

UDC 81'367.625:811.111

DOI <https://doi.org/10.37915/pa.vi51.354>

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PHRASAL VERBS: PEDAGOGICAL ASPECT (SOME USEFUL TIPS FOR TEACHERS AND STUDENTS)

Phrasal verbs and units derived from them make up a significant part of the vocabulary of modern native speaker. Since they are expressive and informative, they allow us to express the thoughts more accurately, convey many shades of meanings.

In spite of the valid status of phrasal verbs in both written and spoken discourse, it is evident that students learning English as a second language commonly have serious problems in accepting and using these linguistic units due to numerous reasons.

A short survey is made as for various aspects phrasal verbs have been discussed: their definition, classifications, structural peculiarities, semantic schemes, their idiomacity. A number of features of phrasal verbs determining the difficulties of their assimilation are outlined.

The investigation of phrasal verbs within pedagogical approach is mainly presented in two vectors: how to teach students using effective means of teaching phrasal verbs and how to learn these linguistic units for further active usage in oral and written speech.

The theoretical part of the paper is highlighted through the thorough analysis of phrasal verbs frequency in school textbooks made by foreign authors. Among the surprising findings such ones are examined: unclear and inexact definitions of phrasal verbs, absence of transitivity / intransitivity and separability / inseparability as dominant features of phrasal verbs, etc.

The main focus is on ten recommendations of teaching and learning phrasal verbs. The following tips are presented: transitivity / intransitivity of phrasal verbs, their separability / inseparability, the list of phrasal verbs learned by heart, a list of phrasal verbs and the situation, the context, finding synonyms, postposition meaning, lyrics, news, and the Quizlet.

Key words: phrasal verbs, transitivity / intransitivity, separability / inseparability, context, pedagogical approach, the Quizlet.

The statement of the issue. Such lexical units as *put up, take off* or *settle on*, which are known in modern English as «phrasal verbs», appeared in the Middle English period as a result of a radical restructuring of the entire system of the English language and its transformation from an inflectional and synthetic language into an analytical one, with a bright pronounced characteristics of root insulation. Initially, phrasal verbs were the only means of nominating verbal actions, taking into account their spatial and directional peculiarities, inaccessible for expression by other, integrally formed, linguistic means: *go about, go after, go away*.

A remarkable feature of the phrasal verb is structural as it consists of two at least lexical constituents: a verb and a particle (a postposition) carrying a peculiar meaning (*go on = continue; break down = crash; get off = depart*). Phrasal verbs as an aspect of the lexicon are one of the most unique and dynamic constructions among multi-word units. These language units are widely used in English – in formal or informal registers as well as in written and spoken discourse [11].

When non-native learners of English come across phrasal verbs, the problem arises as »phrasal verbs are considered especially problematic to learn due to their syntactic and semantic complexity. This issue is further complicated by the fact that many non-native English learners avoid using phrasal verbs and rather choose single-word verbs» [4, p. 37].

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The analysis of relevant research. There exists a considerable body of literature on phrasal verbs studying. Recent developments in regarding such verbs have led to endless discussions on how to define and classify them. One of the major topics to be investigated in this field is various nominations for these language units (I. Androsova, A. Zabolotskaya, M. Walkova, R. Quirk). This phenomenon has been widely observed in structural aspect (two components of the phrasal verb). This approach results in problems related to «a sharp distinction between combinations with adverbial particles and combinations with prepositional particles» [4, p. 38]. A hot discussion is taken as for the linguistic nature of the postposition [2]: on the one hand, a phrasal verb (multi-word verb) is viewed as a single syntactical and lexical unit. It's considered to be a multi-word verb due to «morphologically invariable particle» [2, p. 1161]. Furthermore, regarding to the type of the particle, there are three types of multi-word verbs: «phrasal verbs», «prepositional verbs» and «phrasal-prepositional verbs» [2, p. 1161]. Thus, such schemes appear: V+Adverbial Particle = Phrasal Verb, V+Preposition = Prepositional Verb, V+Adverb+Preposition = Phrasal-Prepositional Verb.

A critical open question is whether the phrasal verb is an idiomatic combination. The answer is found in modern English dictionaries, for instance: «a phrasal verb is a combination of verb and one or more adverbial or prepositional particles, as catch on, take off, bring up, or put up with, functioning as a single semantic unit and often having an idiomatic meaning that could not be predicted from the meanings of the individual parts» [8].

The scientific survey of linguistic literature in the issue discussed has allowed us to identify a number of features of phrasal verbs that determine the difficulties of their assimilation: 1) separate formality, 2) idiomaticity, 3) polysemy, 4) heterogeneity of grammatical structure, 5) features of accentuation, 6) stylistic heterogeneity of phrasal verbs.

Because we have been interested in the issue under discussion, we have already focused our attention to various scientific approaches as for phrasal verbs studying among which we have distinguished phraseological, taxonomic (semantic) and cognitive ones. Moreover, we have attempted to give three methodological steps of phrasal verbs learning by the students of Faculty of Biology and Technology [5].

The purpose of the article. The aim of our research is to broaden current knowledge of phrasal verbs within pedagogical approach, that is to sum up the findings and contributions made in this field by domestic and foreign linguists and methodologists, on the one hand, and outline some tips for teachers and students of achieving fruitful results with our algorithm.

The body of the research. The investigation of phrasal verbs within pedagogical scientific vector is mainly presented by two conceptual frameworks: how to teach students using effective means of teaching phrasal verbs and a challenging problem which arises in this domain – how to learn these linguistic units.

The scientific writing by R. Kamarudin is aimed to analyzing some school textbooks in which phrasal verbs are described for Malaysian school learners [7, p. 159]. The author pays the attention to the forms students study at, the number of pages phrasal verbs are discussed at and, correspondently, the percent of pages these semantic structures discussed at. All the data are presented in Table 1 [7, p. 159]. The first problem the scholar reveals is vague and too general definitions of phrasal verbs. The second surprising finding is the absence of one major qualifying feature of phrasal verbs – their transitivity / intransitivity and separability / inseparability. One more inconsistency is the discrepancy between two semantic classes of phrasal verbs – literal and non-literal, to be exact, in the frequency of their usage in everyday speech. The solution to this problem is proposed in the following: to present phrasal verbs of high frequency, that is those lexical units «highly produced by native speakers» [7, p. 160]; the stress should be given to basic meanings of phrasal verbs as «this would help them (the students) to understand phrasal verbs better, and eventually, be able to

use them appropriately in their written or spoken discourse. This suggests that a systematic selection of a 'core of phrasal verbs' is necessary to ensure learners are presented with phrasal verbs that are most useful for them in the world outside the classroom» [7, p. 162].

In her scientific paper, linguist Sylvie de Cock [11] highlighted the following typical mistakes when using phrasal verbs by foreign students: unwillingness to use them, stylistic, semantic and syntactic errors, and ignorance of phrasal verbs compatibility.

A. Ignateva, V. Kalinina and Zh. Songolova reveal some typical mistakes while using phrasal verbs [1]. It should be stated that one of the causes why the students learning English as a second language do not use phrasal verbs is psychological one as there are no ones in Ukrainian, for instance. As a result, the students make a large number of mistakes using phrasal verbs due to interlanguage and intralingual interference caused by a discrepancy between the content and the expression planes of these units: phrasal verbs have semantic integrity in spite of their structural (graphic) separation [1, p. 111]. In the methodology of teaching English phrasal verbs, it is proposed to take into account the cognitive processes underlying the development of polysemy of phrasal verbs. To be exact, the authors conclude that students should study not separate verbs in combination with different adverbs, but spatial and figurative meanings of each semantic type *V + up*, *V + down*, *V + about*, *V + away*, *V + out*, etc. This approach is more effective because it allows us to see the system and logic behind single linguistic facts. You also need to pay attention to the study of phrasal verbs compatibility based on the context. As such a context, one should use authentic texts corresponding to the goals of the formation of students' communicative competency [1, p. 112].

Using our pedagogical experience and judging by theoretical and practical findings in the field being discussed we want to share some tips how to teach and, similarly, remember phrasal verbs.

Tip 1. Students should be informed as for transitivity / intransitivity of phrasal verbs. Transitive verbs need an object (*She is looking after her babies*). In this sentence *her babies* is an object. Intransitive verbs, on the contrary, do not take any object: *Peace talks broke down in the Argentine: in the Argentine* performs the function of the adverbial modifier, not the object.

It should be stated in the classroom that the same phrasal verb in one sentence may be either transitive or intransitive: *The boy takes after his granny* (*The boy resembles his granny*) and *A gang of wolves took after her* (*A gang of wolves ran after her*).

Tip 2. One more classification of phrasal verbs should be conveyed to students, that is separability / inseparability of phrasal verbs. This differentiation as well as examples is brightly presented on British council site [10]: *They've called the meeting off / They've called off the meeting* (separable); *We are aware of the problem and we are looking into it* (inseparable).

The next tips are focused on the successful memorization of phrasal verbs. They may be useful and fruitful for students.

Tip 3. Search in the Internet the list of phrasal verbs and learn them by heart, for example: *ask for* – «просити, питати, вимагати»; *be out* – «бути відсутнім (не бути вдома, на місці)»; *break down* – «зламатися», etc.

Tip 4. Students may be recommended to start with a list of phrasal verbs and a copybook. One can write the topic or situation on a blank sheet of paper, for example «*In the restaurant*». Then go through the list of phrasal verbs and write out the ones you might hear in restaurant. Be sure to write it out along with the example. And don't forget to mark transitive / intransitive and separable / inseparable.

Tip 5. Focus on the context (topic), for example, the topic «*Clothes*». Learn the phrasal verbs within this topic and try to use them in many situations (sentences) as possible: *put on* – «надягати предмет одягу»; *take off* – «знімати предмет одягу»; *try on* – «приміряти одяг»; *dress up* – «надягати кращий наряд»; «надягати маскарадний костюм»; *do up* – «застібати (на гудзики або іншу застібку)», «зав'язувати шнурки»; *zip up* – «застібати на блискавку»; *hang up* – «вішати одяг на гачок, вішалку».

Tip 6. Some phrasal verbs have synonyms. It is certainly not worth neglecting this chance as the associative connection will help not only to learn faster, but also to remember the verbs. Students should be informed that anything based on associations is always easier to realize and accept. Such phrasal verbs can be given as samples: *call smth. of = cancel, carry on = continue, come back = return, break down = crash, get off = depart*.

Tip 7. Postposition can tell much about a phrasal verb and help students determine its meaning in a sentence. To begin with, to our mind, attention should be paid to widely used postpositions and their meanings which are in general known to learners: *up* means not only *above, uphill*, but indicates increased action: *speak up* – «говорити голосніше», *hurry up* – «поквапитися, поспішити», *speed up* – «прискорюватися, їхати / йти швидше».

Tip 8. While listening to music phrasal verbs are much easier to remember. You can try to search for phrasal verbs by typing them into the YouTube search box and adding the word «lyrics». To illustrate this, we have turned to YouTube and found out a song tutorial which has already been developed [9]. We personally tested this type of activity with the students of the 11th form of Kherson Lyceum of Journalism, Economics and Law. As a result, it attracted the attention of students and they actively coped with the task.

Tip 9. Both a teacher and a learner can enter a phrasal verb into the Google search box and select «search in the news». This is a very good way to check the relevance of word usage as well as meaning variations. Plus, you find entire articles using a specific phrasal verb. For example, on Reuters site we find the news titled «Biden says COVID-19 cases will go up before they come down» [3]. The given title demonstrates the usage of two phrasal verbs: *go up* and *come down*.

Tip 10. One of the effective means to learn phrasal verbs quickly is a digital learning tool known Quizlet. Official tutorial for new users is presented on You Tube [6]. Teachers and students should register on Quizlet.com and create learning modules with phrasal verbs. Each lesson can be started with this type of activity as a phonetic drill, on the one hand, and a basic material, on the other hand.

Conclusions. This is an important finding in the understanding of effective ways of teaching and learning phrasal verbs at schools and institutions of higher education.

Future studies could fruitfully explore this issue further by analyzing the basic textbooks used in Ukrainian schools and institutions of higher education on the definition, functioning and frequency of phrasal verbs using. In addition, a complex of exercises might prove an important area for further research.

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ФРАЗОВІ ДІЄСЛОВА: ПЕДАГОГІЧНИЙ АСПЕКТ (ДЕЯКІ КОРИСНІ ПОРАДИ ВЧИТЕЛЯМ І ЗДОБУВАЧАМ)

Фразові дієслова та похідні від них одиниці становлять значну частину словникового запасу сучасного носія мови. Через свою виразність та інформативність вони дозволяють точніше висловлювати думки, передають багато відтінків смислів.

Незважаючи на дійсний статус фразових дієслів як у письмовій, так і в усній мові, очевидно, що здобувачі, які вивчають англійську як другу мову, зазвичай мають серйозні проблеми в сприйнятті та вживанні цих мовних одиниць через численні причини.

Зроблено короткий огляд різних аспектів фразових дієслів: їх визначення, класифікації, структурні особливості, семантичні моделі, ідіоматичність. Окреслено ряд особливостей фразових дієслів, що визначають труднощі їх засвоєння.

Дослідження фразових дієслів у межах педагогічного підходу переважно представлено у двох векторах: як навчити фразових дієслів здобувачів за допомогою ефективних засобів та як засвоїти ці мовні одиниці для подальшого активного використання в усному та писемному мовленні.

Теоретичну частину статті висвітлено шляхом ретельного аналізу частоти вживання фразових дієслів у шкільних підручниках зарубіжних авторів. Серед несподіваних результатів дослідження окреслено такі: незрозумілі та неточні визначення фразових дієслів, відсутність пояснень перехідності / неперехідності та роздільності / нероздільності як домінуючих ознак фразових дієслів тощо.

Основна увага зосереджена на десяти рекомендаціях щодо викладання та вивчення фразових дієслів. Представлено такі поради, на які слід звернути увагу: перехідність / неперехідність фразових дієслів, їх роздільність / нероздільність, список фразових дієслів, які потребують вивчення напам'ять, список фразових дієслів і ситуація, контекст, пошук синонімів, значення постпозиції, тексти новин та інтерактивні картки Quizlet.

Ключові слова: фразові дієслова, перехідність / неперехідність, роздільність / нероздільність, контекст, педагогічний підхід, інтерактивні картки Quizlet.

Дата надходження статті: 18.12.2021 р.

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УДК 37:359

DOI <https://doi.org/10.37915/pa.vi51.356>

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ОРГАНІЗАЦІЙНО-НОРМАТИВНЕ РЕГУЛЮВАННЯ ПРАКТИЧНОЇ ПІДГОТОВКИ ОФІЦЕРІВ ВІЙСЬКОВО-МОРСЬКИХ СИЛ ЗБРОЙНИХ СИЛ УКРАЇНИ У ВИЩОМУ ВІЙСЬКОВОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

У роботі порушено проблему доктринального (стратегічного) та організаційно-нормативного (тактичного) бачення практичної підготовки офіцерів Військово-Морських Сил Збройних Сил України у вітчизняних вищих військових навчальних закладах та військових навчальних підрозділах закладів вищої освіти на сучасному етапі розвитку української вищої військової освіти. На основі аналізу першоджерел доктринальних, керівних організаційно-нормативних загальнодержавного рівня та локальних нормативних документів ВВНЗ і ВНП ЗВО, а також документального підходу НАТО з цього питання зроблено висновок про наявність змістовної прогалини між доктринальним і локальним розумінням сучасної сутності і значення практичної підготовки курсантів та реальною відсутністю її законодавчої оцінки і закріплення. У зв'язку з цим, автором запропоновано конкретні пропозиції і шляхи розв'язання проблеми, що об'єктивно гальмує процес підвищення якості української вищої військової освіти, зокрема військово-морської, та досягнення сумісності з НАТО в частині професійної підготовки військових кадрів за імплементаваними Україною стандартами.

Зазначено, що практична підготовка офіцерів ВМС ЗС України у ВВНЗ ще не була предметом окремого професійно-педагогічного (в цьому випадку – військово-педагогічного) дослідження, а її організаційно-нормативне регулювання взагалі не вивчалось у вітчизняній педагогічній теорії. Охарактеризовано сутність підходів і принципів Північноатлантичного Альянсу щодо практичної складової професійної підготовки військових кадрів офіцерського складу з опорою на чинний для України документ – Спільну директиву стратегічних

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