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## Linguoculturological Approach to Training of Foreigners in the Phraseological System of Russian

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**Abstract:**

*Even during the formation of the Russian linguistics, M.V. Lomonosov worked on drawing up the dictionary of the Russian literary language. He believed that Russian "phrases" have to be reflected as the most important elements of system of Russian in the dictionary.*

*There was a tradition of the description and submission of the Russian phraseological units in explanatory, lexical-thematic and other dictionaries. In the same time in the field of Russian as foreign, there is a set of unresolved questions.*

*One of main questions, which attempt of the decision, is made in our research. It is the question of representation of phraseological units to the foreigners, who study Russian as foreign. Thanks to the used all-methodical and specific methods and receptions of a research (linguistic, didactic, psychological and methodical) in the essay.*

*It is proved that on perception of Russian phraseological system of by foreigners the native language and intermediate language have influence. Phraseological units contain a concept a cultural component of a word or a phrase. Studying of similarity and difference in figurative structure of phraseological unit has to become an obligatory preliminary component of linguo-methodical system of the presentation of phraseological units.*

**Keywords:** *Phraseology semantics, Linguistic and Cultural Aspect in Methods of Teaching Russian as Foreign, National and International Idioms, Equivalence and Non-equivalence of Phraseological Units.*

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## 1. Introduction

The last decade of development of Russian technique of training Russian as foreign is characterized by the interest of methodologists in a problem of reflection of national consciousness, "a linguocultural code" (Adonina *et al.*, 2015) in semantics of phraseological units. The question of volume, selection, training in understanding and practical use of the Russian phraseological units is relevant for using these units. Being a part of considerable layer of the Russian lexicon, the phraseology. However, it represents the huge case of a lexicology. However, is not finally limited by a framework of scientific characteristics and, besides, untranslatable literally (without loss of sense) on other languages yet.

The difficulties and the fact that foreign audience representatives of different regions already have knowledge of phraseology of the native language. In which both the regional geographic and culturological national concepts, which are not coinciding, as a rule, with similar in the Russian environment are reflected fully. Linguocultural approach to training in Russian as foreign is based on complex studying of language and culture. It assumes the analysis of national and international language in phraseological system (Kornilova *et al.*, 2015). Thanks to identification in phraseological unit of the general and private there is an assimilation of culturological contents to activation of linguistic means. It increases level of mastery by foreigners in Russian.

Such scientists as (Kunin, Dolgoplov, Gavrin, Raykhstein, Solodub, etc.), who dealt with the problems of making phraseological units, gained understanding the phraseological unit as a sign of indirectly-derived category, which provides a verbalization of value and meaning of objects society.

Availability of phraseological units in different languages demonstrates the need for expression of worldview of people and its culture in the signs of secondary nomination. Phraseological units are a way of existence in the linguistic consciousness of everyday concepts. On the one hand, they are related to the historical and cultural experience of the people, "fixed and transmitted from generation to generation, cultural settings and stereotypes, models and archetypes" (Maslova, 2007), and on the other, ready to implement a new sense.

## 2. Materials and methods of a research

As material of research phraseological dictionaries have been served textbooks and manuals in Russian as foreign. Essential methodical methods and the principles of training are chosen such as concentricism, systemacity, differentiation of the phenomena at the level of the speech and language, stylistic differentiation, minimization. There are also a situational and thematic organization of material,

studying on a syntactic basis of lexicon and grammar, presentation, consciousness, a feasibility, the sequence and systematicity, availability, problematical character, stage-by-stage formation of knowledge, abilities, skills, and record of features of the native language, communicative.

### **3. Results and discussion**

#### **3.1 Formulation of the problem**

Linguocultural approach to training the foreigners in the Russian phraseological system is rather new and perspective direction of studying of phraseological units. The work, which is competently organized in the methodical plan over Russian phraseological system, allows expanding an active vocabulary of students. To thereby it facilitates process of communication and training at a foreign language.

The phraseological units, giving to language special national color, complicate understanding and assimilation of Russian. Especially it is at the initial stage of studying, being a source of numerous and difficult removable mistakes. At the same time, giving the language a special national flavor, idioms, especially at the initial stage of the study of the Russian language, it is difficult to understand and assimilate, as a source of numerous and difficult to recoverable mistakes (Kunin, 1977; Rumyantseva *et al.*, 2016).

There are difficulties which have foreign students, who study Russian language not the first year, for example, while listening to the lectures. No matter how hard the lecturer would try to minimize the amount of stable combinations, he cannot completely remove them from the text, as well as cannot (because of the time limit) provide the necessary interpretation, explanation.

Studying the Russian phraseology by foreigners is a difficult process. As at least two languages are involved in it: Russian and native language of students. The optimal methodical principle of training of phraseology in Russian is taking account into the native language of pupils, features of their culture. Comparison of phraseological units of the native and trained languages allows revealing the general and specific. It promotes understanding semantics of phraseological units as indirect and derivative means of formation of sphere of concepts in language.

The arising associations promote the correct use the phraseological units in the speech and exclude interfering influences of native culture of language or culture of language of intermediate language. Comparative studying of phraseological units of two languages in foreign audience is interesting in the linguacultural plan as thanks to comparison of phraseological units cultural and regional geographic data are entered into process of training.

### 3.2 The presentations of phraseological units for foreign audience

Of the above four groups of the initial material for studying of idioms can serve as the first group, i.e., it is adequately correlated with the semantic point of view, image, structure and style. They are equivalent in every sense of the word, and students know a number of lexical phraseological units, their semantics. In our view, it should be given the material, what is always in relation to the phraseology they are equivalents of the native language. The presence of common cultural, cross-language elements in the phraseological systems of the studying language and the mother language helps students rapidly assimilate this material. Highlight the words - symbols, common to the two languages of phraseology, it is an effective way of presenting the material.

*Submission of phraseological units* consists of 2 stages:

- 1) it is a disclosure of the value phraseological unit;
- 2) it is further consolidating with the exercises, texts, etc. One of the most important moments of phraseology presentation, the basis for their subsequent proper use of student speech is semantization.

*Semantization of phraseological units* can be carried out using the following methods:

- it is an interpretation (in Russian, the mother language of students);
- it is a translation (word by word, phrase or word adequate);
- it is a semantic guess, what relays on context.

As a rule, explanation of values of phraseological units does not represent a significant problem if the teacher owns enough with native language students or intermediate - language. And that is why the disclosure of the value of phraseological units in a number of cases is a Russian translation of the idiomatic expression to one or another foreign language. In one case, we find the corresponding equivalent or similar Russian phraseological unit in a foreign language. This applies primarily to the international character of phraseological units, based on the Biblical legends, mythological legends or historical facts, such as: *Achilles' heel*, *the Augean stables*, *cross the Rubicon* et al., as well as phraseological units, which are fully or partially coincided in their imagery from Russian phraseology. For example, *to play the mournful strings* – *tocar las cuerdas sensiblei* (isp.) like a dog – *Sotho perro* (isp.), *shock weapon* – *blandir las armas* (isp.), *on shank's mare* – *(ir) en el coche de San Fernando* et al., in another case, that happens more often, we need to resort to one or another transfer method of translation, whether it is descriptive translation, tracing or literal translation.

A special place should be given to the national colored phraseology, reflecting national specific language, its identity and history. One of the relevant problems of

modern methods of teaching Russian as a foreign language is a question of volume, selection, training, understanding and practical use of Russian phraseological units. Productive ways of occurrence of interlanguage phraseological units are phraseological tracing, borrowing without translation, phraseological semantic borrowing and overlapping phenomena.

The content of the same phenomenon, the concept has different signs in different languages. For the majority of the concepts transmitted phraseological units of one language can be found in other language phraseological units, which are expressed correlative concepts. At the same time the main feature of the definition of cross-language phraseological equivalence / non-equivalent is correlated coincidence of semantics of phraseological units. There are different points of view on the measure of a phraseological equivalence. If some scientists think about measure of a phraseological equivalence is the lexical-semantic and grammatical coincidence, i.e., they recognize only equivalent to the maximum matching phraseological units, other researchers (Kunin, 1977) classified equivalents into two main groups. Phraseological units are included into the first group and characterized by similarity of content and form, in the second group is only the similarity of content.

A characteristic feature of near phraseological units of different languages, it must be phrasebook image as "a generalized picture of the world (objects, phenomena)" (Fisenko, 2015), which develops as a result of processing of the information received through the senses. The phraseological image has a dynamic interaction of the first and second signaling systems and it is based on multimodal and multifunctional sensory-perceptual organization of human (Ananyev, 1960).

### **3.3 Phraseological image**

Phraseological image is an essential component of idiomatic meaning. The difference in the shaped structure is a kind of national element in the semantics of phraseology. The identity of the images with the same semantics is an international (cross-language) element in the semantics of phraseological units. At the same value of phraseological units may be different, depending on the culture, way of life of native speakers and other extra-linguistic factors. In the phraseological system of any language in the semantics of phraseological units exist together with common elements and specific elements that are unique to a single language, and purely national characterizing features of culture or way of life of the people.

In the phraseological fund language, idioms can be international, national and self-idioms mixed type, i.e., there are idioms, in the semantics of which there are international and national elements.

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International phraseological units have the same content of the plan, but the plan of expression (grammatical forming) depends on the structure of the language (Mokiyenko, 1999).

Actual - national phraseological units are non-translated due to the lack of semantic relations. They may correspond to a single word or phrase free. By the phraseology of mixed type are phraseological units having the same value, but different phraseological image. The image is associated with specific properties, national originality, belonging to a specific language. It expresses people's national traditions, language support, its association with certain phenomena of reality, its world view.

National language identity gets more bright and immediate manifestation of it in idioms, as they are related directly to extra-linguistic reality. It identifies actual-national semantic properties of phraseological units of one language, and can be realized only in the comparison of the phraseological units with the phraseological units of the native language of students, respectively, highlighting common features of phraseological units of two languages facilitates, it is rapidly understanding of the semantics of the national-cultural component.

We agree to the view of E.M. Solodukho and we believe that a significant indicator of the high degree of coincidence phraseological equivalence is not only the lexical structure of phraseological units, and imagery correlative phraseological units. If unequal structural and grammatical form, the different component composition of elements forming phraseological units don't have effect on the content side, and they don't change the style and figural image, in this case we can speak of close equivalence phraseological units correlated languages.

A characteristic feature of near idioms of various languages should be exactly phraseological image, it is an essential component of idiomatic meaning. For the same value of phraseology may be a different way, depending on the culture, lifestyle and other factors of extra-lingua of speakers. Supporting the idea Y.P. Soloduba, we believe that this is the similarity or difference between the shaped structure of phraseological units should be the measure of equivalence / non-equivalence phraseological units in compared languages. With this approach, you need to take into account the peculiarities of lexical-semantic and grammatical system compared languages.

The basic concept is the type typology: it is an abstract in relation to the specific language model, which has a number of represent of languages – concrete structures and substructures, corresponding to the type specified in the logical sense. Constant features of the model are metalanguage of typological studies. The components are

type of typological characteristics; it is the result of the typological identification of linguistic units.

Depending on the number of compared languages differ in general and particular or universal typology and special typology (in the terminology of V.G. Gak). The universal type covers, as a rule, many languages of the world, seeks to "bring universals for common to all mankind language" (Dolgoplov, 1973). Private typology examines specific languages (usually two). In contrast to the general typology, which is the basis for the comparison takes a hypothetical abstract language it is the standard, what are included in the common language features, private typology as a starting comparison member may choose one of the compared languages, so there are usually more familiar (native) language.

The vocabulary and language phraseology are good material for typological study, because the cause of isomorphism in lexical semantics is universal thinking ability (Raykhstein, 1980; Gavrin, 1963). Ivanov points to the need for deployment of typological research in phraseology. He writes: "It is the lexical-phraseological system of language acts as the main language and defining the scope of the interaction processes" (Ivanov, 1981).

Nomination of certain general problems of phraseological system of two languages is stimulated by the idea of the establishment of universals in all or many languages. A study of identical and similar phenomena present in different structure languages, can be decided on the basis of structural-typological analysis what is aimed "to explore the features of construction idiomatic images in related and unrelated languages" (Serebryannikov, 1976).

Thus, the structural-typological aspect aims to examine the extent shaped proximity, as compared not purely semantics of phraseology, and semantic equivalence, based on the similarity or proximity of idiomatic way. Phraseological way, as we have said, is an essential component of idiomatic meaning and the seat of national and international elements of the value. Structurally-typological study of phraseology can make positive results not only in the study of identical value of speed in different languages, but also in the case when it comes to semantically different idioms containing similar idiomatic images. So, you can combine phraseological units in semantic groups of somatic phraseological unites, the aim is to establish the organization figurative phraseological system in compared languages, to identify common cultural and national-cultural elements in the phraseological units.

#### **4. Conclusion**

Therefore, it takes particular importance in the system of Russian language in teaching foreigners the phraseology. Recognition of Methodists that the need is to

take into account the peculiarities of the linguistic characteristics of phraseology it is associated with a particular interest of foreigners to the phraseological fund of the Russian language, its analysis in the mirror of their mother language. The preliminary allocation of the national-colored phraseology with specific connotations and background information is the definition of ways to semantization and contributes to the successful introduction of phraseology in speech practice of students.

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