



**Teaching idioms in the
Russian lessons as a
foreign language.**



TEACHING IDIOMS IN THE RUSSIAN LESSONS AS A FOREIGN LANGUAGE

ENSEÑANZA DE IDIOMAS EN LAS LECCIONES DE RUSIA COMO LENGUA EXTRANJERA

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abstract

The article deals with the phraseological system of Russian in the context of teaching Russian as a foreign language. The object of attention is the technology of mastering idiomatic units by foreign students in the framework of preparatory faculties. Many methodologists believe that preparatory faculties do not prepare students for the perception and understanding of phraseological units. In the framework of this work, the methodology for presenting phraseological units to foreign students is analyzed in a number of textbooks on Russian as a foreign language.

Keywords: Phraseology, "technology" of mastering idiomatic units by foreign students, Russian as a foreign language.

El artículo aborda el sistema fraseológico del ruso en el contexto de la enseñanza del ruso como lengua extranjera. El objeto de atención es la tecnología de dominar unidades idiomáticas por estudiantes extranjeros en el marco de facultades preparatorias. Muchos metodólogos creen que las facultades preparatorias no preparan a los estudiantes para la percepción y comprensión de las unidades fraseológicas. En el marco de este trabajo, la metodología para presentar unidades fraseológicas a estudiantes extranjeros se analiza en varios libros de texto sobre el ruso como lengua extranjera.

Palabras clave: Fraseología, "tecnología" de dominio de unidades idiomáticas por estudiantes extranjeros, ruso como lengua extranjera.



Introduction

The extreme importance in development of the main methodological problems of Russian as foreign was brought by phraseology which development was begun by the famous academician V.V. Vinogradov in 20 years of the 20th century. Today the phraseology is recognized as a training subject on an equal basis with lexicon (Shakhsuvarova, 1983). The phraseological system of the Russian language differs from vocabulary in that it covers such mental states of a person, which, in the first place, denote friendship, misery, joy, conflict, love, struggle, etc., worries and feelings of a person, qualitative and quantitative characteristics of and phenomena.

Materials and Methods

Materials are textbooks and manuals on Russian as foreign and phraseological dictionaries.

Essential methodical methods and the principles of training – psychological, Didactically, Linguistic, methodical.

Formulation of the problem:

The methodology of teaching phraseology is in constant development. The improvement of the “technologies” of mastering idiomatic units by foreign students is due to the generalization of the extensive teaching experience of Russian and foreign teachers of Russian as a foreign language. It is also the achievement of cognitive linguistics, psycholinguistics and other “related” disciplines (Vyachislavovna et al, 2017; Kornilova et al, 2015; Kurbanov et al., 2017; Molotkova, 1986; Shepherd, 2003; Yarantsev & Gorbachev, 1985). The methodology of teaching phraseology to foreigners as a branch of linguodidactics. It is based on the general didactic principles of teaching Russian and private principles of Russian as a foreign language. In the teaching methodology of the phraseological system of foreigners, the place and role of many teaching methods and techniques are reevaluated, as well as filling them with new conceptual content.

The degree of research of this problem:

The problems of including phraseological units in the educational process within the framework of the Russian as a foreign language were studied by Ye.A. Bystrova, E.M. Vereshchagin, V.G. Kostomarov, V.I. Zimin, L.I. Roizenzon, M.T. Tagiyev, N.M. Shansky and others. At the forefront, the problem of principles of minimization and selection of educational material

was put in the works of scientists (Bystrova, 1996; Vereshchagin & Kostomarov, 1980; Zimin, 1994; Royzenzon, 1965; Tagiyev, 1986; Shansky, 1972).

Results and Discussion

Modern methods of teaching Russian as a foreign language are focused on a certain contingent of students. Addressing and matching communicative needs is the main standard in the choice of methods and means of teaching Russian to foreign students (Zimin, 1994; Tagiyev, 1986).

A special category in this regard consists of philology students. They are future teachers of the Russian language, and researchers in the field of Russian philology, translators, and media workers. The peculiarity of this audience is that, in contrast to non-philology students. Philology students have broader communicative needs that are focused on fluency in written and spoken language, and do not require translation in order to read literature freely; on owning an extensive vocabulary.

Many Russian teachers, as well as authors of textbooks on Russian as a foreign language, believe that it is necessary to include phraseological units in the system of teaching foreigners already at the initial stage of teaching Russian. This means at the preparatory faculties. However, on the inclusion of phraseological units in the content of education there are obvious contradictions. A number of methodologists believe that a significant disadvantage of the methodical system of preparatory faculties is the insufficient preparation of future students for perception and adequate understanding of Russian phraseological units, which significantly complicates the process of understanding the lectures of teachers of basic faculties.

All of the above leads to the need to analyze the peculiarities of teaching the phraseological system of Russian to foreign students.

As it can be seen from the above, the training of foreigners in the phraseological system of Russian is the most important task. However, the problems of the selection criteria of lexical material, the ways of its presentation in each textbook are solved in their own way. Indicative in this respect is the “Handbook of Russian Phraseology for Foreigners (expression of emotions)”, published as early as 1976 by R.I. Yarantsev. In the introductory article, the most important role of phraseological units in teaching Russian to foreigners is noted, since “knowledge of phraseology will make their speech richer, more diverse, and more precise” (Yarantsev & Gorbachev, 1985). Phraseological units presented in the directory are taken from the Dictionary edited by A.I. Molotkov, but they are adapted to the perception of foreigners (Molotkova, 1986). So, they significantly increase



the number of components of the description, provide lexical synonyms of phraseological units, describe the meaning and shades of meaning, emotions and features of their use, provide gestures that accompany the pronouncing of phraseological units, give grammatical commentary (including the place of the phraseological unit in the sentence, its introductions, etc.). Many textbook creators seek to submit study material in accordance with the future specialty of students. For example, the training of students entering the Faculty of Philology at the preparatory department assumes the initial stage in the first semester (for example, according to the textbook by N.I. Soboleva, S. Volkov and others, "Progress") and familiarity with a separate aspect within practical classes in Russian with specialty language. The widely used Manual on the Scientific Style of Speech for Students-Philologists and Linguists of the Preparatory Faculties "We Study Linguistics" (I.V. Bogatyreva, N.Yu. Krylova) within the theme "Lexicology" contains a section "Idiom", which gives an idea of free and not free phrases, types of phraseological units, etymology of some phraseological units. The authors of the manual book propose to find the meaning of phraseological units in the dictionary and make sentences with them, as well as provide three microtexts that demonstrate the role of stable combinations in the artistic text.

Work on a scientific basic language (metalanguage) prepares students of preparatory faculties for the delivery of the introductory test module. The module aims to control the proficiency of the scientific style of speech and the language of fiction.

The authors of the "Manuals on the vocabulary of Russian for foreign philological students" (I.P. Slesareva, R.A. Kulkova and others) believe that vocabulary expansion should be carried out by mastering the proverbial phraseological units and catchwords. Therefore, in the manual, they include exercises aimed at the presentation of phraseological units, a comparison of their stylistic functions, as well as their emotional and expressive coloring and use in context. Requirements for the level of proficiency in Russian foreign philology students are reflected in the "Program on Russian for foreign students enrolled in the philological faculties of universities", as well as in the "State educational standard in Russian as a foreign language". The final goal of teaching foreign philologists is to acquire fundamental philological knowledge, master the speech activity in the language being studied, develop professional, and first of all, pedagogical skills and abilities, and assimilate broad regional-cultural knowledge.

The formation of communicative competence

implies the possession of a language that is close to or corresponding to the level of native speakers within the professional sphere of communication of philologists in the period of study in a higher educational institution and in further professional activity.

In recent years, a number of textbooks on teaching Russian phraseology of foreign students (Velichko, Chepkova, Basko, etc.) have appeared in which phraseological units are combined according to a thematic principle. In addition to the previously described system of exercises for the study of phraseological units, we present the following tasks:

- determine the style characteristics of phraseological units;
- read the pairs of sentences and determine where the selected phrases are used in the literal sense, and where in the figurative;
- name the idiom, the origin of which is this situation.

The learning phase, in which phraseological units are included in the vocabulary of students, is closely related to the features of these units. V.P. Cheban believes that the phraseological system denotes those phenomena of reality that cause the greatest emotional response in native speakers.

The overwhelming majority of these phenomena cannot be defined by other nominative language units, and the phraseologism in this case acts as the primary and only means of their language designation. This distinctive feature of phraseological units from other nominative units of the language leads to the fact that they are later introduced into the vocabulary of foreign students. At the time when they have mastered the elementary skills of connected speech and the transition to the formation of skills of an emotional attitude to a subject or phenomenon by means of Russian begins.

Practical work with foreign philology students shows that there are many phraseological units close in terms of design in both closely related languages and languages far in origin. It is obviously that the phraseological image underlies the phraseological meaning and acts as the carrier of the national-cultural and international elements of phraseological units. Accordingly, a measure of equivalence / non-equivalence of phraseological units should be the similarity and difference in the figurative structure of phraseological units. Moreover, the basis for the comparative analysis of the phraseological units of two languages should be the degree of figurative proximity.

Based on the analysis of Russian phraseological units, 4 groups of phraseological units can be distinguished: 1) phraseological units having the identity of images; 2) idioms with partial coincidence of images; 3) idioms with



different images with a close meaning and stylistic coloring; 4) idioms that have no match in other languages

At the initial stage of teaching foreigners, the phraseological units of the first group should be the material for study, since they can be compared with equivalents in the students' native languages. They are full equivalents; students are familiar with their lexical series and their semantics. This material should be introduced by comparing it with phraseological units that have equivalents in their native language. The existence of common cultural, interlanguage elements in the phraseological systems of the target language and the native languages of students contributes to the rapid learning of this material.

The presentation of phraseological units includes 2 stages: 1) disclosure of the meaning of a phraseological unit; 2) further consolidate it with the help of exercises, texts, etc.

The leading role here is played by the semantization of phraseological units using the following techniques:

- interpretation (in Russian, in the native language of students);
- translation (word for word, adequate phrase or word);
- semantic guess based on context.

Reduction of time in the semantization of phraseological units is closely related to how well the teacher speaks the native language of students or the intermediate language. The value of a phraseological unit is transmitted either through translation, or by selecting the appropriate equivalent or analogue of a Russian phraseological unit in a foreign language.

For example, phraseological units of an international character, based on mythological traditions, biblical legends or historical facts, for example: Augean stables, Achilles' heel, Pyrrhic victory, etc. strings, like a dog in the hay -, shake a weapon -, (go) on your own two - and others.

Particular attention should be paid to nationally colored phraseology, which reflects the national specifics of the language, its history. This phraseology causes the greatest problems, since to create a complete and accurate image, it is necessary to give an exhaustive comment.

For example, the Kazan orphan idiom has the following meaning: a person who pretends to be unhappy, offended, helpless, etc., to soften someone.

Linguoculturological commentary: After the Kazan Khanate was conquered in 1555, Ivan the Terrible besieged Tatar Khans with a heavy tribute: every spring they brought their gifts to the wagons.

However, the sly khans reduced their offerings with each spring, hypocritically complaining about shortfalls, impoverishment, etc. For

convincingness, they tried to dress simpler before the Moscow boyars.

At the time of Ivan the Terrible waging numerous wars in Moscow there were many orphans: dirty, in tatters, they lived handouts, sang plaintive songs. Involuntarily comparing the showing false modesty Kazan Khans to these orphans, Muscovites nicknamed them the Kazan orphans.

Since then, the expression Kazan Orphan denotes any stumbling person complaining about his fate.

In the future, students of philology begin their acquaintance with the course of Russian literature, therefore, it is necessary to consistently introduce and consolidate a significant number of phraseological units. At this stage, an essential role is played by the relationship of Russian teacher with the literature teacher in order to avoid duplication, as well as for the division of labor in the matter of the presentation of phraseology. The student meets the phraseological unit twice: at lectures in literature and in Russian classes, it memorizes language ways of expressing a phraseological unit better; this will have a fruitful effect on its assimilation.

The following exercises can be offered as methods of mastering and fixing phraseological units:

- 1) explain the meaning of the phraseological units highlighted in the text;
- 2) insert the missing phraseological units, selecting them from the data in a separate, mixed group;
- 3) from the two phraseological units with the same reference word, select the meaningful one;
- 4) explain the meaning of the phraseological unit and make a sentence with it.

These exercises can be constructed using antonymy, as well as on the principle of external similarity of a phraseological unit and free word combinations (ie, false homonymy) and polysemy.

Conclusion

Special philological training will allow students to more deeply analyze the facts of coincidence / discrepancy / partial coincidence of regional equivalents with the phraseological unit of Russian and find the cause of the phenomena in the deep linguistic layer in etymology.

The proposed system of exercises is given specifically for a philological audience, where not only the substance of the issue, but the terminology itself relies on professional training, which in the process of such work is not only used by students, but at the same time deepens practical application, thus improved skills and abilities.

The work according to the outlined scheme is certainly not opposed to the methodological



recommendations on the training of non-philologists; it will be simply not always and fully meet the principles of accessibility and continuity.

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