

К вопросу об изучении фразеологизмов в вузе

Анастасия Лебедева
НамГУ

Аннотация: Изучение фразеологии ведется уже достаточно длительное время. С помощью понятия «фразеология» обозначают раздел науки о языке, который изучает историческое развитие и современное состояние фразеологической системы языка.

Ключевые слова: фразеологизмы, инофоны, коммуникативное умение, лексический состав

To the question of the study of phraseological units in the university

Anastasia Lebedeva
NamSU

Abstract: The study of phraseology has been going on for quite a long time. With the help of the concept of "phraseology" they designate a branch of the science of language that studies the historical development and the current state of the phraseological system of the language.

Keywords: phraseological units, foreign phones, communicative skill, lexical composition

The correct and appropriate use of phraseological units in the speech gives it uniqueness, expressiveness and figurativeness, does it emotionally charged, allowing to judge the interlocutor not only as the personality but also as the representative of the nation. For this reason learning Russian as foreign is impossible without the appeal to his phraseology which represents one of the aspects of Russian, most difficult for assimilation [Babenko, Orekhova, No. 1, 2018, 11].

The phraseology includes considerable layer of the Russian vocabulary. Phraseological units aren't translated literally, and it complicates their understanding, especially it is difficult for not native speakers. Inofona have phraseological competence in the native language. And practically always try to find connotations which aren't always available.

Now to a problem of use of phraseological units it is aware of Russian much attention is paid. It is connected with the fact that studying phraseological units has

high didactic potential. Knowledge of phraseological units allows to improve knowledge of lexical structure of Russian, his grammar, stylistic features and also national and cultural specifics of the learned language. The lack of knowledge in the field of phraseology leads to the fact that foreign pupils can't fully carry out effective communication in Russian because they don't know figurative opportunities of language, his culture and history.

Moreover, phraseological units it is widely used not only in fiction, journalism and other written and oral genres of the speech, but also in the everyday speech of people. Therefore studying phraseological units is one of conditions of formation of communicative competence of pupils of higher education institution.

It is considered that the phraseology is one of the most complex layers for studying a vocabulary of Russian. Pupils always experience numerous difficulties with understanding and reproduction of phraseological units in the speech. Difficulties are caused as the linguistic reasons (differences in the language systems of different languages and speech realization of this system), and the extralinguistic reasons, such as other thinking, moral principles, material culture, national peculiarities and values.

Process of mastering students the Russian idiomatics demands the purposeful and thought-over work.

First of all, it is necessary to select carefully entered language material. It has to be frequency, be used actively in the speech of native speakers of Russian, contain a culturological component and to be thematically organized, "attached" to the theme groups studied by foreign students: "Clothes", "Family", "Health", "Trud", "Food", "Appearance of the person", etc.

We will give examples of the thematic tasks aimed at the development of communicative skills of students:

Translate phraseological units, define their value and answer questions.

1. What people are characterized by these phraseological units: lucid mind, walking university, mind chamber.

2. As these phraseological units estimate work of the person: to idle, be idle, lie on one side, to send dogs.

When studying the subject "Food" it is appropriate to use the following tasks:

1. Find in structure of these phraseological units of a word, the calling foods, emphasize them: the furnace as pancakes to meet by bread and salt, porridge oil not to spoil, live from hand to mouth, to make porridge.

2. Translate these phraseological units, define from value.

Strong students can offer the tasks of search type which are sending to etymology of phraseological units, indicating the informative value of their internal form, the regional geographic information coded in her.

For example, using phraseological dictionaries of Russian, tell about the history of phraseological units to meet by bread and salt, to live from hand to mouth, the furnace as pancakes.

When studying phraseological units it is necessary to focus attention of foreign students on such categorial signs of these units of language distinguishing them from homonymous free combinations of words as reproducibility and integrity (idiomaticity) of their value.

Reception of transformation, replacement of a phraseological unit synonymous to him will help to mark out with a word these signs to students, for this purpose we suggest to perform the following task:

Replace phraseological units synonymous with him words: to feed with breakfasts - to promise, a stone's throw away - it is close, to keep silent - to be silent, sleepy - to doze, chatter - to stir, at the crack of dawn - early.

It is important to teach foreign students to distinguish phraseological units from homonymous him free combinations of words, especially at the initial stage of acquaintance to them. In this case it is effective to use the principle of presentation in training in a foreign language: to present phraseological units in pictures (similar experience is reflected in a series of bilingual dictionaries of M.I.Dubrovin "The Russian phraseological units in pictures") [Dubrovin 1987].

For formation of such skills we suggest to use such tasks:

1. Determine which of these combinations of words are phraseologisms, emphasize them and determine their meaning: keep your mouth shut - hold your friend's hand; sit back - sit with your hands on the table; feed breakfast - feed the child breakfast; bite your tongue - bite your tongue hard; counting a raven - counting a raven on a tree.

2. The Collect Phraseologisms task.

Phraseologisms recorded on dense paper are cut into parts, students must collect phraseology from these parts: rolling up - sleeves, counting - raven, rolling - like cheese in oil, pulling up - nose, mama - son, master - all hands, kind - well done, feed - breakfasts.

Finding phraseologisms in the text and using in context is the next rather difficult stage in the study and assimilation of phraseology of the Russian language by inophones.

Working with the text contributes to the formation and development of communication skills and skills of students, activates their creative capabilities.

Here are examples of tasks with texts that are designed mainly for students with an advanced level of proficiency in Russian.

1. Read the sentences, indicate in which of them the highlighted words are phraseologisms, determine their meaning: The student behaved badly in the lesson,

the teacher immediately put him in his place - The brother put his sister's bicycle in his place; The sisters were like two drops of water - Two drops of water remained on the table; Kohl's friends included a white raven - A boy at the zoo saw a white raven.

2. Students are given (or invited to listen to) a coherent text, write out phraseologisms from it and determine their meaning.

- Sasha, do not knock: it's too late, neighbors sleep, - said Mom. And Sasha knocks. "Stop the knock!" Dad said. And Sasha knocks. "Like a wall of peas!" the grandmother said. "And he pretends not to hear," dad said. And Sasha knocks. "I'll take the hammer away!" the grandmother said angrily. And Sasha knocks. Grandmother took a hammer from Sasha and hid it... - Give it! - asks Sasha. Tomorrow. You are told in Russian, it's too late, everyone is asleep.

One of the effective methods of working with text in teaching phraseology to foreign students is the method of filling out text. Students are encouraged to restore missing text fragments using phraseologisms.

Today I am going to visit my friend. They say that she and I are similar... She is very smart and capable, they say in her... and.... She always understands me, I like to talk to her... I don't have it from her... (like two drops of water, a light head and golden hands, heart to heart, there are no secrets).

Writing a dialogue, a story is one of the types of tasks that develop the communicative skills and skills of foreign students, activating their work in classes in the Russian language.

This type of tasks should be referred to at the stage of repetition, consolidation of phraseological material.

Students are offered the following assignments:

1. Make a short dialogue using the following phraseologisms (phraseologisms of a certain thematic group are selected, for example, clothes, studies, the appearance of a person, family, etc.): a) a friend reproaches Ivan for not preparing well for classes in the Russian language, Ivan makes excuses (sit back, count the raven, try his best, do not hit his finger, plunge with his head).

2. Compose a story on the theme "My Family", using phraseologisms: soul to soul, carry on your hands, golden hands, a bright head, like behind a stone wall.

The proposed language material and types of tasks will expand and diversify the vocabulary of inophones, replenish it with new phraseologisms. In the course of their implementation, foreign students will become more familiar with the phraseology of the Russian language, with the norms of communication, everyday life and cultural traditions of the Russian people.

References

1. Акрамова, Э. И. (2021). Замонавий оила трансформацияси. *Science and Education*, 2(12), 685-691.
2. Акрамова, Э. И. (2022). СОХРАНЕНИЕ СЕМЕЙНЫХ ЦЕННОСТЕЙ ПЕРВООСНОВА ГОСУДАРСТВА. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 4-2), 521-525.
3. Akramova, E. I. (2022). On the development of family relations of different generations in Uzbekistan. *Journal of Pedagogical Inventions and Practices*, 13, 32-36.
4. Fayzullayeva, K. H. (2020). E. "Metaphor explanation methods when studying artistic" *Multidisciplinary Peer Reviewed Journal. Research for revolution*. ISSN№-2581-4230. Impact Factor-5.785, 6(7).
5. Файзуллаева, Х. Э. (2020). Работа по фразеологии при изучении имени числительного. *Science and Education*, 1(2), 574-577.