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**METHODS OF FORMING LANGUAGE COMPETENCE IN TEACHING RUSSIAN  
AS A FOREIGN LANGUAGE (ON THE MATERIAL OF STABLE PHRASES)**

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**Abstract**

The present paper discusses issue of teaching Russian phraseology to foreign students; it is noted that having a distinct national cultural identity, the phraseological foundation of the Russian language is a rich source of linguistic and cultural knowledge and a fruitful basis for solving important linguo-didactic tasks. This work describes the methodological techniques allowing to learn the features of phraseological units as figurative, meaningful units of the language, focusing on the fact that studying Russian phraseology contributes to the formation of communicative and cultural competencies of foreign students.

**Keywords**

Phraseology of the Russian Language – Authentic Text – Communication Competencies

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## Introduction

Phraseology is a special field of communication in every natural language that has cultural value; and according to the degree of its knowledge, mastery and skills of its use in discourse, it judges the general level of knowledge of native and foreign languages. Knowledge of phraseology increases the level of speech culture, skills of using a phrase, while making it possible to accurately and emotionally express one's thought and improving linguistic and communicative competences. The study of stable phrases contributes to the correct understanding of Russian, both verbally and in writing. Fluency in the Russian language, involving full and equal participation in communication with native speakers, is impossible without mastering a certain number of phrases relating to the traditional foundation of phraseology or to new entities. This idea is consistent with the approach of M.N. Currency, claiming that the qualitative and quantitative composition of linguistic competence directly depends on the number of "registers" understood to be linguistic units correctly organized in utterances reproduced in a set of human actions in speech practice<sup>1</sup>.

In the process of inter-lingual and intercultural communication, the student enters a completely different discourse; therefore, the process of learning a foreign language should be on the use of language rather than on the transmission of a language code. As known, the basis of human speech activity is free spontaneous speech, realized in various situations of communication. It is fundamental in the study of foreign languages. The study of the skills and quality of skills of students in the field of oral speech indicates that the main attention of teachers should be aimed at improving the development of unprepared foreign language speech, since achieving spontaneous speaking is and remains the most difficult stage in the development of RCT. In this regard, the relevance of inclusion of phraseological units in the content of teaching Russian as a foreign language is clear, since most of the phraseological units relate to colloquial speech. Where the possession of free unprepared speech is most in demand, the scope of such phraseological units is the everyday communication, i.e. the oral form of dialogic speech.

Teaching Russian as a foreign language at a higher educational institution is a holistic learning process based on the problems of quality proficiency in Russian, while vocational education is acquired by foreign students. Sufficient level of knowledge of the Russian language is the main condition for the implementation of an established specialist in professional activity and his/her competitiveness in the labor market.

## Method

Modern methods of teaching Russian as a foreign language are based on the issue that the language in the educational process is considered as not only a means of communication and cognition, but as a way of influencing the cultural field of the country of the language being studied, and the possibility of comprehending the mental characteristics of another nation. Arguing about the essence of the language and its "internal form" as an expression of the individual world view of the people, the well-known German philologist and linguist W. Humboldt stated: "Every language in any state forms the whole of a certain world view, containing the expression of all representations in itself, which the nation makes up for itself about the world, and for all the sensations the world

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<sup>1</sup> M. N. Valyutnev, "The Concept of Language Competence in Linguistics and Methods of Teaching Foreign Languages", *Foreign Languages in School*, Issue 6 (1975): 67-76.

causes in it”<sup>2</sup>. The study of foreign culture leads to the expansion of ideas about the world, the formation of a dialogical attitude among foreign students to the phenomena of a different national being as well as a different value hierarchy. An intercultural approach to the study of RCTs involves the consideration of universal problems from the viewpoint of two or more cultures, contributing to a comparative analysis of not only the phenomena of several languages, but also understanding the specifications of different national cultures. Academician L. V. Shcherba wrote, “The world that is given to us in our direct experience, remaining the same everywhere, is comprehended in various ways in different languages, even in those spoken by peoples representing a certain unity in terms of cultures; comparing different languages, we break the illusion that there are immutable concepts being the same for all times and peoples”<sup>3</sup>. It is absolutely obvious that it is necessary to study foreign languages in the closest connection with the development of the cultural zones of the country of the language being studied and the dominant ideas of its people. The method of teaching RCTs, contributing to the enrichment of knowledge about the realities of Russian life as well as the ability to compare the mental creativity of others and their culture, is an effective means of encouraging students to understand the peculiarities of the Russian national image in the world.

The modern communicative approach to teaching RCTs contributes to introducing the concept of discourse into the methodology of its teaching, an element of the holistic three-dimensional “language-speech-discourse” representation simultaneously reflecting phenomena belonging to the language (speech/discourse), culture and personality formed within them. Consequently, the teaching of RCTs should be focused on teaching real logical practice and the peculiarities of personal self-expression in a new language for the learner. According to this point of view, national peculiar interpersonal discourse<sup>4</sup> turns into the subject of linguistic and methodical research, followed by the idea “there is a special grammar, a special lexicon, special rules of word usage and syntax, and a special semantics, ultimately a special world”<sup>5</sup>.

From the viewpoint of the modern RCT methodology, phraseological units are considered as specific expressive and pragmatic tools of a language personality, largely characterized by phraseological markers. At the same time, phraseology is a pronounced ethno-specific discursive formation, since stable phrases are a dynamic means of language activity of members of a certain society: “As a complex communicative phenomenon, including verbal and cognitive information, extracurricular information is also the most natural medium of generation of sense and sign. Such sign formations are capable of representing rather voluminous, and at the same time value-semantic, ideological and linguistic cultural information”<sup>6</sup>.

The appeal to discourse acquires special significance in a particular concrete mode and a particular period of life. This is due to the fact that representatives of different

<sup>2</sup> O. A. Radchenko, *Language as a Worldview, Lingvophilosophical Concept of Neo-Humboldtism* (Moscow: 1997), 64.

<sup>3</sup> L. V. Shcherba, *Language System and Speech Activity*. 1974. 57.

<sup>4</sup> T. E. Vladimirov, *New Trends in the Formation of Intercultural Competence (on the Russian Material as a Foreign Language)*. Proceedings of the Second International Conference “Russian Language and Literature in the International Educational Space: Current State and Prospects.” Granada. 2010.

<sup>5</sup> Yu. S. Stepanov, *Alternative World, Discourse, Fact and Principle of Causality, Language and Science of the End of the Twentieth Century* (Moscow: RAS, 1996).

<sup>6</sup> N. F. Alefirenko, “Living” Word: Problems of Functional Lexicology: Monograph (Moscow: 2009).

linguistic cultures learn “value ideas, norms and rules of communication, scenarios for “building relationships” and the nomenclature of roles, primarily from discourse, which is ethno-cultural and cultural”<sup>7</sup>.

When studying a foreign language, there is a phenomenon of synergy, when in the process of inter-lingual and intercultural communication there is a collision of two cultures, besides two or more collective cognitive spaces, emotional codes. The communicative personality of a foreign communicator will never be fully adequate to the personality of a native speaker. In no case will their linguistic consciousness be the same, their acculturation will never be equivalent to the degree of enculturation, but the goal of the educational process is to achieve a high degree of approximation<sup>8</sup>. This goal will be easier achieved by the study of phrases, which are the basis of discursive utterances. This approach is based on a solid theoretical basis, postulating that phraseology is one of the most cultural-bearing layers of the language. Therefore, the study of phraseology contributes to the formation of not only communicative, but also cultural competencies of foreigner students.

Getting started with stable phrases, phraseological material should be correctly considered. It is necessary to take into account the frequency of phraseological units, their use in the youth environment, and the presence of a cultural component in them. Working with idioms plays a significant role in shaping the speech imagery among foreign students: with the help of steady speech turns, feelings and thoughts can be expressed more brightly and emotionally. Mastering the figurativeness of speech (one of the most difficult tasks in the study of RCTs) begins to be actively mastered at the intermediate and mostly advanced levels, when the language is no longer used only as a means of realizing practical goals. It is at these stages that it is advisable to turn to more detailed work on the phraseological units.

One of the most important tasks in the work on phraseological units is correct semantization, which is the process and the result of the communication of the necessary information about the content side of the language unit<sup>9</sup>. There are translational semantization and non-translational semantization. The methods of non-translational semantization include visual semantization, revealing the meaning of words with the help of vocabulary already known to students, short and detailed interpretation of the phraseological unit, etymological analysis of a phraseological unit, use of listing, indicating a generic word, selecting lexical and phraseological synonyms and antonyms, as well as comprehending stable phrases in context. Equivalent word translation and interpretation-is considered translational semantization methods. After the semantization of phraseological units, it is possible to offer tasks for checking an adequate understanding of stable phrases, selecting similar phraseological units in the students’ native language, and modeling situations where their use is possible. Consider as an example for the work on the saying “*the stars from the sky is not enough.*”

<sup>7</sup> T. E. Vladimirov, *New Trends in the Formation of Intercultural...*

<sup>8</sup> R. Grenarova, *Cultural and Anthropological Aspects of Inter-lingual Communication in Comparative Phrases when Teaching Russian as a Foreign Language*, pp. 183-187, *Russian Language in the Modern World: Traditions and Innovations in Teaching Russian as a Foreign Language and in Translation, Materials of the International Scientific-practical Conference*. Thessaloniki. 2011.

<sup>9</sup> *Dictionary of Linguistic Terms*, Comp. O. S. Akhmanov, Moscú: Soviet Encyclopedia. 1969.

Task 1. Read the adage, try to understand its meaning. Choose the most appropriate equivalent. A. (He) does not dream of the unrealizable, the unreal. B: (He) does not strive for success. C: (He) does not know how to jump high. D: (He) is not distinguished by outstanding ability, i.e. he has no talent.

Task 2. Does your language have a similar saying? If any, try to translate it into Russian.

Task 3. In your opinion, in which of the dialogues below, is the saying incorrectly used? A: - Do you like the new office employee? / - Yes, a very pleasant young man, although there are not enough stars from the sky. B: - Did you hear that Muhammad received a red diploma? / - It cannot be! Who told you? - Read yesterday in the newspaper. / Amazing! But he did not have enough stars from the sky. C: - Is this girl upset about something? Sitting alone, sad, does not communicate with anyone. / - Well, she never had enough stars from the sky!

D: - What is the success of your friend in science? - Stars from the sky is not enough.

Task 4. Think of a situation where this saying can be used.

Tasks of this type contribute to the creation of a cultural context, acquaintance with the realities of the everyday environment of the Russian people and with everyday life situations in addition to a system of assessments of various events and phenomena. Tasks related to the search for parallels in the native language solve the problems of introducing foreigners to the culture of speakers of the target language based on their national culture. In this sense, the issue of authenticity of the presented linguistic image of the world gets particular significance. The process of learning RCTs must necessarily be based on an authentic text as a unit of communication, reflecting socially important cultural information, as well as recognizing which students are attached to the linguo-cultural characteristics of a different language community. Lexical and phraseological authenticity is most clearly represented in a variety of topics and style texts, including typical words and expressions of colloquial speech. Non-adapted texts of artistic, publicistic, colloquial, and sometimes scientific style include phraseological phrasing, giving them idiomatic sense and expressiveness. Therefore, it is necessary to actively use the texts of various genres of the abovementioned speech styles in the lessons on RCT. The practice of working with foreign students shows that the national feature of phraseological units, defined by the characteristics of language, culture and history, causes serious problems in perceiving them by foreigners. In particular, it regards the use of phraseological units in speech. Obsolete vocabulary most often causes problems: rampage (to crawl on a rampage), an eye (care for the eyeball), baklushi (beat baklushi), bother (pull bother), etc. Historical events and popular attitudes towards them are often reflected in Russian phraseologisms: here you are, grandmother, and St. George's Day; an assessment of the merits of a person and his faults is expressed: golden hands, to beat baklushi, small spool, yes roads, etc. In such cases, students will require an adequate culturological commentary of the teacher to understand the phraseological units adequately. For example, presenting the saying "here you, grandmother, and St. George's day" (unfulfilled expectations), you should tell about the history of its occurrence associated with enslaving peasants in Russia. Visual aid can be a useful tool in such work, as well as drawings, pictures, frames from films, etc. The development of phraseological units with very narrow, selective semantic compatibility also causes serious problems.

V. V. Vinogradov, speaking of the phraseological closeness of the range of usage of some lexemes, noted, "... most of the words and meanings of words are limited to their connections by the internal semantic relations of the language system. These lexical meanings can appear only related to a strictly defined range of concepts and their verbal designations. At the same time, there is no reason for such a restriction in the logical or real nature of the designated objects, actions and phenomena. These restrictions are created by the rules of communication of verbal meanings inherent in a given language"<sup>10</sup>. For example, the word "bosom" can only be combined with the noun "friend", the word "sworn" - with the noun "enemy", and the phraseological units "with all legs", "headlong", "at full speed", "headlong", "In full spirit", etc., equivalent to the adverb "quickly", are semantically realized with the verbs of movement to run, rush, fly and indulge. However, foreigners can use these words with other nouns or with verbs of other semantic groups, resulting in such expressions, for example: "sworn exam", "spoke at full speed", "wrote headlong", and so on. Consequently, in such cases, the teacher must check that students remember not only the meanings of stable phrases, but also the verbs with which they can be used.

In the classroom, to merge knowledge, effective results give a combination of different teaching methods. One of them is the use of exercises, including tasks on the selection of antonymous and synonymous stable combinations. Such exercises can be complicated by inviting students to combine synonymous and antonymous phraseological units into thematic groups. For example: Find phraseological synonyms with the meaning "work diligently, "diligently", "quickly run", "very close", "instantly" in the following stable phrases and write them in four columns.

Understanding of paremies is one of particular difficulties in the study of phraseology; it is most often associated with the dual semantic nature of metaphorical and metonymic proverbs. This is because proverbs, used in a figurative sense, retain a direct meaning to some extent, introducing additional problems in the process of studying phraseological units. "Every phraseologist has a genetic prototype, i.e. a free phrase with a direct meaning that once existed in a language or is existing at present"<sup>11</sup>. For example, in the proverb "Fish is rotting from the head", fish means leaders, and this word serves here as a metaphor. At the same time, a direct meaning can be extracted from the proverb. In order to prevent errors associated with an incorrect understanding of the proverb and sayings, one can include tasks stimulating the search for complete and partial equivalents and synonyms with identical denotative and connotative meanings in the students' native language. For example, working with students from Turkey, one can find the following equivalents and synonyms for Russian proverbs and proverbs: "Kurttan korkan ormana girmez" ("Fearing wolves – don't go to the forest"); "Dağ fare doğurdu" ("Mountain gave birth to a mouse"); "İki tavşanı birden kovalamak" ("Chase two hares"); "Son gülen iyi güler" ("The one who laughs last really laughs"); "Gece gözü - kör gözü" (Night eye - blind eye – "Morning is wiser than evening"); "Körle yatan şaşkı kalkar" (Those who lie down with the blind will get up cross-eyed – "Whom you lead, you will be like him"), etc.

It is also important to prepare students for creating their own texts, both oral and written texts, in which the learnt speech patterns will be consciously applied. A. A.

<sup>10</sup> V. V. Vinogradov, On the Main Types of Phraseological Units in the Russian Language, V. V. Vinogradov, Selected Works, Lexicology and Lexicography. Moscú: 1977.

<sup>11</sup> L. S. Kryuchkova, Teaching Russian Phraseology. Philology to Foreign Students, Questions of Theory and Practice, Tambov: Certificate, Issue 7 Vol: 61 (2016): 198-202.

Veretennikov rightly notes, “in order to understand the meaning of a phraseological unit, i.e. the most complete disclosure of its meaning, it is recommended to create appropriate micro and macro texts, which are usually broader than the sentence”<sup>12</sup>.

At a certain stage of studying the idioms of a task, you can apply a technique that will help investigate the process of generalizing the material. For example, distribute cards with proverbs and sayings written on them and suggest grouping them, dividing them into pairs similar or opposite in meaning. You can also offer to group idioms by topic. Creative activity in the learning process is achieved by tasks in which it is proposed to combine phraseological units into groups, considering the positive or negative assessments of people and life phenomena contained in them. At the same time, in our opinion, productive results are provided by considering the national mentality of students in the selection of material for the cards. For example, students from Arab countries work with interest with phraseological units containing gender, family and themes; students coming from Turkey, along with the topics mentioned, pay attention to the problems of hard work reflected in proverbs and sayings. The complexity of the study of phraseology primarily depends on the matter that the image of the world of given people is encoded by language means and expressed through a system of concepts that are the basic units of the national mentality. Traditional and cultural studies' concepts reflected in the phraseological units of the native language do not, coincide with similar phenomena in the Russian language as a rule, creating problems of inter-language interference at the level of phraseology. The deciphering of language codes hiding cultural concepts is the main and most difficult task of studying phraseology in the classes of Russian as a foreign language. Through comparing idioms, the students learn about thinking more seriously about their meanings, stimulating work on the vocabulary, grammar and syntax of the language, and it helps them separate the essential features from the secondary, random, develops associative thinking. Such work contributes to a comprehensive understanding of the implicit and explicit meanings of proverbs and sayings.

At a more advanced stage of work, to the best of our knowledge, it is possible to apply the method of correlation of proverbs and phrases developed by B. V. Zeigarnik<sup>13</sup>. Working by this method, the teacher can offer students a card, some of which are written with proverbs and sayings, and others with phrases. Among the phrases, they should contain those corresponding to the figurative meaning of proverbs, and those that are similar to them only in a formal-lexical relationship. Students are invited to appropriately pick them in the meaning of the phrase. For example, for the proverb “Chicks are counted for autumn”, you can choose three phrases: “Chickens grow by autumn”, “Deal is judged by results”, “and Chickens should be counted only in the fall when they grow up”. The most difficult thing in solving such tasks, in addition to interpreting the figurative meaning of a proverb, is to notice the distinction between the approximate meanings of the proposed syntactic units. The main value of this technique is that, when performing such tasks, students first understand the figurative meaning of the word, and then compare it with phrases and transfer the learnt principle of work to the material containing the new information. This different task requires performing complex analytical work and represents

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<sup>12</sup> A. A. Veretennikov, *Methodological Problems of Teaching the Phraseology of Foreign Languages* (Moscow: 2003).

<sup>13</sup> B. V. Zeygarnik, *The Problem of Understanding the Figurative Meaning of a Sentence in the Case of Pathological Changes in Thinking, New in the Theory of Apraxia, Agnosia and Aphasia* (Moscow: 1934).

a higher level of generalization than just understanding and explaining the figurative meaning of proverbs and sayings.

Another method of working on consolidation and generalization can be exercised on drawing up a dialogue using stable phrases in simulated situations or on a scanned fragment of a film, or a read text. Good results are also provided by writing stories based on pictures, retelling fragments of a work of art or a film, using thematically organized, audio-visual aids appropriate to the stage of learning, as well as representing video information of various television genres. For the presentation of phraseological units based on the video sequence and the subsequent creation of dialogues and simulation of the communication mode, you can use, for example, a fragment from E. Ryazanov's feature film "Office Romance". In this fragment, several phraseological units are introduced simultaneously: "neither down nor feather", "to hell", "what kind of fly bit", "break the chain": Vera: We must go! / Novoseltsev: is it necessary? ... And how is she? Yes? ... Well, anyway, already. / Verochka: No fuzz or feather! / Novoseltsev: To hell. / Novoseltsev: Hello, Proko ... Prokopya Lyudmilovna ... I came ... came ... I did not know ... I mean ... mmm ... Yesterday I was bitten by a fly. / Lyudmila Prokofievna: Yes, I noticed it. / Novoseltsev: Or I broke the chain ... / Lyudmila Prokofievna: This is closer to the truth. / Novoseltsev: So, I ... with a chain. Consider, for example, the work with the phrases "neither down nor feather", "to hell" (joking wish for good luck and the answer to the wish). These idioms have a curious etymology that may interest students and speed up the memorization process. It is the appropriate linguo-cultural commentary teacher. In the old days, when people went hunting, to protect them from the evil eye, they wanted "neither down nor feather", meaning under the down of the beast, and under the feather of a bird. In this case, in fact, hunters wished good luck, rich prey, i.e. and "fluff" and "feathers". Nevertheless, so as not to be prevented from hunting by the spirits, they tried to deceive the evil forces with such a desire, to create the impression that the hunters did not intend to shoot animals. Usually in response to such a wish they said: "To hell!"

Using fragments from classical works of fiction and cinema in the RCT lessons will contribute to understanding not only the grammar of the language, but also the grammar of the utterance, the logic of the speech genre, and emotions in general. In the context of a work of art, the extra-linguistic loading of phraseological units and their traditional and cultural significance are revealed brighter and deeper.

At the final stage of the study of phraseological units, it is productive to conduct classes in the form of plot-role-playing games, discussions allowing you to pay more attention to the group forms of work necessary for the formation of unprepared speech. When selecting a language material, one it should be considered that the level of language proficiency and the methods of working with it should, if possible, bring the student closer to the conditions of real life. Plot-role-playing games at the RCT lessons are one of the examples of innovative technologies allowing foreign students to not only master Russian deeply, but also to quickly adapt to the Russian-speaking environment, to understand the specific features of life in Russia, and ultimately to prepare for various situations of everyday communication. Imitating the specific situations of communication and the circumstances of the real practical activities of people that a foreigner may encounter in Russia, the role-playing game contributes to understanding the communication actions of other people, expanding the sphere of communication and developing skills for spontaneous and unprepared speech. For instance, you can develop plot-role-playing games on the following topics: "Recall our first session", "A trip to the mountains is a wonderful extreme"! "My favorite grocery store", "The most difficult exam", "Foreign

students in the university library (in the city park)", "The seller, give me a complaint book!", etc. In order for the role-playing game to fulfill its training functions, careful preparation for its implementation is required. First of all, it should be fun. For developing a plan for the future lesson, you need to pick up situations of communication in which students will be able to make the most effective use of not only the lexical and grammatical material they know, but also well-studied phraseological units. When preparing for the role-playing game, students must be informed about the situation in which communication will take place and about the characters they will play. However, the information should not be exhaustive: it is necessary to leave room for fantasy and improvisation. Such games train students to use phraseological units in situations as close as possible to the natural setting; they develop skills for spontaneous speech enriched with vivid images and metaphors. The technology of the role-playing game, as a rule, consists of several stages. First, a scenario is developed and a game plan is drawn up. Subsequently, the goal of the lesson is formulated, the roles are distributed, and the problems are posed. At the third stage, the situation itself is played directly. This is followed by a stage of analysis and generalization.

The discussion is even more complex, since the students must have a significant lexical reserve and the ability to formulate their thoughts, defend their opinions, and produce common statements. Stimulating the desire of students to express their attitude to the controversial topic, the discussion activates the process of generating unprepared speech. That is why the discussion is one of the most productive types of communication activities. For discussions, students can suggest topics reflecting universal human problems: "Which is better: a bad world or a good war?", "Can environmental problems lead to the death of mankind?", "What would you change in the education system?", "Do I need free attendance at the university?", "Teacher or computer?", and "Should freedom be complete?", etc.

The newest stage of development of the Russian language is characterized by specific transformations of its lexical and phraseological composition. First, it affects various thematic areas and paradigmatic associations of the actual vocabulary of modernity. Representing special units of cultural information, phrases have the unique ability to focus on socially significant signs of time, to undergo natural selection, mutation and artificial selection. For phraseological units, the semiosis studies (the study of sign process) include are characteristic of the language as a whole and they manifest themselves not only in interpretation, but also in the process of generating new meanings. Onomasiological update of phraseological units in the Russian language began to actively develop in the post-Soviet sociocultural space and it was clearly reflected in the political, advertising, sports and business discourses, as well as in personal discussions of public people. The mass media, the Internet, and some works of modern fiction have a great influence on the processes of the emergence and dissemination of new stable phrases, in addition to their phraseologicalization and visualization. One of the ways of generating new phraseological units in modern discursive practices is such a technique as a language game, under which stable combinations of words can "overcome the framework of the pattern, change the shape and content, and increase the range of systemic possibilities and style functions"<sup>14</sup>. For example, for computer and advertising discourses, various word-formations, slogans and memes that violate language norms are typical, and at the same time they achieve a comic effect: state tourism, impersonation, you can't forbid

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<sup>14</sup> I. Yu. Tretyakova, Occasional Phraseology (Structural-semantic and Communicative-Pragmatic Aspects): Author. dis. Dr. Filol. Sciences, Yaroslavl. 2011.



sewing beautifully, clearing the whole of Russia. The cognitive-discursive approach expands the phraseological occasional notion and allows you to move from the fixation and typology of formal and meaningful transformations to the problem of creating new phraseological connections as a reflection of the process of cognition through special combinatory linguistic signs. Phraseologism is a special linguistic sign, "a unique code unit of expressive nomination with a special cognitive organization, characterized by a specific correlation of epistemological, semantic-semantic, associative-figurative, ethical and pragmatic aspects"<sup>15</sup>. The issue of inconsistency in the form and content of stable phrases and the potential for generating new meanings in the process of their transformation reflects serious difficulties in translating from one language to another as well as in teaching RCTs. The cognitive-discursive approach has expanded the possibilities of interpreting phrase-formations through connecting the mental characteristics of native speakers, manifested in a variety of discursive practices. The problems of neo-theology are closely related to the socio-cultural characteristics of a particular time. Neologization is one of the most active processes in modern phraseology. Neo-phrases mostly occur based on political, military, sports, economic, medical, art history, and other terminology. In the years of perestroika and post-perestroika, phraseological units such as the era of stagnation, acceleration strategy, new thinking, credit of trust, unpopular measures, the rule, wild market, shock capitalization, green corridor, cost of living, advertising break, ridiculous prices and so on. The specificity of the political and economic life of Russian society in recent decades has been reflected in the following phraseological units: oil tycoon, new Russians, shadow wages, godfather, werewolf in shoulder straps, etc. Another source of neologization is quoting the most acute statements of politicians: you are wrong, Boris (M.S.Gorbachev);/ peace enforcement, legal nihilism (D. A. Medvedev);/ we wanted the best, but it turned out as always;/ here you are not here (V.Shernomyrdin); relationship reloading (B. Obama); clean up the problems, girls of reduced social responsibility (Vladimir Putin). Quotes from books, films, songs and advertisements also contribute to the emergence of new FEs: pineapples in champagne, rich Buratino, a sweet couple, a weak link, the rich also cry, Santa Barbara is resting, etc.

## Findings

Studying phraseology in the RCTs classes allows foreign students to see the studied grammar of the Russian language in action, giving their utterances expressiveness, figurativeness and at the same time makes their speech standard and natural. The assimilation of this layer of language contributes to the effective solution of not only linguistic, but also important extralinguistic strategies: the formation of foreign students' ideas about the material and spiritual values of Russian speakers, creating a large-scale image of the Russian consciousness and respectful attitude to the cultural traditions of the peoples of Russia, as well as the ability to see the general and different in cultures of different countries. This goal generates new methodological ideas in teaching RCT. The secondary linguistic personality of a foreign student is impossible to be formed without mastering the modern sign system of the Russian language (including phraseological units) in the linguoculturological aspect, implying knowledge of the sociocultural motivational base manifested in the media and in people's personal evaluations.

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<sup>15</sup> L. Yu. Buyanova and E. G. Kovalenko, Russian Idiom as a Mental-cognitive Tool of Language Conceptualization of the Sphere of Moral Qualities of the Person: a Monograph, (Moscow: Flint: Science, 2012).

## Conclusion

In the process of learning Russian as a foreign language, in order to teach its correct use in speaking and writing, teachers should strive to familiarize foreign students with vocabulary and phraseology reflecting the modern sociocultural reality. Thus, in addition to linguistic competence, sociolinguistic and cultural competence is shaped as a whole.

In the process of learning RCTs, it is desirable to gradually and continuously make adjustments in the communicative behavior of students, contributing to the formation of their discursive thinking. Reflecting the realities of time, modern discourse changes in the public life of the country and the world, that is, it incorporates all language innovations, including discursive utterances, which, as bright markers, clearly demonstrate the features of modern thinking and its verbal expression. That is why studying them is an important component of the process of teaching Russian as a foreign language.

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