

**IDIOMS AS PHRASAL UNITS IN TEACHING A FOREIGN LANGUAGE IN THE
EDUCATIONAL UNIVERSITY SPACE**

***IDIOMAS COMO UNIDADES FRÁSICAS NO ENSINO DE UMA LÍNGUA ESTRANGEIRA
NO ESPAÇO UNIVERSITÁRIO DE EDUCAÇÃO***

***LOS IDIOMAS COMO UNIDADES FRASALES EN LA ENSEÑANZA DE UNA LENGUA
EXTRANJERA EN EL ESPACIO DE LA UNIVERSIDAD EDUCATIVA***

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ABSTRACT: Nowadays there is a constantly growing attention to the cultural problems of education in the pedagogical field. The subject of a “foreign language” does not only acquaint us with the culture of the country and the language that is being studied, but elevates the peculiarities of its national culture by comparison, introduces universal values, i.e. promotes the education of students in the context of the “dialogue of cultures” (ABDRAFIKOVA; AKHMADULLINA; YARMAKEEV, 2015). The involvement of cultural and linguodidactic components, namely the idioms in the English language, is absolutely necessary when we achieve the main practical goal in the process of teaching of a foreign language – a formation of the ability to communicate in the target language. In this way, learning to communicate using a foreign language in a real sense implies acquisition of socio-cultural knowledge and skills (SHARAFIEVA *et al.*, 2019). The linguodidactic approach includes the study and use of idioms as phrasal units in foreign language, which should perform five functions: developmental, educational, upbringing, cognitive and professional. Teaching a foreign language as a part of a linguodidactic approach can be defined as a joint activity of a teacher and students, when the former transfers knowledge, skills and abilities to trainees (teaching), and the latter get this knowledge, skills and abilities (learning); as a social process, due to the needs of the development of society, the process of assigning of social and socioeconomic experience.

KEYWORDS: Learning. English language. Foreign language. Phraseological units. Linguodidactic competence.

RESUMO: Atualmente, há uma atenção cada vez maior aos problemas culturais da educação no campo pedagógico. O tema “língua estrangeira” não só nos familiariza com a cultura do país e da língua que está sendo estudada, mas eleva as peculiaridades de sua cultura nacional por comparação, introduz valores universais, ou seja, promove a educação dos alunos no contexto do “diálogo de culturas” (ABDRAFIKOVA; AKHMADULLINA; YARMAKEEV,

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2015). *O envolvimento de componentes culturais e linguodidáticos, nomeadamente os idiomas da língua inglesa, é absolutamente necessário quando se atinge o principal objetivo prático no processo de ensino de uma língua estrangeira – a formação da capacidade de comunicação na língua alvo. Desta forma, aprender a se comunicar usando uma língua estrangeira em um sentido real implica a aquisição de conhecimentos e habilidades socioculturais (SHARAFIEVA et al., 2019). A abordagem linguodidática inclui o estudo e o uso de expressões idiomáticas como unidades frasais em língua estrangeira, que deve cumprir cinco funções: desenvolvimental, educativa, cognitiva e profissional. O ensino de uma língua estrangeira como parte de uma abordagem linguodidática pode ser definido como uma atividade conjunta de um professor e alunos, quando o primeiro transfere conhecimentos, competências e habilidades para os estagiários (ensino), e os últimos obtêm esses conhecimentos, competências e habilidades (aprendendo); como processo social, devido às necessidades de desenvolvimento da sociedade, o processo de atribuição de experiências sociais e socioeconômicas.*

PALAVRAS-CHAVE: *Aprendizagem. Língua inglesa. Língua estrangeira. Unidades fraseológicas. Competência linguodidática.*

RESUMEN: *Hoy en día existe una atención cada vez mayor a los problemas culturales de la educación en el campo pedagógico. La asignatura de una “lengua extranjera” no solo nos familiariza con la cultura del país y la lengua que se está estudiando, sino que en comparación eleva las peculiaridades de su cultura nacional, introduce valores universales, es decir, promueve la educación de los estudiantes en el contexto del “diálogo de culturas” (ABDRAFIKOVA; AKHMADULLINA; YARMAKEEV, 2015). La participación de componentes culturales y lingüísticos, a saber, los modismos en el idioma inglés, es absolutamente necesaria cuando logramos el principal objetivo práctico en el proceso de enseñanza de un idioma extranjero: la formación de la capacidad de comunicarse en el idioma de destino. De esta manera, aprender a comunicarse utilizando una lengua extranjera en un sentido real implica la adquisición de conocimientos y habilidades socioculturales (SHARAFIEVA et al., 2019). El enfoque lingüístico incluye el estudio y uso de modismos como unidades frasales en lengua extranjera. , que debe cumplir cinco funciones: evolutiva, educativa, crianza, cognitiva y profesional. La enseñanza de una lengua extranjera como parte de un enfoque lingüodidático puede definirse como una actividad conjunta de un profesor y estudiantes, cuando el primero transfiere conocimientos, habilidades y habilidades a los aprendices (enseñanza), y los segundos obtienen estos conocimientos, habilidades y habilidades (aprendizaje); como proceso social, debido a las necesidades del desarrollo de la sociedad, el proceso de asignación de experiencia social y socioeconómica.*

PALABRAS CLAVE: *Aprendizaje. Lengua inglesa. Lengua extranjera. Unidades fraseológicas. Competencia linguodidática.*

Introduction

The study of phraseological units is one of the most interesting part of language learning, especially English, because it has the most extensive number of such lexical units, which undoubtedly have a crucial role in language learning, because nothing is formed in language

systems without one or another purpose. Every lexical unit has its own aim and goal. Idioms or phraseological units are the stable expressions, the whole phrases, which are often used figuratively. If you try to define the phraseology without knowing it, it is often very hard to guess the meaning, because it is not enough just to translate the words (FAHRUTDINOV; FAHRUTDINOVA; ABSATOVA, 2018).

In most cases the grammatical meaning of the idioms, being grammatical archaisms, are below the modern language standards. The scope of phraseological units (idioms) can vary in wide range (VALIAKHMETOVA; AKHMADULLINA; PIMENOVA, 2017). The transformation of phrases into a phraseological unit occurs by the method of lexicalization.

In the practical aspect, the knowledge of a certain number of idioms at the first level does not make any sense, since idioms are used in certain speech situations. Nevertheless (VERBITSKY, 2004). Idioms are received by many students as a curious part of the language. In this case, you can study idioms at your leisure (DENISENKOVA, 2020).

To remember the idioms at the level of understanding is very simple, due to their brightness and imagery, sometimes to their interesting origin story. Something bright and unusual is most imprinted in memory (MEREKKEEVNA *et al.*, 2018). Many people notice differences between foreign speech aimed at a native speaker and of the person who has only knowledge of a foreign language. People talk to each other in their origin language, without thinking about the interlocutor's foreignness, so their speech can be full of slang words and obscure phrases that cannot be deciphered without a sufficient cultural background (ABDRAFIKOVA *et al.*, 2020). It therefore means that the understanding of the culture of people, who speaks in the target language, is necessary for a complete understanding of certain linguistic aspects, particularly idioms and phraseological units.

The original English phraseological units are connected with the traditions, customs and beliefs of the English people, as well as with realities, traditions, historical facts. The most part of the English phraseological units is native English expressions, the authors of which are unknown.

The sources of the origin of phraseological units in modern English are very diverse. By origin English phraseological units can be divided into two classes: native English phraseological units (PU) and borrowed PU (SERGEEV, 2004). Borrowed phraseological units, in its turn, are subdivided into interlanguage and intralinguistic. Borrowings in a foreign language are allocated to a special group.

Due to the fact that the concept of a picture of the world is affected by many scientific disciplines, this concept is not left without attention of linguistics. From the linguistics point of

view, the picture of the world is a reflection in the linguistic forms of various concepts of representing the people, who speaks in a particular language about the surrounding reality, reflecting cultural diversity.

Research methods

This study was conducted in an innovative environment at the Kazan Federal University. The skilled-experimental works were organized at the Leo Tolstoy Institute of Philology and Intercultural Communication.

The main goal of the study was to conduct a practical implementation of the model for the formation of the linguodidactic competence in the process of methodological training of foreign language teachers as well as the application of a number of methodological conditions for its effective functioning in the course of "Methods of teaching and upbringing in the field of the first foreign language (English)" for the Bachelor degree program 44.03.05 "Pedagogical studies" (with two educational specializations).

The experimental work consisted of several stages:

1. The indicative stage, which was to identify the initial level of formation of linguodidactic competence using previously selected diagnostic tools. In addition, we analyzed and supplemented the content of the principal educational program course "Methods of teaching and upbringing in the field of the first foreign language (English)".
2. The formative stage was aimed at developing and implementing a model for the formation of the future teacher's linguodidactic competence at the University, as well as at selecting and applying methodological conditions for its successful implementation.
3. The control stage involved conducting a final assessment to identify dynamics in the level of formation of the studied competence among undergraduate students, as well as confirming the effectiveness of our developed model.
4. The tasks of the initial search stage of the experimental work, as mentioned earlier, included the analysis of the course "Methods of teaching and upbringing in the field of the first foreign language (English)".

The purpose of this course is to familiarize students with the point of view of domestic and foreign methodologists on the theory of methods and approaches to teaching foreign

languages, arming them with appropriate terminology, promoting the formation and development of professional competence of future teachers.

The objectives of the course are:

- to cover the main trends in the development of modern methods of teaching foreign languages;
- to emphasize on dependent nature of training technologies and their components;
- to introduce new generation of teaching packages to the students;
- to actualize cross-curriculum relations when studying the course “Methods of teaching and upbringing in the field of the first foreign language (English)”;
- to teach students to model AI lessons in practical classes.

Based on the Federal Educational Standard of higher education, professional competence of bachelors in the field of training program 44.03.05 Pedagogical studies (with two educational specializations) consists of a group of competencies, such as common cultural, general professional and professional competencies. This list of competencies is the final result that undergraduate students should reach after completing the bachelors program. Accordingly, the formation of this set of competencies, prescribed in the Federal Educational Standard of Higher education, should be carried out throughout the training and during the study of various courses.

Results and discussions

We used a modeling method as a research tool. We will describe in detail the model for the linguodidactic competence formation of a future teacher of a foreign language in the framework of the seminars of the discipline "Methods of teaching and upbringing in the field of the first foreign language (English)". The goal is the formation of linguodidactic competence of the future teacher of a foreign language; the formation of the student's ability and willingness to use the acquired linguistic and didactic knowledge in educational, research and professional activities.

Issues of the linguodidactic competence formation for the future teacher of a foreign language in the framework of seminars of the discipline "Methods of teaching and upbringing in the field of the first foreign language (English)".

A substantial characteristic of the model is revealed by linguodidactic competence, which is the willingness and ability of a future foreign language teacher to carry out educational, professional and research activities.

The technological component of the model contains: technology-based seminars on the flipped classroom, practical lessons that are based on a case-study method, reflexive maps; network resource (e-mail) and remote consulting technology.

The effective component of the model shows the formation level of linguodidactic competence, which is the readiness and ability of a future foreign language teacher to carry out educational, professional and research activities; we also consider the level of competence formation (OK-6, OPK-4, PC-4, PC-6, PC-9, PC-13), the formation of which is facilitated by the discipline "Methods of teaching and upbringing in the field of the first foreign language (English)" and it is directly dependent on the formation levels of the components of the theoretical construct in linguodidactic competence: motivational-volitional, installation-behavioral, evaluative-reflexive, cognitive.

The model of linguodidactic competence formation of a future foreign language teacher that was described above has been modified and tested in the framework of seminars on the discipline "Methods of teaching and upbringing in the field of the first foreign language (English)" in order to improve the quality and efficiency of the process of linguodidactic training of students at the university. It is also important to note that this model is an integral part of the general model of formation and establishment of professional competence among undergraduate students in the course 44.03.05 Pedagogical studies (with two educational specializations).

Through organized educational activities for the implementation of models of didactic competence formation of a future foreign language teacher special handbook "Methodology of didactic competence formation for future teacher of foreign language at the university" was developed.

This manual is aimed at teachers who can use it in the future in their professional activities. Its high educational potential is determined by the practice-oriented and interactive organization of students' activities, the presence of a different range of problem tasks, activated tasks, and tasks for comprehension and consolidation the theoretical material, as well as control tests.

Structurally, this manual consists of content, a list of recommendations, two chapters, a list of references and supplements. The chapters contain theoretical and methodological foundations for the formation of the linguodidactic competence of a future foreign language

teacher at university and a detailed plan of seminars, which give a holistic view of a certain thematic area.

Summary

Two verifications were made during the experiment. The initial verification was made at the beginning of the third year before students studied the discipline "Methods of teaching and upbringing in the field of the first foreign language (English)". The final verification was made at the end of the third year, after students had completed a course of lectures in this discipline.

The results of the initial verification revealed that the motivational and voluntary component of future foreign language teachers in both groups is on a baseline. This indicates that they have differentiated motivations for linguistic and pedagogical activity (moral and ethical, a humane attitude to children, interest in learning a foreign language), with a distinct tendency towards personal and professional self-improvement. The diversity of motives and the lack of stability in the indicators of expression of certain motives of linguistic and pedagogical activity may indicate a crisis period in the professional self-determination of students or a tendency to demotivation.

However, in the control group we can observe an obvious movement towards an advanced level, as in addition to the above mentioned motives students are characterized by the motives of interaction and realization of creative potential, satisfaction with the results of work, and inner sense of youth.

According to the results of the initial verification and observations of students' performances, it can be noted that the level of formation of the policy and behavioral component is on the basic level. Many students demonstrated independence and participation in the process of activity, they tried to be creative in performing assignments. Nevertheless, it is perceived that future teachers of foreign language are not fully aware of their position in the context of linguistic and didactic activities.

In general, the results of the experimental work have shown that the both groups are on the same basic level of development in the three components of linguistic and didactic competence - motivational and volitional, evaluative and reflexive, and attitudinal. The only condition is that the control group shows certain signs of an advanced level. As for the cognitive component, the level of knowledge in the field of linguistic and didactic activity of students in both groups is obviously not similar, students from the control group have demonstrated satisfactory results in performing the test.

The analysis and interpretation of the two verification data show that the introduction and implementation of the modified model for the formation of linguistic competence within the framework of workshops and seminars of the discipline "Methods of teaching and education in the field of the first foreign language (English)" has contributed to the formation of linguistic competence in the relationship of its motivational, attitudinal, behavioral, evaluative-reflective and cognitive components.

The final verification was held at the end of the second term of the 2019-2020 academic year. The results of the verification revealed the level of formation of the linguistic and pedagogical competence of future foreign language teachers after the linguistic and pedagogical training within the framework of the implementation of the modified model.

The analysis and interpretation of the results presented in two verifications suggest that the introduction and implementation of the modified model for the formation of linguistic competence within the framework of workshops and seminars of the discipline " Methods of teaching and education in the field of the first foreign language (English)" contributed to the development of linguistic competence in the relationship of its motivational, attitudinal, behavioral, evaluative-reflective and cognitive components.

Conclusions

Scientific novelty and theoretical significance of the research:

- theoretical statements of formation of the linguistic and didactic competence of the future foreign language teacher have been clarified;
- the methodological model of formation of the linguistic and didactic competence of the future teacher of a foreign language in higher education institution, in the aggregate of the targeted, substantial, organizational and effective components, has been developed and tested;
- methodical conditions for the effective implementation of the model for the formation of the linguistic and didactic competence of a future foreign language teacher in the educational space of a higher education have been identified;
- effective technologies and methods of forming the linguistic and didactic competence of the future foreign language teacher have been established;
- the criteria for assessing the level of formation of the linguistic and didactic competence of the future foreign language teacher have been identified.

The practical significance of the study lies in the fact that the materials of the study can be used by the methodologists, teachers in the professional and pedagogical preparation of the future specialists, as well as in the training of future teachers of foreign language, the formulation of specific recommendations on the development of linguistic and didactic competence of the future teacher of a foreign language in the university.

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