

## GENERAL APPROACHES AND PRINCIPLES FOR TEACHING PHRASAL VERBS

*У статті описуються загальні підходи та принципи навчання фразовим дієсловом: це сполучуваність фразового дієслова із різними післяйменниками, ситуативно-тематична організація матеріалу та контекстуальний підхід.*

*Ключові слова: підхід, принцип навчання, фразове дієслово, післяйменник.*

*This paper outlines general approaches and principles for teaching phrasal verbs: it is the compatibility of a phrasal verb with different postpositions, situational and thematic organization of the material and contextual approach.*

*Key words: approach, principle of teaching, phrasal verb, postposition.*

The present paper aims to describe several basic approaches and principles for teaching phrasal verbs.

**The first approach** is based on the study of the compatibility of a phrasal verb with different postpositions (prepositions or adverbs) as postpositions change the meaning of the verb itself: “take care of – to attend to or provide for the needs, operation, or treatment of smb/smith; take out – to exclude, omit; take away – to remove or subtract; take up – to start doing something new; to take after – to be similar” [2].

Some scholars state that one should study not separate phrasal verbs, but in combination with different postpositions. Moreover, dimensional and figurative meanings of each semantic type like “V + on, V + away, V + up, V + back, V + off, etc” [4] should be taken into consideration. This approach allows you to see the systemic and logical way in studying these linguistic units. The students get acquainted with a small group of similar verbs and consolidate them by performing exercises in the form of “sentence gap-fills”, “matching”, and translation from Ukrainian into English, guided by the principle from the simple to the complex. As practice shows, mastering phrasal verbs with the help of this method is not easy. It is difficult for students to memorize and use such linguistic units in their speech.

**The second approach** is grounded on the situational and thematic organization of the material being studied, i.e. the thematic grouping of phrasal verbs. While searching the Internet one can come across various combinations of phrasal verbs according to numerous topics, e.g. “Telephone Phrasal Verbs, Business Phrasal Verbs, Common Phrasal Verbs about Crime” [3].

It should be emphasized that the difficulty of this approach is that, firstly, we can attribute the same phrasal verb to different layers of vocabulary, and secondly, most verbs have figurative meanings in their arsenal.

**The third approach** is the contextual one. Its essence is to memorize phrasal verbs based on the context. It can be either a dialogue, a monologue, a song, a poem or a tongue twister.

Students are offered to work with authentic texts. They, first of all, distinguish phrasal verbs at the level of form, i.e. they perform exercises for differentiation and identification of phrasal verbs, exercises for the development of contextual guessing, tasks for understanding lexical and syntactic connections of phrasal verbs. Then they perform imitating, substitution and translation tasks. This approach, in our opinion, appears to be the most effective. The content of authentic texts reflects the natural situations of communication, and the phrasal verbs contained in them have a high communicative value.

Phrasal verbs have been receiving much attention due to basic principles ensuring the effectiveness of their mastering [1]. The defining place is given to the **principle of authenticity**, thanks to which students prepare for the independent authentic use of phrasal verbs.

Taking into account students' individual characteristics helps to implement the **principle of accessibility**, when teaching phrasal verbs is in accordance with the intellectual abilities of students and its assimilation does not cause certain difficulties. Students do not overload themselves in the classroom, and they do not lose, but on the contrary, get the interest in mastering these units, thus, increasing motivation to learn a foreign language.

Hence, the **principle of consciousness** arises: what is clear and meaningful is well assimilated. Consciousness in mastering phrasal verbs is manifested in understanding the material. It involves, on the one hand, a conscious attitude of students to the process of studying, purposeful understanding of the phenomena studied, on the other hand, and, furthermore, the perception of phrasal verbs as an effective means of speech economy.

The principle of consciousness is closely correlated with the **principle of strength**: phrasal verbs must be firmly stored in memory so that students can remember the definite expressions when necessary. The teacher needs to present the material brightly, to consolidate it repeatedly in the classroom. As an alternative, the teacher can offer to perform small exercises online on the Internet regularly as a homework or independent work.

One more basic principle of teaching phrasal verbs is the **principle of communicative orientation**. Teaching phrasal verbs should be built in an integrated way, so as to improve the communicative skills of learners in all types of speech activity. Finally, it is difficult to imagine the process of learning phrasal verbs without the **principle of clarity**. It is necessary for students in both linguistic and non-linguistic forms of expression. The application of this principle promotes better understanding and learning phrasal verbs; besides, it reduces fatigue and facilitates the learning process.

Thus, we can conclude that there are dominant principles and approaches to teaching English phrasal verbs. Of course, the list of teaching principles discussed in this paper can be expanded, but, to our mind, these principles are considered to be dominant in students' training phrasal verbs.

#### ЛІТЕРАТУРА:

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