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LEARNING PHRASAL VERBS STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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Annotation: The article deals with the issues of teaching phrasal verbs, presents practical experience of using methods of working with phrasal verbs. English phrasal verbs are widely used in modern English; the study of phrasal verbs is relevant from the point of view of their functional properties in a variety of texts. They denote not only the action, but also make it more accurate than using just equivalent verbs.

Key words: foreign language, verbs, phrasal verbs, non-linguistic university, educational material, knowledge, skills, learning, communication, exercise.

Knowledge of foreign languages has become one of the main factors of cultural and social development of modern society. Foreign language plays an important role in personal development and education. With the help of knowledge of foreign languages, a person learns the culture of different nations (its traditions and customs), its intonation and speech culture (intonation, facial expressions, gestures), has the ability to communicate with native speakers of another language. At present it is impossible to get a successful job and build a good career without knowledge of a foreign language. Today, the development of international companies requires a good command of a foreign language. As a result, the management of higher educational institutions is faced with the task of training specialists who not only possess knowledge and skills in professional activities, but also know how to communicate in a foreign language, particular, in English. One of the results

of the successful work of the University is the ability of graduates to communicate in a foreign language in a professional context, to participate in negotiations, conferences, interviews, etc.

In modern English there are more than twelve thousand phrasal verbs, and there is a tendency to increase their number. Phrasal verb is one of the most productive sources of inspiration, development and replenishment of the lexical composition of the English language, as new combinations of words and expressions are formed by the addition of particles and postpositions, thereby giving life to a new concept. Along with the increase in the number of phrasal verbs, the frequency of their use is growing. Phrasal verbs are not only an attribute of spoken language of native speakers, they are found in fiction. Taking an important place in the vocabulary of modern English, phrasal verbs have a great variety, they are characterized by compactness and expressiveness [5].

The experience of teaching in a non-linguistic University shows that a certain difficulty for students is the usage of phrasal verbs. The reason for this is the insufficient number of hours allocated for the study of a foreign language and insufficient language training of students. There are different approaches how to teach students phrasal verbs.

Some researchers believe that for students studying English, it is very important to organize phrasal verbs correctly, which will facilitate their memorization and use in oral speech. In this case, the teacher is recommended to use three ways of learning phrasal verbs:

1) learning one phrasal verb for a certain time with the most common meanings in the context: look into, look out, look back, look down, look around, look for, look forward;

2) learning phrasal verbs related to a specific topic, for example, learning foreign languages: pick up, brush up, read up on, stand for, swot up, soak up, look up, study up;

3) learning phrasal verbs by postposition, for example, postposition off can be used with verbs: switch off, take off, get off, show off [1,2,4].

Researchers working on this issue point out that a systematic approach in teaching phrasal verbs seems to be the most productive. The most common classification of phrasal verbs, is distinguishing four groups of verbs, namely:

1) phrasal verbs expressing movement and simultaneously characterizing this movement; and most of these verbs are used with postpositions indicating the direction of movement or its termination (in, into, out, up, to, off, over, out, down) for example: fall in – collapse; fall off-decrease;

2) phrasal verbs expressing the transition of an object from one state to another or its movement. For example: move in – take control, move out – start a journey;

3) phrasal verbs with semantic component "lack of change of the position of the object" for Example: stay on – continue, stay with – continue to use;

4) phrasal verbs with the dominant component of the "movement image" For example: drive back – force to go back, drive out – make sb move away [1].

L. G. Mudrova believes that phrasal verbs can be classified for the convenience and accessibility of memorization for educational purposes and on educational material. The first group can be made up of verbs of two kinds:

- verbs that always have the same meaning and are used with the preposition: to depend on, to insist on, to care for, to rely on, etc.;

- verbs, which in combination with prepositions / adverbs do not radically change their lexical meaning, preposition / adverb only makes various clarifications. For example: to agree – to agree with, to agree on, to agree to, to agree about, to hear – to hear about, to hear from, to speak - to speak out and others. The next group includes phraseological units, the meaning of which cannot be derived from their constituent elements. These are so-called "units of constant context that have a holistic meaning. Phrasal verbs can have both an adverb and a preposition (i.e. verb + at + preposition) is a three-element phraseological units, which can form the third group of

classification: to come up with, to get away with, to miss out on, to get on with, to look forward to, etc [3].

All of the above methods allow the teacher to put in the classroom communicative and cognitive tasks to include students in communication in the target language, to simulate the situation of real communication, to apply different modes of operation, to involve students in dialogue communication, work in a group. Formation of skills and development of the use of phrasal verbs can be carried out with the help of a system of exercises, which includes:

- exercises on differentiation and identification of phrasal verbs;
- exercise on a guess;
- exercises on restoration of missed prepositions;
- translation from Russian into English;
- substitution exercises;
- reproductive exercises;
- managed conversation;
- summarize the story / text listened;
- statement on the proposed situation using phrasal verbs (with and without supports)[1,4,6,7].

Drawing conclusions from the above, it should be noted that when teaching English phrasal verbs, the teacher must take into account: 1) the principles of presentation of the relevant material; 2) the system of exercises for training the use of phrasal verbs in a separate sentence in the associated text. Such exercises should be aimed at the development of students ' memory, vocabulary, translation skills.

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