

significance of constructive feedback and absorb each remark as an evidence of their unintelligence. On the contrary, pupils who possess a high level of risk taking would constantly seek new opportunities and explore new possibilities to participate in oral tasks by understanding the value of failure (S10).

It was disclosed that, conversely, stress negatively affects students' speaking abilities during an oral production (S11). Exceedingly contributing to inhibition, it enhances learners' inattentiveness, anxiety, nervousness, hesitance and timidity. The state of being stressed can lead to hesitation before communication (S12). By oneself, it does not impact learner's speech in a negative way, though it may contribute to irresolution and hesitation which, apparently, would make a pupil feel inhibit to speak. It is important to stress that reluctance and apprehension to speak are considered to be the main sources of inhibition (S13, 14). By anticipating a bad thing that may happen during oral production, students may become unwilling and averse to communicate.

The core of these negative sieves is low self-esteem (S15). Despite the previously mentioned consequences, the lack of self-esteem can put at risk everything a student has achieved and, therefore, significantly affect his/her academic performance. Additionally, such an affective aspect as language ego plays an important role in speaking performance both in its positive and negative manifestations (S16). This phenomenon helps learners better adjust to the surrounding conditions and, hence, they should be prepared to form a new language learning identity in order to take the advantage of the experience. Besides developing a new mode of thinking, feeling and acting, it has some side effects, which may make pupils feel inhibit.

Hence, the conclusion may be drawn that speaking is undoubtedly the most important aspect of language acquisition, the primary preference for a large number of learners and the indispensable facet which requires lots of attention, practice and effort. It provides speakers with the ability to perform communicative functions in accordance with situations and participants. It is usually affected by internal factors which are the crucial constituents of effective English speaking performance. Affective factors encompass positive and negative feelings and emotions, deciding the input and output of the second language learning. Having a considerable impact on pupils, it is significant for teachers to be aware of the impetus and outcome of these mental factors in order to facilitate learners' affective development and get them actively involved in oral production.

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## TEACHING PHRASEOLOGICAL UNITS AT ENGLISH LESSONS

Phraseology is characterized by bright expressive properties, which impart figurativeness, emotionality, conciseness, evaluative and stylistic coloring to our speech. Phraseological units not only reflect, but often form certain norms of behavior, as well as qualities, positive traits and shortcomings of a person, which are valued or, on the contrary, condemned in society.

Certain qualities of the national character are manifested in various ways in the language. Since childhood a person masters vocabulary, phraseology and grammar of his/her native language and, without noticing it, learns to perceive the surrounding world and himself/herself in it the way

it is accepted by people speaking this language. The number and nature of phraseological units reflecting a positive or negative assessment of certain human qualities can be considered an indicator of ethical standards, the rules of social life and behavior in society, the attitude of a nation through its culture and language to the world, other peoples and cultures. Thus, in order to understand the mentality of a nation of a studied foreign language, one should master not only lexical units of this language but also its treasury of phraseology as well. These facts predetermine the **relevance** of the research.

The **aim** of the research is to investigate the peculiarities of studying English phraseological units at English lessons.

Knowledge of phraseological treasures of the English language, understanding them, their correct use is an undoubted indicator of fluent and emotive speech. Phraseological expressions, as well as individual words, serve to name objects or phenomena of the world that exists around us. Words are stored in our memory in a ready-made form, that is, they are not formed anew in the process of speaking. However, unlike most words, phraseological expressions almost always have a stylistic colouring, they are more expressive than ordinary words [2, p. 15].

Phraseological expressions carry not only the subjective but also aesthetic information. Therefore, it is necessary to develop skills in the proficient use of phraseological expressions in everyday speech practice. Work with phraseological units enables students to expand their vocabulary, prove the importance of the rules of polite conduct of people in society, to familiarize them with the norms of etiquette in communication, with the features of English national etiquette, helps to implement communicative and activity-based content lines of English language teaching.

Considering the process of the acquisition of phraseological units by students, the task is rather complicated due to the complexity and unusualness of the foreign language for Ukrainian-speaking students, as many phraseological units do not have an equivalent in Ukrainian. One of the features of phraseological units is their generalized nature, due to which the use of phraseological units in English lessons is possible at all levels of teaching [1, p. 5].

In order to teach phraseological units in English classes at school, it is necessary to determine the principles of their selection. The foundation for solving this problem is the defining features of phraseological units and, above all, equating them with words by their lexical features. The methodological principles of phraseological selection include the following: the level of students' ease of acquisition of phraseological units; accessibility of phraseological units for students' understanding; presence of phraseological units in exercises, texts recommended for extracurricular reading; educational significance of phraseological units.

In the process of automating students' actions with new phraseological units, measures to remove and overcome difficulties in mastering the lexical material should be provided for. The main type of exercises here are receptive-reproductive and productive conditional-communicative exercises. The student perceives a speech sample and performs certain actions with it (in oral or written form) according to the created situation of speech, doing the following types of exercises: imitation of phraseological units; concise answers to alternative questions of the teacher; substitution in a speech sample; completion of a speech sample; expansion of a speech sample; answers to other types of questions; independent use of a phraseological unit in a phrase, sentence; combining a speech sample into superphrasal unities – dialogical and monological; a lesson – presentation on the basis of certain phraseological material; composing dialogues with replacing given expressions with phraseological units; explaining the meaning of a word combination without naming it; composing an idiom on a given topic from the suggested letters; telling the story of the origin of an idiom; writing reasoning tasks that aim to reveal and convey the content of a particular phraseologism; writing a letter to a friend using studied phraseological units; writing multiple choice test assignments; doing educational crossword puzzles.

In addition to conditionally communicative tasks, non-communicative exercises are also used in the process of learning phraseological units: repetition of word combinations and speech clichés after the teacher, filling in gaps in sentences with appropriate words; providing phraseologisms by

their definitions or images; providing synonymous phraseological units; composing sentences with individual phraseologisms; finding equivalents in the native language to the given set phrases in English; filling in gaps in the text while reading, which develops the ability to anticipate; choosing the meaning of a phraseologism from several given meanings; determining the meaning of a phraseological expression from the dictionary; determining the meaning of unfamiliar phraseologisms by their components; guessing the meaning of set phrases from the context.

Thus, there are many different exercises aimed at studying phraseological units. It is important to subordinate them to the main objectives – to interest school students to study and use phraseological units in oral and written speech, to form a desire and ability to enrich their phraseological vocabulary. A variety of types of exercises makes it possible to increase the level of mastering the material, to overcome difficulties in understanding new phraseological units, to develop communicative skills in the correct use of set phrases. Indeed, the real mastery of language is the ability to speak, to convey one's thoughts freely and fluently.

We can conclude that the phraseological units occupy a significant place in people's speech, greatly enrich speech and give it an emotional coloring, add imagery to the statements.

In addition, phraseological units can convey the meaning that cannot be conveyed by one or two words. They can replace whole sentences and descriptions with a single short expression that contains the same meaning. Consequently, knowing and using them helps students to engage with the culture of the country of the target language, helps them to better understand the logic of native speakers and to build dialogues correctly.

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група 341.1

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#### **МЕТОДИЧНИЙ ПОТЕНЦІАЛ ПЛАТФОРМИ DISCORD У ФОРМУВАННІ АНГЛОМОВНОЇ ГРАМАТИЧНОЇ КОМПЕТЕНТНОСТІ В УЧНІВ ПРОФІЛЬНОЇ ШКОЛИ**

Грамотична компетентність (ГК) – це здатність людини до коректного граматичного оформлення своїх усних і писемних висловлювань та розуміння граматичного оформлення мовлення інших, яка базується на складній і динамічній взаємодії відповідних навичок і знань та граматичної усвідомленості. Основними компонентами ГК виступають граматичні навички, граматичні знання і граматична усвідомленість [1, с. 234].

Сьогодні, в умовах дистанційної освіти, дієвим засобом формування англійської ГК в учнів профільної школи є використання онлайн платформ для відео конференцій, однією з таких платформ є Discord – безкоштовний відео, голосовий та текстовий чат, який можна використовувати не тільки на комп'ютері, а й на смартфоні чи планшеті [4, с. 1284]. Додаток було розроблено для онлайн-ігор, у яких гравцям треба оперативно обмінюватися стратегіями та думками, тож багато підлітків знайомі з нею але зараз цю програму активно використовують для проведення онлайн-занять з іноземної мови.

Платформа Discord має методичний потенціал для вирішення завдань формування ГК учнів профільної школи. Обрана платформа має сучасний дизайн, легкий інтерфейс та не часто використовується вчителями, незважаючи на це, багато учнів вже знайомі з даною