

<https://doi.org/10.34142/2709-7986.2023.28.1.06>

USING MEANS OF ELECTRONIC EDUCATIONAL RESOURCES FOR LEARNING LEXICOLOGY AND PHRASEOLOGY

Received: 15/02/2023

Accepted: 15/03/2023

Nataliia HRONA¹, Olena VYSHNYK², & Iryna PINCHUK³



¹ Doctor of Sciences (Pedagogy), Ph.D. in Pedagogy, Associate Professor, Teacher of Higher Category, Methodist-Teacher, Communal Establishment "Ivan Franko Pryluky Humanitarian and Pedagogical Applied College" of Chernihiv Regional Council.

✉ E-Mail: natashagrana@ukr.net

ORCID <https://orcid.org/0000-0003-2578-2865>



² Ph.D. in Pedagogy, Associate Professor, Primary Education Theory and Methods Chair, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Sumy Region, Ukraine.

✉ E-Mail: olenvyshnyk84@gmail.com

ORCID <https://orcid.org/0000-0002-0854-0330>



³ Doctor of Sciences (Pedagogy), Ph.D. in Pedagogy, Associate Professor, Primary Education Theory and Methods Chair, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Sumy Region, Ukraine.

✉ E-Mail: pinchukiryana78@gmail.com

ORCID <https://orcid.org/0000-0002-1376-3977>

ABSTRACT

The article revealed that electronic educational resources (EER) during the study of lexicology and phraseology provide forming communicative skills, enriching and expressing the vocabulary of education seekers.

© Nataliia HRONA, Olena VYSHNYK, & Iryna PINCHUK, 2023

Using Means of Electronic Educational Resources for Learning Lexicology and Phraseology © 2023 by Nataliia HRONA, Olena VYSHNYK, & Iryna PINCHUK is licensed under **Attribution-NonCommercial 4.0 International**. To view a copy of the license, visit <http://creativecommons.org/licenses/by-nc/4.0/>

The **purpose** of the paper is to analyze the features of using the electronic educational resources during the study of lexicology and phraseology by education seekers.

In the course of the study, a set of research **methods** was used, which included theoretical (literature analysis, synthesis, generalization, comparison) and empirical (observation, conversations, etc.) methods.

The **results**. The development of lexicology and phraseology as sections of linguistic science is determined by analyzing and synthesizing scientific and methodological ideas.

It has been proven that the purpose of creating electronic educational resources is to ensure the modernization of the educational process. Thanks to the usage of EER, the content of lexical and phraseological material is updated, intensive exchange of information between students takes place. It is substantiated that in connection with the spread of COVID-19 and the introduction of martial law, education process in most educational institutions has moved to a distance learning based on information and communication technologies. Therefore, education seekers are actively involved in information resources, have the opportunity to select the necessary material, participate in virtual discussions, and communicate.

It has been found that EER give an opportunity to provide education seekers with the necessary information, increase the level and quality of educational services. The increase in the amount of information, the global processes of humanization, globalization, and integration objectively determine the modernization of the content of educational programs, the renewal of forms, methods and means of learning during the study of vocabulary and phraseology.

Conclusions. It has been proven that there is a need to update the content of curricula and the content of courses in order to further develop communicative competence, since the future personal success of students in adult life depends on the formation of skills to express themselves correctly, and clearly.

KEYWORDS: *Electronic Educational Resources, Lexicology, Phraseology, Education Seekers, Electronic Lexicography, Lexicological Analysis of Words.*

INTRODUCTION

Notable signs of the modern stage of the developing Ukrainian education are its reformation, modernization of content, active search for effective didactic strategies, forms, methods and means of learning, new approaches to forming the image of a modern education seeker capable of productive communication, the

involvement of innovative technologies in the educational process.

Vocabulary and phraseology make up the communicative fund of the language. A word is a functional environment of sounds and morphemes, an expression of grammatical categories. An appropriate combination of words contributes to the realization of the communicative aim of the speaker (Stepko et al., 2004). Therefore,

purposeful, systematic acquisition of knowledge about words, formation of the theoretical and applied aspect of vocabulary enrichment is extremely important. In view of this, the task for teachers is not just to give education seekers full-fledged knowledge, but also to educate a national language personality capable of communicatively justified use of all language means in various speech situations according to competence approach.

Vocabulary and phraseology occupy an important place in the entire process of education seekers' speech developing. Students should not only familiarize themselves with the meaning of words and idioms, sources of their origin, scope of use, stylistic differentiation, but also understand the regularities of the combination of words and idioms, the conditions and peculiarities of their use in speaking.

This expands and deepens education seekers' vocabulary, forms their ability to appropriately use lexemes in speech. The teacher should ground education seekers to master flawlessly all the riches of the language, primarily lexical and phraseological.

The **purpose** of the paper is to reveal the features of using the electronic educational resources during the study of lexicology and phraseology by education seekers.

To achieve the purpose, the following tasks were set:

- to represent the concept of “electronic educational resources”, its components;
- to prove the expediency of using electronic dictionaries in the study of lexicology and phraseology by education seekers;
- argue the effectiveness of the algorithm for creating a presentation for lexicological analysis of words;
- to substantiate the effectiveness of the use of EER for the study of lexicology and phraseology by education seekers.

METHODOLOGY

To achieve the defined aim and solve the set of tasks, a complex of research methods was applied: theoretical analysis and synthesis of linguistic, educational, psychological, and methodical sources on the problems, electronic publications, computer and network resources for educational purposes, questionnaires, interviews in the process of identifying priority areas of application of EER in the course of studying lexicology and phraseology by education seekers.

RESULTS

Knowledge of phraseological units greatly facilitates communication, because phraseological units contain a large stock of information, which can be a means of instant response to the interlocutor's statements or actions. Proverbs and sayings constitute a set of rules for comfortable coexistence in the family, with neighbors, with friends, other people, in society in general. It is important to understand that a person who knows a lot of idioms will never experience difficulties in communication. In the article there are some examples of translations of Ukrainian phraseological units are given.

The means of phraseology can be used to remind people about the rules of etiquette: (*don't laugh at people, and people won't laugh at you*), point out a bad habit, character trait or behavior of a person (a lot of thunder means little rain), describe a person (*a small bird has got a sharp beak*), to express one's attitude

towards something or someone (*nobody has come out clean of dirty water yet*), etc.

Correct use of words and phrases will help avoid conflicts. When studying vocabulary, it is necessary to draw attention to conflict-generating words, so called conflictogens. These are words, actions (or lack of actions) that can lead to a conflict: *get off my back, I didn't take this book! Are you saying that I have multiple sclerosis?*

Conflictogens are components of negative communication. They are most often realized in quarrels (situational aggressiveness). They don't embellish the speaking, increase the aggressive flow of information, generate alienation, hostility, therefore they should be avoided (Hreb, & Hrona, 2021).

In order to identify priority directions for the implementation of electronic educational resources (EER) (Kostikova et al., 2019) in the study of lexicology and phraseology by education seekers, a set of research methods was applied: theoretical analysis and synthesis of literary sources, electronic publications, computer and network resources for educational purposes, surveys of pupils, teachers (190 people).

The study was conducted in Chernihiv, Sumy, and Zaporizhzhia regions during 2020-2022. Observations in lessons of Ukrainian, foreign (English) languages, literary reading, literature, conversations with pupils, questionnaires, systematic familiarization with the quality of oral and written pupils' speaking, in addition to, of course, positive qualities, make it possible to identify typical speaking mistakes, as well as talk about insufficient amount of active vocabulary, difficulties in learning terminological vocabulary.

This shows that the pupils do not know how to increase their vocabulary. Work on this problem in lessons is mostly

fragmentary in nature. As it turned out, schoolchildren learn the ability to communicate in various life situations (in transport, in a store, on the street, on excursions, etc.) in Ukrainian language lessons (38,2%), in other lessons (11,4%), with the help of television (22%) and radio (18,4%), at home from parents (20,5%), from friends (9%). At the same time, 67% of the surveyed pupils strive to improve their speaking, 10% of them are far from such efforts, and 27% do not know how to do it. Prevention and correction of these types of mistakes requires systematic work with pupils.

What should the teacher's work be aimed at during the study of vocabulary and phraseology, based on new approaches to the learning of educational material, in particular, by means of EER.

Thanks to the use of electronic educational resources, the content of lexical and phraseological material is updated, intensive exchange of information between pupils takes place. The intercultural process of assimilating idioms, replenishing the vocabulary acquires a dynamic character.

The teacher has the opportunity to simulate a foreign language environment, create conditions for authentic communication when explaining the sources of the origin of words, intensify the learning of phraseological units, substantiate the meaning and origin, because often their meaning is not motivated by the semantics of the vocabulary because it is necessary to explain how the meaning was historically established (Belmaz, & Serheieva, 2019).

Today, in connection with the active implementation of distance learning, electronic educational resources overcome spatial and temporal limitations, expands the boundaries of information presentation, it can be

obtained from various sources and in various formats. Education seekers are actively involved in information resources, have the opportunity to select the necessary material, participate in virtual discussions (Hreb, 2017).

The study of Ukrainian lexicology and phraseology using EER is determined by the productivity of phraseological units, the high frequency of their functioning in different kinds of speaking, semantic and structural-grammatical diversity, significant connotative potential, which makes it possible to emphasize and optimize the enrichment of pupils' speaking.

Phraseology, and lexicology are especially interesting in the field of ethnic culture, language and conceptual pictures of the world, in particular, of Ukraine (Semenoh, 2008). The use of EER contributes to pupils' awareness of the philosophical position about language as a constantly changing social phenomenon, about the interrelationships of language and thinking, to better understand the cultural peculiarities of vocabulary and phraseology.

EER give an opportunity to provide education seekers with the necessary information, increase the level and quality of educational services. Therefore, the increase in the amount of information, the global processes of humanization, globalization, and integration objectively determine the modernization of the content of educational programs, the renewal of forms, methods and means of education.

This is possible only if the innovative educational space of EER is introduced, providing educational institutions with access to global information resources using high-speed channels. The changes that we observe today in the modern educational space are subordinated to the

main aim – to improve the quality of education, to train highly professional specialists, to form a person as an individual who ensures the development of the state as a whole, and the cultural and spiritual development of society (Rakhmanina et al., 2022).

EER is understood as teaching aids on digital media of any type or placed in information and telecommunication systems, which are reproduced with the help of electronic technical means and used in the educational process. The purpose of the creation of EER is to ensure the modernization of the educational process, meaningful filling of the educational space, providing equal access to the participants of the educational process regardless of their place of residence and form of education in accordance with high-quality educational and methodical materials created on the basis of information and communication technologies (Pro zatverdzhennia Polozhennia ..., 2012).

According to the functional feature of EER in the educational process, they are divided into: electronic educational publications (electronic version, copy, analog) of a printed textbook, electronic textbook, electronic workshop, electronic textbook, electronic course of lectures, electronic study guide, electronic educational game resources, etc.); electronic reference publications (electronic reference book, electronic encyclopaedia, electronic dictionary, etc.); electronic practical publications (collection of virtual laboratory works, electronic methodical recommendations, electronic workbook, etc.).

In accordance with the availability of a printed version, EER is divided into: electronic versions (copies, analogues) of printed publications; independent electronic editions or materials that do not

have printed counterparts. Among the organizational and auxiliary EER, the following are distinguished: an audiovisual work, an electronic reference book, an electronic dictionary, electronic methodical recommendations, electronic tests, electronic didactic demonstration materials (Drushlyak et al., 2022).

A number of requirements ensures the effectiveness of EER implementation: functionality, safety, easy usage, cross-platform compatibility, compliance with the principles of implementation the principles of the state policy of digital development, Ukrainian legislation on copyright protection, international standards (Experience API, etc.).

Increasing the amount of pupils' independent work, ensuring the quality of various forms of the educational process require the use of modern educational literature, which contains the latest scientific achievements and innovative technical characteristics of the world level. That is why it is urgent to introduce EER into the educational process and to form a fund of electronic educational and scientific literature.

The use of EER during educational process provides an opportunity to penetrate deeper into the structure of complex processes and objects being studied. This approach increases interest and motivation for learning, activates cognitive activity, ensures the process of active assimilation of language material, lexical and phraseological in particular. Figurative, vivid and dynamic presentation of information increases the speed and quality of mental processes (Hreb, & Hrona, 2021).

Education seekers find additional information (musical and photo design, historical and biographical commentary), create projects, participate in web quests, linguistic and literary flash mobs, book

trailers, create websites, blogs, etc. Google services are available and effective, which make it possible not only to perform a search in the middle of the service, but also to easily switch from one service to another. For example, LearningApps.org is an online service where you can create interactive exercises and tasks in language and literature.

They can be used in work with an interactive board, or as individual exercises for education seekers. For example: to distribute proper Ukrainian and borrowed words; connect paronyms with the required words; determine the reasons for borrowing words into the Ukrainian language: commercial, cultural, political and others (Sapozhnykov, 2020). LearningApps.org has an accessible and simple algorithm for creating tasks, which makes it possible to effectively combine a formal and creative approach while controlling the acquisition of lexical and phraseological material.

Next step of the research is considering the features of using electronic dictionaries during the study of lexicology and phraseology. The system of lexical units of the language is constantly changing, so there was a need to codify the lexical norm as a model of social communication by systematizing words in dictionaries. Currently, there are rapid revolutionary changes in lexicography due to the use of computer technologies for the description of language units, which contributes to the organization of hypertext space in lexicographic practice and the creation of electronic dictionaries (Mysak, 2008).

The electronic dictionary as a phenomenon is quite new and at the same time very dynamic. The attention of linguists is drawn to problems of compilation, peculiarities of functioning and use of dictionaries.

Computer lexicography is a promising science. The fast pace of modern life is constantly changing the language, and therefore dictionaries should be updated according to the requirements of the time. The task of computer lexicography is to develop computer algorithms, programs, systems and technologies for compiling and using dictionaries. Lexicographic systems make it possible to create dictionary articles, store textual, visual and audio information, process dictionary information (analysis, search, filtering, reproduction, etc.).

For electronic lexicography, the principle of hypertext is of particular importance as the main way of organizing the virtual text space. Today, there are different interpretations of the concept of "electronic dictionary". In our research, we adhere to the definition fixed in the Regulation on electronic educational resources, where it is interpreted as "an electronic reference publication of an ordered list of language units (words, phrases, terms, names, signs), supplemented with relevant reference data" (Pro zatverdzhennia Polozhennia ..., 2012).

The computer implementation of the dictionary makes it possible to overcome part of the mentioned problems, thanks to more advanced possibilities of displaying the content of the dictionary article (for example, with partial display according to different criteria - different "projections" of the dictionary), various graphic tools, the use of various linguistic technologies, such as morphological and syntactic analysis, full-text search, sound recognition and synthesis, etc.

The most popular electronic dictionaries in Ukraine are MultiLex, Lingvo, Kontekst, Polyglossum. Among the actual Ukrainian developments, we can single out the "Large explanatory dictionary of the

modern Ukrainian language" on the *slovnyk.net* portal and the "Dictionaries of Ukraine" system, compiled on the basis of modern academic dictionaries of the Ukrainian language with the help of word-change classification and computer programs developed by specialists of the Ukrainian Language and Information Fund.

To study lexical and phraseological material in the lessons of the Ukrainian language, we use the following electronic dictionaries: "Phraseological dictionary of the Ukrainian language" by Uzhchenko V., Uzhchenko D. (1998); "Phraseological dictionary of the Ukrainian language: in 2 books" by Bilonozhko V., Vynnyk V., Hnatyuk I. (1993); "Idiomatic expressions" on the SlovoPedia website; "Antonyms Dictionary" by Kiyanets P., Polyuga M. (1987); "Practical dictionary of the Ukrainian language synonyms" by Karavanskyi S. (1993).

The Ukrainian language is one of the richest languages in the world, but sometimes we forget about actually Ukrainian words and misuse words of foreign origin (Hrona, 2009). Therefore, the task of selecting Ukrainian counterparts is quite interesting, and electronic dictionaries provide an opportunity to quickly find the necessary substitute. For example: actual – urgent; analysis – examination; digest – brief summary; debate – discussion, dispute.

Effectiveness of learning the material, the process of independent search for information and its processing, for self-control, etc. can contribute to the use of monolingual electronic dictionaries in lessons, in which language material is presented simultaneously in visual and audio forms. The synthesis of audio and visual sources of receiving information activates the synthesis of various types of memory and thinking, which in turn

intensifies the educational process and increases the efficiency of assimilation of the studied material (Sholomiy, 2009).

In order to popularize lexicographic electronic resources, we hold presentations of new linguistic dictionaries in the form of short student messages of lexicographic content. Linguistic analysis of lexical material with the involvement of lexicographic sources, which acts as a component of the method of exercises, in particular lexical and lexicographic ones. For example, solve a linguistic task (clarify / explain the meaning of words or phraseological units, determine the category / stylistic coloring of the vocabulary, establish / characterize the systemic relations of lexical units, etc.), using the appropriate dictionary.

We involve pupils in working with electronic dictionaries to perform creative and research tasks. For example: *choose a synonym series for the word; find out the lexical meaning of each word; are there borrowed words in the synonymous series? Trace the path of their borrowing.*

Therefore, work with a dictionary should have an accompanying nature, so that education seekers have the opportunity to get acquainted in detail with various types of dictionaries, their functional purpose, structure, successively were able to navigate the structure of the dictionary of each type and obtain the necessary and operative information for them.

The use of electronic dictionaries makes it possible to overcome the contradictions of lexicography: between the volume of the dictionary and the convenience of using it; between the completeness of the description of the lexical meaning and the correspondence of the illustrative material of the dictionary to the modern linguistic and cultural situation; between the breadth of the dictionary's lexicographic

concept and the limitation of its lexical base.

The need for such dictionaries is growing, as this type of publication is cheaper than printed products, speeds up the search for necessary information, and diversifies and optimizes the educational process. The development of electronic dictionaries is progressing, competing with traditional publications.

And now let's focus on the algorithm for creating a presentation for lexicological analysis of words. In order to quickly and accurately find the right word in the appropriate speaking situation, one should first of all understand the systemic connections of lexicology, which greatly facilitate its search, because the defined nominative unit is within a small part of the vocabulary – a lexical-semantic group or a synonym series. We form such pupils' skills during lexicological analysis. Lexicological analysis makes it possible to comprehensively and fully characterize a word as a unit of the lexical-semantic level, that is, to show all its features through the clarification of systemic semantic and stylistic connections.

This type of work provides an opportunity to consolidate theoretical knowledge about the word as a lexical unit of the language, to develop skills in working with the word in context and working with dictionaries of various types. During the lexicological analysis, we find out the lexical meaning of a word, its ambiguity, we determine synonymous and antonymic connections, origin, stylistic affiliation. Pupils demonstrate the ability to find out the meaning of a lexeme, semantic type, and select stable inflections. Determining lexical meanings and their nuances, identifying various connections of a word, its etymology is often associated with certain difficulties, therefore, in the process of analysis, it is

necessary to use various linguistic dictionaries and electronic ones in particular. Working with them activates, deepens and organizes education seekers' knowledge of lexicography.

We offer a presentation algorithm for lexicological analysis: to the sources of word origin; combination of words with other words; cognate words; lexical meaning of the word; synonyms, antonyms, homonyms; sentences, phraseological units, proverbs, sayings, colloquialisms, texts; creative work (compose a poem, senkan, essay).

Traditionally, in classes, we teach intending primary school teachers to create presentations in compliance with the relevant requirements, using the MS Office PowerPoint program and specialized editors: Macromedia Flash, Picasa, Photodex ProShow, etc. In particular, the Picasa program (Google, Inc.) makes it possible to easily separate static and dynamic images from the Internet; it is convenient and quick to project both slide shows and educational films; add text and sound comments to the project; create collages from static images; easily upload images to web albums and more. We place the created web albums on the university server, evaluate and use them according to educational needs.

When preparing a presentation, students take into account the requirements for the content and design of the slides: each slide should reflect one idea; the text should consist of short words and simple sentences (6–8 lines, the total number of words should not exceed 50); verbs must be in the same tense; headings should attract the attention of the audience and summarize the main ideas of the slide; in the headings, we write capital and small letters (and not only capital letters); the number of blocks of statistical data on one

slide is no more than four; the signature to the illustration is mixed under it, not above it; all presentation slides should be maintained in the same style; we place the most important information in the center of the slide; the presence of no more than one logical emphasis: brightness, outline, flickering, movement; we present information in an attractive, original way; the optimal number of slides is 20-25.

The use of presentations in the process of studying lexicology and phraseology facilitates the process of memorization, since a significant amount of information is perceived by visual and auditory receptors at the same time, it optimizes the time for studying educational material.

Thus, during lexicological analysis, it is necessary to apply such types of work that integrate effective methods of traditional teaching with elements of pedagogical innovations. An indispensable condition for this type of work is constant, flexible work on the word in the system that we plan for each lesson. The combination of various forms and methods of work in Ukrainian language lessons during the study of lexical and phraseological material is an important means of stimulating the active cognitive activity of schoolchildren, forming and consolidating their intellectual skills, and forming communicative competence.

DISCUSSION

In the scientific and methodological paradigm, certain aspects of the specified problem are highlighted. Recently, special attention has been paid to the practical orientation of learning vocabulary and phraseology, improving the communicative abilities and skills of pupils on the basis of mastering certain lexicological and phraseological concepts. The process of active independent speaking activity is highlighted - analytical

(perception, text analysis) and synthetic, creative during the creation of one's own statements with appropriate, stylistically justified use of lexemes and idioms.

However, intelligence related to the study of vocabulary and phraseology is neglected. We believe that more attention needs to be paid to the coverage of the material, which involves getting acquainted with the ways of interpreting words in the process of communication, especially business, solving the problem of specifying the meaning of a particular word, a word combination that brings the nominative function closer to the communicative one.

In connection with the spread of COVID-19 and Russia's armed aggression against Ukraine, the training has moved to a distance form based on information and communication technologies. The interaction of the participants of the assessment process in distance learning takes place within the limits of an artificially created communicative space. Communicative space implies a formed situation of interaction, in which there is a place, time and mutual desire for communication aimed at the realization of the educational purpose. In the conditions of distance learning, this process is more complicated, generated by the need for joint activity, perception and understanding of others in the virtual space.

The theoretical and applied aspect of the problem of implementing EER during the study of lexicology and phraseology by education seekers has not been sufficiently developed, and therefore teachers do not use such resources to their full extent. Therefore, the topic of our research is relevant.

The scientific investigation of the state of development of the problem proves that for many years in Ukraine, lexicology as a

branch of linguistic science was not an object of independent research. The term "lexicology" was first introduced into scientific circulation in 1765 by the French researchers: D. Diderot and J. L. D'Alembert in the encyclopedia, which gives grounds for asserting the existence of ancient traditions in lexicological research. Separate investigations were considered within the framework of poetics, rhetoric and lexicography.

Subsequently, a scientific research paradigm for the study of Ukrainian lexicology and phraseology was formed, the content of training aimed at the development of the subject's personality was outlined. Only in 1970, the sections "Lexicology" and "Phraseology" were introduced into the school course of the Ukrainian language, which for a long time were studied in a decentralized manner.

Today, there are many works dedicated to learning vocabulary and phraseology. For example, D. Wilkins (1972) suggested studying the vocabulary of the English language on a communicative basis, S. Thornberry (2002) focuses on the informativeness of the word, grammatical compatibility, connotation and frequency of use (p. 148), Nor-Bert Schmitt (1995, p. 86-94.) and Shigenori Tanaka (2016) also support this opinion.

The connection between word-forming and lexical processes is highlighted in the works of the German linguist M. Dokulil (2011), the English researcher Debor Shaffer (2001, p. 24]. Semantic changes, which reproduce the strategies of the content development of a language unit in diachronic and synchronic aspects, were analyzed by B. Lewandovska-Tomaschuk (1985). But the linguodidactic aspect of studying vocabulary and phraseology, in particular, by primary

school pupils, remains out of the attention of scientists.

At the same time the issue of using electronic educational resources in the process of study lexicology and phraseology is very important nowadays. Some researchers believe that EER is mainly developed without regard to their capabilities, in the course of application, the personal communication of the participants of the educational process decreases (language learning takes place on a communicative basis), sometimes it is difficult to predict in advance how pedagogically justified the response of the computer curriculum to the pupil's actions will be.

The standardized use of EER in the educational process deprives pupils of the opportunity to develop their own active strategy and reveal a creative approach, the didactic inefficiency of a significant number of pedagogical software tools, the low information culture of the subjects of education, the unsatisfactory cooperation of programmers with teachers and methodologists (Shmaley, 2007). We take a different view.

CONCLUSIONS

Educational resources of the new generation have significant advantages: the educational process using them is

multimedia-filled and interactive. In addition, education seekers support the ability to penetrate deeper into the structure of complex processes and objects being studied, to reach almost any degree of detail, including the internal structure of the process being studied. This will make it possible to raise the level of educational achievements in general and in the study of lexicology and phraseology in particular.

After all, the study of vocabulary and phraseology develops the attention of education seekers to the meaning and words use in their own speaking, cultivates the need to choose the necessary word for accurate expression of thought, develops a sense of language. Interest in the language as a whole is fostered through interest in vocabulary. EER provide an opportunity to optimize, diversify, facilitate, pupil's interest in the linguistic material of lexicology and phraseology. They quickly and efficiently model the necessary lexical units. Completing tasks with the use of EER ensures the formation of lexical abilities and skills, education seekers are getting closer to independent search: from the analysis of lexical phenomena in the proposed linguistic material (individual words, phrases, sentences, texts) to their use in their own utterances.

CONFLICT OF INTERESTS

There is no conflict of interest for this study.

FUNDING

There is no funding for this study.

REFERENCES

- Belmaz, Ya. M., & Serheieva, I. S. (2019). Instrumenty efektyvnoyi komunikatsiyi dlya vykladachiv inozemnykh mov pedahohichnoho ZVO [Tools of Effective Communication for Teachers of Foreign Languages of Higher Pedagogical Educational Establishments]. *Zbirnyk naukovykh prats «Pedahohika ta psykholohiya»*, 62, 3 – 14. <http://doi.org/10.34142/2312-2471.2019.62.01> [in Ukrainian].

- Diakiv, A. A. (2011). *Yakist osvity u VNZ* [Quality of Education in Universities]. Naukova dumka. [in Ukrainian].
- Dokulil, M. (1962). *Tvořeni slov v češtině*. Nakl. Československé akademie věd. [in Czech].
- Drushlyak, M., Semenoh, O., Hrona, N., Ponomarenko, N., & Semenikhina, O. (2022). Typolohiya internet-resursiv dlya rozvytku infomediynoyi hramotnosti molodi [Typology of Internet Resources for the Development of Youth's Infomedia Literacy]. *Information Technologies and Learning Tools*, 88(2), 1–22. <https://doi.org/10.33407/itlt.v88i2.4786> [in Ukrainian].
- Hreb, M. M. (2017). Natsionalno-kulturny komponent zmistu navchannya leksykolohiyi i frazeolohiyi ukrayinskoyi movy [The National-Cultural Component of the Content of Teaching Lexicology and Phraseology of the Ukrainian Language]. *Ukrayinska mova i literatura v shkolakh Ukrayiny*, 6(144), 3–8 [in Ukrainian].
- Hreb, M. M., & Hrona, N. V. (2021). Informatsiyno-komunikatsiyni tekhnolohiyi yak zasib formuvannya linhvodydaktychnoyi kompetentnosti maybutnikh uchyteliv pochatkovykh klasiv. [Information and Communication Technologies as a Means of Forming Linguodidactic Competence of Future Primary School Teachers]. *Information Technologies and Learning Tools*, 82(2), 109–126. <https://doi.org/10.33407/itlt.v82i2.3288> [in Ukrainian].
- Hreb, M., Hrona, N., Chumak, V., Vyshnyk, O., & Hreb, V. (2020). Speech Competence of Primary School Students: Cognitive Approach. *Journal of History Culture and Art Research*, 9(2), 165–174. <https://doi.org/10.7596/taksad.v9i2.2437>
- Hrona, N. V. (2009). Systema roboty nad slovnykovymy slovamy z uchnyamy 1–4 klasiv. [The System of Working on Vocabulary Words with Students of Grades 1–4]. *Pochatkova shkola*, 5, 8–12 [in Ukrainian].
- Kostikova, I., Shevchenko, A., Holubnycha, L., Popova, N., & Budianska, V. (2019). Use of Machine Translation Technology for Understanding Scientific and Technical Texts. *Journal of Theoretical and Applied Information Technology (JATIT)*, 97(4), 1355–1366. <http://www.jatit.org/volumes/Vol97No4/24Vol97No4.pdf>
- Lewandowka-Tomaszczyk, B. (1985). On Semantic Change in a Dynamic Model of Language. In J. Fisiak (Ed.), *Historical Semantics: Historical Word-Formation* (pp. 297–323). Berlin: Mouton de Gruyter.
- Mysak, R. (2008). Kompiuterni slovnyky: klasyfikatsiya ta ukladannya. [Computer Dictionaries: Classification and Compilation]. *Problemy ukrayinskoyi terminolohiyi: zb. nauk. prats*, 52–55 [in Ukrainian].
- Pashko, A., & Pinchuk, I. (2020). Methods of Classifying Foreign Language Communicative Competence Using on the Example of Intending Primary School Teachers. In S. Babichev, V. Lytvynenko, W. Wójcik, S. Vyshemyrskaya (Eds.), *Lecture Notes in Computational Intelligence and Decision Making. ISDMCI. Advances in Intelligent Systems and Computing*, 1246 (pp. 98–113). Springer, Cham.
- Polyanskyi, P. (2011, April 6). *Pro perevahy i vrazlyvi mistysya elektronnykh pidruchnykiv* [About the Advantages and Vulnerabilities of Electronic Textbooks]. Osvita.ua.

- Pleiades Publishing House. http://osvita.ua/school/school_today/16840/ [in Ukrainian].
- Pro zatverdzhennia Polozhennia pro elektronni osvichni resursy. Nakaz № 1060 [On the Approval of the Regulation on Electronic Educational Resources] (2012) (amended 29.05.2019) <https://zakon.rada.gov.ua/laws/show/z1695-12#Text> [in Ukrainian].
- Rakhmanina, A., Pinchuk, I., Vyshnyk, O., Tryfonova, O., Koycheva, T., Sydorko, V., & Iliencko, O. (2022). The Usage of Robotics as an Element of STEM Education in the Educational Process. *IJCSNS International Journal of Computer Science and Network Security*, 22(5), 645-651. <https://doi.org/10.22937/IJCSNS.2022.22.5.90>
- Sapozhnykov, S. V. (2020). Teoretychni ta prykladni aspekty formuvannya kultury profesynoyi komunikatsiyi maybutnikh fakhivtsiv [Theoretical and Applied Aspects of Forming the Culture of Professional Communication of Intending Specialists]. *Zbirnyk naukovykh prats «Pedagogika ta psykholohiya»*, 63, 142-150. <http://doi.org/10.34142/2312-2471.2020.63.15> [in Ukrainian].
- Schaffer, D. (2001). The story of e-. *English Today*, 17(4), 22-26. <https://doi.org/10.1017/S0266078401004035>
- Schmitt, N. A. (1995). Fresh Approach to Vocabulary: Using a Word Knowledge Framework. *RELC Journal*, 26(1), 86-94. <https://doi.org/10.1177/003368829502600105>
- Semenoh, O. (2008). Leksykohrafichna kompetentsiya yak pokaznyk movnoyi kultury osobystosti. [Lexicographic Competence as an Indicator of the Language Culture of the Individual]. *Ukrayinska literatura v zahalnoosvitniy shkoli*, 2, 41-44. [in Ukrainian].
- Shmaley, S. (2007). Tekhnolohiyi navchannya ta psykhhichne zdoroviya. [Learning Technologies and Mental Health]. *Naukovyy svit*, 3, 20-21 [in Ukrainian].
- Sholomiy, K. M. (2009). Psykholohiya i kompyuter. [Psychology and Computer]. *Informatyka ta osvita*, 6, 320 [in Ukrainian].
- Stepko, M., Boliubash, Ya., Shynkaruk, V., Hrubinko, V., & Babyn, I. (2004). *Vyshcha osvita Ukrayiny i Bolonsky protses* [Higher Education of Ukraine and the Bologna Process]. Navchalna knyha – Bohdan. [in Ukrainian].
- Tanaka, S. (2016). Lexical Competence in English. *CIFLE Report*, 8, 1-32.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson ESL.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: The MIT Press.
- Yaremenko, P. C. (2011). *Yakist osvity v Ukrayini* [The Quality of Education in Ukraine]. Libpa. [in Ukrainian].

АНОТАЦІЯ / АБСТРАКТ [in Ukrainian]:

ВИКОРИСТАННЯ ЗАСОБІВ ЕЛЕКТРОННИХ ОСВІТНІХ РЕСУРСІВ ДЛЯ ВИВЧЕННЯ ЛЕКСИКОЛОГІЇ І ФРАЗЕОЛОГІЇ

У статті з'ясовано, що електронні освітні ресурси (ЕОР) під час вивчення лексики та фразеології формують комунікативні вміння, збагачують й увиразнюють словниковий запас здобувачів освіти.

Мета статті полягає в розкритті особливостей застосування електронних освітніх ресурсів під час вивчення лексикології і фразеології здобувачами освіти.

У ході дослідження було використано комплекс **методів дослідження**, що містив теоретичні (аналіз літератури, синтез, узагальнення, порівняння) й емпіричні (спостереження, бесіди тощо) методи.

Результати. Шляхом аналізу і синтезу науково-методичних ідей визначено становлення лексикології і фразеології як розділів мовознавчої науки.

Доведено, що метою створення ЕОР є забезпечення модернізації освітнього процесу. Завдяки використанню ЕОР відбувається актуалізація змісту лексичного і фразеологічного матеріалу, інтенсивний обмін інформацією між учнями. Обґрунтовано, що у зв'язку з розповсюдженням COVID-19 та запровадженням воєнного стану навчання у більшості закладів освіти перейшло в дистанційну форму на базі інформаційно-комунікаційних технологій. Тому учні активно залучаються до інформаційних ресурсів, мають можливість оперативно відбирати потрібний матеріал, брати участь у віртуальних дискусіях, комунікувати.

З'ясовано, що ЕОР дають можливість забезпечити учнів необхідною інформацією, підвищують рівень та якість освітніх послуг. Збільшення обсягу інформації, світові процеси гуманізації, глобалізації, інтеграції об'єктивно зумовлюють модернізацію змісту освітніх програм, оновлення форм, методів і засобів навчання під час вивчення лексики і фразеології.

Висновки. Доведено, що є потреба в оновленні змісту навчальних планів та контенту дисциплін з метою подальшого розвитку комунікативної компетентності, оскільки від сформованості навичок висловлюватися правильно, зрозуміло й чітко залежить майбутній особистісний успіх учнів у дорослому житті.

КЛЮЧОВІ СЛОВА: електронні освітні ресурси, лексикологія, фразеологія, здобувачі освіти, електронна лексикографія, лексикологічний аналіз слів.

CITE THIS ARTICLE AS (APA style):

Hrona, N., Vyshnyk, O., & Pinchuk, I. (2023). Using Means of Electronic Educational Resources for Learning Lexicology and Phraseology. *Educational Challenges*, 28(1), 72-85. <https://doi.org/10.34142/2709-7986.2023.28.1.06>

