

THE PROBLEM OF TEACHING PHRASAL VERBS STUDENTS OF NON-LINGUISTIC UNIVERSITIES

Kapsargina S.A.

Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

The article touches upon the problem of the teaching phrasal verbs students of non-linguistic universities.

Key words: *student, teacher, teaching, phrasal words, non-linguistic university, foreign language, approach.*

ПРОБЛЕМА ОБУЧЕНИЯ ФРАЗОВЫМ ГЛАГОЛАМ СТУДЕНТОВ В НЕЯЗЫКОВОМ ВУЗЕ

Капсаргина С.А.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье рассматривается проблема обучения фразовым глаголам студентов в неязыковом вузе.

Ключевые слова: *студент, преподаватель, обучение, фразовые глаголы, неязыковой вуз, подход.*

Changes in the social and political life of the country, the development and expansion of economic relations with foreign countries, the opportunity to study abroad and study in a foreign language in Russia, the exchange of students and researchers have led to changes in the field of education. The development of international contacts and accordingly multifaceted cooperation with foreign specialists, have led to improving the training of professional personnel in the field of foreign language proficiency at a level approaching the level of proficiency of an educated native speaker. Shemeleva Zh.N. mentions that learning of English helps the students not only “adapt and socialize” [8, p. 239-241] but also “find better employment in future” [9, p. 209-213]. However, the ability to speak a foreign language as well as educated native speakers of the language, involves not only the assimilation of vocabulary units and formal rules of their connection in speech, but also mastering the idioms of the language. The speech of native English speakers is full of phrasal verbs, which make up the most striking feature of the modern verbal usage. Accordingly, there is a need to keep them in the center of attention in the course of work on the lexical aspect of speech and to form students of non-linguistic universities who want to master a foreign language at a professional level, the ability to operate competently phrasal verbs of different semantic types [4, p. 240-244], [10].

The experience of teaching in a non-linguistic university shows that a certain difficulty for students is the mastering of phrasal verbs. The reason for this is the insufficient number of academic hours for the discipline of a foreign language and the

lack of language training of students in non-linguistic universities. So, sometimes it is necessary to organize “extra-curricular activity for students” [6, p. 223-224].

In modern English, there are more than twelve thousand phrasal verbs, and there is a tendency to increase their number. Accordingly, for the successful assimilation of phrasal verbs by students of non-linguistic universities, teachers face the problem of selection of phrasal verbs. Thus, the researcher M. S. Perevertkina proposes to be based on the principles of semantic value, compatibility, stylistic unlimited and differentiation of spheres of use, frequency, as well as on the principle of authenticity and word-formative value [3]. It is a good idea to learn phrasal verbs especially in “advanced groups” [7, p. 152-154] where the students have higher level of English.

Gruzdilovich M. G. analyzes several approaches of teaching phrasal verbs that teachers use in teaching English:

- by category (categorising)
- the lexical meaning of the verb (focus on lexical verb)
- by groups of verbs belonging to the same subject (lexical sets)
- by context (phrasal verbs in connected text) (teaching through texts) [2].

Until recently, teaching phrasal verbs by categories was considered traditional. Most grammar textbooks use this approach. In this approach, students are given rules: what are the categories of phrasal verbs (transitive – intransitive), (shared - inseparable). Students learn terms, rules, and then do a series of exercises where they put an object in the right place or connect verbs which are not thematically related to the right particles. This method is well suited to students with a logical type of thinking. They memorize these rules and then use phrasal verbs correctly. However, this approach has recently been considered impractical, as it usually takes a lot of training time – students are overloaded with theoretical material, terminology and exercises that do not bring much benefit. There is another approach, when phrasal verbs are grouped by lexical meaning, that is, the same verb is taken, but with different particles. The so – called “gap fill” exercises are usually used here, where the knowledge of different verb meanings within a small group of 4-8 verbs is checked. For example:

- call by
- call in
- call off
- call away
- call for
- call on

Fill in the gaps: *The lecture was called _____ (by, in, on, for, away, off) and students went to the nearest café.*

Relatively recently, in the study of phrasal verbs, the method of combining phrasal verbs into small thematic groups has been applied, that is, both verbs and particles can be different, but they can be used on a certain topic in their meaning. You can use the text devoted to the topic "Family", etc., find there phrasal verbs and study them. This method has the advantage that learners can quickly guess the

meaning of phrasal verbs and then use them to discuss the text and make situations about themselves. For example, the text about the family can contain the following phrasal verbs: *to grow up, to look up to someone, to bring someone up, to take after someone, to get on with someone, to tell someone off, to fall out with someone, etc* [2].

The most natural approach of learning phrasal verbs is to study them in a coherent authentic text by context as they occur in texts of any type. The authentic texts usually contain phrasal verbs, but they are much less linked and then learning them less confusing and easier to remember for a student. While learning phrasal verbs in a natural context, less time is spent devoting for learning rules and terminology, and more time is spent for communication and use of phrasal verbs in speech. The task of the teacher is to draw students' attention to phrasal verbs in the text. You can ask students to underline or circle them with a pencil. After that, you can give the task to guess their meaning in context, well, and then use them in speech, discussing the text, answering questions, making sentences or situations, which is an effective way of remembering phrasal verbs [1], [2], [5, p. 157-159].

Formation and improvement of lexical skills of using phrasal verbs should be carried out taking into account the difficulties of their assimilation, revealed on the basis of the analysis of linguistic features of these units and typical mistakes of students in their use. The teacher must correctly group the phrasal verbs, which will help students to memorize them and the correct use of these verbs in oral speech.

References

1. Гагарина, М.А. Трудности употребления и перевода фразовых глаголов в финансово-экономическом дискурсе / М.А. Гагарина, Т.С. Полунина // Лингводидактика. – 2014. – №1. – С. 64-68
2. Груздилович, М. Г. / Особенности изучения фразовых глаголов при обучении английскому языку [Электронный ресурс] / М.Г. Груздилович. - Режим доступа: <http://www.elib.bsu.by>.
3. Перевёрткина, М.С. Проблема отбора английских фразовых глаголов в учебных целях / М.С. Переверткина // Вестник Ленинградского государственного университета им. А.С. Пушкина.- 2011.- Т. 1. № 1. - С. 225-228.
4. Шмелева, Ж.Н. Формирование коммуникативной компетенции при изучении английского языка студентами неязыкового вуза / Ж.Н. Шмелева, Н.В. Антонова // Вестник КрасГАУ.- 2014. - № 2. - Изд-во Красн. гос. агр. ун-та. - С. 240 – 244.
5. Шмелева, Ж.Н. Изучение идиом и устойчивых выражений (“chunks”) на уроках иностранного языка в Красноярском ГАУ / Ж.Н. Шмелева // Достижения и проблемы современной науки: сб. науч. тр. - 2015. - С. 157-162.
6. Шмелева Ж.Н. The extra-curricular activity of the students learning the English language. Наука и образование: опыт, проблемы, перспективы развития. Часть 1.: Мат-лы XIII междунар. науч.-практ. конф. (23-24 апреля 2014г.)/ Красн. гос. агр. ун-т. – Красноярск, 2014. – С. 223-225.

7. Шмелева Ж.Н. The organization of academic work in the groups with the advanced foreign language learning at the non-linguistic university. Проблемы современной аграрной науки: мат-лы междунар. заоч. науч. конф. (15 октября 2015г.)/ Красн. гос. агр. ун-т. – Красноярск, 2015. – С. 152 – 154.

8. Шмелева Ж.Н. Социализация и адаптация студентов первого курса ИММО Красноярского ГАУ посредством изучения иностранного языка. Сборник статей по материалам всероссийской научно-практической конференции с международным участием: «Профессиональное самоопределение молодежи инновационного региона: проблемы и перспективы». Издательство: Литера-принт, Красноярск, 2017, С. 239-241.

9. Шмелева Ж.Н., Антонова Н.В. Проблемы трудоустройства выпускников современного учреждения высшего профессионального образования. Вестник КрасГАУ № 3, 2014. Изд-во Красн. гос. агр. ун-та. Красноярск, 2014. С. 209-213.

10. Khramtsova, T.G. The role of information technologies in modern educational institutions / T.G. Khramtsova, Yu.A. Olentsova // Образование: традиции и инновации: мат-лы XIV междунаро. науч.-практ. конф. - Прага: World Press, 2017. - P. 289-291.