

### The Significance of Phraseology in the Methodology of Teaching Russian as a Foreign Language

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#### ABSTRACT

*The article deals with the linguodidactic possibilities of Russian phraseology in teaching Russian to foreigners. The main difficulties in the assimilation of phraseological units of the Russian language by foreigners are investigated.*

One of the significant places in the methodology of teaching Russian as a foreign language (RFL) is occupied by phraseology, which is recognized as the same subject of study as vocabulary. Unlike vocabulary, which in its totality reflects the entire sum of facts, phenomena and processes of reality, phraseology covers the sphere of human psychological states (joy, sadness, conflict, struggle, love, friendship), feelings and experiences, quantitative and qualitative characteristics of phenomena and objects. Like any other science, the methodology of teaching phraseology in the aspect of Russian as a foreign language is in development. Each general didactic principle in the methodology of teaching phraseology to foreigners, while fully retaining its meaning, is filled with new content. The need to introduce phraseological units into the language content of the educational process is also determined by their ability to act as a means of differentiating the functional styles of speech, as well as their high regional value.

The methodology of teaching foreign languages is associated with linguistics, pedagogy and psychology, therefore the main methodological principles are based on the provisions of these sciences. An indispensable condition for the effectiveness of the educational process is the use of permanent methodological principles. The methodology for teaching phraseology is based on didactic principles formed and adopted by the methodology of Russian as a foreign language. In the methodology of teaching Russian as a foreign language, the didactic principle of consistency and scientific character is carried out subject to three provisions: a) the learning process is based on the data of modern sciences: psycholinguistics, psychology, linguistics, methods of teaching languages; b) the information transmitted to students is designed to correspond to the state of

modern linguistics; c) the studied language material is presented to students in a strict scientific and methodological system. Compliance with the principle of activity and consciousness in teaching Russian as a foreign language is based on an analysis of the psychology of memory: meaningful, logical memorization is largely superior to mechanical, providing a creative use of language material.

In the process of teaching Russian as a foreign language, the principle of consistency can be implemented in the consistent introduction of specially selected structures and models on thematically accessible material, as well as in a specially selected system of methods for introducing new material in the classroom.

The principle of accessibility lies in the need to match the methods of content and forms of training with the level of development of students and their age characteristics. We emphasize that the learning process for students should be difficult, since a high level is achieved at the limit of possibilities.

The principle of visibility. Visualization in the methodology of teaching Russian as a foreign language is understood first as an external visual visualization and only then as an internal one, understood as a visualization of the context. In the methodology of teaching a language, in addition to visual clarity, auditory clarity plays an important role. It is used in the development of oral speech skills, in consolidating and checking the degree of assimilation of language material. The principle of functionality is reinterpreted by the methodology of the Russian language as a foreign language into a communicative-semantic approach to the interpretation and presentation of linguistic phenomena. It relies on the significance of the phenomenon itself for the act of communication.

An analysis of methodological research has shown that there are various ways of organizing work on phraseological material. As a rule, they are one-dimensional, since methodologists refer to certain aspects of phraseological units (nominative meaning, lexical composition, national-cultural component of semantics, grammatical characteristics, etc.) and are applicable to a limited range of phraseological units. In this regard, the inclusion of phraseological units in speech leads to difficulties due to general means of interphrase communication, individual rules of compatibility, lack of compatibility according to general rules, restriction on compatibility according to general rules, punctuation marks according to special rules, the impossibility of including sentence members between the components of a phraseological unit. Many difficulties are exacerbated by interlingual and intralingual interference.

An important role in mastering the phraseological system of the Russian language is played by the formation of students' skills in mastering phraseology: potential (understanding in context based on the literal translation of unfamiliar phraseological units), receptive (recognition of previously studied phraseological units), productive (use of phraseological units in their own speech). These phraseology skills can be conscious or unconscious. Awareness can be carried out at general and special different levels. Awareness at a general level implies the ability to distinguish a phraseological unit from a free combination of words as a reproducible and stable unit, interpret the meaning and translate into the native language. Unconscious possession is a positive transfer in the presence of phraseological units in two languages that are identical in formal structure and meaning. This possibility increases especially when studying closely related languages. It seems to us that for educational purposes the most productive is a phased description of phraseology. This approach makes it possible to more fully take into account the possibilities of interlingual interference. The first stage includes: a) comparison of the features constituting the phraseological unit in each phraseological unit; b) ordering phraseological units in descending order of the number of compared features; c) division of the resulting list of phraseological units into homogeneous layers; d) naming each such layer in accordance with the semantic and functional properties of its constituent units. The application of the above

procedure makes it possible to single out the types of structural-semantic associations of phraseological units: sayings, proverbs, phraseological combinations, idioms, winged expressions, formulas of speech etiquette, phraseological substantive phrases (nominative turns), grammatical compound turns. A feature of phraseological semantics is a subjective orientation: "Phraseologisms evaluate a person in terms of physical, mental, moral, ethical, intellectual qualities, characterize him in relation to social affiliation, occupation, age and life experience, family ties." Object phraseology, which is associated with the phenomena of reality and the characteristics of objects, is, according to the "Phraseological Dictionary of the Russian Language" edited by A.I. Molotkov, only 4-5% of phraseological units. Which suggests that the phraseological richness of the language can be considered as a kind of reflection of human relations, reflection. The content of the second stage is the methodological orientation of the linguistic model, which consists in: a) reshaping the linguistic model, consistent with the tasks of a particular stage of education and methodological goals; b) reduction of typologically homogeneous phraseological arrays and its representation as a linguistic field, consisting of a core and periphery. Considering the importance of this principle in the selection of phraseological material, it is necessary to use L.V. Adonina, S.V. Lazarev, V.V. Nikitina, S.V. Smirnova, O.S. Fisenko, N.V. Chernov phraseological units. It should be noted that Russian phraseology has been little studied from the standpoint of linguostatistical processing, therefore, without accurate data on the frequency of phraseological units, we implement the principle of usage, guided by subjective frequency, i.e. the presence of phraseological units chosen by us in phraseological dictionaries, as well as the experience and intuition of the informants who were involved in the selection of phraseological units.

Minimization is an important issue in the methodological interpretation of educational material. Its essence boils down to the fact that the language material selected by the methodologist must include units for servicing situations and topics that the student must master. A fairly significant group of phraseological units (PU) is difficult to correlate with a specific topic. In addition, the difficulties are due to the specifics of the functioning of many phraseological units in speech. The implementation of the selected phraseological minimum in the program, from our point of view, can be recommended in two ways: a) the presentation of phraseological units in the form of a separate minimum (similar to grammatical and lexical), b) the presentation of phraseological units in the form of a single lexico-grammatical minimum and the introduction of the latter into the framework lexical minimum. A single lexical-phraseological minimum implies the inclusion in the content of the lexical minimum of phraseological units representing units of different language levels. Since grammatical classes of words are traditionally distinguished in the lexical minimum, these classes should also include structural and semantic combinations of phraseological units equivalent to them. Sayings, proverbs, formulas of speech etiquette and popular expressions are recommended to be placed separately. Phraseologisms can be included in teaching aids and textbooks: a) as independent linguistic facts that serve as a means of designating concepts that students operate in acts of communication to indicate phenomena of reality; b) as part of speech samples, i.e. typical segments of speech in the form of a set of sentences, dialogic units; c) as part of educational texts; d) as part of a "dictionary" or educational topic. The method of introducing a phraseological unit should correspond to the nature of the skill being formed: for potential mastery, the method "context 1 (learned language) - PU - context 2 (Russian language)" is effective, for receptive - "PU - context".

Particular attention should be paid to the students' conscious mastery of the skills of using Russian phraseological units in communication, i.e. understanding the existing types of phraseological units and determining how to act in their use, understanding and memorization. To do this, it is necessary to use tasks similar to the types of work on phraseological units of the native language of foreign students, as well as within the framework of special courses in Russian phraseology. When teaching Russian phraseology, the teacher 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 students to the techniques and ways of introducing phraseological units into the text, to their syntactic constructions.

Methodically based types of work on phraseology will bring entertainment and diversity to the educational process, which will increase students' interest in learning the Russian language. But in order for the work on phraseology to give the desired effect, the teacher must consistently apply methodological and linguodidactic provisions on phraseology, based on the generally recognized results of phraseology research within the framework of fundamental linguistics. From the point of view of the methodology of teaching Russian as a foreign language, the organization of phraseological material, based on the consistent formation of skills in mastering the indicated units, seems to be more effective. The task of the teacher of Russian as a foreign language becomes the need to teach students to independently search for information about a phraseological unit based on the use of lists of phraseological units and various kinds of lists. The humanization of the learning process and its individualization allow both the teacher and students to choose from a variety of phraseological units that which is close to the understanding of each of them. The narrowing of the studied phraseological units is possible by limiting the passive and active phraseological stock of each of the participants in the educational process.

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