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Future of Teaching Phraseological Units, Taming the Tongue or Raising Motivation of Students?

Dr. Ana Chankvetadze

Akaki Tsereteli State University

Abstract

While discussing the future of teaching, there exists topics which are always on stage and never can be put away. Eager interest of teaching phraseological units is still high, though English language tries to adapt new reality, be more simply to communicate without complex constructive sentences or combined and too long words.

In the article, at the beginning, there is discussed the views of the following Georgian scientists: Takaishvili A. (1961), Lobjanidze I. (2012), Chankvetadze A. (2016), Barbaqadze I. (2017), Kudukhashvili L. (2021) as well as foreign scientists such as John Benjamins B.V (2003), Langlotz A. (2006), Fedulenkova T. (2013), Zerkina N. and Kostina N. (2015), Rosemary Erlam (2021), Meunier, F. & Granger (2008) and so on. After reviewing the literature, there is analyzed a small case study of lectures at Akaki Tsereteli State University (Kutaisi, Georgia), what kind of challenges they have to deal with while teaching them, what kind of activities they do and various exercises they use to motivate their students. In the end, there are given some recommendations how to deal with the problems while teaching phraseological units.

Keywords: case study, challenge, Georgian scientists.