

THE MEANING OF PHRASEOLOGY IN THE METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Annotation

The article discusses the linguistic and didactic possibilities of Russian phraseology. The practical experience of teaching Russian as a foreign language is shown. The inclusion of phraseology in preparatory courses and the school curriculum provides comprehensive support in the study of Russian culture and vocabulary replenishment, contributes to the development of speech. The main difficulties in mastering phraseological units of the Russian language are identified.

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Phraseological units of any language represent a very complex linguistic layer, both linguistically and methodologically. From a methodological point of view, they are considered as a phenomenon reflected in the language, representing the national and cultural characteristics of the country, and therefore they are of great importance from the point of view of the socio-cultural approach to teaching Russian, the language in foreign language groups, that is, as a foreign language.

One of the important places in the methodology is teaching Russian as a foreign language. However, the study of the phraseology of the Russian language requires a special approach. In linguistics, phraseological units also make up the vocabulary, which is fixed in dictionaries. It differs from ordinary dictionaries, which are not reflected in the totality of all facts, processes, events, interactions. Russian learners learn to understand the deep meanings of speech in Russian, the principles of the transmission of lexical meanings, ways of modeling value judgments by studying phraseological units. They also get acquainted with the traditions and peculiarities of Russian life, folklore and literary traditions.

Practice shows that speakers of a different culture are always interested in all kinds of stable turns with their imagery, emotionality, non-obviousness of meaning, language play, they are happy to try to use them in communication, which, of course, indicates a great motivational potential of phraseological units. Russian phraseology should also be clearly understood that the study of Russian phraseology in a foreign language audience is necessary in connection with the formation of a systematic understanding of the Russian language.

The analysis of methodological research has shown that there are different ways of organizing work on phraseology. A big role in the development of this phraseological system of the Russian language is played in the formation of foreign-speaking students.

You can specify the following skills of mastering phraseology: potential (understanding in context

based on an unfamiliar literal translation of phraseological units), receptive (familiar previously studied phraseology units), and effective (using phraseological units in your speech).

It seems to us that for educational purposes the most productive is a step-by-step description of phraseology. This approach makes it possible to take into account the possibilities of interlanguage interference more fully. An indispensable condition for the effectiveness of the educational process is the use of permanent methodological principles.

There are four groups of generally accepted teaching principles in the methodology:

1. Linguistic – concentricity, consistency, differentiation of phenomena at the level of speech and language, stylistic differentiation, minimization, functionality, situational and thematic organization of the material, syntactic study of vocabulary and grammar;
2. Didactic – visibility, consciousness, strength, feasibility, consistency and systematicity, accessibility, activity, problemativeness, collectivity, creativity, developing learning;
3. Psychological – step-by-step formation of knowledge, skills, motivation, consideration of individual psychological characteristics of teaching the remaining;
4. Methodological – taking into account the peculiarities of the native language, complexity, communication, oral advance, interrelated training in various types of speech activity.

These principles are closely related to each other and form a single system that ensures the overall effectiveness of training. The application of the described procedure makes it possible to identify types of structural and semantic associations of phraseological units: sayings, proverbs, phraseological combinations, idioms, winged expressions, formulas of speech etiquette, phraseological substantive phrases (nominative phrases), grammatical compound phrases.

Practical experience shows that when mastering phraseological units, especially with their contextual inclusion, students face a number of difficulties: grammatical, lexical, semantic and country studies. Lexical difficulties are caused by phraseologically related vocabulary, terms, proper names, neologisms, transliterations, archaisms, stylistically labeled words and other words with low frequency of use.

Typical errors caused by the complexity of the phraseological system of the Russian language and patterns in the process of using phraseological units include:

1. the phraseological unit is perceived not as an integral, stable formation, but as a free phrase: to throw to the wind, a green street, to speak into the eyes, to put down roots, to take out the trash from the hut;
2. instead of a phraseological unit, a free phrase containing one of the components of this phraseological unit is used: instead of washing bones, sort bones or collect bones, instead of chickens for laughter, roosters for laughter, turkeys for laughter, people for laughter, instead of looking for wind in the field, look for grain in the field, look for happiness in the field;
3. Part of one phraseology is used with part of another (contamination) – due to the mixing of two phraseological units: count the edges and wash the bones, an erroneous form of count the bones arises; similarly: the law is not written and the law is written on the water with pitchforks – the law is not written with pitchforks, etc. Ignorance of the semantics of phraseological units leads to the fact that students incorrectly select synonyms to phraseological units: from the heart – joyfully, for nothing; the trail is cold – lost; at hand – easy; the cat cried – grief.
4. students' poor command of paronyms (mainly in proverbs and sayings) should be particularly noted: the erroneous use of a smart head can be seen from afar, a smart head of thought is painted – instead of a smart head, they are revered from a young age; what is written with a pen, you cannot write with your hand, what is written with a pen, you will not erase – instead of what is written with a

pen, you will not cut down with an axe.

The main difficulty faced by foreign-speaking students is limited variable phraseological units: phraseological combinations, stable comparisons and some structural types of non-predicative aphorisms (winged words, sayings). This requires students to know the patterns of variability. In phraseological units, there is a variability of word forms, lexemes, optional components, structural schemes.

In the field of phraseology, they are as follows:

- 1) expand the active and passive stock of phraseological units in the speech of students;
- 2) train in understanding and adequate use of phraseological units in various types of speech activity;
- 3) To develop in the process of comprehension and assimilation of fragments of the phraseological picture of the world of the studied language, the intelligence of students.

Thus, phraseology occupies one of the most significant places in the methodology of teaching Russian as a foreign language, since it opens up new opportunities in language learning due to interlanguage and intra-linguistic interference. The teacher, when teaching Russian phraseology, should give students not only a certain minimum of commonly used phraseological units, but also teach them with the help of special tasks the ability to recognize certain expressions, drawing the attention of foreign-speaking students to the techniques and methods of introducing phraseological units into the text, to their syntactic constructions.

From the standpoint of the methodology of teaching Russian as a foreign language, the organization of phraseological material based on the consistent formation of proficiency in these units seems to be more effective.

So, the experience of working in a foreign language audience shows that the conscious assimilation of phraseological units requires a long time and repeated repetition, in which it is necessary to set up such mental operations as observation, comparison, selection, generalization of linguistic units. The task of a Russian language teacher is the need to teach students to independently search for information about a phraseological unit, based on the use of phraseological units and various kinds of lists.

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