

STUDYING THE VOCABULARY AND PHRASEOLOGY OF THE RUSSIAN LANGUAGE AT THE NATIONAL SCHOOL

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Abstract:

This article discusses the techniques and means of passing the topics of vocabulary and phraseology in the lessons of the Russian language. The article shows innovative approaches to teaching Russian in foreign language groups.

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Russian dictionary work in the national school has its own specifics due to its practical orientation, because the purpose of teaching Russian is to teach students practical command of oral and written speech, there is no need and opportunity to teach all Russian vocabulary. When teaching Russian in a national school, it is necessary to limit the vocabulary, scientific selection of the minimum of words for educational purposes. There are a number of issues that, due to the specifics of Russian and native languages, students require serious attention. First of all, they include the semantic structure of the word. A very important problem is lexical compatibility. Synonyms and antonyms are an integral part of both of these problems. The lexical system of languages, in comparison with other levels, is the most complex and at the same time the least researched. Many difficulties of lexical work in the national school are connected with this. Russian teaching methods at the national school recognize that the difficulties of mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other – with the specifics of the vocabulary of the native language of students. Since words in the Russian language do not exist in isolation, but in connection with others, students study vocabulary in interrelation, in comparison, which facilitates the process of assimilation of the material. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word and its use in speech. Polysemous words, which are a complex system of lexical meanings, cause particular difficulty. In the semantic structure of a polysemous word, as a rule, the main meaning and the derivative meaning differ. First of all, the student should become aware of the word in the direct meaning, words in the derived (figurative) meaning are introduced into the student's speech later. The work on enriching the vocabulary of students pursues the task of introducing and fixing in speech not only new words, but also new meanings of already familiar lexemes. It should be borne in mind that not all the meanings of each word should be entered into the

active vocabulary of students. When working on a polysemous vocabulary, students should learn that the context contributes to the differentiation of the meanings of a word. For example, the verb to give in the direct meaning of "to hand over" forms phrases with the words: book, magazine, key, etc.; speaking in the meaning of "to provide", the verb to give forms combinations: to give an apartment, to give an opportunity, etc. Different lexical meanings of a word may have their own grammatical features, i.e. differ in the presence or absence of certain grammatical categories. For example, some transitive verbs, receiving a new meaning, become intransitive: to take a book, a pen; but to take a trick; the meaning of the verb depends on the word with which the verb is combined. The difference may be in the formation of new specific forms of the verb: to break glass, to break dishes; the clock strikes – will strike; to beat from guns.

It is important to note that a word in a figurative meaning can become stylistically colored and become part of the book or spoken means of a literary language. Thus, the noun brother, denoting a son, is neutral, in the meaning of a friendly address to a man - colloquial, and in the meaning of "comrade, like-minded person" (brothers in the class) belongs to a high style. When working on the semantics of a word, it is necessary to take into account and distinguish 3 types of lexical meanings of words: direct (nominative), phraseologically related, syntactically conditioned. The nominative meaning in many cases coincides with the native language of the students. Phraseologically related meanings usually come into contact with a small range of vocabulary. The verb to sit in the phraseologically related meaning "to approach the figure", combined with the words clothes, skirt, etc.

Students also meet with words that have a syntactically conditioned meaning: The Palace is a sight to behold! Oh, you hat! In the Russian language, a group of words united by synonymous connections is distinguished. Synonymous words should be included at different stages of learning and in the speech of students. First of all, the main synonyms are introduced, and then all the others (big – huge – huge). The synonymic series may include words with a figurative meaning. For example, the adjective fresh is included in the following synonymous series: fresh (soft) bread; fresh (unsalted) fish; fresh (cool) wind.

There are synonyms used in a special sphere: dark, swarthy can be combined with the noun face, skin, but the adjective dark is also used with the words: suit, hair, with which the adjective swarthy is not used. Thus, the substitution of synonyms is not always observed. When working on antonyms, it should be borne in mind that words with a qualitative meaning (high – low), spatial and temporal relations (close – far; winter – summer), words with a qualitative meaning (many – few), words denoting a state (heat – cold) usually have the property of forming antonyms.

Not only words can enter into antonymic relations, but also the meanings of a polysemous word; at the same time, each meaning can have its own antonym. For example, the adjective fresh: fresh bread – stale bread fresh newspaper – old newspaper. In some of its meanings, a word may not have antonyms.

In many cases, antonyms form combinations with the same words. For example: large – small house, table; high – low – tree, temperature. The compatibility of antonyms may vary: sharp and dull come into connection with the word knife, angle, mind, pain, but also with the words: eye, smell is combined with sharp, and with the words smile, man is stupid. Paronyms cause great difficulties. Sometimes the words are mixed: place and place-awn; notes – notes, etc. Work is needed to clarify the semantics of paronyms. To understand the meaning of paronyms helps their structure, morphemes. When working on a word in a national school, it is necessary to take into account the specifics of the native language. The teacher should proceed from the fact that the discrepancies in the scope of the meanings of words in Russian and native languages are very different.

Russian vocabulary teaching is important to take into account the formal side of the words of the Russian and the native language of the student. There are two groups of Russian words, the assimilation of which is associated with certain difficulties: a) words that differ in structure from the words of students; b) words that are similar in sound.

Currently, the opinion of methodologists about the need for a lexical minimum when teaching a non-native language can be considered generally accepted. The need for the selection of lexical material is dictated primarily by the goals and objectives of teaching the Russian language in a national school. As for the volume of the dictionary, methodologists consider 3-4 thousand lexical units sufficient for active language proficiency. The unified lexical minimum for the national school for assimilation includes 4000 lexical units. The question of the qualitative side of the lexical minimum is complicated. The following vocabulary selection sources are used:

- frequency dictionaries of the Russian language
- thematic and short bilingual dictionaries - dictionaries-minimums
- lexical list (from Ozhegov's dictionary)

Scientific-based principles were developed for the selection of the lexical minimum. Russian linguistic and didactic principles are taken into account when selecting lexical material for a single minimum dictionary of the Russian language, since the selection of educational language material, in particular lexical, is determined by the characteristics of both the subject of selection and the specifics of teaching Russian to non-Russian students. These principles are as follows:

1. statistical principle of selection
2. word compatibility
3. word-formation possibilities of the word
4. semantic value of the word
5. stylistic neutrality of the word
6. situational-thematic principle
7. methodological expediency of the word

The latter principle makes it possible to coordinate the lexical minimum with the studied grammar, word formation, phonetics, spelling, etc.

The "Unified Lexical minimum of the Russian language for the national secondary school" includes vocabulary that students of the national secondary school should actively master. However, the lexical minimum should not be considered as a limit that cannot be exceeded. Russian language teaching in a national school is played by a textbook, so it should perform the most necessary functions to enrich the vocabulary of students, and, consequently, in textbooks of the Russian language and Russian literature, the lexical minimum should be fully reflected. On the basis of the lexical minimum, various textbooks can be created for all classes of the national secondary school, as well as educational dictionaries of all types. In the national school, when teaching the Russian language, along with active vocabulary, students are also expected to learn a passive vocabulary. Students use the active vocabulary to express their thoughts (speaking, writing), the words of the passive vocabulary help them understand the thoughts expressed by others (reading, listening).

An active dictionary forms the core of the learners' vocabulary, a passive one complements and, under certain conditions, enriches it. Consequently, when teaching Russian to students of the national school, the task is not only to enrich their speech with an active vocabulary, but also to expand their passive vocabulary.

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