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PHRASEOLOGY AS AN IMPORTANT COMPONENT OF TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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Abstract

The article examines the role of phraseology in teaching Russian as a non-native language. The necessity of developing students' skills in understanding and using phraseological units in oral and written communication is substantiated. The main characteristics, classifications, and semantic features of phraseological units are analyzed. Particular attention is paid to modern teaching methods and technologies that contribute to the development of students' communicative competence. It is concluded that the study of phraseology not only improves language proficiency but also familiarizes learners with the cultural values of the Russian people.

Keywords: Russian as a non-native language, phraseology, phraseological units, idioms, communicative competence, teaching methods, language culture.

Introduction

In the context of the modernization of the educational system of the Republic of Uzbekistan, special attention is being paid to improving the quality of language training for young people. The President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, emphasizes the need to improve all levels of education and upbringing in accordance with modern requirements [1; 2]. In this regard, the issue of developing students' communicative competence while learning Russian as a non-native language has become particularly relevant.

One of the important components of language education is the mastery of phraseology. The practice of teaching Russian shows that many learners experience difficulties in understanding and using phraseological units in speech. Meanwhile, phraseological expressions serve not only as a means of figurative expression but also as an important source of cultural information reflecting the peculiarities of a nation's worldview [3].

The purpose of this study is to determine the significance of phraseology in teaching Russian as a non-native language and to characterize the main directions of working with phraseological units in the educational process.

Materials and Methods

The study employed methods of analyzing scientific and methodological literature on phraseology and methods of teaching Russian, as well as descriptive and comparative research methods.

The theoretical foundation of the study is based on the works of domestic and foreign scholars in the field of Russian phraseology [3–5].

Results

Phraseological units are stable combinations of words reproduced in a fixed form and possessing an integral meaning. According to N. M. Shansky, a phraseological unit is a reproducible linguistic unit consisting of two or more components and characterized by stability in meaning, composition, and structure [5].

The main features of phraseological units are reproducibility and stability. Unlike free word combinations, which are created in the process of speech, phraseological units exist in the language as ready-made expressions and are used as complete semantic units, for example: za tridevyat zemel ("far away"), sled prostyl ("vanished without a trace"), slomya golovu ("headlong"), nechem kryt' ("having no argument to counter") [5].

According to their stylistic and expressive characteristics, phraseological units are classified into:

Interstyle phraseological units: zheleznaya doroga (railway), zarabotnaya plata (salary), sderzhat' slovo (keep one's word);

Bookish phraseological units: kniga za semyu pechatyami (a closed book), lebedinaya pesnya (swan song), slozhit' oruzhiye (lay down one's arms);

Colloquial phraseological units: gnut' spinu (work very hard), pokazat' kuz'kinu mat' (teach someone a lesson), zamorit' chervyachka (have a snack) [4; 5].

Phraseology, like vocabulary, demonstrates phenomena such as polysemy, homonymy, synonymy, and antonymy. For example, the phraseological unit podnyat' na nogi may mean "to cure," "to raise," "to strengthen," or "to make someone act actively" [5].

Phraseological synonyms (bit' baklushi, valyat' duraka, schitat' voron — all meaning "to idle away time") allow speakers to convey similar meanings through different linguistic means. Phraseological antonyms (zheltorotyy ptenets — strelyanyy vorobey; vynosit' sor iz izby — derzhat' yazyk za zubami) contribute to a deeper understanding of semantic relations within the language [3].

To ensure effective acquisition of phraseology, it is advisable to employ modern educational technologies, including interactive exercises, game-based methods, problem-solving tasks, work with literary texts, and digital resources. One particularly effective approach is case-study technology. Students are presented with communicative situations requiring the appropriate use of phraseological units. For example, in the case study "Job Interview," learners analyze speech situations and select phraseological expressions that most accurately describe a person (master svoego dela — expert in one's field, zolotye ruki — golden hands, strelyanyy vorobey — an experienced person). Such activities contribute to the development of communicative competence and practical skills in using phraseology in real-life communication.

Game-based technologies also possess considerable educational potential. In the process of studying phraseology, linguistic quizzes, crosswords, phraseological lotto games, and activities such as "Complete the Expression," "Guess the Idiom," and "Phraseological Auction" can be effectively used.

Practice demonstrates that the integrated use of digital platforms, case-study technologies, game-based methods, and interactive exercises promotes deeper assimilation of phraseological units, expands learners' active vocabulary, and enhances their communicative competence. Furthermore, these methods increase students' interest in learning Russian and exploring its cultural heritage. Such approaches also enhance learners' motivation and contribute to the development of their communicative skills [4].

Discussion

The study of phraseology is of particular importance in teaching Russian as a non-native language because phraseological units reflect the national and cultural specificity of the language. Mastering fixed expressions contributes to the expansion of learners' vocabulary, the development of linguistic intuition, and the formation of skills necessary for natural communication.

The inclusion of phraseological material in the educational process makes it possible not only to improve students' language competencies but also to familiarize them with the culture, traditions, and worldview of the Russian people.

Conclusion

Phraseology is an essential component of teaching Russian as a non-native language. Mastery of phraseological units contributes to the development of learners' communicative competence, enhances speech culture, and promotes a deeper understanding of the national and cultural characteristics of the Russian language. The use of modern teaching methods makes the process of acquiring phraseology more effective and facilitates the successful integration of phraseological units into students' active speech.

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