

number of online learning tools including videos, audio, animations, virtual whiteboards, virtual conference rooms and live chats with the students.

On the other hand, offline classes provide students with a practical learning environment within the walls of a physical classroom. It allows students to closely interact with their teachers as well as participate actively in live discussions and debates. Moreover, students can also participate in recreational activities like art and physical education which contributes to the overall mental and physical development of the student.

The most challenging experience for teachers while teaching online is the internet network. Because it is an essential factor for implementing online learning, interaction is also the significant elements in the teaching and learning process. English teachers have different perception of online learning because it prevents English teachers from participating in class discussions

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SOME FEATURES OF PHRASEOLOGICAL UNITS OF THE ENGLISH LANGUAGE

The appearance can say a lot about a person, his temperament, habits, social status, etc. People are interested in their own appearance themselves. Representatives of various sciences are interested in human appearance. For philologists it is interesting from the point of view of the linguistic reflection of a person's appearance.

The object of this work is phraseological units of the English language that characterize a person's appearance.

The subject of our research is the semantic features of phraseological comparisonson of the semantic microfield "Person's appearance".

The semantic microfield "General impression of appearance" is a subgroup in which the bases are expressed by adjectives with the general meaning "beautiful" – "ugly":

as good as a god; as pretty as a picture (as a paint); beautiful like a queen; beautiful as a doll ;
as fresh as a flower, as a rose, as a daisy, as a lily; as fair as a lily;
to look great (look like a million dollars);
as ugly as a scarecrow; as terrible as a mortal sin, to be like wrath of god; as terrible as a witch, as
a ghost; look like death warned up;
look like as a ghost; as tough as old leather; like a stone; be as sore thumb.
She looks like a ghost – so pale and strangely blank [5].
He looked as tough and sinewy as old leather [4].
She is as cute as button [3].
I stick out like a sore thumb [2].
He looks like he's made of stone [5].

Subgroups with the semantic base dirty can also be included here: black, dirty as a chimney sweep; dirty, black, muddy as devil; as black, as dirty as a chimney sweep; as black as the devil, as dirty like the devil; to be dirty as the devil.

to get dirty: to get dirty, to be dirty (smeared) like devil.

Semantic analysis allows to reveal important mental features of society. Thus, the English approach the description of general impressions of a person's appearance in detail. The phraseological units is created by the comparisons of the subjects and objects based on positive and negative connotations.

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APPROCHE COMMUNICATIVE ET SES ATOUTS

Quand on parle de l'approche communicative qui date des années 60-70, on met l'accent sur l'apprentissage efficace qui oblige l'enseignant d'amener les élèves à "s'exprimer, dessiner, jouer ou agir de manière à entraîner la compréhension".[4]

L'approche communicative exige l'utilisation des activités qui favorisent la reproduction de vraies situations de communication. La grammaire retrouve sa place "en cours de langue, dans le cadre d'une phase de réflexion en contexte et d'induction des règles syntaxiques [idem].

Arrêtons-nous sur ce dernier point qui est assez intéressant pour les professeurs du FLE. Premièrement, en s'appuyant sur la méthode de français "Latitude 1" on peut trouver la réponse aux demandes des étudiants qui grâce à l'approche communicative ont la possibilité d'acquérir la compétence sociolinguistique qui pousse l'apprenant à déduire et introduire la grammaire dans la situation réelle de la communication.

En analysant la double page tirée de la méthode citée ci-dessus (Unité 4 "Tu veux bien?"), on voit que les étudiants sont invités à apprendre la demande en utilisant la forme du présent des verbes *vouloir* et *pouvoir*, le conditionnel de politesse (*je voudrais, tu pourrais*) et l'impératif. [3]

D'abord on introduit le sujet de la demande par le document sonore authentique (un des principes pédagogiques de l'Approche communicative est l'authenticité). Puis, pour entraîner les étudiants, on propose quelques activités en transformant les phrases en forme plus polie.

1. Je veux un café, s'il vous plaît.
2. Tu peux venir lundi?
3. Je peux vous proposer une question?
4. Vous pouvez écrire votre nom, s'il vous plaît?
5. Je veux aller à Bruxelles. [3]

Ensuite, grâce à l'approche communicative, on implique l'apprenant dans une communication en reproduisant le dialogue avec la consigne déterminée où il y a une demande d'amener une personne à la