

The cover features a futuristic cityscape with a prominent glass capsule in the foreground. The capsule has a white top with a red stripe and a black panel with the word 'Ursula' and a star symbol. The background is a dense urban landscape with a river. The top half of the cover is overlaid with a geometric pattern of overlapping triangles in shades of blue, purple, and teal.

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METHODOLOGY FOR TEACHING OF PHRASEOLOGICAL UNITS WITH A COLOR NAMING COMPONENT TO FOREIGNERS¹

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Abstract

The article makes a strong case for the development of didactic principles of teaching of Russian phraseology with the components of color designation. It describes color as a component of culture of language. In the paper a system of exercises for the formation of competencies in the field of phraseology with the components of color designations is presented.

Keywords

Didactic principles – Phraseology – Color naming component – Cultural linguistics

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Introduction

Foreign students of philological faculties in Russian universities have great difficulties in studying the phraseology of the modern Russian language. However, knowledge of idiomatic units of the Russian language contributes to the formation of verbal and non-verbal behavior, which is necessary for the further training in the educational environment of Russian universities. Phraseological units with a color naming component are particularly problematic for foreign students.

Despite the fact that phraseological units are implicitly included in the process of education, the issues related to the volume and time of the inclusion of phraseological units in the learning process are speculative in the methodology of teaching Russian as a foreign language. There is no doubt that the preparative profile designed to prepare students for further university education in accordance with the chosen specialty plays an important role in the language training of foreigners². Many teachers of Russian as a foreign language believe that phraseological units of Russian as a foreign language should be involved in the program at the initial stage of training when foreigners are just starting to learn Russian as a foreign language. Nevertheless, the issues of including phraseological units with the components of color terms in the educational process have not been discussed.

Target setting

The methodology of teaching Russian as a foreign language discusses the issues of selection and minimization of educational material in the lessons on Russian as a foreign language (L.I. Roizenzon, E.A. Bystrova, V.I. Zimin, N.M. Shansky, E.M. Vereshchagin, V.G. Kostomarov, M.T. Tagiyev and others).

For example, *The Handbook of Russian Phraseology for Foreigners (Expression of Emotions)* (R.I. Yarantsev)³ presents phraseological units accompanied by lexical synonyms. The dictionary entry provides the meaning of phraseological units, shades of meaning, as well as gestures accompanying the pronunciation of phraseological units, ways of introducing phraseological units and grammatical commentaries.

The textbook by N.I. Soboleva, S.U. Volkov and others, "Progress"⁴, is an introduction to certain aspects of the phraseological system. The textbook *Studying Linguistics* (Bogatyreva, Krylova) provides information about free and non-free word collocations, as well as the types of phraseological units, the history of occurrence. Students are offered to find the meanings of phraseological units in dictionaries, and also compose sentences with them. Each of the phraseological units is illustrated by three microtexts which show the contexts of the use of set expressions. *Russian Vocabulary Manual for Foreign Students of Philology* (Slesareva I.P., Kulkova R.A., etc.) contains exercises that present phraseological units, proverbs and winged expressions.

² A. N. Shchukin, "Competence or Expertise. Methodologist's View on the Actual Problem of Linguodidactics", Russian abroad. Issue 5 (2008): 17

³ R. I. Yarantsev, *The Handbook of Russian Phraseology for Foreigners (Expression of Emotions)* (Moscow: The Moscow University Publishing House, 1976).

⁴ Progress, Elementary Level: Textbook of Russian as a Foreign Language at the Initial Stage of Learning. N.I. Soboleva et al. (Moscow: Russian University of Friendship of Peoples, 2013).

The analysis of methodological literature shows that teaching methodology experts, developers of textbooks and teaching aids on Russian as a foreign language solve the problem of including idiomatic units of the Russian language into learning materials in different ways, without focusing on the symbolic of color in the linguistic culture of the target language.

Problem Discussion

Color Symbolic in Linguistic Culture

Color as an important visual sensation occupies a special place in the linguistic culture of any nation. The question of color naming is closely related to a person's ability to perceive the outward things and express one's attitude towards them. The analysis of the factual material shows that peoples have color terms that express vital and necessary concepts. They are the basis of many phraseological expressions, are widely used and have polysemy and great combinability potential.

Many phraseological units with components of color designation constitute the largest and most productive thematic group in phraseology. These color designations are the semantic centers of various phraseological groups. A categorical differential feature with a component that designates color unites all lexical units into one thematic field. According to the studies, it is possible to distinguish a set of eleven basic colors. They are white, black, red, green, yellow, blue, brown, purple, pink, orange, gray. If a language has smaller number of color terms, then these terms are strictly defined. So, all languages contain the names of white and black. If a language comprehends only 3 color names, then red is necessarily among them. If four color names are salient in a language, then such words as green and yellow are sure to be singled out. At the same time, the number of color terms directly depends on the level of socio-economic and cultural development of the country of the target language⁵.

Phraseological Units with a Color Naming Component "Red"

The concepts of red are different in different linguistic cultures. In French red is the color that designates warning of danger. For example, the expression *griller le feu rouge* means: проехать на красный цвет /to drive through a red light. English has also an equivalent expression: *red light*. The English expressions: *go into the red*, *put in the red* with the meaning *be in debt* to can also be comprised into this category of meaning of red. In English *red* / *красный* designates the state of readiness before danger (*red alert*, *red book*). In the set expression *red carpet welcome* /E/ red has the meaning of *red carpet flooring* and symbolizes hospitality. Red color in English is also a symbol of exhilaration (*paint the town in red* – go out and enjoy oneself flamboyantly).

In French the meanings of unpleasant, bad, evil are associated with the adjective *rouge* (red): *être écrit sur le livre rouge* (literally, be written to the red book) – be blacklisted; *être écrit sur le livre en lettres rouges* (literally, be written in the book with red letters) – to leave a sad memory behind; *marquer qn á a l'encre rouge* (literally, to mark one with red ink) – harbour enmity against; *tirer á boulets rouge sur qn* (literally, to bombard somebody with red nuclei) – to mercilessly assault somebody, to persecute, to

⁵ B. Berlin y P. Kay, *Osnovnye cveta. Ikh universal'nost' i vidoizmeneniya*. Basic colors. Their versatility and modifications (Moscow: Knowledge, 1969)

mock; carry before justice; *boule rouge* (literally, red ball) – pass mark at the exam; top of the degree or measure: *pousser au rouge* (literally, to raise to redness) – to carry to the verge of; *se fâcher tout rouge* (literally, grow angry with to redness) – to become furious, to lose one's cool; *méchant comme un âne rouge* (literally, evil as red ass) – seethe with anger; *voir rouge* (literally, to see red) – to fly into a rage; the meaning of red: *verser les larmes rouges* (literally, to shed red tears) – to weep tears of blood; *il voit rouge* (literally, he sees red) - his eyes blazed red with fury.

A number of phraseological units have metonymical features: *être talon rouge* (literally, to be a red heel) – to be dandy; *bonnet rouge* (literally, red cap) – about Jacobins; *chemises rouges* (literally, red shirts) about Garibaldians; *rouge et noire* (literally, red and black) – roulette wheel.

In Russian, in comparison with other languages, the red color is in a “privileged” position, therefore there is a large number of such phraseological units. It should be noted that the word *красный* (red) had its original meaning – beautiful, honorable, elegant. Hence: *красный молодец*, *красная девица*, *Красная площадь*, *красно говорить*, *красная изба*, *красное крыльцо*, *красный звон*, *красный угол*.

Like most color adjectives, red has several meanings:

- good, the best, valued: *красный день*, *красная дичь*, *красная пора*, *красная доска*, *красная цела*, *красная рыба*, *красное словцо*, *красный лес*;
- prominent, main, noticeable: *красная строка*, *проходить красной нитью*;
- revolutionary: *Красная армия*, *красный флаг*;
- flame-colored: *красный петух*.

For example, the analysis of color comparisons shows that the component of comparison is the same in most cases. It is not the same only when it is compared with nationally specific subjects. For example, *red / красный* is compared in English with a rose (*as red as rose*), in Russian – with a poppy (*красный как мак*).

Phraseological Units with a Color Naming Component “Yellow”

Symbolic meaning of yellow in English is danger (*yellow alert*). Yellow is a skin color of a sick man (*be green and yellow about gills /E/*) in the meaning *to have diseased appearance*.

In French negative emotions are expressed by means of the adjective *jaune* (yellow): *colere jaune* – profound anger, *rire jaune* – to smile through tears.

In the analyzed languages there is an equivalent expression *желтая пресса /R/*, that has the same meaning, – false, venal press that is greedy for cheap sensation (*yellow press*, *yellow rag /E/*).

Phraseological Units with a Color Naming Component “Rose”

To describe a healthy appearance, a rose color is used: *be rosy about the gills /E/*, *розовые щеки /R/*, *un teint de lis et de rose /F/*. Rose is associated with naivety, unworldliness, with idealization of somebody (*видеть все в розовом цвете /R/*, *to see everything in rose color /E/*, *voir tout couleur de rose /F/*, *смотреть сквозь розовые очки /R/*).

Phraseological Units with a Color Naming Component “Blue”

Blue in Russian and French symbolizes nobility, grandeur (*голубая кровь*, *sang blue*). In English this expression has an equivalent with a color adjective: *purple – be born in purple* in the meaning “to be born in a noble family”. In English blue is associated with fright, fear. For example, the set expression – *blue fear* /E/. Blue is the color of infinite space. The English expression *disappear into the blue* is used in the meaning *disappear leaving no trace at all, vanish into thin air*.

The adjective *green* is compared with grass in the following collocations (*as green as grass* /E/ – *зеленый как трава*). In French spring is called a green season – *une verte saison*. Green can have the following meanings: inexperienced, innocent, thoughtless on account of one’s youth. For example: *молодо-зелено* /R/, *green as gooseberry* /E/, *verte jeunesse* /F/. In English fixed phrases the color adjective *green* can denote happy old age (*green old age*). Green is considered to be a mellow color, therefore, the expression *green winter* /E/ to designate mild open winter has occurred. Green can denote skillfulness, proficiency: *have green fingers* /E/.

With the occurrence of traffic lights in the streets the phrase *зеленая улица* /R/ in the meaning *clear line (green signal)* /E/ has appeared.

Thus, color is of great importance in different cultures. And color symbolism is different in the representatives of different peoples.

The system of Didactic Exercises Aimed at Teaching of Phraseological Units with a Color Naming Component to Foreign Students

In the process of learning, students are engaged in the educational process, which ensures the formation of the “communicative core of the personality”, which means everything that relates to human personality, that affects their communication with others. A person is involved in joint activities with other people in the process of which they exchange experience, gain new experience that determines the variety of ways of communication. The most important task of education is the formation of readiness to use the acquired knowledge, abilities and skills in the process of solving practical problems.

Group activity is carried out at the first stage. Students get acquainted with the symbolic meaning of colors in Russian linguistic culture, and also learn the meanings of phraseological units.

Let us give an example of the explanation of a phraseological unit with a component of *красный* / *red*:

Students share their own linguistic experiences. They give examples of full or partial equivalents. After that, they do exercises. Exercises are discussed in a group.

Let us consider the examples of exercises.

Exercise 1.

1) Read the sentences. 2) Pay attention to the underlined phraseological unit. 3) Indicate which part of the sentence it is. 4) Reproduce the sentences in other words.

– Намеднись Никешу чуть-чуть под красную шапку не отдали (Салтыков-Щедрин. «Господа ташкентцы»).

– Верь-не верь, а я с охотой шел под красную шапку, – заговорил другой гусар (Л. Никулин. «России верные сыны»).

Exercise 2.

Read, replace the underlined phraseological unit with a similar phrase or word.

Прочитайте, замените подчеркнутую фразеологическую единицу близким по смыслу словосочетанием или словом. Совсем недавно отдали Егора под красную шапку.

Exercise 3.

Replace the underlined words with appropriate phraseological units.

Замените подчеркнутые слова подходящей по смыслу фразеологические единицы.

1) Сразу после праздника забрали Аркашку в солдаты.

2) Не могла мать отдать в солдаты своего старшего сына – единственного кормильца их многодетной семьи.

3) Не пойти в солдаты – означало нарушить закон.

Exercise 4.

Insert appropriate phraseological units instead of dots.

1) Родители были вынуждены дать большую взятку унтер-офицеру, чтобы не отдавать своего сына...

2) Тех, кого взяли..., почти сразу отправили на поле боя.

Exercise 5.

Suggest a situation in which you can use this phraseological unit.

Предложите ситуацию, в которой можно использовать данную фразеологическую единицу.

Phraseological unit with a component of *green*

1) *Зеленая улица* – свободный путь, без препятствий и задержек, обычно для движения транспорта.

2) *В глазах зеленеет (позеленело)* – становится дурно, плохо, обычно от усталости, слабости, волнения.

3) *Молодо-зелено* – неопытен, неискушен, легкомыслен по молодости лет.

Exercise 6.

1) Read the sentence. 2) Trace the use of phraseological units. 3) Pay attention to the underlined phraseological units. 4) Reproduce the sentence in your own words.

1) «И за четыре дня вы проделали весь путь?» – «Так точно!» – Танкист добавил ...: «Нам устроили *зеленую улицу*.» (Казакевич. «Весна на Одере»).

2) На вторую ночь я измучился совершенно. По временам меня клонил сон, а в *глазах зеленело*, голова шла кругом (Достоевский. «Бедные люди»).

3) А Леонида Андреевича еще нет ... Пальто на нем легкое ... Того гляди, простудится. *Эх, молодо-зелено* (Чехов. «Вишневый сад»).

Exercise 7.

1) Read the sentence. 2) Trace the use of phraseological units. 3) Pay attention to the underlined phraseological units. 4) Reproduce the sentence in your own words.

1) Исследованиям ученых была открыта *зеленая улица*.

2) Он поднял такой тяжелый камень, что у него *позеленело в глазах*.

3) Старики любят говорить о внуках. – «*Молодо-зелено!*»

Exercise 8.

Replace the underlined collocations with suitable phraseological units.

Замените выделенные словосочетания подходящими по смыслу фразеологические единицы.

1) После ночи, проведенной на дежурстве, он чувствовал сильную усталость, в глаза у него потемнело.

2) «Молодежь!» – подумал с улыбкой дед, глядя на студентов, которые строили свой первый дом.

3) Для машин, которые везли урожай с полей, путь всегда был свободен.

Exercise 9.

Insert appropriate phraseological units instead of dots.

Вставьте вместо точек подходящие по смыслу фразеологические единицы.

1) Грузам, необходимым для строительства всегда дают....

2) Для Саши такая работа оказалась очень трудной. К вечеру у него уже.... и сон сморил его сразу.

3) «Эх», – думал старый рабочий, глядя на детали, сделанные его учеником. – «Но когда-то и я был таким».

Exercise 10.

Suggest a situation in which you can use the phraseological unit *молодо-зелено*.

Предложите ситуацию, в которой можно употребить фразеологическую единицу *молодо-зелено*.

Exercise 11.

Compose sentences with the phraseological units given in the list.

Составьте предложения с фразеологическими единицами, данными в списке.

Exercise 12.

Remember the phraseological units from your native language that are similar in meaning to those in the list.

Вспомните фразеологические единицы вашего родного языка, близкие по смыслу данным в списке.

Conclusions

Summarizing the above, we note that color has a huge impact on the psychophysiological and emotional state of a person. The issue of color naming is closely related to a person's ability to perceive visual environment and express his/her attitude towards it. Although color adjectives in phraseological units sometimes acquire figurative meanings, they nevertheless occur and become salient against the background of basic meanings. Despite the importance of color and color symbolic, the method of teaching of phraseological units with color terms to foreigners is at the stage of formation. The presented system of didactic exercises is aimed at teaching of idiomatic units of the Russian language to foreigners, taking into account linguistic and cultural information.

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