
Phraseological System of Russian: How to Train Foreigners?

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Abstract:

The studying of the phraseological system of Russian supposes not just the knowledge or the acquisition of abilities to use it but the development of pupils to use other languages for communication.

The specifics of the perception of phraseological units are defined by the native language and by the second and the next following foreign languages. The figurative structure of the native language therefore accounting of the native language of pupils, features the culture of language, becoming the important didactic principle for the Russian phraseological units.

For training in the Russian phraseological units, it is necessary to use two main types of means: the natural language environment with all its extralinguistic components and various supportive applications creating more or less expressed illusion of familiarizing with the natural language environment.

A necessary element of work on the phraseological system of Russian is the semantization of phraseological units. In disclosure of value of a phraseological unit, the image defining its lexical - semantic structure is the key. The work on phraseological units by foreign audience has to assume disclosure of value of a phraseological unit by means of interpretation, transfer and a semantic guess and fixing based on specially developed exercises and texts.

Keywords: *Methodology of teaching Russian, phraseological system, phraseological units, semantization.*

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1. Introduction

The training of phraseological system is an immense component of a mythology of Russian as foreign language, which allows understanding fully the system of other languages. Formation of communicative competence is to achieve a main goal of studying of language (Adonina *et al.*, 2015; Kapitonov and Shchukin, 1987; Kargina and Fisenko, 2016; Patotska-Platek, 1992). The complexity of training of foreigners of phraseology of Russian is that the feature of perception of phraseological units defines a national and cultural component in their semantics, which is possible for comprehending only with a support on the cultural linguistics reflecting the national consciousness of ethnoses. Like any other science, teaching methods of phraseology in the aspect of Russian as a foreign language is in constant development.

Based on generalization of pedagogical experience, new data of linguistics, psychology, cognitive science, socio- and psycholinguistics, and other sciences are improved methodical training systems and "technology" ownership of idiomatic foreign units. Of course, the method of teaching phraseology to foreigners is a branch of linguodidactics. It is based on the general didactic principles but its content is undergone some re-thinking. There is a reassessment of their role and place in the studying process, which is largely determined by the specific learning goals of RAF (*RAF- Russian as foreign language*). There is an ownership of a certain range of the knowledge about the language and the obtaining of skills and abilities. It defines the speech activity of foreign students in Russian. In addition, these are each of the major general didactic principles in the method of teaching foreigners about phraseology. It is filled with new content and fully retains its meaning.

2. Materials and methods of the research

Materials of the research are textbooks and manuals on Russian as foreign and phraseological dictionaries. From methods and receptions of a research we will distinguish linguistic (a concentration, minimization of a training material, the situational and thematic organization of material), didactically (sensible, presentation, the stage-by-stage formation of knowledge, skills developing training, creativity), psychological (motivation, accounting of individual and psychological features of pupils), methodical (communicativeness, accounting of features of the native language, complexity, oral advancing, the interconnected training in all types of speech activity).

3. Results and discussion

3.1 Formulation of the problem

Phraseological units give the language a special national flavor. It is especially at the initial stage of the Russian studying. It is difficult to understand and assimilate, as a

source of numerous and difficult to recoverable mistakes. At the same time teachers' examinations, who teach of foreign students at the basic faculties, show the major disadvantages in the lexical side of the speech by students in 1-2 courses. It means the students use very few idioms in their speech. They cannot use the idioms right way and their speech. The foresaid requires a reassessment of the place of phraseology in methods of teaching Russian as a foreign language and its didactic principles.

3.2 Didactic principles of teaching phraseology in the aspect of Russian as a foreign language

These principles are linked and formed a single system closely. It provides the effectiveness of education as a whole. The methods of teaching phraseology are based on the didactic principles of methodology of Russian as a foreign language.

The principle of scientific and systematic. The didactic principle of the scientific method of teaching is carried out in compliance with the RAF (*RAF- Russian as foreign language*) three main provisions:

- a) the studying process should be based on the data of modern science (linguistics, psychology, psycholinguistics, language teaching methodology);
- b) the reported information must be conformed by students and presented a state of linguistics;
- c) all of the studied language material is presented to students in a rigorous methodological and scientific system.

The principle of consciousness and activity. It is necessary to comply with the most important didactic principles in teaching Russian as a foreign language. It is based on the analysis of the psychology of memory: a meaningful and logical memorization largely exceeds mechanical, which does not provide the creative use of language material. The conscious assimilation of knowledge of the language is to recognize students' speech acts. Using the acquired knowledge is carried out in the process of developing skills in the active voice practice. The presence of self-control and self-confidence in the learning process is an essential condition to the activity of the students. The students must have a linguistic competence to be able to distinguish normal from its violation. Self-control and self-esteem must be a mandatory element of modern educational technology. In determining, the nature of the principle of activity in the process of learning a foreign language is necessary to have the operational and motivational activity in mind. Moreover, motivational activity is aimed at the formation of the ability to mobilize the internalized voice communication material for specific communicative purposes.

The principle of availability and consistency. The principle of accessibility consists of the necessity for compliance with the content, methods and forms of education

age characteristics of students and the level of their development. However, the learning process must be difficult for the students, as a high level of development is achieved at full capacity.

The principle of consistency and availability in teaching Russian as a foreign language can be carried out in the next ways. Firstly, it is in the sequential introduction of selected models and designs available in the thematic material. Secondly, it is carefully in a selected system of methods of introducing new material in the classroom.

The principle of visualization. A person gets about 80% of information about the environment by sight. When teaching foreign languages a visibility is understood first as an external visual clarity, and then the internal. That is the visibility of context. In addition to the visual clarity in language, great role in teaching method plays and auditory clarity. Visual and auditory clarity used for consolidation and checking the assimilation of language material, as well as the development of skills of oral speech. A special role belongs to the technical means in this process. The situational visibility is specific to language learning of a kind of clarity.

The functional principle is reconsidered with technique in communicative-semantic approach to the presentation and interpretation of linguistic phenomena, based on the significance of this phenomenon for the communication act. An another sequence builds instead of presenting linguistic facts in a purely linguistic logic "form – meaning – use" in a practical course of Russian for foreigners, "the need – the subject (thought) – means (lexical and morphological and syntactic),"i.e., it is a method of forming thoughts passed in a given linguistic collective. The various "internal forms" are used in the languages, and semantic content, not to mention the physical form equivalent units. Sometimes it is non-matching. It may make difficulties the development of more and use the language being studied, rather than any of its formal differences from the native language (Vlasova et al., 1990).

3.3 Minimization of educational material for teaching phraseology in the method of Russian as a foreign language

Traditionally, an important issue of methodical interpretation of educational material is its minimization. It notes that principles are already established to minimize the linguistic material for educational purposes in linguodidactics. As one of the main principles of selection of language, in particular lexical material in modern technique extends the principle, what receives a different symbol: the semantic value, a practical necessity, situational-thematic principle. Its main point is to ensure that the selected language material should include the units required for the maintenance and the situations in which the student must own. As a Russian linguist N. M. Shan noted, in the vocabulary of specialist phraseology, word formation, grammar and etymology of Russian, "The application of this principle to the phraseological material has great difficulties. Quite a large group of PhU (*PhU- phraseological*

unit) is difficult to relate to a specific topic. In addition, the difficulties are caused with the specifics of the functioning of much PhU speech" (Kapitonov & Shchukin, 1987). From our point of view, at least the selected phrasebook can be recommended for the implementation of the program in two ways:

- a) presentation of phraseological units in a single minimum (similar lexical and grammatical);
- b) introduction of phraseological units in the scope of lexical minimum, and the last in a single lexical and grammatical minimum.

In organizing the program, actually idiomatic minimum can be recommended to use a phased application to educational phrasebook. Making up of common lexical and phraseological minimum involves the united of phraseological units in the content of lexical minimum. The representation of units of different language levels can be different: either it is a single alphabetical list of items, or this is a list of words lexical minimum, a part of which can be compared to a certain set of phraseology. It has its composition corresponding word of lexical minimum in. As far as the lexical minimum is traditionally allocated grammatical word classes. In addition, the equivalent of structural and semantic association phraseological units should be included in these classes. Proverbs, sayings and popular expression formulas of speech etiquette should be placed separately.

When the question is solved on the nature of the introduction of phraseological material in the content of textbooks and teaching aids should be taken into account the principles, forms and methods of introduction of the linguistic (lexical and grammatical) material. Phraseological units may be included in textbooks and studying aids:

- a) they can be as independent linguistic facts that are as a means of marking the phenomena of reality, notions. They are operated by students in acts of communication;
- b) there are samples in the composition of speech, i.e. typical speech segments in the form of sentences, similar sentences, dialogical unities;
- c) in the composition of training text;
- d) as part of a training or "dictionary" topic.

The method of introduction of phraseological units, respectively, it is advisable to choose the character generated skills: it is a mastery for the potential effective way of "one context (the target language) – PhU (*PhU- phraseological unit*) – context 2 (Russian language)," for the receptive – PhU (*PhU- phraseological unit*) - context". The best way to semantization phraseological unit should be recognized, as well as for the lexical unit, full semantization. In order to achieve that you need to use all or most of the techniques, each of which reveals a different aspect of the value phraseological unit. However, complete semantization cannot be achieved with the

new first presentation of phraseological unit, it is achieved for continuous operation, not only a comprising the step of introducing, but also the training step.

For the introduction and initial explanation of phraseological units, it is necessary to choose the most economical technique reveals an aspect of values, without which it cannot be fulfilled tasks of study on this particular lesson. Usually, as such aspect is as the subject or the subject-conceptual aspects, although the teacher can bring to semantization well-shaped, and cultural, and other components. At the same time from one stage to other stage, a self-sufficiency of the learner is in semantization of dictionary meaning of phraseological units. These including and using dictionaries must be increased.

Special attention should be to the realization of the students of their skills in Russian phraseology, i.e., understanding, what constitutes a phraseological units, which are the different types of units and how they need to act in their understanding, memorization and using (Petrenko et al., 1989). It is appropriate to use the tasks, what are similar types of work on phraseology of native language and in special courses of Russian phraseology for foreigners. The knowing of the skills, the teacher can lead the students for 2-3 lesson in strict selection as the formulations of containing linguistic information and linguistic material.

The introduction of the necessary number of phraseological units takes a consideration of methodological factors in language content textbooks or textbook. Such as the main way of bringing language and thematic material is adopted in the appropriate means of education. There are the principles of a distribution of the material in its structure. It is a main character of a composite unit, in which it is intended to implement a phrasebook material (Shakhsuvarova, 1983).

We base on the fundamental position considering that the central problem of studying the national specifics of the Russian language in the didactic purposes. The process of mastering of phraseological system must start with mastering of interlanguage phraseological correspondences — equivalents, which arise based on experience, the universality of the laws of thought, and the coincidence of some forms of figurative vision among different folks. As a theoretical basis for the choice of methods of study of phraseology, we accept the system descriptions of interrelated actions of the teacher and student: the show — the perception, explanation — interpretation, the organization of training — participate in the training, the organization of speech practice — the speech practice; control, correction, evaluation — perform control tasks, self-correction, and self-esteem (Gubarev, 1980; Kornilova *et al.*, 2015; Lazarev *et al.*, 2016).

Comparative study of phraseology, as the basis of linguistic methods of teaching foreign language phraseology can not only predict the interference of an infinite number of phraseological units. It is methodically to interpret linguistic material, based on their specific goals and objectives of teaching Russian as a foreign

language. Methodological interpretation of the data of comparative phraseology (including psychological and pedagogical realities of practical work) is based on the goals and learning objectives. In the sphere of phraseology, they are:

- 1) it is to expand the vocabulary of phraseology (not only active but also passive) in the speech of the students;
- 2) it is to train in adequate understanding and use of phraseology in various types of speech activity;
- 3) it is to develop the intelligence of students in the process of understanding and mastering of fragments phraseological pictures of the studied language in the world.

4. Conclusion

One of the most important places in the methods of teaching Russian as a foreign language takes part in phraseology. Since it opens up new possibilities in the study of language by intralinguistic and cross-language interference. In our opinion, when training Russian phraseology teacher should give the learner not only a minimum of common Russian phraseological units, but also with the help of special assignments to teach them the ability to recognize certain expressions, to pay attention to the students on the introduction of methods and techniques of phraseology in the text, on syntax. Well-chosen types of work on phraseology don't only complicate significantly the learning process, but also add variety and entertaining than increase students' interest in learning of Russian.

However, a work on phraseological units gives the desired effect. Consistently the teacher has to apply didactico-linguistique and methodical positions on phraseology, what are based on generally accepted phraseology of fundamental research within linguistics. From the position of methods of teaching Russian as a foreign language most effectively, represent an organization idiomatic material, which is based on the sequential skills of mastering. One of the main tasks of teaching Russian as a foreign language at this stage is the need to teach the students independent search for information on the necessary phraseology unit. It is important to use various kinds of lists and lists of phraseological units.

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