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з теми: «**TEACHING AND LEARNING ENGLISH COLLOCATIONS**»

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INTRODUCTION

In today's world when international relations and communication are becoming increasingly important, language skills are an important factor in successful communication. One of the key aspects of language proficiency is the use of collocations – stable lexical and grammatical combinations of words that have a specific semantic meaning and are used together in common speech contexts [45, p.5]. The collocational competence constitutes a major component of the learner's lexical competence. Lack of suitable collocation knowledge causes a prolonged and increased mental processing load, which may impede communication [77, p. 5].

The active study of the ways of effective teaching collocations began in foreign linguistics in the first half of the twentieth century, and to this day researchers have not lost interest in this issue, as evidenced by the significant number of scientific publications, teaching materials and dictionaries devoted to collocations.

H.E. Palmer is said to have been the first to actually use the term 'collocation' in its modern linguistic sense in his report to the Institute for Research in English Teaching Convention in Tokyo [93, p. 53].

Collocation as a technical linguistic term was, according to the Oxford English Dictionary, introduced by J.R. Firth in 1951.

Collocations are researched in linguistic (Charles Bally, A. P. Cowie, I.A. Mel'cuk), pedagogical(A. P. Cowie, V. Kostenko), lexicographical aspects(Morton Benson and Franz-Josef Hausmann).

Insufficient use of collocations can lead to incorrect expression of ideas, inappropriate statements or incomprehension.

Appropriate word combination usage is one of the most challenging things for learners of foreign or second languages. Unlike native speakers, learners are not aware of word relationships and how to employ a variety of words. Among the essential skills of native speakers is the possession of such knowledge. The term "collocations" refers to these word combinations. According to Ellis, using collocations correctly is essential to sounding native, yet non-native speakers of a target language may find it difficult to do so. To produce language with native-like

precision or near-native proficiency, proper collocation usage is required. Even proficient foreign language students struggle with collocations, though [35, p.35].

Being proficient in the target language is one of the key objectives for students. As a result, fluency is crucial to learning a foreign language. The two main components of fluency are reading speed and word recognition. Language learners are supposed to automatically or concurrently decode and understand a text.

Despite the importance of collocations in language proficiency, many students have difficulty using correct collocations. They often face problems with choosing the right words to accompany it, and the result is an incorrect expression, loss of meaning or incomprehensibility to others. This problem is especially acute for students learning English as a foreign language.

The ways in which words are joined with one another, or collocation, is a significant but often overlooked component of a productive vocabulary. For students to progress from a receptive to a productive vocabulary, they must become familiar with a broad range of word collocations.

In the context of language teaching and learning, the problem of developing learners' collocation skills is a topical one.

The relevance of the study is in the fact that despite the availability of a number of manuals and techniques, the issue of effective teaching and use of collocations in real-life language situations remains unresolved. There is a need for further research into this issue in order to develop methods and approaches to teaching collocations.

The aim of the research is to identify effective methods and techniques for teaching collocations that will contribute to the shaping and developing of students' skills in using collocations.

The objectives of the study are:

- to identify linguistic status of collocations and their place in Phraseology;
- to define collocation teaching strategies and techniques;
- to research methodology and activities of teaching collocations;

- to consider gamification as an effective tool of teaching collocations.

The object of the study is the process of teaching and learning collocations to students at different levels of language competence.

The subject of the research is the methods and techniques for development of skills in using collocations.

The methods of the study are:

Theoretical:

- Linguistic analysis of collocations.
- Analysis of literary sources and scientific papers on the methodology of teaching collocations to research methods and approaches of teaching collocations.

Empirical methods:

- Pedagogical observation.
- Survey and questionnaire to discover modern methodology of teaching collocations by teachers as well as gamification tools used for teaching collocations.

The novelty of the study is in finding new approaches, among them, digital ones, for successful teaching and learning collocations. The kind of learners' intelligence and the level of learners, the context and substance of the materials, the teaching strategies and tactics, the evaluation and feedback of the results, and many other elements and factors can all have an impact on how well collocations are taught and learned. As a result, scholars and educators are constantly able to discover new methods and approaches to study and enhance the collocation teaching and learning process.

Theoretical significance of the research consists in its contribution to the theoretical knowledge and understanding of collocation teaching methodology.

Practical value of the research: the obtained results of the study can be applied in the educational process to improve the methods of teaching collocations to students. The developed recommendations and practical guidelines can be used in pedagogical practice to improve the effectiveness of language teaching and develop the skills of using collocations.

Approbation of the research results: The research results were presented and discussed at The Eleventh Student International Internet Conference “Language in Interdisciplinary Context of life-long Education” 3 -7 April, 2023 (“Collocations in modern linguistics”) and Student conference at Kamianets-Podilskyi national university (Significance of English collocations in vocabulary learning and teaching).

Publications:

1. Кухар Діана. Significance of English collocations in vocabulary learning and teaching. Збірник наукових праць студентів та магістрантів факультету іноземної філології Кам’янець-Подільського національного університету імені Івана Огієнка. Випуск 16. Кам’янець-Подільський : Видавець Ковальчук О.В., 2023. С. 3-6.

2. Кухар Д. Collocations in modern linguistics. Language in interdisciplinary context of life-long education. *Collection of abstracts of XIth International student Internet conference*, Kamianets-Podilskyi, 3-7 April, 2023 Кам’янець-Подільський: Кам’янець-Подільський національний університет імені Івана Огієнка, 2023. С.61-64.

The diploma paper (95 pages) consists of the introduction, three chapters, conclusions to each of them, general conclusions, references and appendices.

CONCLUSIONS

The growth of globalisation, the convergence of cultures and the increasing volume of international communication means that people all over the world need to communicate effectively in language. Collocations, as stable lexical and grammatical combinations of words, play an important role in forming a meaningful statement and understanding the linguistic context. The use of correct collocations contributes to a more accurate expression of thoughts, the creation of an appropriate style of speech and selective word accuracy.

Collocations are essential to obtaining fluency and idiomatic expression in a language, the investigation revealed. When used correctly, they enable more precise and accurate concept communication.

The study discovered that by emphasizing the development of collocational competence for authentic communication contexts, the communicative approach can be a successful strategy for teaching collocations. Additionally helpful are concordances and corpus data, which offer real-world instances of collocations in a variety of settings.

Collocations are challenging for learners because of their arbitrary and unpredictable nature. However, collocational mastery is integral to achieving native-like fluency and precision of expression. Resources like collocation dictionaries and increased focus on teaching word partnerships can aid learning. With enough meaningful exposure and practice using collocations in context, these recurring word patterns can become more intuitive.

Prepositional collocations are especially important because of the complexity of multi-word prepositional statements. Phrasal verbs and idioms both add to the idiomaticity of words, but they can be challenging for non-native speakers to understand due to their ambiguous meanings derived from cultural settings.

Effective collocation teaching presents both new and continuing issues. There are still fundamental problems with measurement, categorization schemes, technological integration, and ideal methods. New approaches, nevertheless, appear promising in filling in these gaps.

However, there are still certain challenges with teaching collocations properly. These are issues with student motivation, assessment and measurement of outcomes, a lack of suitable examples and settings, and poor technology use.

Approaches that are contextualized and communicative actively expose students to real-world collocational patterns. Concordance tools offer real-world examples of corpuses in a variety of contexts. Interactive tasks such as "Collocation Jumble," "Odd One Out" and "Collocation Stories" foster critical thinking while broadening one's vocabulary.

Other exercises that emphasize correct language use include the "Iceberg Game," fill-in-the-blanks, and error correction. Collocations are further positioned for improved comprehension through discussion questions, historical elaboration, dialogue writing, and inferring meanings from context.

Strategies for multi-word expressions, such as idioms and phrasal verbs, include providing multiple instances in real-world settings so that meanings can be inferred, as well as additional activities to help with memorizing. Gamification plays an important role in effective collocation usage training. Mentimeter, Wordwall, and Kahoot are a few examples of gamified systems that also provide motivation through social collaboration, healthy competition, and real-time feedback.

Instant feedback, team competitions, and peer learning are some of the characteristics that gamified systems use to encourage user involvement. Digital tools that encourage self-directed engagement include Mentimeter, Wordwall, and Kahoot.

Personalized digital systems offer new opportunities for adaptive learning through perceptive observation and responsive action. Personalized advice, precisely measured assessments, and activities that are tailored can all enhance results. However, human-centered designs that honor learner autonomy and goal alignment are still essential.

To sum up, becoming proficient in a wide variety of collocations usage is a crucial first step towards speaking a language fluently. Nonetheless, it calls for concerted efforts by linguists, creators of educational resources, trainers for teachers, and students themselves. It takes a diversified approach that incorporates technology,

theory, and practice. Enhancing our educational understanding and achieving better, more inclusive learning outcomes would be made possible by greater study and experimentation. The applied linguistics community still has a lot of work ahead of it in developing efficient collocation teaching methods.

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