



CHALLENGES IN TEACHING FRENCH PHRASEOLOGICAL UNITS TO PHILOLOGY STUDENTS

Alimova Gulnoza Ramizidinovna

Independent researcher, Uzbekistan State World Languages University

Email: alimovag1405@gmail.com

Abstract. The acquisition of phraseological units constitutes a significant challenge in foreign language learning, particularly for philology students specializing in French. This article examines the key difficulties encountered in teaching French phraseological units and identifies pedagogical strategies to address them. Drawing on linguocultural and cognitive approaches, the study highlights issues such as semantic opacity, cultural specificity, and limited exposure in instructional materials. The findings suggest that integrating contextualized teaching methods and intercultural competence can enhance students' mastery of phraseology.

Keywords: phraseology, French language teaching, philology students, idiomatic expressions, linguocultural approach, foreign language acquisition, semantic opacity.

ТРУДНОСТИ ОБУЧЕНИЯ ФРАНЦУЗСКИМ ФРАЗЕОЛОГИЧЕСКИМ ЕДИНИЦАМ СТУДЕНТОВ-ФИЛОЛОГОВ

Аннотация. Освоение фразеологических единиц представляет собой одну из наиболее сложных задач в процессе изучения иностранного языка, особенно для студентов-филологов, специализирующихся на французском языке. В данной статье рассматриваются основные трудности, возникающие при обучении французской фразеологии, а также предлагаются педагогические подходы к их преодолению. Опираясь на лингвокультурологический и когнитивный подходы, исследование выявляет такие проблемы, как семантическая непрозрачность, культурная обусловленность и недостаточное представление фразеологических единиц в учебных материалах. Результаты исследования показывают, что использование контекстуализированного обучения и развитие межкультурной компетенции способствуют более эффективному усвоению фразеологии.

Ключевые слова: фразеология, обучение французскому языку, студенты-филологи, идиоматические выражения, лингвокультурологический подход, изучение иностранных языков, семантическая непрозрачность.

Introduction. Phraseological units – such as idioms, collocations, proverbs, and fixed expressions – constitute a core component of linguistic competence and play a crucial role in achieving fluency in a foreign language. In the case of French, phraseology is particularly rich and culturally marked, reflecting historical traditions, social practices, and national worldview. For philology students, whose academic training requires not only linguistic accuracy but also deep cultural understanding, mastering phraseological units is both essential and demanding (Meunier & Granger, 2008).

Despite their importance, phraseological units remain one of the most challenging aspects of foreign language acquisition. Unlike single lexical items, they are often characterized by semantic non-compositionality, meaning that their overall interpretation cannot be deduced from the meanings of individual components. This semantic opacity creates difficulties in comprehension and retention, especially for learners who rely on analytical strategies (Wray, 2002).

Moreover, phraseological units are closely tied to cultural context. They often encode culturally specific knowledge, metaphors, and symbolic associations that may be unfamiliar to learners from different linguistic backgrounds (Dobrovolskij & Piirainen, 2005). For philology students, this necessitates not only linguistic competence but also the development of intercultural awareness and interpretive skills.

Another significant issue is the insufficient representation of phraseology in teaching materials and classroom practices. Traditional language instruction tends to prioritize grammar and isolated vocabulary, leaving phraseological competence underdeveloped (Nesselhauf, 2005). As a result, students may achieve grammatical accuracy while still lacking naturalness and expressiveness in communication.

In addition, negative transfer from the native language can lead to errors in both comprehension and production of phraseological units. Learners often attempt to translate idiomatic expressions literally or apply equivalent structures from their mother tongue, which may result in inappropriate or incorrect usage (Moon, 1998).

Given these challenges, it becomes necessary to reconsider pedagogical approaches to teaching phraseology. This study aims to identify the key difficulties faced by philology students in learning French phraseological units and to explore effective strategies for overcoming these obstacles. The research is grounded in the linguocultural and cognitive frameworks, which emphasize the interconnectedness of language, culture, and cognition in the learning process.

Methods. This study employs a qualitative research design based on the analysis of pedagogical literature and classroom practices. Data were collected through:

1. Review of existing research on phraseology and foreign language teaching;
2. Analysis of French language textbooks used in philology programs;
3. Observation of common learner difficulties reported in academic studies.

The methodological framework combines cognitive linguistics and linguocultural analysis to interpret the challenges associated with phraseological competence (Wray, 2002).



Results. The analysis revealed several key challenges in teaching French phraseological units:

- 1. Semantic Opacity.** Many phraseological expressions cannot be understood through the literal meanings of their components. For example, expressions like *poser un lapin* (to stand someone up) create confusion for learners due to their non-compositional nature.
- 2. Cultural Specificity.** Phraseological units often reflect cultural norms and historical contexts unfamiliar to students. This limits comprehension and appropriate usage (Dobrovol'skij & Piirainen, 2005).
- 3. Limited Representation in Teaching Materials.** Textbooks frequently provide insufficient coverage of authentic phraseological expressions, focusing instead on standard vocabulary and grammar (Meunier & Granger, 2008).
- 4. Transfer from Native Language.** Students tend to rely on phraseological equivalents from their native language, leading to errors and misinterpretations (Moon, 1998).
- 5. Contextual Usage Difficulties.** Even when students understand the meaning of a phraseological unit, they often struggle to use it appropriately in discourse.

Discussion. The findings confirm that teaching phraseological units requires more than traditional vocabulary instruction. A linguocultural approach can help bridge the gap between language and culture by providing contextualized explanations and authentic examples.

Incorporating corpus-based materials and real-life communication scenarios can enhance students' exposure to phraseological usage (Sinclair, 1991). Additionally, comparative analysis between native and target language phraseology can reduce negative transfer and improve comprehension.

Teachers should also emphasize the pragmatic and stylistic aspects of phraseological units, enabling students to use them appropriately in different communicative contexts.

Conclusion. The study demonstrates that the teaching of French phraseological units to philology students is a complex and multifaceted process that extends beyond the traditional boundaries of vocabulary instruction. The challenges identified – semantic opacity, cultural specificity, insufficient pedagogical attention, and negative language transfer – highlight the need for a more comprehensive and integrated approach to phraseology in foreign language education.

Importantly, phraseological competence should be viewed as a key indicator of advanced language proficiency. Without a solid command of idiomatic and fixed expressions, learners may struggle to achieve naturalness, expressiveness, and pragmatic appropriateness in communication. For philology students in particular, this competence is indispensable, as it directly relates to their future academic and professional activities, including translation, teaching, and linguistic analysis.

The findings suggest that effective teaching of phraseology requires the integration of linguocultural and cognitive perspectives. Educators should prioritize contextualized learning, exposure to authentic materials, and the development of intercultural competence. Furthermore, systematic inclusion of phraseological units in curricula and teaching resources is essential for ensuring balanced language development.



Future research may focus on empirical studies involving classroom experimentation, the development of specialized teaching materials, and the use of digital corpora and technologies to enhance phraseological learning. By addressing these areas, scholars and educators can contribute to more effective methodologies and ultimately improve the quality of foreign language education.

References:

1. Dobrovol'skij, D., & Piirainen, E. (2005). *Figurative language: Cross-cultural and cross-linguistic perspectives*. Elsevier.
2. Gibbs, R. W. (1994). *The poetics of mind: Figurative thought, language, and understanding*. Cambridge University Press.
3. Meunier, F., & Granger, S. (2008). *Phraseology in foreign language learning and teaching*. John Benjamins.
4. Moon, R. (1998). *Fixed expressions and idioms in English: A corpus-based approach*. Oxford University Press.
5. Nesselhauf, N. (2005). *Collocations in a learner corpus*. John Benjamins.
6. Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford University Press.
7. Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge University Press.
8. Yule, G. (2010). *The study of language* (4th ed.). Cambridge University Press.