

**LANGUAGE TEACHING METHODS OF TRAINING
FOREIGN STUDENTS-PHILOLOGISTS
RUSSIAN PHRASEOLOGICAL UNITS
USING AUDIO-VISUAL AIDS**

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The objectives, content, didactic principles of using audio-visual aids in foreign audience have been identified and theoretically substantiated in the article. A set of methods, techniques and types of tasks, aimed at mastering Russian phraseological units by foreign students-philologists with the help of visual aids, have been developed by the author.

Key words: linguomethodical system, professional competence, phraseological unit, Russian as a foreign language, students-philologists, visual aids.

Місеньова В.В. Методика навчання іноземних студентів-філологів фразеологічних одиниць російської мови з використанням відеоматеріалів. У статті визначено та теоретично обґрунтовано цілі, зміст, дидактичні принципи використання відеоматеріалів у іноземній аудиторії. Автором розроблено комплекс методів, прийомів і видів завдань, спрямованих на оволодіння іноземними студентами-філологами російськими фразеологізмами за допомогою відеоматеріалів.

Ключові слова: відеоматеріали, лінгвометодична система, професійна компетенція, російська мова як іноземна, студенти-філологи, фразеологічна одиниця.

Мисенёва В.В. Методика обучения иностранных студентов-филологов фразеологическим единицам русского языка с использованием видеоматериалов. В статье определены и теоретически обоснованы цели, содержание, дидактические принципы использования видеоматериалов в иностранной аудитории. Автором разработан комплекс методов, приёмов и видов заданий, направленных на овладение иностранными студентами-филологами русскими фразеологизмами с помощью видеоматериалов.

Ключевые слова: видеоматериалы, лингвометодическая система, профессиональная компетенция, русский как иностранный, студенты-филологи, фразеологическая единица.

The actuality of the research. The study of any foreign language is impossible without referring to phraseology, which represents one of the most difficult for learning language levels. Idioms – units of speech communication, therefore their study should be carried out with the help of communicative exercises, the content of which is the students' performance of speech acts in terms of real communication or similar to them. One of the ways for creating a communicative situation at the lesson of Russian as a foreign language, successfully applied by teachers, is the use of visual aids, in which a number of factors stand as a complex of language, speech and social plans. These factors clearly represent a language situation in particular cultural and historical conditions, showing a native speaker in the fullness of his/her communicative behavior.

For the time being the optimization of teaching Russian as a foreign language (RFL) is possible providing the national specific character of the audience. This problem is described in details in modern educational literature, but it is not given sufficient attention to the issue of foreign students' mastering Russian phraseology. To understand the semantics of

a Russian phraseological unit, to learn the situation of its use for foreign students is difficult and may cause interference errors due to cultural differences.

Thus, the current requirements to training RFL on the one hand, and insufficient development of a methodical system of foreign students' mastering Russian idioms using audio-visual aids on the other hand, testify to the relevance of the research.

The degree of scientific research of the issue. The questions of determining effective methods of presentation phraseological material and methodical organization in the use of typologically different training tools were examined by N.M. Shanskiy, E.E. Minakova, V.V. Misenyova, T.P. Chepkova, M.L. Basco and others [1; 6; 14; 7; 11; 12]. But their practical research and theoretical positions do not exhaust all the complexities of the process of mastering Russian phraseology by foreigners.

Methodical guidelines for training the certain national contingent of students and the systems of exercises, that implement them, were developed by E.N. Demesheva, V.G. Kostomarov, O.D. Mitrofanova, L.A. Sokolova, Lyu Chun`khuey, etc. [2; 3; 5; 9].

Despite the existence of a large number of studies dealing with learning Russian phraseology by foreigners and the use of visual aids at the lesson of Russian as a foreign language, a number of questions still remain open [4; 9; 10; 13; 15]. Currently, while teaching Russian phraseology to foreign students-philologists, the tools and methods that are able to create appropriate organizational and methodological conditions for the formation of a foreign language speech competence, are required.

Thus, the **aim** of the given article is the theoretical justification and the development of a rational linguomethodical system of teaching foreign students-philologists Russian phraseological units using audio-visual aids.

The aim of the research led to the formulation and solution of the following **tasks**:

- 1) Identify specific skills and abilities, required for the formation of students-philologists' professional competence in the process of learning Russian phraseology.

- 2) Identify and theoretically substantiate the objectives, content, didactic principles of using video in learning Russian phraseological units and the formation of foreign students' communicative competence.

3) To develop a set of methods, techniques and types of tasks aimed at the mastery of Russian phraseological units by foreign students-philologists with the help of visual aids.

There are a lot of manuals for learning Russian as a foreign language. They are intended for training speaking skills and performing a necessary didactic function in teaching the aspect under analysis at the certain stage of education. But at the advanced level both the teacher and the students begin to comprehend some kind of artificiality, which is a distinctive feature of some educational textbooks. Everyday life, carried out at a communicative level in the acts of oral communication, differs by its inner dramatic content. It comes to reason that at the certain stage of teaching Russian speaking skills to foreign students, the necessity in modeling speech situations of more advanced professional level appear. Educational and authentic visual aids can be useful in solving one of the foreign language teacher's tasks – creating real situations of communication at the lesson using different language teaching methods. Taking into account the duration of an authentic feature film (about 1,5 hour), enormous language material, the complication of understanding its form and content, using the whole film for teaching is cumbersome and ineffective. It is more efficient to single out separate viewing fragments, which have logical consequence of events, and have a deal with everyone of these video fragments. Methodical interpretation of the feature film should be started with the division of the film into separate episodes adapting it for usage with a view to didactics.

Here are the basic criteria for determining the appropriateness of using video at the lesson of Russian as a foreign language:

1) Episodes for viewing are to have language material, selected according to the educational purposes and program. If the matter is about the development of a communicative competence, such language material is supposed to be up to the contemporary criteria, standards and usefulness.

2) Content of audio-visual aids should be thematically interesting and have individual significance, oriented at learners' needs. It means that we should take into account a number of factors (such as audience profile, age characteristics, native language of learners, thesaurus as well as the level of proficiency in the target language i.e. the level of linguistic and strategic competences) in selecting visual aids. For example, foreign students-philologists actually take a professional interest in screen versions of literary works, biographic movies of famous writers, poets, linguists as

well as viewing episodes for learning lexical, grammatical and linguocultural information.

3) Visual aids in addition to the linguistic material should contain paralinguistic, culture-oriented and linguocultural information. The plot of a viewing episode should be known to students. So if the episode has been taken from an unknown film, the teacher has to give a brief comment on what is going on the screen.

4) Training visual aids for learning are characterized by high audiovisual correlation, therefore the visuals contribute to giving a more precise definition and mastering the text. It means that a “language” viewing episode must contain visual images, which simplify and increase the perception of audio series. Situational context must uncover the motivation and goal statements to promote understanding the semantics of lexical units.

5) According to experts one should also consider the duration of a viewing episode. In the best case training visual aids should represent separate viewing episodes lasting up to three minutes. It provides the introduction and illustration of linguistic and paralinguistic information contained in the video.

As the result of methodical interpretation of visual aids the exercises are developed considering specific goals in mind, linguistic and culture-oriented peculiarities of the film and its thematic range. The exercises are directed at removing language difficulties, understanding the content of the episode for viewing, disclosure and discussion of the film, explanation of the realities of other cultures [4]. These tasks can be divided into three groups: pre-viewing activities, first viewing activities and comprehension activities. However, one should not perceive this classification as a mechanical one, because it takes into account not only the time for doing an exercise, but also the type, form and nature of the task defined and limited by this time.

The use of audio-visual aids in learning Russian phraseology by foreigners gives an opportunity to implement fully and consistently one of the principles of didactics – visibility [10]. It helps to facilitate the understanding of language units under study, to use analytical skills of students as much as possible, to mobilize their internal resources, to increase the interest to the lessons. Visual image serves as a visual support that allows you to submit any lexical-grammatical material. In such way it

is facilitated the comprehension of foreign language speech and the construction of the statements, as the picture in the frame recreates the situation of communication and the student tries to “see”, “to read” situational cues and use them as if a prepared or unprepared statement. In video texts – fragments of feature films, used for teaching Russian phraseology to students-philologists, there is no possibility to change anything. Therefore the teacher’s word is of particular importance. This word should include basic speech guidelines – rhetorical questions, indicatory sentences, titles, selected and formulated by the teacher in advance on the basis of a viewing episode, and enter into the script of the lesson using visual aids [13; 15].

In the proposed linguomethodical system of teaching Russian phraseology, where the main goal is mastering the necessary number of idioms and phrases by foreign students-philologists using visual aids, we can use a combination of methods: audiovisual, communicative, deliberately-practical, deliberately-comparative. Their integration allows us to learn the meaning of a phraseological unit and its linguistic characteristics (stylistic identity, grammar features, syntactic combinability) as well as to acquaint with the situation of use, learn to “hear” and to use idioms in speech.

The system of exercises for teaching Russian phraseology to foreign students-philologists have been described in the article according to the principles, formulated on the basis of didactic peculiarities of teaching RFL: the principle of scientific and systematic training; availability and consistency; visuality, consciousness and activity of students in training; the strength of knowledge, the connection of theory with practice. Exercises, aimed at the philological audience, where not only the subject matter, but the terminology is based on the professional training. In the course of this work the latter deepens, provides theoretical knowledge and their practical use improving the skills of foreign students-philologists.

The submission of idioms to foreign students has specific features arising from the general specifics of teaching Russian as a foreign language. There are two stages for mastering phraseological units: 1) the disclosure of a lexical unit’s meaning and the definition of the situation of its use; 2) further consolidation using exercises, assignments, texts. The best way of idioms presentation as well as any other lexical units is that one, where all or most of the methods are used. Each of them covers a

particular aspect of the meaning. However, full presentation cannot be achieved at the first representation of a new phraseological unit, it is achieved in the process of continuous work, which includes both the stage of representation and consolidation.

If we consider different types of assignments as a set of exercises, which are necessary for proper mastering the language, exercises on the formation of knowledge about the language system and its dynamics should be defined as the preparatory ones and exercises on the formation of abilities and skills as the main ones. In preparatory exercises students' attention is primarily focused on a language form and the construction of statements that are practiced at elementary linguistic units. In the basic exercises the main focus is on conscious understanding of speech.

As preparatory assignments for students-philologists we offer exercises and tasks as follows:

1. Analysis of the text and speech situations for identification and characterization of phraseological units and phrases contained in visual aids. As a training text it is suggested an episode for viewing and listening as a model of the speech-behavioural act. As examples we can take both classic and contemporary feature films ("The irony of fate or enjoy your bath!" directed by Eldar Ryazanov in 1973; "The lottery" directed by Andrey Kudinenko in 2008, etc.).

2. Definition of the figurative meaning of an idiom by comparison with the direct meaning of constituent words (one of the components), identification of the relationship between them. For example:

Exercise 1. Indicate which of the following phrases are free and which ones are sustainable. Make sentences with the latter.

Он нагнулся, чтобы поднять бокал / Мы собрались, чтобы поднять бокал за здоровье юбиляра. Отец понял, что уговоры бессмысленны, и махнул рукой / Он махнул рукой, чтобы я подошёл.

Exercise 2. With each of these phrases make two sentences so that the first phrase was free and the second one – stable: намылить шею, говорить на разных языках, носить на руках, шито белыми нитками, брать быка за рога, заплатить той же монетой, etc.

3. Understanding the figurative meaning of the idiom is carried out using historical excursus, the etymological analysis of phraseological units under analysis. For example:

Exercise 3. Correlate the following set expressions with mini-texts

below: смотреть как баран на новые ворота, к тёще на блины, как сквозь землю провалиться.

Весенний праздник Масленица сохранился с древних времен. Праздник отмечался целую неделю, во время которой принято принимать гостей и самим ходить в гости, при этом много есть и пить. Каждый день масленичной недели имеет своё значение. Среда – лакомка. В этот день мужчина идёт к матери своей жены, где ест круглые тонкие хлебные лепёшки;

Значение фразеологизма связано с древним представлением ада – места, откуда не возвращаются, где тебя никто не сможет найти;

Барана считают очень глупым животным, потому что будто бы он не может узнать своего дома. Поэтому, если поставлены новые двери, он смотрит на них и не решается войти.

4. Search of the phraseological equivalent in a student's native language as well as the intercultural comparison of a speech situation, the non-verbal means of communication, presented in the episode for viewing. For example:

Exercise 4. Find in your native language a phraseological unit with a similar meaning in Russian. How do they differ from each other – by the total structure or words-components included into the idiom?

Assignments of the main stage – output in communication, speech practice (oral and written). The aim of this work – application of the acquired knowledge in situations that are created in the classroom. For example:

Exercise 5. Think of or recall situations in which you might use the following phraseological units: водить за нос кого-либо, без царя в голове, мастер на все руки, власть в детство, мухи не обидит, схватывать на лету, душа на распашку, заткнуть за пояс, звёзд с неба не хватает.

When performing creative tasks, idioms can serve as beginning for writing an essay on different subject matters (for example “Правильно говорят, что не в деньгах счастье”, “Моя подруга любит делать из мухи слона...», etc.).

Undoubtedly, the above-mentioned examples of exercises do not exhaust all the possibilities of representation and consolidation of idioms

in the process of learning Russian as a foreign language. They can be greatly expanded and updated on the basis of specific objectives of a particular stage of learning and learners.

Described in this article language teaching methods, aimed at teaching phraseology of the Russian language to foreign students-philologists of the advanced level, are focused not on rote learning and memorizing idioms, but on a conscious approach to the analysis of their internal contents, based on establishing the connection between a phraseological unit meaning and initial meaning of its constituent words, the detection of syntactic functions of idioms. The proposed system of training phraseology promotes not only the awareness and understanding of the figurative meaning of idioms, but also greatly facilitates the perception of a phraseological unit, develops skills and abilities of the correct use of idioms in speech constructing self-statements with them.

To sum up, it can be concluded that teaching foreign students-philologists Russian language idioms using audio-visual aids involves the equipment of methodological apparatus of the pedagogical system in question, the didactic interpretation of authentic viewing episodes as well as the programming of certain training actions, aimed at mastering Russian phraseological units by the learners, the development of necessary speaking skills, the formation of a foreign language competence. For all that we should consider not only the native language of students, but the specifics of national culture, educational traditions, which aim to increase the effectiveness of linguoeducational process.

Further work on this issue provides an in-depth study of nationally-oriented principles in training foreign students-philologists Russian language idioms in order to make the process of teaching more effective.

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