



Linguodidactic Approach of Teaching Phraseologisms of Italian Language

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Abstract: The article deals with the linguodidactic potential of phraseological units, and also describes the mechanism of working with phraseological units in classes in Italian as a foreign language.

Key words: phraseological units, linguodidactic potential, methods of work.

Phraseology is a combination of two or more words, which is realized in speech as a single one in terms of semantic content and lexical and grammatical composition. Phraseological units are used for the names of various phenomena of reality: “a buon prezzo” – “cheap”; “a caro prezzo” – “expensive”; “a due mani” – “generous”; “a fatica” – “with difficulty”.

Phraseological units, which are among the most important and expressive components of any language, are very difficult to translate. It is impossible to master a foreign language without knowing a certain number of phraseological units. Phraseology reflects a unique way of imaginative thinking, culture and psychology of the people. To express the same concept, different languages resort to different images (<https://siblec.ru/lingvistika/italyanskie-frazeologizmy>).

Being considered in the methodology of teaching Italian as a foreign language as phenomena reflecting information about culture, national values, ideas about the world of the people whose language is being studied, phraseological units have a huge linguistic and didactic potential.

Phraseological units also have a huge potential in the implementation of the linguistics approach, which has recently come to the fore in the methodology of teaching foreign languages. Since the approach itself implies teaching the language through the history and culture of the people, and phraseological units, as we said above, are bright reflectors of these realities.

The main competence that should be formed when teaching a foreign language is communicative competence. From a communicative point of view, which is aimed at forming the ability of trainees to correctly, figuratively and expressively express their point of view, their thoughts, the study of phraseological units is also necessary when teaching Italian as a foreign language, as they are examples of figurative transmission of what the speaker wants to say. Knowledge of phraseological units and their meanings will help foreign students immerse themselves in the figurative world of the Italian language.

The study of phraseological units also contributes to the replenishment of the lexical stock of trainees. Since the study of a new phraseology is also the study of the words of which it consists.

Phraseological units can be studied at the initial stage. Phraseological units are introduced into speech through the statements of the teacher, who can use them when describing certain situations or phenomena. Phraseological units should be easy to understand, it is desirable that all words are familiar to the learners.

Then, when students at an advanced stage of language learning can give more complex phraseological units, it is also possible to give concepts about groups of phraseological units by semantics or by the way, they are formed.

In addition, the last question worth answering is how to work with phraseological units. Here, most likely, the principle of systematic work, the sequential introduction of them into speech, will suit. The principle of operation is from simple to complex.

The system of tasks for working on phraseological units can be presented in the following form.

1. Reading phraseology.
2. Definitions of the meaning of this phraseological unit (using a phraseological dictionary).
3. A selection of synonyms for phraseology (if you are just starting to introduce students to phraseological units, then it is advisable to do this with the help of a phraseological dictionary or the teacher himself can serve as a source of synonyms, more precisely, the teacher himself calls synonyms of this phraseology).
4. The use of phraseology directly in speech (examples of sentences using this phraseology).
5. Checking the presence or similar meaning of phraseology in the native language.

Then students can be invited to compose their own examples of sentences using this phraseology. Such a technique, in our opinion, will be effective at the initial stage of teaching Italian as a foreign language. This method of working with phraseology helps to introduce this phraseology into the student's speech, enriches his vocabulary and develops speech skills of using phraseological units in speech.

At a more advanced stage, tasks can and should be complicated.

Here can be given several phraseological units with some common component in meaning. Students should identify this component, identify in which life situations these phraseological units can be used. They can also determine with what evaluative shade the common component is used in these phraseological units. This approach develops the thinking of the trainees, helps to understand in what situations these phraseological units can be used.

At a more advanced stage of learning Italian as a foreign language, such a task is also possible: you give different thematic phraseological units, and students should divide them into groups. Such a task can be used to determine the source of the occurrence of phraseology, whether the phraseology has a positive or negative meaning, the definition of a common component (for example, phraseological units that contain the names of domestic animals or wild animals, etc.)

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