

PHRASEOLOGICAL UNITS IN THE COURSE OF RUSSIAN AS A FOREIGN LANGUAGE: ON THE ISSUE OF SELECTION CONDITIONS AND METHODS OF STUDY

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Annotation:

The formation of communication skills among students in the lessons of Russian as a foreign language is not possible without the study of phraseological units of Russian language - a nationally oriented unit of vocabulary. Based on the analysis of scientific and methodological literature, the author offers answers to topical questions related to the conditions for the selection of phraseological units, the time of their study in the structure of lessons and didactic methods of working with them.

Keywords: Russian as a foreign language, sociocultural competence, phraseological units, selection criteria, admission.

The phraseological fund of any language is, both from a linguistic and methodological point of view, a layer of the language. From a methodological point of view, they are considered as a manifestation that shows the national and cultural characteristics of the area, reflected in the language, and because of this, they are of great value from the socio-cultural approach to teaching Russian as a foreign language. However, teaching the Russian language to non-Russian-teaching populations is much more difficult. In a non-linguistic audience, one of the first places is the technique of conducting a lesson, a good choice of the form of organization of educational activities within the framework of a lesson [1, c. 129].

The formation of the communicative competence of foreign students implies "the ability of foreign students to express their thoughts and communicative intentions in Russian correctly, expressively, figuratively, using all the richness of language means" [2, c. 211], namely, it also prescribes the necessary familiarity with Russian phraseology in the process of teaching Russian as a foreign language (hereinafter - RFL). When studying phraseological units, foreign students not only acquire the skill of in-depth study of the semantic layer of Russian speech, the principles of transferring the meaning of a word, methods of creating value judgments, but also get acquainted with the traditional features of the life of the Russian people, its literature and folklore. As practice shows, carriers of another culture are always interested in all kinds of set expressions with their imagery, emotional coloring, hidden meaning, word play, they are happy to try to use them in everyday life, which, in turn, indicates a large motivational resource of phraseological units. In addition, it should be clearly understood that the study of Russian phraseology by foreign students is necessary in connection with the formation of a systematic understanding of the Russian language [3, c. 93].

When studying Russian as a foreign language, the organization of the phraseological dictionary of the foreign language follows in parallel with the formation of the vocabulary, but, of course, less intensively. And the latter is quite understandable: the gradual study of phraseological units requires each time a broader linguistic, verbal and general cultural outlook of students; these units of the

language, having meaning and practicality, nevertheless, are not a priority in the formation of statements and the transfer of meaning, in connection with which they are practically not included in lexical minimums and teaching aids, and their representation at one or another step of learning, as a rule, entirely the merit of a certain teacher. On the other hand, it is quite obvious that it is not at all possible to do without stable phraseological units (their necessity for the formation of communicative and sociocultural competence has already been noted a little higher), and therefore one of the main controversial issues of teaching Russian as a foreign language are: what, when and how phraseological units to study. This publication attempts to theoretically and linguodidactically describe the criteria for selecting phraseological units, and also introduces readers to some methods and techniques for studying them in the Russian as a foreign language course. An attempt was made to give some answers to the identified questions - what, when and how phraseological units should be studied. The main theoretical position of the use of phraseology as a teaching material in the study of Russian as a foreign language is the acceptance of the need for a broad approach to the differences in phraseological units. In this regard, it is worth acquainting foreign students with idioms (beating thumbs, sharpening folly, getting into a mess); and with collocations (torrential rain, make a decision, raise a question); and with proverbs (if you drive more quietly, you will continue, don't get into your sleigh) and with sayings (they count chickens until autumn; the ice has broken!); and with grammatical phraseological units (almost; almost; whatever it may be); and with phrase schemes (Y he and in Africa Y; Y as Y; all Y-m Y). A broad approach to phraseology seems to be quite justified, since for foreign students all the above groups of stable phrases are united by a common criterion of unity, semasiological and structural indecomposability of a unit into various components.

Turning to the question of when to study phraseological units, when studying the state educational standard and lexical minimums according to the Russian as a foreign language, it was revealed that the concept of "phraseology" and the initial set of phraseological units are introduced only at the fourth stage of studying Russian as a foreign language, and this corresponds to the second certification level. However, observations of the speech practice of foreign students and their questions show that acquaintance with Russian phraseology occurs earlier and its purposeful study is necessary even at the early stages of education, in particular, already at the preparatory course. In addition, it should be understood that students need to know not only colloquial phraseological units, usually presented in lexical minimums, but also stable turns of scientific and official business speech, even journalism, which is important, for example, for reading technical texts and maintaining other professionally oriented activities. To ensure consistency in the selection of phraseological units, it is considered necessary to use uniform principles in the selection of stable combinations - statistical, methodological, linguistic and communicative. So, among the statistical indicators - the frequency and productivity of the language unit. Methodological principles are guided by the learning objectives and topics offered by the curriculum. The inclusion of combinations that may not be frequent in use, but necessary when modeling the statement of a certain model, will be considered methodically conditioned. Linguistic principles include the principle of unit compatibility (thus, expressions have wide compatibility: have weight; bear responsibility; point of view, etc.); the principle of form and word-formation value (sit on the neck - sit on the neck, sit on the neck; look with different eyes - look with different eyes); the ability of a phraseological unit to develop a linguistic conjecture (pouring like a bucket; start from the basics); the principle of paradigmatic and stylistic connections (presence of

antonymous, synonymous and other units in a phraseological unit (hereinafter referred to as PU). Taking into account the above conditions obliges to include in the work a whole range of exercises with phraseological units that have different emotional and functional coloring (a sore spot, two steps away, anyway, etc. - stylistically neutral; spin like a squirrel in a wheel, tear off your head, etc. - colloquial; alpha and omega, stumbling block, reins of government, etc. - bookish with increased expressive coloring; give a screech, chop on your nose, with a gulkin nose, not in the tooth with your foot, etc. - colloquial with negative expression), polysemantic (put on your feet; climb into the soul, etc.), related synonymous (side by side - hand in hand; shoulder to shoulder, etc.), antonymous (soul to soul / like a cat with a dog; win / lose, etc.) and other types of relationships [4, c. 283].

Naturally, most of the phraseological units are studied at advanced stages, when students gain the necessary lexical and general cultural knowledge. But phraseological units that have educational and pedagogical significance should be introduced into active use as early as possible. Not being included in the active dictionary, they can be used in the teacher's evaluation remarks (a bright head, he is a head!, a jack of all trades, a heart of gold, etc.). In this case, we can talk about the principle of pragmatic significance for communication, according to which it is necessary to introduce stable combinations into the vocabulary of students that they can meet and apply in certain situations of communication (the head is spinning, porridge in the head; how many years, how many winters business - time, fun - an hour, etc.). Turning to the analysis of the last question - how to work with phraseological units, it should be noted that this article is based on the principles of systematic and multi-stage work on phraseological units and the mandatory inclusion of a unit in the study of grammatical topics in the discipline "Russian as a foreign language". Let's look at this with a specific example. So, when foreign students studied a noun in the 1st year, students were presented with a text on the lexical topic "History of military education in Russia", containing, in particular, the following fragment: "Military educational institutions were not viewed as an institution that could fully compensate for the lack of active service experience, knowledge of which from the very beginning * was considered essential for commanding people. In addition to the task on the lexical and grammatical part, work with the text also included tasks aimed at understanding and adding an active dictionary of the above phraseological unit. The scheme of these tasks is presented as follows:

1. How did you understand the meaning of a stable combination of "knowledge from the basics"? (It was correctly identified by the students that it carries the meaning of "learning from the beginning.")
2. Where do you think this expression came from? (The question caused difficulties, therefore, further for the language guess, a hint was given in the form of assignments and leading questions).
3. In what form is the second noun in this phrase? (Answer followed: "In the form of the plural, genitive case").
4. Put this word in the nominative singular. This word is outdated. What could it mean before? (Some students recalled quotes from ancient Russian texts, such as "az is ...", and identified a modern synonym for the word - the pronoun "I").
5. And what letter of the Church Slavonic alphabet was called this word? (After this question, many people immediately remembered the beginning of the old Russian alphabet and answered that its first letter was called "az").
6. Let's check your guess in the phraseological dictionary (We read the corresponding dictionary entry in the reference dictionary "Russian Phraseology" by R.N. Yarantsev).

7. Are there any analogues of this phraseological unit in your native language? (There were no affirmative answers).

8. What synonymous phraseological units are there in the Russian language? (They independently cited the combinations "create the foundations" and "lay the foundation").

9. Let's turn to the dictionary and see what other synonymous combinations there are in Russian. (We read the dictionary entries "First Steps", "From Adam", "From the Stove".

Make up your own versions of sentences with these phraseological units. (After that, those who wished to read out their proposals, the students of the group discussed examples, corrected mistakes and wrote down the most successful proposals in workbooks).

Having created your own sentences and after listening to the examples of your comrades, tell me, with what verbs can the phraseological unit "from the basics" be used? (Students note that most often this phraseological unit is used with verbs to study, start).

Will the figurative meaning of a word be preserved if we change its number or case? Try it. (Students concluded that when the form of a given word changes, phraseology is lost). As a result, not only when retelling this text, but also in dialogues formed independently in subsequent classes, students used this phraseological unit in the right form and in the appropriate meaning.

It should be noted that when studying various parts of speech, the teacher can quite effectively use phraseological units, which, together with the expansion of linguistic and speech horizons, will perfectly accompany one or another grammatical phenomenon.

So, when considering the short form of adjectives, you can determine the way of expression, the role in the composition of the sentence and the meaning of set expressions in sentences, for example: Recently they remembered about her - and now, look, she came to us herself: easy in sight; She does not sit at home, she is easy-going, goes hiking, is an avid mushroom picker; Yes, he has nothing for his soul, a goal like a falcon; He won't do anything to us, his arms are short, let him just try.

When parsing pronouns, you should carefully consider the meaning of the pronominal word yourself in the instrumental case to determine the description of a person's appearance: Good-looking; Not bad by himself; to work on phraseological combinations with this pronoun: so-so, get out of yourself, on your mind, come to your senses, to yourself, withdraw into yourself, etc.

Consideration of the name of the numeral may well be completed with an interesting task for reconstructing the form of phraseological units: insert the necessary words into proverbs and sayings and explain their meaning: Cut under (...) a comb. From the pot (...) an inch. Like (...) drops of water. Behind (...) seals, etc. Then students usually give analogies to these phrases from their native language.

When studying gerunds with them, it will be relevant to use phraseological units (sleeves down, rolled up sleeves, without closing your eyes, reluctantly, holding your breath, etc.), lexical and grammatical work on the compatibility of these phrases with verbs (rolling up your sleeves - work, work; reluctantly - allow, let go, etc.), the selection of synonyms from adverbs (hand on heart - honestly, with bated breath - very carefully and under.), etc.

This approach to the study of Russian phraseology in a foreign audience provides, first of all, fundamental linguistic connections within the levels of the language and makes the process of studying grammar more interesting. So, working in an environment with foreign students clearly makes it clear that the conscious assimilation of phraseological units requires quite a long time and

repeated repetition, in which emphasis should be placed on such mental operations as observation, comparison, choice, generalization of language units. It is this attitude that is described in the methods of working with stable phraseological units of the Russian language presented in the publication, which allow the formation of speech skills that, being activated in various types of speech activity, consistently and purposefully develop the communicative competence of foreign students and increase interest in the Russian language.

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