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THE INFLUENCE OF PHRASEOLOGICAL MATERIAL ON THE MOTIVATION FOR LEARNING FOREIGN LANGUAGES

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ABSTRACT

This article discusses the study of phraseology and the impact of phraseological material on the motivation for learning foreign languages, improving vocabulary of learners, identifying differences and features of cultures of different nations. The study of the influence of phraseological material on motivation is necessary to identify the role of phraseological turns in the process of teaching foreign languages. Therefore, the subject of our research will be the process of mastering phraseological units. Since this is of great importance for the methodological base of the school. In our time, knowledge of one or several foreign languages is necessary and prestigious. There are many methods of accelerated, but not always effective learning of foreign languages. Therefore, it is necessary that the level of teaching foreign languages at school increases, and for this, new teaching methods should be sought. The study of phraseological units maintains interest in the study of foreign languages. It follows that motivation will increase and become stronger if we introduce such elements as phraseological phrases, proverbs and sayings. Moreover, the article explains the main classification of phraseological units in order to use them correctly in speech.

Key words: *phraseological unit, phraseological unit, lexeme, metaphor, epithet, phraseological units, phraseological combinations, assimilation, phraseological adhesions, phraseological expressions.*

1. INTRODUCTION

Phraseology is an extremely complex linguistic phenomenon, the study of which requires the use of special research methods. Using data lexicology, phraseology, stylistics, history of language and other related sciences the concept of "phraseology" can be defined as a two-sided, calling, with on the one hand, a branch of linguistics that studies stable idiomatic (in broad sense) combinations of words with complicated semantics, on the other – material the science of the same name, the range of research of which includes combinations of words, called washed by phraseological turns.

Phraseologism is used as a whole, not subject to further decomposition and usually does not allow the rearrangement of its stey. Phraseology is one of the most interesting sections of a foreign language. Students master unusual statements with interest. A huge role in the study of foreign language research institute has a discussion. Using phraseological units, the teacher can encourage students to discuss the meaning of one or another phraseological turnover. Thus, language units are entered into memory of students and make their speech more multifaceted. In addition, they are a cultural component of learning a foreign language, because most phraseological units have analogues in Russian and convey the flavor of the target language. Bad speech is unthinkable without figurative stylistic examples and means - metaphors, epithets and, undoubtedly, phraseological expressions. Studying and comparing matching phraseological units of two languages allows you to identify differences and features of cultures, the mentality of these peoples, sometimes even differences in the thinking of carriers of one language or another, which is also very interesting.

A variety of types of exercises draws the attention of children to vocabulary, and thus, to the content of the text, but in a more detailed form. Moreover, the level mastering the material turns out to be higher than when conducting a lesson according to traditional system. After a series of exercises, the pace of work accelerates. Working with dictionaries not only does not reduce their interest, and does not lower the level of assimilation of material, but only contributes to its increase. Thus, it is obvious that what is sharpening the attention of students to phraseological units contributes to more intensive assimilation of lexical material, and work with phraseological units developed develops students' skills in reading, writing and speaking, depending on the proposal exercises.

2. MAIN BODY

Phraseology offers various types of classifications of the phraseological composition of the language, depending on their properties and methods of their study. However, one of the most widespread and deeply reflecting the essence of phraseological units is the classification of academician V.V. Vinogradova. It is built on a semantic basis, taking into account the proximity of various types of phraseological phrases to a word. According to this classification, all phraseological units are divided into three groups: phraseological adhesions, phraseological unity, phraseological combinations.



In order to correctly use phraseological units in teaching foreign strange language, you need to consider their classification:

1. **Phraseological adhesions** are absolutely indivisible, indecomposable stable combinations, the general meaning of which does not depend on the meaning of the words constituting them, that is, with the absolute semantic cohesion of parts.
In modern English, there are the following types of adhesions in terms of the emergence of their unmotivated:
 - a. Idiomatic turns, the lack of motivation of which is created by outdated social practice:

Baker's dozen (great or long dozen)

"Mrs. Joe has been out a dozen times, looking for you, Pip. And she's out now, making it in a baker's dozen. (Ch. Dickens. Great Expectations", ch. II)."

Blow one's own trumpet

"very different man was the captain of the boat...one of those who do a good stroke of the work for the country without getting much credit for it, or ever becoming aware of the fact; for it, for the fast thing such men understand is how to blow their own trumpets. (Th. Hughes, "Tom Brown at Oxford", ch. IV) "

Bury the hatchet

"Well, well. The prodigal returns. Bury the hatchet, Ginger. This place is a morgue without you. (F. Hardy, "Poer without Giory", ch. 12)."

Dance attendance on

"Don't you think for one moment that I don't know of Berenice Fleming here in New York, and how you're dancing attendance on her - because ... (Th. Dreiser, "Titan", ch. 1. VII) "

Sometimes proverbs are adhesions, for example, grey mare is the better horse.

- b. Idiomatic turns, the lack of motivation of which is created by a separation from the context in which they were originally used, or by forgetting facts on which they are based:

Bell the cat

"We did not know would put him this delicate question when my friend offered to bell the cat."

The Black and Tans

Darby and Joan

Cry wolf

"The newspaper placards that had cried "wolf" so often, cried "wolf" now in vain (H. Wells, «The War in the Air", ch. II)

This group includes some phrases, the components of which are only proper names:

Jack Johnson

Jack Ketch

Joe Miller

- c. Idiomatic turns, the lack of motivation of which is created by expressive individualization:
the cat's pajamas, holy smoke!

2. The second group consists of **phraseological units** that arise based on semantic rethinking or shift of word combination variables. This group of phraseological units includes different types of phrases, the isolation of which is created by habitual and traditional use:
I can tell you; I'll say it is, it's too bad, a man of sense.

Phrasal stamps and clichés:

Beg leave, don't mention it, see you again, you're welcome yours faithfully, yours truly, good morning, good day, good afternoon, good evening.

Proverbs:

All's well that ends well.

Better be envied than pitied.

Better late than never.

Live and learn.

Terms:

Estimate of the situation

General election

Certificate of navigation

3. The third group includes **phraseological combinations**. Phraseological combination - "this is a phraseological turnover, in which there words as with free, and with phraseological related meaning". The main structural grammatical types of phrases are:

- a. verb phrases with nouns:[4]

the general
the absolute
their
consider

bear a grudge (malice or spite)

break gloom (silence, spell)

b. verb phrases with nouns with a preposition:

come into being (or existence)

fall into a rage (into a reverie)

go into details (or particulars)

take into account (or consideration)

c. verb combinations with adjectives (or adverbs)

make sure

set free

put right

d. phrases of nouns with adjectives (and with participles I and II as adjectives)

capital crime (offence, punishment or sentence)

clenched fist (or teeth)

maiden attempt (flight, speech, sword)

purchasing power

e. prepositional phrases with nouns

breach of arrestment (close, contract, covenant, faith, prison)

flash of hope (merriment or wit)

flood of anger (light, tears or words)

flow of conversation (spirits, talk, time or words) [4]

Professor N.M. Shansky developed the classification of V.V. Vinogradova and identified the fourth type of **phraseological units** - the so-called phraseological expressions - such phraseological expressions that are stable in their composition and use, which entirely consist of words with a free nominative meaning and are semantically segmented. Their only feature is reproducibility: they are used as ready-made speech units with a constant lexical composition and specific semantics.

Despite the seeming originality of some phraseological units, their general development in the language is based on certain patterns. A lot of phraseological units arose on the basis of proverbs. Usually it becomes part of a proverb, using self-taught in speech, without knowing such a proverb he is incomprehensible. Phraseologism often becomes the basis for the formation of new phraseological units. Such path is used in the formation of phraseological expressions based on terminological combinations.

Working with phraseological units in foreign language lessons may include several stages.

At the first stage, it is advisable to demonstrate the originality of phraseological logic: to acquaint students with the sources of origin of foreign phrases, as well as to reveal the main functions of phraseology in the texts of various genres. At the first stage, primary knowledge about foreign phraseological logic, students get a preliminary idea of the variety of phrases fund of a foreign language, functions of phraseological turnover in speech, activate already existing background knowledge from other languages. The stage of acquaintance with phraseological units may include the presentation of visual material, the usage of the element:[1]

"During the Early current English time frame Edmund Spenser was known to have an unmistakable fascination for blossoms and wanted to utilize them inside his sonnets. One of them is his Sonnet of the Amoretti is about the craving he feels about his sweetheart, when he starts to kiss her, he portrays the smells originating from her various pieces of her body, saying "Me appeared I smelt a nursery of sweet blossoms: that modest scents from them tossed around". Right now, "lips smelled like unto Gillyflowers, her reddish cheeks, as unto Roses red", the artist portrays her lips resemble gillyflowers, another name for the carnation, in this way implies pride and excellence; and her cheeks resemble red roses speaking to love and regard. "Her frigid foreheads like matured

Bellmore's" right now, a blossom which named after one of Spenser's own characters in the Faerie Queen and accentuate a 'reasonable darling'. " Her stunning eyes like Pinks however recently spread, her goodly chest like a Strawberry bed": pinks are again bloom carnation; and her 'goodly chest' like strawberries which shows flawlessness as they are viewed as having 'aroma with the bud of the best blossoms, enchants the eye, the taste and the smell. Be that as it may, in the following line he portrays his sweetheart neck as a columbine blossom which speaks to stupidity and departure. "Her bosoms like lilies, ere their leaves be shed" right now comes back profoundly subject by depicting his cherisher's bosoms like lilies which mean virtue and magnificence, thinking about their legendary root of originating from Hera's own bosom. The last three lines "her areolas like youthful bloomed lessemynes, such fragrant blossoms doe give mustiest smell, however her sweet scent did them all exce" say the sweetheart's areolas resemble jessamine's, another name for the jasmine bloom known to its strong aroma. It is realized that the creator is portraying the smell of the different pieces of his adored, in the blossoms that he decides to mark the smell, he winds up indicating attributes alongside those scents, in this manner genuinely depicting her character something beyond her face. She is glad and excellent or invests heavily in her magnificence (gillyflower/carnation), she cherishes and regards her sweetheart (red rose) and is depicted as a 'reasonable darling' (bellamoure). " [1]

At the second stage - the training stage - the work of students is aimed at the development of speech lexical skills. At the training stage, it is advisable use a set of exercises aimed at mastering phraseological turnover as a linguistic object. This complex includes tasks learning the correct pronunciation, recognition and understanding of phraseological logism in any grammatical form; to determine the dictionary meaning phraseological unit based on a word-formation model or contextual.

3. CONCLUSION

The provision on the need for mastering a foreign language in close connection with the culture of the people - the speaker of this language has long been perceived in the domestic natural methodology of teaching foreign languages as an axiom. It is known that the use of phraseological units in the educational process provides an increase in cognitive activity of students, expands their communicative possibilities, favors the creation of positive motivation in the lesson, gives an incentive to independent work on the language, and contributes to the solution of educational dachas.

Phraseologism or phraseological unit is a phrase stable in composition and structure, lexically indivisible and integral in meaning, a phrase that performs the function of a separate lexeme (vocabulary unit). Phraseologism is used as a whole that is not subject to further decomposition and usually does not allow the rearrangement of its parts within itself. The semantic fusion of phraseological units can vary within fairly wide limits: from the non-deduction of the meaning of a phraseological unit from its constituent words in phraseological concatenations (idioms) to phraseological combinations with a meaning arising from the meanings of the components of the combination. Phraseology is one of the most interesting sections of the English language. Students learn unusual statements with interest. Discussion has a huge role in learning a foreign language. With the help of phraseological units, the teacher can prompt students to a discussion based on the meaning of a particular phraseological phrase. Thus, language units are introduced into the memory of students and make their speech more multifaceted. In addition, the cultural component of learning a foreign language is developing, since most phraseological units have analogues in Russian and convey the flavor of the studied language. Fiction speech is unthinkable without figurative stylistic examples and means - metaphors, epithets and, undoubtedly, phraseological expressions.

The bulk of phraseological material is concentrated in books for pre- machine reading. When practicing phraseological material, you can use different oral and written exercises. The following exercises. Variety of species exercises draws the attention of students to the vocabulary, and thus, to the content text, but in more detailed form. At the same time, the level of assimilation of the material turns out to be higher than when conducting a lesson according to the traditional system. After a number of exercises, the pace of work accelerates. Working with dictionaries not only does not reduce reduces their interest, and does not lower the level of assimilation of the material, but only contributes to its increase. Thus, it is obvious that sharpening training students on phraseological units contributes to a more intensive assimilation of lexical material, and work with phraseological units develops students reading, writing and speaking skills, depending on the proposed exercises.

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