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НАВЧАННЯ ІДІОМ НА ПОЗНАЧЕННЯ ЧАСУ, ГОДИНИ, ХВИЛИНИ, МОМЕНТУ І СЕКУНДИ У СТАРШІЙ ШКОЛІ

У статті розкривається сутність поняття «фразеологія», «ідіома», аналізуються різні погляди науковців на класифікацію фразеологічних одиниць. Досліджено та уточнено ефективність прийомів та методів навчання ідіом з часовим компонентом учнів старших класів, а також розроблено систему завдань та вправ для вивчення таких сполучень.

Під час теоретичного та практичного вивчення мови активна увага приділяється усім рівням мови. Враховуючи той факт, що фразеологія є однією з найскладніших галузей лексикології англійської мови, можна стверджувати, що існує велика потреба у вивченні та дослідженні цієї проблеми.

З огляду на складність явища фразеології, а також поняття фразеологічної одиниці, дана тема дуже часто ігнорується у школах і розглядається опосередковано, або ж взагалі не вивчається. Отож, існує неабияка потреба у розробленні нових методів та методик навчання фразеологічних одиниць учнів старшої школи, які в найближчому майбутньому будуть вступати до закладів вищої освіти, а отже розширювати свій кругозір, соціальні та культурні навички.

Актуальність зазначеної проблеми зумовила потребу у дослідженні лінгводидактичних основ навчання фразеологізмів з компонентом *time, hour, minute, moment, second* учнів старшої школи.

Мета дослідження полягає у створенні, теоретичному обґрунтуванні та експериментальній перевірці прийомів та методів навчання фразеологічних одиниць учнів старшої школи, з урахуванням їх вікових, психологічних особливостей та інтересів.

Наукова новизна дослідження полягає в тому, що проаналізовано та уточнено ефективність прийомів та методів навчання фразеологізмів з часовим компонентом учнів старших класів, а також розроблено систему завдань та вправ для вивчення таких фразеологізмів.

Практичне значення одержаних результатів дослідження полягає в тому, що створено систему вправ та прийомів для навчання фразеологізмів учнів старших класів, які можуть застосовуватися на уроках англійської мови під час вивчення відповідної теми.

Ключові слова: ідіоми, класифікація, фраземи, фразеологія, переклад

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The article reveals the essence of the concept's "phraseology", "idiom". Different scientific views on the classification of phraseological units are analyzed. The effectiveness of techniques and methods of teaching idioms with a time component for high school students is researched and clarified, and a system of tasks and exercises for learning such idioms is developed.

During the theoretical and practical study of the language, active attention is devoted to all levels of the language. Considering the fact that phraseology is one of the most complex branches of English lexicology, it can be argued that there is a great need for studying and researching this problem. Given the complexity of the phenomenon of phraseology, as well as the concept of a phraseological unit, this topic is very often ignored in schools and considered indirectly, or not studied at all. Therefore, there is an urgent need for the development of new teaching methods of phraseological units for

high school students, who in the near future will enter higher education institutions, and therefore expand their horizons, social and cultural skills.

The relevance of the mentioned problem led to the need of studying the linguistic didactic foundations of teaching phraseological units with *the time, hour, minute, moment, second component* for high school students.

The purpose of the research is to create, theoretically justify and experimentally test techniques and methods of teaching phraseological units for high school students, taking into account their age, psychological characteristics and interests.

The scientific novelty of the research lies in the fact that the effectiveness of techniques and methods of teaching idioms with a time component for high school students, as well as developed a system of tasks and exercises for learning such idioms is analyzed and clarified.

The practical significance of the obtained research results is that a system of exercises and techniques has been created for teaching idioms to high school students, which can be used in English lessons when studying the relevant topic.

Keywords: idiom, classification, phraseme, phraseology, translation

LEARNING IDIOMS FOR TIME, HOUR, MINUTE, MOMENT AND SECOND IN HIGH SCHOOL

Language plays a crucial role in the process of constructing a nation. The development of language depends directly on the development of society. That is why over time, the research is conducted, new laws and rules of use are discovered. A large number of scholars pay considerable attention to every aspect of different parts of speech. Considering the fact that phraseology is one of the most challenging branches in English Lexicology, it could be argued that there is a high need for studying and researching this problem.

The relevance of this study is that acquainting students with the culture and traditions of the countries whose language is being studied as an integral part of learning English at school. Achieving this goal is possible through the active study of various phraseological units of the English language. The world of phraseological units of the modern English language is large and diverse, it certainly deserves due attention and research. Without knowledge of phraseological units, the student will not be able to become a mature and equal participant in communication with the native speaker of the language being studied, as he will not be able to use it freely in various communicative situations.

Thus, **the purpose of this article** is to study the need for teaching English phraseology in senior classes of secondary education institutions, to determine the key methods of teaching phraseological units that exist in modern linguistic didactics, as well as to present some practical tasks that will contribute to the acquisition of phraseological units in high school.

As with any linguistic problem, there is a high need to define the term 'phraseological unit' and its classifications which are numerous. The systematization and characterization of phraseological units, as well as the need for special methods of their study, were first substantiated by Ch. Bally. However, he does not raise the issue of separating phraseology into a separate linguistic discipline. His ideas formed the basis of many theories and classifications that still exist today (Vlasenko, 2019).

The term "phraseologism" is not a characteristic issue to Anglo-American linguistics. L.P. Smith uses the word "idiom" and explains it in such a way that it is a feature of language, a speech anomaly, because it violates grammatical rules and logical laws of language. The Oxford dictionary defines the term "idiom" as follows: a group of words whose meaning differs from the meaning of individual words. Webster's dictionary gives several meanings of the term: language characteristic of a people or district, community or class; syntactic, grammatical or structural form of language; a construction or expression that does not have a literal meaning and does not conform to the typical patterns of language (Komar, 2011, p. 129).

According to J.Sedl and W. Mc. Mordie, a phraseological unit is a group of words that together mean something completely different from the meaning of individual words, forming an idiom. There is a somewhat a similar opinion that phraseological units are unmotivated groups of words that cannot be freely composed in speech, but are reproduced as ready-made units, which was presented by R.S.Ginzburg (Robo, 2013, p. 590).

The classification of phraseological units is no less a controversial concept in linguistics, in particular in the English language. The opinions of scientists are also divided on this issue. There are several key classifications that have been developed by a number of linguists and are currently being refined. The basis of each classification is a certain criterion by which it is developed, which explains their diversity. So, at the moment, the following classifications exist in the theory of phraseology: semantic, structural, structural-semantic, grammatical, functional, genetic, ideographic and stylistic (Denysova, 2015).

Semantic classification was first proposed by Ch. Bally, who scientifically proved the need to study stable compounds. He divided phraseological units into four types:

- free phrases;
- phraseo-logical fusions;
- phraseological unities;
- phraseological combinations (Denysova, 2015, p. 17).

The Ukrainian linguist L. Bulakhovskyi, classifying stable word combinations from the standpoint of their semantics, singles out two groups: idioms and phraseological units. Idioms are peculiar expressions from certain languages, which are integral in their usage and meaning, and require the selection of a counterpart with a similar stylistic color when translating. The second group – phraseological units – are ordinary phrases that can be decomposed in terms of content, but are established in the language as material for a widely used quotation (Denysova, 2015, p. 16).

According to the contextual approach, phraseological units are divided into phrasemes and idioms. A phrase always consists of two components, where one has a phraseologically connected meaning, i.e. is constant, and the other is determined by the context. In idioms, the new meaning is created wholly, because the original meaning of each element can be weakened or even completely lost (Drobotenko, 2017, p.38).

Qualitative theoretical knowledge of phraseology will help teachers choose the right approaches and methods for teaching phraseological units at school. During the implementation of any training, it is necessary to take into account the general didactic and methodical principles of training. It is their observance that makes it possible to build the educational process as efficient as possible and ensure comprehensive assimilation of the material. The existing general didactic principles indicate the need to take into account the age, individual-level characteristics of students when planning the educational process. Particular attention should be paid to the relevance of the material to the age characteristics and perception of students. This approach ensures the optimal development of language skills and the ability to use phraseological units in accordance with the student's cognitive abilities. In particular, the methodical principles of teaching phraseological competence emphasize the importance of using comparison, analogy and juxtaposition for better assimilation of the material (Bondarenko, 2019), (Marius-Costel, 2010).

Most methodological materials that describe the learning of phraseological units lean towards a number of techniques that are commonly used to learn them, namely:

- establish the lexical meaning of phraseological units with the help of a dictionary, illustrations, an independent search on the Internet.
- find and highlight a phraseological unit in a sentence, finding out in which context it is used, how it is combined with other parts of the sentence.
- replace the selected word in the sentence with a phraseological unit which is synonymous or antonymous to it (Barsuk, 2013);
- divide phraseological units into meaningful groups;
- based on the provided phraseology, draw a picture that reflects its meaning;
- use the provided phraseology in your own sentence (orally or in writing);
- test tasks aimed at working with phraseological units (Sokaljsjka, 2019, p. 117).

Among the generalized methods of teaching phraseological units, the following are distinguished: learning a phraseological unit in context; learning phraseological units with the help of illustrations; learning phraseological units with the help of group discussions; learning phraseological units using dialogues and role-playing games; learning phraseological units with the help of stage reading; learning phraseological units by retelling and rewriting (Mykhajlysyn, 2012, p. 106).

Let's consider each method in more detail:

- learning a phraseological unit in context. Most researchers agree that language learning and context are two inseparable concepts and one cannot exist without the other. Contextual information around a phrase will help to understand its meaning, so it is important for teachers to provide students with rich context. Interesting stories usually attract the attention of students and easily captivate them. Thus, introducing English idioms into the story can help students understand and remember them better.

- learning phraseological units with the help of group discussions. Group conversation can provide students with rich opportunities to acquire the social and linguistic knowledge they need to understand the new idioms they encounter. Also,

during these types of tasks, the teacher's speaking time decreases and the students' speaking time increases, which positively affects the assimilation and the use of learned phraseological units in speech.

- learning phraseological units with the help of stage reading. This method is seen as an interesting and motivating strategy that can give readers a logical reason to reread a text and further improve their word recognition, reading fluency, and reading comprehension (Marius-Costel, 2010).

- learning phraseological units using dialogues and role-playing games. They are useful written and spoken activities. Writing dialogues can encourage students to write without strain as they work in pairs, and role plays can help them remember the dialogue they have written through repetition. Moreover, working in pairs reduces the level of anxiety that usually often prevails in foreign language lessons.

- learning phraseological units with the help of illustrations. A number of scholars claim that illustrations are an effective means of scaffolding when reading foreign language texts. With the help of different photos, you can explain a word, and sometimes a whole sentence. Sometimes it happens that phraseology has such a metaphorical meaning that it is difficult to explain it by using even more words. Therefore, it is effective to present English idioms accompanied by visual stimuli that clearly illustrate the idioms being studied (Tkachenko, 2013).

Hugh Dellar claims that in addition to the traditional stages of learning new material, teachers very often forget about the repetition stage, which in turn affects the quality of learning new lexical units. He is a supporter of the lexical approach to learning a foreign language, and since phraseological units are in many ways similar to lexical ones, it is possible to apply the presented methods to the repetition of phraseological units:

- sentences and dialogues with gaps. Having chosen 10-15 units, the teacher creates sentences with gaps, or uses those that the students have already encountered. In this way, they recall the meaning of phraseological units, as well as the context in which they can be used.

- questions that encourage the use of the word in the situation. The teacher continues to work with the selected idioms, and asks a number of questions that may relate to the context of the use of this or that unit, the selection of synonyms/antonyms for the given units, recalling a life situation where these idioms could be used.

- use of translation. Having created a series of sentences or parts of sentences with the provided phraseological units, the teacher gives them to the students for translation. They can work in pairs and choose the best translation. It is worth paying attention to the fact that translations may differ, as English phraseological units often do not have equivalents in the Ukrainian language.

- restructuring of the text. Using the thematic text with selected phraseological units, give the task to students to replace them with other words and expressions that would convey their meaning. It is possible to change the task and, conversely, to replace the usual phrases in the answers with phraseological units (Dellar, 2016, p. 126).

Teachers often recognize the big problem of first-year students of foreign language faculties, i.e. yesterday's eleventh graders – the poverty of phraseological knowledge and the avoidance of phraseological units in speech. This disadvantage is particularly noticeable due to the fact that the English language is distinguished by a large number of phraseological units that reflect the culture, folk creativity and everyday life of native speakers (Glasunova, Hrachova, 2023), (Gordijenko, 2018). This problem not only depends on the professional skills of teachers or the organization of the educational process, but is also related to the material and technical support of the educational process. The insufficient availability of textbooks and limited access to the Internet limit students' opportunities to familiarize themselves with various idioms and additional resources that could improve their understanding and use of idioms in speech.

With this in mind, a number of textbooks and teaching-methodical complexes recommended by the Ministry of Education and Science for use in schools, as well as those that are directly used in schools, were analyzed. Since the textbook is the main source of information and new material, the basis of this or that topic should be fully covered in them. Among the recommended 5 textbooks by Ukrainian authors, only one of them separately highlights a number of phraseological units that will be studied in each topic. In the rest of the textbooks, idioms are not given a place at all, or they are combined with other lexical units and do not stand out in any way.

In addition to these main textbooks from Ukrainian publishers, schools also use textbooks from Pearson and MM publications, namely: the educational and methodological kit for the English language "Longman Exam Activator" and ZNO Leader Plus for Ukraine B2. In these textbooks, a list of vocabulary for study is added to each thematic section, where a separate place is given to phraseological units. The section also has separate exercises for practicing these expressions. The tasks are typical and sound like this: "Connect the idiom and its meaning", "Guess the meaning of the expression from the context", "Complete the sentence with a word from the table". However, even in these textbooks, an insufficient number of phraseological units with a time marking component is presented. Ukrainian authors pay much less attention to phraseology and almost do not cite phraseological units as separate lexical material for study. In the texts for reading and listening, in the grammar rules, the following phraseological units are available: *from time to time*, *wait a moment/minute/second*, *a waste of time*, *for the time being*. Most of them are phraseological combinations and their meaning is easy to understand from the context. Textbooks lack tasks that would help students learn these phraseological units.

That is why there is a great need to pay more attention to the study of phraseological units with a time component in senior classes and to develop a set of exercises for their better acquisition.

The set of exercises for teaching phraseological units with *time*, *hour*, *minute*, *moment*, and *second* components includes exercises for training the material at the level of words, phrases, sentences, and supra-phrase unity, which can be performed by students in written or oral form, in class or independently.

The presented exercises provide mastery of a phraseological unit at three levels: meaning, form and functions in speech activity:

- exercises on the semanticization of phraseological units;
- preparatory training exercises of receptive and productive direction on: differentiation, repetition, grouping.
- substitution exercises: filling in blanks, additions, substitutions.
- construction exercises: correcting errors, filling gaps in the sentence/text, replacing words with their synonyms, constructing speech expressions according to the scheme or with given components, completing speech expressions.
- transformation exercises: expanding the sentence/utterance.
- to activate phraseological material: formulating answers to questions, producing text in oral or written form (Dolynskyj, 2015).

Some examples of exercises are provided:

Exercise 1

Purpose: Formation of the lexical skill of using idioms to denote a certain time of the day.

Type: non-communicative, receptive, matching test.

Instruction: Match the idioms with their definitions:

- | | |
|-----------------------|--|
| 1) at an ungodly hour | a) till very late |
| 2) the small hours | b) very early or very late and therefore annoying |
| 3) till all hours | c) the early hours of the morning immediately after midnight |
| 4) rush hours | d) a busy time when people are traveling to or from work |

Exercise 2

Purpose: Awareness of the structure of a phraseological unit.

Type: non-communicative, receptive, grouping.

Instruction: Sort the following idioms according to their structure.

mark time, only time will tell, kill time, zero hour, a New York minute, wait a minute, the psychological moment, wait a second, an hour in the morning is worth two in the evening, be having a moment, time is money, the evil hour, time and tide wait for no man, rush hour, there's a first time for everything, the small hours, a split second.		
Verb + noun	Adj + noun	sentences

Exercise 3

Purpose: Formation of lexical skills of explaining learned words with the help of other lexical units.

Type: semi-communicative, receptive-reproductive, "Crocodile" game.

Instruction: Each of you will get a card with three different phraseological units. Your task is to explain these words to your classmates without naming the given words.

Card 1: keep late hours, the moment of truth, time is money.

Card 2: in one's hours of ease, in the heat of the moment, kill time.

Card 3: one's finest hour, be having a moment, ahead of your time.

Exercise 4

Purpose: Formation of lexical skills of using learned words to create test tasks. Development of creative thinking.

Type: semi-communicative, reproductive, writing test tasks.

Instructions: Make up a test for your classmates using the following idioms: only time will tell, just in the nick of time, zero hour, up to the minute, fifteen minutes of fame, not for a/one minute, wait a minute.

Exercise 5

Purpose: Formation of the ability to tell a story at the level of supra-phrase unity based on thematic vocabulary.

Type: communicative, receptive-reproductive, creating a story.

Instructions: Create a story about the meeting of two old friends who haven't seen each other for many years. Use the vocabulary you have learned on the topic.

Exercise 6

Purpose: Formation of speech dialogic skills, development of creative thinking.

Type: communicative, productive, conversation between students.

Instruction: Work in pairs. Each pair will receive a list of phraseological units related to time. Student A will start the dialogue. Choose one of the phraseological units from the list and make up a sentence with it. Student B, respond to Student A's sentence, incorporating another phraseological unit from the list. Continue the conversation in a meaningful way, using the expressions creatively and appropriately.

List of phraseological units: fifteen minutes of fame, a New York minute, at an ungodly hour, till all hours, just a minute, not for a/one minute, wait a minute, keep late hours, in one's hours of ease, one's finest hour, rush hour, the darkest hour is just before the dawn, wait a second/moment, not for a moment, for the moment, the moment of truth, on the spur of the moment, be having a moment.

This approach allows students not only to familiarize themselves with phraseological expressions but also to understand their meaning and use them in context. It also contributes to the expansion of students' vocabulary, improvement of grammar and pronunciation skills, and development of understanding and use of nuances of word meanings. Thus, the use of a set of exercises in English lessons during the study of idioms is an important step in improving students' language skills and contributes to their successful acquisition and use of idioms in real communicative situations.

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ФОНОСТИЛІСТИЧНА ХАРАКТЕРИСТИКА НІМЕЦЬКОМОВНИХ ЕМОЦІЙНИХ ВИСЛОВЛЕНЬ (ЕМОЦІЯ СТРАХУ)

Метою дослідження є аналіз фонетичних характеристик емоційних висловлень на прикладі базової емоції страху та визначення ролі компонентів інтонації під час вираження емоцій в спонтанному мовленні. Для вирішення проблем дослідження використано низку взаємопов'язаних методів, таких як системні, теоретичні методи (аналіз, систематизація, порівняння, класифікація наукових джерел інформації), метод отримання експериментальних даних базується на використанні загальнонаукових методів (лінгвістичного спостереження, порівняння, вимірювання), а також фонетичних методів (аудитивний, графічний і спектрографічний види аналізу), а їх опрацювання здійснюється за допомогою кількісного аналізу. Інструментальний аналіз мовленнєвого матеріалу проводився за допомогою програми PRAAT. Versus 4.5. Загалом було проаналізовано 38 синтагм. Для кожного з дикторів порівнювались фонетичні характеристики емоційно нейтрального та емоційно маркованого мовлення. Наукова новизна одержаних результатів визначається тим, що в роботі встановлено спільні та специфічні просодичні характеристики, які визначають німецьке емоційне мовлення для базової емоції «страх», представлених варіативністю тональних, динамічних та темпоральних акустичних характеристик мовлення. За допомогою аудитивного та інструментального аналізу визначено маркери емоції «страх», зокрема, встановлено, що темп мовлення дикторів стає швидшим, а інтенсивність мовлення, порівняно з емоційно нейтральним мовленням, підвищується. Помітною також є різниця у показниках паузальної організації, крутизни зміни частоти основного тону, що дозволяє стверджувати що досліджувана емоція «страху» має всі яскраво виражені відмінності у корелятах порівняно з емоційно нейтральним мовленням. У результаті проведеного аналізу можемо зробити висновок, що як в емоційно нейтральному мовленні, так і при вираженні емоції «страх», переважає проклітичний спосіб утворення ритмічних груп, а у ролі проклітиків та енклітиків можуть виступати як самостійні частини мови (іменники, займенники, дієслова, прислівники), так і службові (сполучники, прийменники тощо). Основним словом ритмічної групи переважно виступають іменник та прислівник.

Ключові слова: просодія; інтонація; емоційне мовлення; базові емоції; інструментальний аналіз

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