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## THE PROBLEM OF STUDYING GERMAN PHRASEOLOGICAL UNITS

**Abstract:** The article substantiates the need to study phraseological units in foreign language classes. Various approaches to understanding phraseological units are considered. The criteria for the selection of phraseological units are discussed. Examples of tasks and exercises are given that make it possible to effectively solve the problem of mastering phraseological units in the educational process of German as a foreign language. [Tr.13]

**Key words:** German as a second foreign language; phraseology; phraseological unit; selection criteria; exercises; tasks.

**Language:** English

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### Introduction

Phraseology is the most lively, vivid and peculiar part of the vocabulary of a language. Phraseological units, when applied appropriately, enliven and beautify speech, are an important building material of any language [8, 170]. The emergence of such units in the language is associated with the desire to express more vividly what has already been expressed by other means. As I.I.Chernysheva emphasizes, "the development of phraseological units goes along the line of creating stable word combinations expressing an emotionally saturated characteristic of the qualities, properties, actions of the subject by phraseological means of language, i.e. based on the reinterpretation of variable phrases with the most apt image for this concept" [11, 123].

Phraseological units play an important role in communication and give different shades to the way of expression: they can make a text, a statement more emotional, give it expressiveness, direct aesthetic perception in a certain way, provide certain cultural associations. Phraseological units reflect the way of life, worldview, character traits of representatives of a particular people. At the same time, being units of secondary nomination, phraseological units do not directly name the subject, but characterize it through a certain image that is perceived by native speakers in accordance with their knowledge of their culture. The

imagery of phraseology is based not on a single element of reality, but on a certain fragment of the world [6].

In the "Linguistic Encyclopedic Dictionary" edited by V. N. Yartseva, phraseology (phraseological unit) is defined as the general name of semantically related combinations of words and sentences, which, unlike syntactic structures similar to them in form, are not produced in accordance with the general laws of choice and combination of words in the organization of utterance, but are reproduced in speech in a fixed ratio of semantic structure and a certain lexicogrammatical composition [7, 559]. T. Shippan understands by phraseology a stable unit consisting of more than one word [12, 47]. In the Dictionary of Linguistic Terms, a phraseological unit is defined as "lexically indivisible, stable in its composition and structure, integral in meaning, reproduced as a ready-made speech unit" [9, 337].

Phraseological units are characterized by metaphoricity, imagery, expressive and emotional coloring. V.N.Telia notes that units of phraseological composition can be a combination of mythological, religious, literary and folklore texts. Often representing a compression of a certain plot, they absorb its moral into their meaning. The phraseological composition of the language also includes quotations – winged expressions, puns, jokes

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[10, 238-239]. The phraseology reflects the history and centuries-old experience of the labor and spiritual activity of the people, their religious views and beliefs, moral values.

Phraseological competence as part of the general language competence includes knowledge of common phraseological units, as well as semantic and syntactic rules and deviations. Owing to this competence, native speakers are able to recognize, understand and use phraseological expressions [1, 36].

There are two opposing points of view on the question of the need to study phraseological units in foreign language classes. On the one hand, they are pushed back to the phenomena of the second category, which are not mandatory for communication. On the other hand, there is an opinion that phraseological units are necessary for foreign language communication, that even primitive communication is impossible without minimal mastery of phraseological units in a broad sense. The more phraseological units a foreign language learner knows, the higher his foreign language competence [1, 37].

Many researchers express ideas about the importance of studying phraseological units in foreign language classes, including J.M.Arutyunova, T.M.Gurevich, N.A.Krasavsky, E.M.Kargina and others. The most valuable language material for teaching a foreign language [3, 77]. J.M.Arutyunova and M.K.Borisenko believe that working with figurative expressions in the study of a foreign language is a necessary and multifunctional methodological tool that allows you to remove many of the difficulties that arise in the learning process [2, 61]. According to N. A. Krasavsky, "the statement about the need for a deep study of the phraseological fund of a foreign language by students is beyond

doubt" [5, 44]. Meanwhile, in the training methodological kits, they are given rather modest attention.

Nowadays, when the volume of information is constantly growing, it requires the ability to choose useful information that will be useful to a future specialist in life and professional activity. Therefore, when selecting phraseological units, it is necessary to consider the following basic criteria:

1) common usage and necessity of phraseological units for the learner;

2) the relevance of concepts expressed in phraseological units. They often contain ethical norms of society, acting as a regulator of relations between people. Especially indicative in this case are the proverbs and sayings that are part of the phraseological fund;

3) the attractiveness of phraseological material. The more attractive the material is in terms of form and content, the more significant the interest in it on the part of the trainees [2, 45].

The data of modern methodology indicate that it is difficult to rely on memorization of language material alone in teaching foreign languages. The active assimilation of language material is facilitated by its repeated use in speech actions [4]. Therefore, the work on the assimilation of phraseological units is usually carried out in the process of performing various types of exercises and tasks.

At the initial stage of learning German as a second foreign language, exercises are performed with simple lexical and grammatical structures and units of the language. Given the low level of language proficiency, students are offered exercises for mastering comparisons consisting of nouns denoting animals and adjectives denoting qualitative characteristics of a person, for example:

I. Wählen Sie die richtige Übersetzung des Vergleichs [Choose the correct translation of the comparison].

1. Treu wie ein Hund

2. Glatt wie ein Aal

3. Stark wie ein Pferd

4. Langsam wie Schnecke

5. Frei wie ein Vogel

6. Unschuldig wie ein Lamm

7. Schlau wie ein Fuchs

8. Störrisch wie ein Esel

9. Stolz wie Pfau

10. Listig wie eine Schlange

II. Beenden Sie den Vergleich mit einem dieser Wörter [Finish the comparison with one of these words]: (der)

Pfau / peacock, (die) Schnecke / snail, (der) Esel / donkey, (das) Pferd / horse, (der) Vogel / bird, (das) Eis / ice, (das) Lamm / lamb, (der) Fuchs / fox, (der) Hund / dog, (die) Schlange / snake.

1. Stolz

2. Unschuldig

3. Langsam

4. Frei

5. Störrisch wie

6. Schlau

7. Stark

A. Strong as a horse

B. Slow as a turtle

C. Sly as a fox

D. Stubborn as an ass

E. Puffed up like a peacock

F. Loyal as a dog

G. Slippery as an eel

H. Treacherous as a snake

I. Free as a bird

J. Innocent as a lamb

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

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8. Glatt H. \_\_\_\_\_  
9. Listig I. \_\_\_\_\_  
10. Treu J. \_\_\_\_\_

III. Gebrauchen Sie die Vergleiche in Sätzen (Situationen) [Use comparisons in sentences (situations)].

Also, in the process of working with phraseological units, students may be offered the following tasks and exercises:

I. Finden Sie richtige Übersetzung des Phraseologismus [Find the correct translation of the phraseology].

- |  |  |
|--|--|
| 1. Hungrig wie ein Wolf sein               | A. Be hardworking like a bee           |
| 2. Ein schwarzes Schaf sein                | B. Buy a pig in a poke                 |
| 3. Mit jemandem Pferde stehlen können      | C. Be lucky in life                    |
| 4. Gesund sein wie ein Fisch im Wasser     | D. Standing in line                    |
| 5. Aus einer Mücke einen Elefanten machen  | E. Being a black sheep                 |
| 6. Schwein im Leben haben                  | F. Being hungry like a wolf            |
| 7. Fleißig (arbeitsam) wie eine Biene sein | G. Be reliable                         |
| 8. Wie Hund und Katze leben                | H. Making a big deal out of a molehill |
| 9. Schlange stehen                         | I. Live like a cat with a dog          |
| 10. Eine Katze im Sack kaufen              | J. Be perfectly healthy                |

II. Füllen Sie die Lücken mit kursiv gedruckten Wörtern an [Complete the missing part of the phraseology with a word in italics].

Katze (2) / cat, Schwein / pig, Schlange / (colloquial.) queue, Wolf / Wolf, Mücke / fly, Hund / dog, Schaf / sheep, Biene / bee, Fisch / fish.

1. Fleißig (arbeitsam) wie eine... sein / be hardworking as ...;
2. ...im Leben haben / to be in life ...;
3. ...stehen / stand in ...;
4. Hungrig wie ein... sein / being hungry is like ...;
5. Aus einer... einen Elefanten machen / to make an elephant out of...;
6. Gesund sein wie ein... im Wasser / to be perfect ...;
7. Wie... und Katze leben / live like a cat with...;
8. Ein schwarzes... sein / be black ...;
9. Eine... im Sack kaufen / buy... in a bag.

III. Ordnen Sie richtig zu [Find the appropriate ending of the phraseology].

- |                    |                           |
|--------------------|---------------------------|
| 1. Eine Katze      | A. eine Biene sein        |
| 2. Aus einer Mücke | B. im Leben haben         |
| 3. Ein schwarzes   | C. Schaf                  |
| 4. Fleißig wie     | D. Katze leben            |
| 5. Schwein         | E. im Sack kaufen         |
| 6. Wie Hund und    | F. einen Elefanten machen |
| 7. Gesund sein wie | G. ein Fisch im Wasser    |

IV. Finden Sie die passende Erklärung zu den folgenden Phraseologismen [Find the appropriate explanation of the following phraseological units].

- |  |  |
|--|--|
| 1. Er macht aus einer Mücke einen Elefanten. | A. Ich habe einen Riesen Hunger.                                       |
| 2. Immer bin ich das schwarze Schaf!         | B. Ich kann mich auf ihn verlassen.<br>Er ist ein zuverlässiger Mensch |
| 3. Mit dem kann man Pferde stehlen.          | C. Er übertreibt sehr.   |
| 4. Ich bin hungrig wie ein Wolf.             | D. Du hast Glück gehabt.   |
| 5. Er ist gesund wie ein Fisch im Wasser.    | E. Sie stellt sich an.   |
| 6. Er ist fleißig wie eine Biene.            | F. Sie verstehen sich schlecht.  |
| 7. Du hast Schwein gehabt.                   | G. Immer mache ich nicht das, was die anderen tun.                     |
| 8. Sie steht Schlange.                       | H. Er hat etwas ungeprüft gekauft.                                     |
| 9. Er hat die Katze im Sack gekauft.         | I. Er ist arbeitsam.   |
| 10. Sie leben wie Hund und Katze.            | J. Er fühlt sich wohl  |

V. Wählen Sie ein paar Phraseologismen und denken Sie sich die Situationen aus [Choose a few phraseological units and come up with situations with them].

VI. Machen Sie eine (schematische) Zeichnung, die den Inhalt des Phraseologismus erklärt [Display (schematically) the content of the phraseology].

Summing up the above, we can say that working with phraseological units enriches the vocabulary

selected according to the thematic principle. The study of phraseological units is one of the important means

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of forming socio-cultural competence, contributes to a more effective and complete assimilation of a non-native language by students and, consequently, their familiarization with a different national culture.

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