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### **TEACHING COMPOUND NOUNS WITH THE FIRST ADJECTIVE COLORING COMPONENT AT PRACTICAL ENGLISH COURSE CLASSES FOR FUTURE TEACHERS**

*In this work, compound nouns made up of two elements – an adjective and a noun are being analyzed, with focus on frequency of their immediate constituents, structure and semantics of the compounds analyzed with the aim to show the importance of compounds studying for future language teachers training. Compounds studying contributes to strengthening the foreign language learners' morphological awareness, which is crucial for understanding the ways more complicated language units are built. Awareness of the ways of vocabulary formation enhances future teachers' vocabulary proficiency and therefore has undeniable impact on their teaching strategy improvement. Study of the essence and specifics of these processes will enable language teachers to direct their students' attention towards word-formation with the focus on the structure and etymology, and therefore - semantics, thus helping them understand the compound unit structure and meaning. In terms of compound nouns semantics, there exist several types of meaning, each representing different level of transparency. Among potential obstacles to forming an exhaustive classification of word formations ways there is a variety of compound words types as well as parts of speech that take part in word formation, and difficulties that arise during the analysis of compound words. Compounds built in accordance with the Adjective+Noun formula represent a complex unit, the first element of which – an adjective, explicitly characterizes the object named by the second element – a noun. Word formation is being viewed as utterly important in future teachers training since it contributes to a deeper understanding of the structural and semantic makeup of words, facilitating the task of mastering a large number of new lexical units. Studies of compounds provide insights into both historical aspects of word formation and semantics of compound units, all of which contribute to a foreign language teacher quality training. certain language aspects are of immense necessity for a future language teacher training, and those of utter importance include teaching vocabulary.*

**Key words:** word formation, teacher training, literal meaning, figurative meaning.

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### **НАВЧАННЯ СКЛАДНИХ ІМЕННИКІВ З ПЕРШИМ КОМПОНЕНТОМ ПРИКМЕНТИКОМ-КОЛОРОНІМОМ НА ПРАКТИЧНИХ ЗАНЯТТЯХ З ПРАКТИКИ УСНОГО І ПИСЕМНОГО МОВЛЕННЯ ПІД ЧАС НАВЧАННЯ МАЙБУТНІХ ВЧИТЕЛІВ**

*У цій роботі аналізуються складні іменники, що складаються з двох елементів – прикметника та іменника, з акцентом на частоту їх безпосередніх складових, структуру та семантику аналізованих складних іменників*

з метою показати важливість вивчення складних іменників для підготовки майбутніх вчителів мов. Вивчення складних іменників сприяє зміцненню морфологічної обізнаності тих, хто вивчає іноземну мову, що є вирішальним для розуміння способів побудови складніших мовних одиниць. Усвідомлення способів формування словникового запасу підвищує рівень володіння словниковим запасом майбутніх вчителів і, отже, має незаперечний вплив на вдосконалення їхньої педагогічної стратегії. Вивчення сутності та специфіки цих процесів дозволить вчителям мов спрямувати увагу своїх студентів на словотворення з акцентом на структуру та етимологію, а отже, і семантику, допомагаючи їм зрозуміти структуру та значення складних одиниць. З точки зору семантики складних іменників, існує кілька типів значень, кожен з яких представляє різний рівень прозорості. Серед потенційних перешкод для формування вичерпної класифікації способів словотворення є різноманітність типів складних слів, а також частин мови, що беруть участь у словотворенні, та труднощі, що виникають під час аналізу складних слів. Словникові склади, побудовані відповідно до формули «Прикметник+Іменник», являють собою складну одиницю, перший елемент якої – прикметник, явно характеризує об'єкт, названий другим елементом – іменником. Словотвір – один з основних способів поповнення сучасного англійського словникового запасу, що характеризується тенденцією до номіналізації та цілісності утворення, а також універсальною тенденцією до збереження лінгвістичного матеріалу. Вивчення словотвору сприяє глибшому розумінню структурного та семантичного складу слів, полегшуючи завдання оволодіння великою кількістю нових лексичних одиниць. Дослідження словотворів дає уявлення як про історичні аспекти словотворення, так і про семантику складних одиниць, що зокрема сприяє якісній підготовці вчителя іноземної мови.

**Ключові слова:** словотвір, навчання майбутніх вчителів, пряме значення, переносне значення.

**The problem statement.** Foreign language teacher training has long been and still remains of significant importance. Language teachers are those who build the bridges into the world of a foreign language, culture and history; foster intercultural interaction and understanding (Wallace, M. J., 1991: 27). Therefore, certain language aspects are of immense necessity for a future language teacher training, and those of utter importance include teaching vocabulary (Chernysh V., Vaseiko Y., 2020: 333). Lexicological studies in all their variety create the basis for future language proficiency, fluency and eventually accuracy. Studies of compounds provide insights into both historical aspects of word formation and semantics of compound units, all of which contribute to a foreign language teacher quality training.

**Analyses of the recent research and publications.** Teaching compounds have already become a focus of linguistic studies. Thus, the works of such domestic and foreign researches (V. Chernysh, Y. Vaseiko, O. Kotenko, Yu. Zatsnyi, S. Yenikieieva, L. Bauer, A. Renouf, and others) are dedicated to investigating various aspects of compound nouns formation, functioning in the texts, semantics, text-forming features etc. Yet, the issue of teaching compounds peculiarities to future English language teacher remains relevant.

**The purpose of the article.** The current research is aimed at investigating word-building and semantic peculiarities of compound English nouns built according to Adjective + Noun model in terms of their importance for future language teachers professional training.

**The main material.** Training a foreign language teacher has always been an issue requiring complex approach; this kind of professionals must not only demonstrate sufficient understanding of pedagogy, be able to use contemporary communication strategies and have deep cultural awareness, be knowledgeable of diverse learners needs and be able to tailor the curriculum to meet them. Along with ability to create, engage and inspire together with the above

mentioned, language teachers are supposed to demonstrate a profound knowledge of linguistic processes occurring in the language of learning, be able to combat challenges their students are likely to meet while acquiring a new language, including those of pronunciation difficulties, grammar complexity and spelling etc. (Chernysh V., Vaseiko Y., 2020: 335). Teaching a foreign language involves helping students to acquire an extensive vocabulary, which means a lot more than finding out meaning of the words, chunks and collocation. Language carries history, embraces traditions and opens perspectives. These means that while learning a foreign language, the students will not only gain linguistic ability, but broaden their horizons.

Nowadays, more than ever, importance of learning foreign languages cannot be overestimated. Proficiency in at least one foreign language, most commonly English, is considered to be a prerequisite for success in today's world. Therefore, preparation of a well-qualified English teacher must meet a high professional standard (Symeonidis V., 2000:15).

Among other significant elements of English teacher training, especially those aimed at vocabulary proficiency, teaching word-formation is an important constituent, since it contributes to a deeper understanding of the structural and semantic makeup of words, facilitating the task of mastering a large number of new lexical units. In the last decades of the twentieth century, English vocabulary was mainly replenished not by the means of borrowings, but by its own linguistic resources through lexical and semantic derivation, i.e., word formation and changing the meaning of existing units. Thus the given article is an attempt to take a deeper look at word-formation as both the main way contributing to a language's lexicon active replenishment and derivational potential, and a powerful teaching tool.

Modern English has many means of creating new words, including suffixation, prefixation, conversion, adjectivalisation, substantiations, abbreviation etc. Word formation is one of the main ways of replen-

ishing modern English vocabulary, characterized by a tendency towards nominalization and formation integrality, as well as a universal tendency to linguistic material conservation. Understanding the essence and specifics of these processes will enable language teachers to direct their students' attention towards word-formation with the focus on the structure and etymology, and therefore - semantics, thus helping them understand the compound unit structure and meaning (Symeonidis, V., 2000:17).

While teaching word-formation, it is worth remembering that among potential obstacles to forming an exhaustive classification of word formations ways there is a variety of compound words types as well as parts of speech that take part in word formation, and difficulties that arise during the analysis of compound words. In this work, compound nouns made up of two elements – an adjective and a noun are being analyzed, with focus on frequency of their immediate constituents, structure and semantics of the compounds analyzed.

We conducted a research on more than 600 compound nouns and found 22 word-forming models in accordance with which the words under study were formed (among them those built by such word-building models as Noun + Noun, Adjective + Noun, Verb + Preposition, Noun + Preposition + Noun etc.). In this research we will investigate those compound nouns made up according to the Adjective+Noun formula as well as their semantic peculiarities with the focus of their significance for future language teachers training.

Compounds built in accordance with the Adjective+Noun formula usually represent a complex unit, the first element of which – an adjective, explicitly characterizes the object named by the second element – a noun. This type of structural interaction is usually syntactic and endocentric; it is characterized by a subordinate type of connection between elements constituting the compound. Examples of this type of compounds among others include 1) those with the first element represented by a coloring adjective e.g. *Blackbird* (a bird with black feathers) and *Blackstone* (a dark-colored rock), *Bluefish* (a fish species with a bluish tint) and *Blueprint* (a detailed plan, not necessarily blue), *Redbrick* (a type of brick with a reddish hue) and *Red tape* (bureaucratic obstacles, unrelated to color), *Whitewood* (a type of pale-colored wood) and *Whitewash* (covering up faults); 2) those with the first element represented by an adjective of amount and size e.g. *Big shot* (an important or influential person), *Highchair* (a chair for feeding babies), *Full moon* (the moon when it is fully visible), *Few shot* (a small number of attempts), *Lowland* (land that is low in elevation); 3) those with the first element represented by an adjective of age or time e.g.: *Early bird* (someone who wakes up early), *Old timer* (someone elderly and experienced); 4) those with the first

element represented by an adjective of evaluation or quality e.g.: *Goodwill* (friendly, helpful, or cooperative feelings or attitude), *Lowlife* (a person of low moral character); 5) those with the first element represented by a shape-related adjective e.g.: *Oval frame* (a frame with an oval shape), *Square foot* (a unit of area measurement), *Starfish* (a marine animal shaped like a star); 6) those with the first element represented by a material-related adjective e.g.: *Goldmine* (A place where gold is extracted, metaphorically meaning a valuable source), *Glassware* (objects made of glass), *Silverware* (utensils made of silver or resembling silver), *Woodwork* (items made of wood or the craft of working with wood) etc.

As it can be easily seen from the examples above, though illustrating a clear and understandable structure, the given compounds are of contrastingly different types of meaning, representing both literal (original, basic) and figurative (imaginative, creating a certain effect) ones. Being aware of compound nouns semantics peculiarities is of crucial importance while teaching vocabulary, otherwise the learners may draw wrong conclusions about the words meanings affecting accuracy and cohesion of their translations.

It should be noted that in terms of compound nouns semantics, there exist several types of meaning:

1) overall meaning can be derived from the meanings of two simple words – the bases – constructing a compound word, which makes the compound noun meaning transparent. This is inherent to structurally motivated compounds, e.g.: *Bluefish* (a fish species with a bluish tint), *Blackboard* (a board which is black and used for writing), *Greenleaf* (a leaf that is green), *Green pepper* (a vegetable that is green), *Redbrick* (a type of brick with a reddish hue), *Silver coin* (a coin made of silver), etc.;

2) overall meaning is motivated by incomplete volumes of the corresponding bases, constructing a compound noun, therefore the meaning is less transparent yet rather understandable, e.g.: *Full time* (full working time), *Greenhouse* (house where green vegetables grow), *Goldmine* (A place where gold is extracted, metaphorically meaning a valuable source), *Strong room* (a special room for keeping things safe), etc. As it can be seen from the examples, the semantics of such compounds is less obvious, yet the meanings of simple words constructing a compound noun may give learners approximate understanding of the meaning of a compound;

3) overall meaning is often idiomatic, therefore attempts to figure out their meaning would be vague, e.g.: *Blueblood* (a noble person, not literally blue), *Gold rush* (a period of intense pursuit of wealth), *Red-letter* (a significant or special day), *Red tape* (bureaucratic obstacles, unrelated to color), *Silver lining* (a positive aspect of a bad situation), *Red flag* (a warning sign or indication of danger), *White collar* (refers to professionals working in office jobs), etc.



The meanings of such compounds if often dependent upon idiomatic meaning and cannot be understood without the help of a dictionary.

As it can be seen from the examples given above, the word-forming model under study is syntactic, endocentric, with a subordinate type of connection between the constituents. The first element represented by an adjective clarifies and specifies the meaning expressed by the second one.

All of the above mentioned is of considerable significance for everyone studying language for various purposes, yet it is of immense importance for those trained to be future foreign language teachers, and here are the reasons to this:

1. Understanding the ways of vocabulary formation enhances future teachers' vocabulary proficiency and therefore has undeniable impact on their teaching strategy improvement; being aware of word formation peculiarities helps increase language comprehension;

2. Compounds studying contributes to strengthening morphological awareness, which is crucial for understanding the ways more complicated language units are built;

3. Studying the words figurative meaning is always a challenging tasks for the learners, therefore being able to see the ways some of the compounds evolve into figurative meanings contributes to developing learners understanding of idiomatic expressions;

4. Greater awareness of compounds semantics will make a positive impact on learners' sentence-structuring skills by emphasizing the way compounds are different from phrases;

5. Compounds studies are supposed to increase the learners' intercultural awareness, as well as provide them with historic insights of the vocabulary formation.

In order to make compounds introduction more effective in class, the following methods can be used:

1) visual/contextual learning, including those of picture/text –based activities as well as storytelling with extensive compounds use;

2) categorizing compounds according to the word-forming model they represent;

3) sentences completion with compounds provides the learners with the necessary material for developing their syntaxes;

4) using multimedia tools like apps or websites, listening to recordings or watching videos enhances not just the learners' passive vocabulary development but active using of complicated lexical units.

**Conclusions.** Strong awareness of compound nouns semantics is essential for foreign language learners, particularly future English teachers, since it deepens their vocabulary proficiency and strengthens their linguistic awareness. The three types of semantic meaning—transparent, partially motivated, and idiomatic described in the article above demonstrate both complexity of compound words and challenges they present in language acquisition. While studying word formation, learners investigate meanings peculiarities, which in turn will lead to better comprehension and prevent making mistakes. Additionally, being introduced to certain aspects of historical development of semantics as well as intercultural significance of compounds enhances teaching strategies, making vocabulary instruction more effective. Implementation of visual, contextual, and interactive learning methods is to help learners not only master the structure of compounds but also confidently apply them in communication. Therefore, a special attention given to compound noun semantics provides students with achieving linguistic fluency and cultural awareness, which is of crucial significance for a future language teacher.

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