

At the same time some works [Kiango 2003] refer to the semantic categorization of phraseological units that can be applied to the English language. They are the following:

pure idioms which are the products of regular reutilization, then figurative spreading out fossilization;

figurative phraseological units which have literal and figurative meanings;

restricted collocations which are considered as semi-idioms in which one word has a figurative meaning in a context and the another one has a literal meaning;

open collocations whose components have both literal and free use.

One more classification divides phraseological units into four groups [Zerkina and Kostina 2015, p. 147]:

real words which possess components with literal meaning (back to basics, fill in the blanks);

potential words which have components with weakened lexical meaning and weakened syntax functions (teach someone lesson, a quick learner, figure something out);

"former" words that are re-comprehended components of phraseological fusions (to run amok, much ado about nothing, vim and vigour);

ghost-words which include words that do not ex-

ist in English, but represents a calque from other languages. They are found in this phraseological unit only. Ghost-words are an extremely rare phenomenon (*ad absurdum*, *alma mater*, *carte blanche*).

A. N. Asri and D. Rochmawati [2017, p. 48] explain the benefits of phraseological units in the English language classroom. The scholars insist that learning phraseological units of another language is a guide to understanding the humor and character of that culture as idioms constitute an important cultural element of the language. Also, they think that learning set expressions helps the students understand the peculiarities of the English language.

Su-Yueh Wu [2008] made the detailed research on teaching English phraseological units in the English language classroom. Considering his findings, we can say that the best way of teaching phraseological units is teaching them in context as its role is central in language learning. Non-native students do not understand the various meanings of new words in different context. That is why it is suggested to apply them in different contexts. When teacher provides a rich context for students, he creates all possibilities for foreign language learning and practice simultaneously. And also, it is obvious that students learn foreign language more productively in more meaningful contexts than they simply memorize isolated words through drilling or translation exercises.

One more effective method of teaching phraseological units deals with dialogues or group discussions. Communication in pairs or within groups is a very helpful strategy to increase students' communication. Such discussions can provide subjects of educational process with a number of opportunities to build communicative skills, enrich vocabulary and acquire sociocultural knowledge. At the same time horizontal learning is very comfortable way of learning that provides friendly atmosphere and absence of fear to make a mistake if spoken in front of the classroom. Students engaged in collaborative talk during content reading exercises, assisted one another in understanding the meaning of challenging words, getting the main ideas, and answering questions about what they read. As a result, group discussion appears to be an effective technique to enhance students' reading comprehension and knowledge of phraseological units [Su-Yueh Wu 2008]. Also, we can say that collective knowledge can generate the correct meaning of phraseological unit more frequently than individual one and if working together students rarely use dictionaries or ask for translation. Cooperative learning also focuses on the learners' reflection and evaluation of their own learning [Richards and Rodgers 2001].

A. Zarei [2014] considers the following cooperative exercises are the most effective for teaching phraseological units: learning together and alone, teams-games tournaments, group investigation, jigsaw procedure, student teams achievement divisions, complex instruction, team accelerated instruction, cooperative learning structures, cooperative integrated reading and composition. These techniques may differ in duration and rules but they have common requirements

to make them more effective in the English language classroom. They are the following: Groups should be heterogeneous; Teacher provides strict and accurate instructions; Students are free to practice together; Students can easily help each other; Practice is based on authentic context; Problem solving is the pedagogical target of the exercise; Teacher acts as a facilitator and source provider; Evaluation is based on free discussion; Classroom become a social system for investigation and problem solving. Students are not limited in movements; Students have all necessary materials for the exercise; Students are highly motivated; In case of negative effects, teacher acts as a "problem solver".

The algorithm of work with English language phraseological units within educational discourse includes the following steps:

1. Students identify the type of idiom.
2. Explain it in its context (especially when it is used within educational discourse).
3. Find out an adequate Ukrainian equivalent. Compare figurative and literal meanings in the target language. Answer the question whether phraseological unit relates to educational discourse literally or figuratively.
4. Provide Ukrainian sentence with proper phraseological unit.
5. Make additional English language sentences containing new phraseological units that show its figurative and literal meaning.

Such exercises and the algorithm mentioned above will help to enrich vocabulary, to make English language educational discourse more effective and to motivate students for learning foreign language.

Conclusions. English language educational discourse is a combination of mental and speech actions performed by subjects of educational process at the English language classroom. It deals with knowledge and skills transferring, establishing relations and evaluation of language competence of those who learn. Most often English language educational discourse is realized within the educational establishment. Possession of phraseological units is a significant property of English language educational discourse. It makes the discourse more effective and get students more motivated. According to a number of findings we have come to the conclusion that there is a unified classification of phraseological units. Thus, M. McCarthy and F. O'Dell [2002] divide phraseological units into verb-plus-object, prepositional phrases, compounds, binomial phrases, simile, conversational phrases and proverbs. J. Kiango [2003] distinguishes pure idioms, figurative phraseological units, restricted collocations and open collocations. According to N. Zerkina and N. Kostina [2015] phraseological units are divided into real words, potential words, "former" words and ghost-words. The benefits of phraseological units in English language education discourse are obvious as they guide to understanding foreign language culture, mentality, history, and humour. The knowledge of idioms is an indicator of high level language competence. Due to this, English language teacher should use phraseological units in the classroom while explaining new material,

commenting on students' behaviour and achievements. Also, evaluation of students' learning outcomes should concern the frequency and accuracy of usage of phraseological units.

Further we are planning to investigate the structure of English language educational phraseological units and pay attention to the ways of their rendering into Ukrainian.

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ВИКОРИСТАННЯ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ У НАВЧАЛЬНОМУ ДИСКУРСІ АНГЛІЙСЬКОЇ МОВИ

Анотація. Стаття присвячена визначенню поняття «англомовний педагогічний дискурс», що тяжіє до набору розумових та мовленнєвих дій, які вчиняють суб'єкти освітнього процесу під час вивчення англійської мови. Авторка доводить, що педагогічний дискурс тісно пов'язаний із безпосереднім передаванням знань та умінь із навчальної дисципліни, встановленням позитивної взаємодії між викладачем та студентами, оцінюванням навчальних досягнень тих, хто навчається, а також підвищенням рівня їхньої іншомовної компетентності. Фразеологічні одиниці є невід'ємним компонентом англомовного педагогічного дискурсу, оскільки вони допомагають підвищити ефективність всього освітнього процесу та сприяють посиленню рівня мотивації студентів, які вивчають іноземну мову. Правильне використання фразеологічних одиниць на занятті з англійської мови допомагає студентам уважно ставитися до мовних одиниць, розширює їхній словниковий запас та сприяє підвищенню рівня готовності до іншомовного спілкування. Також ми припускаємо, що фразеологічні одиниці обумовлюють фокусування освітнього процесу на досягнення визначеного педагогічного завдання.

У статті детально проаналізовані підходи до класифікації фразеологічних одиниць, які вживаються в англомовному педагогічному дискурсі. Авторкою детально досліджено кожен тип фразеологічних одиниць та подано їхні приклади для ефективної ілюстрації. З'ясовано, що зарубіжні та вітчизняні підходи до класифікації фразеологічних одиниць значно відрізняються, оскільки за основу взято відмінні критерії та лінгвістичні характеристики. Крім того, ми дійшли висновку, що знання фразеологічних одиниць визначає високий рівень іншомовної компетентності та є передумовою формування професійної компетентності майбутнього фахівця, оскільки дає змогу здійснювати професійні обов'язки засобами іноземної мови з урахуванням соціальних та культурних характеристик носіїв мови. У статті подано рекомендації щодо інкорпорації фразеологічних одиниць в освітній процес закладу вищої освіти, описано алгоритм роботи з фразеологічними одиницями на занятті з англійської мови.

Ключові слова: педагогічний дискурс, фразеологічні одиниці, класифікація, метафоричне значення, літературне значення, заняття з англійської мови.

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