

cultural sphere of communication; convey content with varying degrees of convolution. Since the study is dominated by reproductive-productive and productive speech, there is a gradual complication of the subject of communication, increasing the volume and pace of expression, expanding vocabulary and grammatical competence. In writing, the student must make different types of plans of the texts being studied, present the basic information of the texts in writing, compose texts based on different types of plans, as well as visual aids.

To achieve educational goals the following methods of teaching foreign students are used: - consciously practical (it's the leading method of teaching foreign languages. The method is conscious, because in the process of training students must be aware of language forms necessary for communication, at the same time the method is practical, because the decisive factor in learning foreign language is other language speech activities);

- explanatory-illustrative (used for teaching and learning new educational material, facts, approaches, assessments, conclusions, etc.);

- explanatory-illustrative method is used for teaching and mastering new educational material, facts, approaches, assessments, conclusions etc;

- reproductive method (it concerns students' ability to use the algorithm they studied on the basis of samples or rules that corresponds to the instructions, rules, similar to the presented sample situations);

- problem-based teaching method (before teaching foreign students, the teacher presents a problem, formulates cognitive tasks using different sources and means. And only after that the teacher shows ways to solve the problem revealing a system of proofs, comparing different points of view and approaches. Students become witnesses and accomplices of scientific research);

- partial search, or heuristic method (in the organization of active search for solutions proposed by the teacher (or self-formulated) cognitive tasks either under the guidance of a teacher or on the basis of heuristic programs and instructions. The process of thinking becomes productive, but it is gradually directed and controlled by the teacher or the students themselves on the basis of work on programs (including computer) and textbooks. This method is an effective way to activate thinking, motivation to learn);

- research method (after analysis of the material, problem statement and tasks and short oral or written instruction of the teacher, students independently study the literature, sources, observe, measure and perform other search activities.

The wide variety of teaching methods and techniques used by the teacher can be effective only if there is interest from the student. The situation is complicated by the fact that in the vast majority of cases the teacher deals with "different levels" of students, namely students with diametrically opposed levels of language training, as well as different abilities to master foreign language competence. It can be argued that the heterogeneity of the group is one of the significant obstacles, which significantly complicates the work of the teacher, both in inculcating foreign language skills and increasing motivation to learn the same foreign language. Therefore, all the above features of teaching a foreign language to students of non-language specialties must be taken into account by the teacher in the implementation of their professional activities.

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THE USE OF PHRASEOLOGICAL UNITS IN TEACHING ENGLISH

In the process of getting acquainted with the specific features of the English language during the classes, students dive into the cultural peculiarities not only of the language, but also of the country. It is the linguistic and cultural aspect that helps to maintain interest in learning foreign languages and increases students' motivation for learning [3]. Therefore, teachers should find new sources of regional knowledge, and phraseological units act as such an inexhaustible source in this deal.

Phraseological units of the English language are set expressions that have an independent meaning, usually not coinciding with the literal translation. Different scholars (in particular: N. Amosova, V. Vinogradov, O. Kunin, etc.) show considerable interest in the issue of phrasicon of the English language. A large number of studies have been conducted on phraseologies with different names such as "phraseological units", "lexical bundles", "collocations", etc. [5]. These are derived from the fact that language is full of combinations of lexis-based constructions.

English phraseological units are complex combinations of names for various aspects of reality. They are the tools that often characterize realities inherent only to English-speaking countries, and fill the voids appeared due to the impossibility of designating the entire complexity of the processes and phenomena occurring in the modern world [1; 2]. In this regard, phraseology requires special attention in teaching foreign languages; however, this is possible if a teacher is interested in replenishing the vocabulary of students.

Phraseological units are both very flexible and rather problematic working materials. On the one hand, they are figurative and arouse keen interest among students who frequently use phraseological units as the means of expressing thoughts; on the other hand, units can be difficult to remember when students face with excessive amounts of them. Surfeit of such units can be overwhelming and can affect negatively or even demotivate students to further work.

Thus, when studying phraseological units, it is necessary to choose them clearly according to their use and features. If a teacher considers that the knowledge of some rather difficult-to-understand idiom is essential for the study of this topic (perhaps, during the lesson) it is better to devote time to working only with this idiom without involving other units in order to come to understand it. The convenience of working with phraseological units lies in the fact that they can be used at different stages of the lesson and at different stages of topic study.

When introducing a new topic, the lesson can be started with units that include one of the words of the topic name, or with those that are well enough known to students and in terms of content are closely related to the topic being studied. The introductory phase of the lesson is rather successful when one of the following options are presented to the audience:

- 1) unravelling the meaning of several phraseological units and determine the area they belong to;

- 2) reading (or preparing it in print) a short story and asking students to retell it using neutral vocabulary, then explaining what made them interpret what they heard in this way; here it is important to come up with a context that would allow students to guess the meaning of the unit;

- 3) asking students to make phrases using several words or a certain number of letters. Phraseological material can be offered in a separate block; it can be introduced as a separate lexical exercise, the purpose of which is to expand the lexical stock of students, to replenish it with idioms for more successful communication on the topic under study according to certain learning methods [4].

The next stage of work with phraseological units can be the construction of "phraseological theories". Students are given the task to explain the origin of the phraseological unit and, if possible, to connect it with the topic under study. As well as any task that requires the prompt mobilization of thinking and memory, it stimulates the speech activity of students and at the same time contributes to the establishment of a favorable psychological climate in the classroom.

Finding phraseological equivalents in students' native language is an important part of working with English idioms; it is better to do this task during self-guided work, not in class, since here we are not talking about literal translation of phraseological units, but about finding semantic and stylistic correspondences, which may require a lot of time and referring to special literature.

Thus, the use of phraseological expressions in teaching a foreign language contributes to a better mastery of this subject, expanding knowledge about the language and the peculiarities of its functioning.

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ASSESSMENT IN TEACHING FOREIGN LANGUAGES (OVERSEAS EXPERIENCE)

Problem statement. Education involves at least two aspects which may be generally identified as teaching and learning. The issues connected with the objective determining the effect of training in these two approaches lead the researchers in the pedagogy to a question: how to find out the results of training, how to know about the impact of the work provided and your student's progress in learning. Due to the modern trends in education theory and practice, the teaching of foreign languages undergoes changes caused by up-to-date transformations and shifts to student-centered pedagogy. The problem of relevant approaches to getting objective cut for understanding how things are, whether the educational programs meet the requirements set, are connected with the assessment. Nowadays, in addition, the pandemic that had occurred,