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**EFFECTIVE TEACHING OF PHRASEOLOGY IN THE COURSE OF
UKRAINIAN AS A FOREIGN LANGUAGE: PRACTICAL APPROACHES**

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The article examines the features of teaching phraseology in the course of Ukrainian as a foreign language, emphasizing the importance of developing students' ability to understand and use phraseological units in various communicative situations. This is a crucial step in enhancing their linguistic competence, as phraseological expressions reflect the specific cultural and historical phenomena of a society, requiring a deeper understanding of not only the language itself but also the mental models of the community that uses it.

The paper provides a detailed analysis of methodological approaches to teaching phraseology aimed at facilitating the acquisition of complex language units. These approaches include contextual analysis, creative exercises, game-based methods, and interactive tasks that make the learning process more effective and engaging, fostering active student participation in language activities.

Special attention is given to the significance of cultural context in studying phraseology, enabling students not only to master linguistic units but also to gain a deeper understanding of the cultural, historical, and social aspects influencing the meanings of phraseological expressions. The article explores methods aimed at developing students' critical thinking skills, such as analyzing and interpreting

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Ефективне викладання фразеології в курсі української мови як іноземної: практичні підходи (Англійською)
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phraseological expressions in context. Suggested activities include creating dialogues, writing essays with active use of phraseological units, and working with authentic texts, which allow students to observe the practical application of phraseology in various speech situations.

The study highlights the importance of cultural context in mastering phraseology, as it helps students understand not only the linguistic forms but also the cultural and historical dimensions of their meanings. At the same time, it emphasizes methods that foster critical thinking, enabling students to analyze and interpret phraseological expressions contextually. To achieve this, tasks such as creating dialogues, composing essays that incorporate phraseological expressions, and analyzing authentic texts are recommended, helping students see how phraseology is applied in real-life communication.

Based on the conducted analysis, the article concludes that a comprehensive approach to teaching phraseology—encompassing cognitive, cultural, and interactive methods—not only effectively develops phraseological competence in students learning Ukrainian as a foreign language but also enhances their ability to acquire phraseological expressions, while promoting critical thinking skills and intercultural communication.

Key words: *phraseology, Ukrainian as a foreign language, teaching methods, cultural context, communicative competence, interactive methods, phraseological unit.*

ЕФЕКТИВНЕ ВИКЛАДАННЯ ФРАЗЕОЛОГІЇ В КУРСІ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ: ПРАКТИЧНІ ПІДХОДИ

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У статті розглядаються особливості навчання фразеології у курсі української мови як іноземної, з акцентом на важливості формування у студентів здатності розуміти та використовувати фразеологічні одиниці в різноманітних

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комунікативних ситуаціях, що є важливим етапом у розвитку їхньої мовної компетенції, оскільки фразеологізми відображають специфіку культурних та історичних явищ, вимагаючи глибшого розуміння не лише самої мови, але й ментальних моделей суспільства, яке нею послуговується. У роботі детально аналізуються методологічні підходи до викладання фразеології, спрямовані на полегшення засвоєння складних мовних одиниць, серед яких контекстуальний аналіз, творчі вправи, ігрові методи та інтерактивні завдання, що дозволяють зробити процес навчання більш ефективним та цікавим, сприяючи активному залученню студентів до мовленнєвої діяльності.

Особлива увага приділяється важливості культурного контексту у вивченні фразеології, що дозволяє студентам не тільки оволодіти мовними одиницями, але й глибше розуміти культурні, історичні та соціальні аспекти, які впливають на формування значення фразеологізмів. У статті аналізуються методи, спрямовані на розвиток критичного мислення у студентів, що передбачає здатність аналізувати та інтерпретувати фразеологізми в залежності від контексту. Пропонується використання таких завдань, як створення діалогів, написання есе з активним використанням фразеологічних одиниць, а також робота з автентичними текстами, що дозволяють студентам побачити практичне використання фразеології у різних мовленнєвих ситуаціях.

У дослідженні особлива увага приділяється важливості культурного контексту у вивченні фразеології, оскільки це дозволяє студентам не лише оволодіти мовними одиницями, але й глибше зрозуміти культурні, історичні та соціальні аспекти, що впливають на формування значення фразеологізмів; одночасно аналізуються методи, спрямовані на розвиток критичного мислення, що передбачає здатність студентів аналізувати та інтерпретувати фразеологізми відповідно до контексту. Для досягнення цієї мети пропонується використання таких завдань, як створення діалогів, написання есе з активним залученням фразеологічних виразів, а також робота з автентичними текстами, що дозволяє студентам побачити практичне застосування фразеології в різних мовленнєвих ситуаціях.

На основі проведеного аналізу робиться висновок, що комплексний підхід до навчання фразеології, який охоплює когнітивні, культурні та інтерактивні методи, не лише ефективно формує фразеологічну компетенцію у студентів, що вивчають українську мову як іноземну, але й сприяє кращому засвоєнню фразеологізмів, забезпечуючи при цьому розвиток навичок критичного мислення та міжкультурної комунікації.

Ключові слова: фразеологія, українська мова як іноземна, методи викладання, культурний контекст, комунікативна компетенція, інтерактивні методи, фразеологічна одиниця.

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PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS

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Introduction. Vocabulary acquisition is one of the key challenges in learning foreign languages, as it directly affects students' [3] communicative competence and is influenced by numerous factors, among which the diversity and multidimensionality of the lexical system [2], significant peculiarities of common usage, as well as the broad range of stylistic nuances, including evaluative load, stand out.

A major complication in the vocabulary acquisition process is phraseological units, which reflect the cultural and historical characteristics of the language environment and contribute to a deeper understanding of idiomatic expressions. Therefore, in the context of teaching Ukrainian as a foreign language, special attention should be given to adapting the teaching methods for phraseological units to the students' language proficiency level, as different levels of language mastery require specific approaches to ensure the effective acquisition of phraseological units and their proper use in speech.

At the beginner levels (A1 and A2), when students are just starting to learn the basics of the Ukrainian language, phraseological units can be challenging due to their polysemy and figurativeness, as the metaphorical content of phraseological expressions is often difficult to comprehend without context. For students from other language groups, these expressions may represent entirely new concepts that have no equivalents in their native language [1]. Moreover, many of them are used only in specific situations or to express emotions, creating additional difficulties for students who have not yet mastered basic vocabulary [4].

Thus, at the beginner levels, it is important to create conditions where students can gradually and stress-free familiarize themselves with the simplest phraseological units. Key tasks at this stage include reducing cognitive load, developing listening skills, and forming basic associations, which will contribute to their successful acquisition.

The study of phraseology is an essential component of mastering a foreign language, as phraseological units reflect the cultural and historical characteristics of the language environment and also facilitate a deeper understanding of idiomatic expressions. Therefore, in the context of teaching Ukrainian as a foreign language, particular attention should be paid to adapting teaching methods for phraseological units to the students' language proficiency level, as different levels of language mastery require various approaches to ensure the effective acquisition of phraseological units and their proper use in speech.

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In this regard, practical approaches to teaching phraseology at levels A1 and A2 (beginner level), B1 and B2 (intermediate level), and C1 and C2 (advanced level) in the course of Ukrainian as a foreign language will be discussed. Methodologies will be proposed that take into account the specifics of each of these levels, as well as tools and strategies to help students acquire phraseological units at each stage of learning.

Phraseology for A1-A2 Levels (Beginner Level): Features of Teaching

At the A1 and A2 levels, when students are just beginning to familiarize themselves with the basics of the Ukrainian language, phraseological units can seem particularly difficult to them, as idiomatic expressions rarely have a direct meaning, which creates additional challenges for those who are just learning the language. Among the main problems they face are:

The polysemy and figurativeness of idiomatic expressions pose a significant problem for students at the beginner levels, as the metaphorical or figurative meaning of expressions like “*бути байдужим*” (to be indifferent), which may not be obvious without context or explanation, often requires additional analogies or usage examples for correct understanding.

The absence of similar expressions in the native language of students from other language groups creates significant difficulties in acquiring phraseological units, as these expressions may be entirely new concepts that have no equivalent in their native language, complicating the process of perception and acquisition.

The contextual use of phraseological units, which is limited to specific situations or emotional expression, becomes an additional barrier for students who lack sufficient vocabulary, as this can lead to confusion when attempting to use idiomatic expressions in real-life linguistic situations.

In light of this, at the beginner level, it is important to create conditions where students can gradually and stress-free familiarize themselves with the simplest phraseological units, which will allow them to effectively learn them through contextualization and associations.

The key tasks of teaching phraseology at this stage are to reduce cognitive load by selecting simple and commonly used idiomatic expressions, focusing on listening and comprehension through audio exercises and watching short videos with real-life linguistic situations, as well as forming basic associations between idioms and familiar images and events.

Strategies for Teaching at A1-A2 Levels:

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Repetition and simplicity are important components of the process of introducing idiomatic expressions at the beginner level, as gradual acquisition of the most commonly used expressions, such as “*жити як кіт з собакою*” (to live like cat and dog), and using short sentences with frequent repetition contributes to better acquisition of new expressions by students.

Contextual explanations, which reveal the meaning of idiomatic expressions in an understandable context through simple sentences, are an important tool at the beginner level, as they help explain expressions like “*грати на нервах*” (to play on someone’s nerves) or “*тримати язик за зубами*” (to keep one’s mouth shut) through real-life situations, making them more accessible for understanding.

Translation and comparison of idioms with equivalents in the students’ native languages contribute to better comprehension, as comparing expressions like “*тягнути kota за хвіст*” (to drag one’s feet) with the English “drag one’s feet” allows for drawing parallels between languages, facilitating the learning process.

Visual and game-based methods, such as using flashcards, pictures, or comics, are effective at the beginner level, as illustrations of idiomatic expressions help students associate the phrases with specific images, simplifying the process of memorization.

Teaching Methodology at A1-A2 Levels (Beginner Level)

Teaching methodologies at the A1-A2 levels should be adapted to the cognitive abilities of students who have not yet developed reading or writing skills, and among the most effective methods for teaching phraseology at this level are those like the “Phraseological Puzzle” game, where students match cards with idioms and their explanations, which helps in forming visual associations.

Idioms in short dialogues should be simple and contain 1-2 new idiomatic expressions, which helps students understand their meaning in real situations, such as in the situation “Friends plan a hiking trip,” where idioms like “*зарядити батареї*” (to recharge one’s batteries) or “*виходити з себе*” (to lose one’s temper) are used.

Audio and video tasks are important, as students listen to short audio clips or watch videos where native speakers use basic idioms in everyday situations, contributing to better understanding of expressions through context, such as in a video with family discussions or dialogues between friends.

Simple associations, particularly using associative cards or charts with images that explain the meaning of idioms, help students create visual links between words and their meanings, which facilitates the memorization process.

Thus, teaching phraseology at the beginner level should focus on developing basic skills in recognizing, understanding, and gradually introducing the simplest idiomatic expressions, which will help students naturally perceive the language in everyday communication.

Moreover, the content of idiomatic expressions at the beginner level of teaching Ukrainian as a foreign language should be carefully selected to account for linguistic and cultural features that may be understandable to students, as idiomatic units are expressions commonly used in everyday speech. Therefore, the meaning of these phrases should be as simple and clear as possible for foreign students when they first familiarize themselves with the language.

Criteria for selecting idioms, particularly frequency of use, should ensure students are introduced to the most commonly used expressions in everyday communication, providing practical benefit for students and helping them integrate these expressions into their own language practice and use them in simple dialogues, as is the case with idioms like “ні пуха ні пера” (good luck) or “руки не доходять” (I don’t have time).

Simplicity and clarity of meaning are important factors, as idiomatic expressions should be chosen whose meaning is transparent or easily explained even at the basic level of language knowledge. For beginner levels, it is essential to avoid complicated expressions that are not immediately understandable for students, such as “бити байдики” (to do nothing) or “кататися як сир у маслі” (to live in luxury).

Cultural understandability requires selecting expressions that do not require deep knowledge of Ukrainian traditions, history, or mentality, as expressions tied to well-known folk customs or historical events may be difficult to understand at the initial stages. Therefore, it is advisable to focus on expressions that reflect general human emotions or experiences, such as “закрити очі на щось” (to ignore something) or “собаку з’їв” (to have a lot of experience).

The ease of reproduction of idioms is an important condition for students at the beginner level, as the selection of short and simple idioms, which are easy to memorize and reproduce in speech, helps increase students’ confidence in their

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language abilities, particularly in using expressions like “ні сіло ні впало” (out of the blue) or “як на долоні” (clear as day).

The emotional coloring of idioms is also an important aspect at the beginner levels, as phrases with positive or neutral emotional coloring are better perceived and remembered by students, as can be seen in expressions like “рука об руку” (hand in hand) or “встати з лівої ноги” (to get up on the wrong side of the bed).

The main groups of idioms for A1-A2 levels include idioms for describing emotions and states, such as “сидіти склавши руки” (to do nothing), “йти по п'ятах” (to pursue someone), and “золоті руки” (a talented person), which allow students to more vividly and naturally describe emotions or states, promoting their use in speech.

Idioms related to daily life, such as “руки не доходять” (to not have time), “кинути оком” (to glance), “муху зловити” (to ponder or doze off), are useful for everyday communication, making it easier for students to remember and understand their usage in everyday situations.

Idioms that describe success or failure, such as “зірки не зійшлися” (things didn't go as planned), “зрубати гроші” (to make easy money), “спіймати вітер у вітрила” (to gain an advantage), help students express achievements or failures, which is important in the context of learning and personal experience.

Metaphorical idioms, such as “як дві краплі води” (as like two peas in a pod), “великі очі” (to exaggerate), “на рівному місці” (for no reason), are universally understandable, so they can be compared with similar expressions in students' native languages, helping them understand and remember them more easily.

Thus, the content of idioms at the A1-A2 levels should be accessible and understandable for students, adapted to their cognitive abilities and cultural experience, specifically focusing on basic, commonly used idioms that are easily explained through simple examples from everyday life.

Phraseology for Levels B1-B2 (Intermediate Level)

At the intermediate level (B1-B2), students possess basic knowledge of the Ukrainian language, which allows them to perceive and use idiomatic expressions in more complex speech situations. An important task at this stage is the development of skills in understanding and using idioms in broader contexts, which includes the

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ability to correctly interpret their meanings and effectively use them in communication.

Intermediate-level students have a sufficient vocabulary and grammatical knowledge to understand idioms not only in isolation but also in more complex contexts, to analyze their meanings considering semantic nuances, and to recognize idiomatic expressions that do not have direct equivalents in their native language. This enables them to use idioms to express emotions, social situations, and convey cultural peculiarities of the Ukrainian language.

Idioms at this level become important components for expressing emotions, interpreting social situations, or conveying cultural aspects of the language. For example, expressions such as “*взяти ноги на плечі*” (to run away quickly) or “*зуби заговорювати*” (to deceive or try to confuse someone) are expressions that students should learn to understand without literal translation.

One of the most effective methods for learning phraseology at the intermediate level is contextual analysis, which allows students to study idiomatic expressions in their natural speech environment through authentic texts, including literary works, journalism, or modern media.

By analyzing excerpts from literary works or articles, students develop skills in understanding idioms in their natural context, which allows them to understand how these expressions are used to convey emotions or describe situations. For example, in the phrase “*дати лиха за каблукам*” (to run away quickly), students can discuss how this expression adds dynamism and drama to a scene in a text.

Students should independently find idioms in texts, analyze their meaning based on the context, and explain how these expressions affect the overall understanding of the text. For example, the idiom “*тримати ніс за вітром*” (to adapt to changes) could be used in journalism to convey social moods, helping students better understand their function in a communicative context.

Role-playing games are an important method of active use of idiomatic expressions, as this method allows students to use idioms in practical speech, promoting the reinforcement of skills in their active use.

Imitating real-life situations by students working in pairs or groups is an important part of this process, where they must include idioms in their speech. For example, expressions like “*зробити з мухи слона*” (to make a mountain out of a

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molehill) or “*поставити крапку над і*” (to settle something once and for all) allow students to better understand and use them in real situations.

Scenarios from everyday life, such as a “*meeting with the boss*”, where students use idioms like “*показати зуби*” (to show teeth) or “*тримати язик за зубами*” (to keep quiet), help students understand how to use idioms in real dialogues and situations.

Practical tasks on translating idioms contribute to the development of students’ translation skills, as comparing Ukrainian idioms with their native language helps them better understand semantic differences and promotes the development of intercultural competence.

Переклад з української на рідну мову, наприклад, вираз “показати, де раки “Зимують” (spend the winter) helps students find parallels between different languages, making the learning of idioms more interactive and understandable.

The use of bilingual idiomatic dictionaries is also a useful method, as it allows students to delve deeper into the semantic features of idiomatic expressions, improving their understanding and retention of these expressions.

The use of audio and video materials is an effective method, as it enables students at the intermediate level to hear idioms in real speech, which aids in better assimilation and application in communicative situations.

Watching films or TV series in Ukrainian gives students the opportunity to record idioms heard in real speech, helping to develop their listening skills and active use of these expressions.

Listening to podcasts or audiobooks gives students the chance to hear live language, where idioms are used in everyday situations, allowing them to identify and discuss their meanings in the context of the material they listen to.

The application of these methodological approaches at the B1-B2 level allows students to effectively use idiomatic expressions in everyday speech, developing their communicative skills and ensuring practical mastery of phraseology.

At the intermediate level, students work with more complex idioms, which requires a deeper understanding of context and sociocultural nuances, as these idiomatic expressions often reflect specific emotions or cultural features, making them important for understanding the language environment.

Context is a decisive factor in the correct perception of idiomatic expressions, as they can have different nuances depending on the situation. For example, the idiom

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“згушувати фарби” (to exaggerate the situation) requires students to analyze the context and determine whether it is appropriate.

The idiom “тримати в курсі” (to keep someone updated), meaning to inform someone about news or changes in a situation, is crucial in business communication, where it is necessary to adhere to communication norms. Students can practice using it during lessons, improving their business negotiation skills.

Semantic nuances of idiomatic expressions are an important part of learning at the intermediate level, as students must learn to distinguish between the meanings of idioms such as “згушувати фарби” (to exaggerate), which can have both a negative or positive context depending on the speaker’s intonation or intent, enabling them to understand and use expressions in different situations.

Discussions and analysis of idiomatic expressions in groups help students better understand how idioms change their meaning depending on the context, and also foster the development of critical thinking and argumentative skills, as demonstrated by pair work where one group analyzes the idiom “згушувати фарби” in the context of personal experiences, while another analyzes it in business communication.

The use of idioms in speech promotes the development of students’ speaking skills, making their language more expressive and natural, and also helps them better perceive the Ukrainian language as spoken by native speakers, since exercises that require the use of idioms in dialogues or written assignments allow students to practice using these expressions in various communicative situations.

Practicing the use of idioms during practical sessions allows students to improve their speaking skills, as they incorporate idioms such as “тримати в курсі” (to keep someone updated), “згушувати фарби” (to exaggerate), and “показати зуби” (to show one’s teeth) into their essays, which helps them not only use idioms correctly but also improve sentence structure.

Thus, at the intermediate level, it is crucial to focus on the contextual use of idioms, which allows students not only to enhance their speaking skills but also to gain a deeper understanding of the culture and traditions of Ukrainian speech, contributing to a more profound understanding of the meanings of expressions.

At the advanced level (C1-C2), students are able to conduct an in-depth analysis of idiomatic expressions, considering their cultural, historical, and social connotations, which requires that teaching not only focuses on understanding the meaning of idioms but also on using them in complex, multifaceted contexts, including literary, social,

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PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS

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and political situations, allowing students to examine the influence of these expressions on communication and social interaction.

Cultural-historical analysis is an important teaching method at this level, as it enables students to explore the origins of idiomatic expressions and their connection to the history and culture of Ukraine, which is especially relevant for expressions with historical roots, such as “на коні” (to be on top) or “з великої дороги” (from the main road), the meanings of which can be explained through specific historical events or social phenomena that influenced their formation and usage over different historical periods.

Literature and media analysis is a powerful tool for students studying idiomatic expressions, as it allows them to explore how idioms change their meaning depending on the context, especially in Ukrainian literature, cinema, music, and other media, giving students a deeper understanding of their use and evolution in contemporary texts.

Creative assignments, such as writing essays or short stories using idiomatic expressions, contribute to the development of linguistic flexibility and a creative approach to language, enabling students to demonstrate their understanding of the meaning and context of idiomatic expressions, as well as fostering the development of creative skills needed for effectively expressing thoughts and emotions.

Studying the social aspects of idiomatic expressions allows students to analyze how idiomatic units reflect social stereotypes, political moods, or cultural traditions, which is crucial for studying idioms that emerged in the context of social changes, and for discussing the impact of these changes on the current use of idiomatic expressions in Ukrainian.

Engaging students in group projects and discussions on topics related to idioms promotes the development of critical thinking and communication skills, as well as helping students choose topics of interest for research and present their results to the class, which enhances their understanding of idiomatic expressions and helps develop public speaking and argumentation skills.

At the C1-C2 level, the study of idiomatic expressions becomes more complex and in-depth, as students can work with more complicated expressions that not only convey general meanings but also reflect cultural, political, and social aspects of language, helping them navigate the linguistic environment and adapt to various communicative situations.

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At this level, students have the opportunity to explore idioms that contain multi-layered and metaphorical meanings, such as “стрибати вище голови” (to overreach oneself) or “тягнути kota за хвіст” (to drag one’s feet), which requires students to not only understand their meanings but also apply them in appropriate contexts, as the first expression might refer to attempts to achieve more than is possible in given circumstances, while the second is often used to describe futile efforts or time-wasting.

Idiomatic expressions related to politics or social phenomena can become the basis for discussing important topics such as social inequalities, political conflicts, or cultural changes, as well as reflect the mood of society and attitudes toward important events, allowing students to explore how expressions like “після дощу - в четвер” (after the rain comes the shine) or “зібрати всі каміні” (to collect all the stones) may symbolize optimism in times of instability or the need to overcome difficulties in society.

Through the analysis of such idiomatic expressions, students gain the opportunity to interpret and use them considering cultural, social, and historical aspects, making their communication more profound and meaningful, allowing them to better understand the influence of language on social processes and interactions.

At the C1-C2 level, the study of idiomatic expressions focuses on their complex semantics, cultural connotations, and multi-dimensional use, enabling students to analyze, interpret, and actively apply them in complex communicative situations, including literary, social, and political contexts.

The study of idiomatic expressions in literature, articles, news, and blogs allows students to see how they function across different genres and styles, promoting understanding of their impact on subtext and social commentary. For example, the analysis of the idiom “за двома зайцями” (chasing two rabbits) in a literary context describes situations where attempts to achieve two goals simultaneously lead to failure.

Critical thinking and discussions focused on idiomatic expressions encourage students to analyze social phenomena and cultural stereotypes. For example, the discussion of the idiom “знову по колу” (again in circles) may prompt reflections on the cyclical nature of social issues, such as corruption, and their impact on society.

Cross-cultural analysis, through comparing Ukrainian idiomatic expressions with similar expressions in other languages, fosters understanding of the differences and similarities in worldviews and cultural values, allowing students to gain a deeper

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understanding of intercultural interaction and linguistic features of different national traditions.

Thus, studying idiomatic expressions at the C1-C2 level contributes to the development of students' language skills at a new, more advanced level, enabling them to express their thoughts and emotions more deeply and precisely, as well as understand complex social and cultural contexts.

Conclusions: The study of phraseology in the Ukrainian language course as a foreign language is an essential component of the educational process that contributes to the development of students' language skills at different levels. From the beginner to the advanced level, learning phraseological units not only expands vocabulary but also deepens the understanding of cultural, social, and historical aspects of the Ukrainian language.

Level A1-A2 (Beginner Level): At this stage, it is important to introduce students to basic idiomatic expressions used in everyday communication, where specially selected games, exercises, and visual materials facilitate active learning and memorization of new expressions.

Level B1-B2 (Intermediate Level): Students at this level possess sufficient knowledge to study idiomatic expressions in the context of real texts, and methodological approaches such as contextual analysis and role-playing games allow them to immerse themselves more deeply in the use of idiomatic expressions, developing their skills in identifying and applying them in spoken language.

Level C1-C2 (Advanced Level): At this stage, the study of phraseology goes beyond just understanding the meaning of expressions. Students analyze cultural-historical contexts, explore social phenomena, and creatively use idiomatic expressions in their own texts, which not only enhances their linguistic competence but also fosters critical thinking, stimulating discussions on important social topics.

In general, phraseology is a powerful tool in language learning, as it not only enriches students' linguistic arsenal but also opens new horizons for cultural exchange and mutual understanding. Approaches adapted to different levels of knowledge provide individualized learning that takes into account the needs and capabilities of each student, forming their language competence and confidence in using the Ukrainian language in various situations.

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