AXIOLOGICAL APPROACH IN THE MODERN MEANS OF TEACHING THE RUSSIAN LANGUAGE

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Abstract: The article reveals the implementation of the axiological approach in teaching the Russian language. The author considers the methods and techniques of educating the value attitude to the Russian language, laid down by the authors of textbooks. In this regard, some methodological recommendations are proposed aimed at increasing attention to the axiological approach in teaching the Russian language (for example, the study of phraseology). The relevance of the study is due to the formulation of the problem of introducing an axiological (value) approach into the process of teaching the Russian language. In this regard, some methodological recommendations are proposed aimed at increasing attention to the axiological approach (for example, the study of phraseology). The practical significance of the study lies in the fact that examples of exercises and assignments, some guidelines for organizing work with students in the framework of interconnected teaching of the Russian language and the values of Russian culture are given. The experience of teaching the authors of the article shows that this work can be used both in the lessons of the Russian language and in extracurricular hours.

Keywords: training; Russian language at school; phraseology; practical lesson; axiological approach; phraseological dictionary.

1 Introduction

The problem of learning the language and culture today is being solved in unity with the consideration of the value system of the modern personality. At the same time, the process of mastering the system of values by schoolchildren begins to correlate with the formation of the linguistic picture of the world of students, and the text today is considered by modern methodologists not only as a result of human speech activity but primarily as a means that can convey the value experience of the people. Modern linguistics focuses on the axiological function of language, on the study of language units from the standpoint of linguistic-cultural science, intercultural communication (Deikina, 2009: Vorobiev & Saiakhova, 2006; Telia, 1996: Safonova & Lukoyanova, 2016; Rakhimova et al, 2018; Shaikhutdinova et al, 2018; Nurullina & Usmanov, 2018; Sadriev & Erofeevak, 2016; Fazliakhmetov et al, 2018). According to S.G. Ter-Minasova, “language is a mirror of culture, it reflects not only the real world surrounding a person, not only the real conditions of his life but also the public self-awareness of the people, their mentality, national character, lifestyle, traditions, customs, morality, system values, attitude, and the worldview” (Ter-Minasova, 2000, p. 122).

The relevance of the problem is due to the fact that the issues of studying the phraseology of the Russian language are considered in the national-cultural aspect in a multicultural environment since today in the process of teaching the Russian language the potential for interconnected learning of language and culture is great. In this regard, it becomes necessary to present phraseology not only as a means of expressiveness and imagery of the Russian language but also as a phenomenon and cultural value of the Russian people.

In modern scientific literature, phraseology is studied from different angles: linguistic, linguodidactic, axiological, sociolinguistic, etc. It is worth noting that the study of phraseology from the axiological point of view is most relevant. According to scientists, phraseology has the greatest number of examples that reflect the relationship between language and culture, embodies the values of Russian culture. For example, phraseological units such as бить баклуши, во всю мановесную, стоять фартом, колокольная верста most clearly demonstrate belonging to Russian culture since such expressions are not found in other languages and cultures.

2 Methods

The objective of the study is to justify the need for an axiological approach in teaching the Russian language; in analyzing Russian language textbooks from the point of view of implementing the principles of the axiological approach in them; in proposing methodological recommendations on the use of the axiological approach in the study of phraseology in Russian language lessons.

The study used theoretical (theoretical and methodological base), analytical, search (preparation and analysis) methods, as well as questioning, testing, etc. (diagnostic methods), processing of research results (statistical methods).

3 Results

The study of phraseological units is one of the means of familiarizing with the sources and values of Russian culture. Phraseology reflects the world of feelings, images, shades of some peoples. The appropriate and correct use of phraseological phrases gives speech brevity, imagery, brightness, and expressiveness. The axiological (value) approach to the study of phraseology lies in special attention to such phraseological units that are found only in the Russian language or carry a large cultural and national burden. In phraseological units, nationally marked vocabulary is often found, which meaning captures the object of material culture. For example, as part of a sustainable combination может лась, there is an outdated word лась, the meaning of which can be accurately determined by fa from every native Russian speaker without an etymological dictionary, it has disappeared into the holistic content of the phraseology “to engage in small, minor trifling matters”. The value of phraseological unit expresses a dismissive attitude towards such “activities”.

According to V.V. Vorobyov and L.G. Saiakhova, “the national-cultural semantics of phraseological combinations consists of three components:

1) phraseological units reflect national culture indirecly, comprehensively, with all its idiomatic meaning: пальчик обложки; точить лясь;
2) phraseological units reveal the national culture in different ways, with units of its composition: хodyть фартом, аршин проголом, термльный кашч;
3) phraseological units reflect the national culture with their prototypes that describe customs, traditions, etc.: начать с говь, бить баклуши, сматывать удочки” (Vorobiev & Saiakhova, 2006, p. 140-141).

Many Russian phraseological units are about different aspects of the life and life of the Russian people, testify to some cultural values, historical, social and other events or phenomena. For example, the authors of the dictionary give examples of phraseological units, prototypes of which can tell about Russian literacy:

не знать на ала, от корки до корки, с крашно строки, etc.;
o денежной системе: ни гроша за душой, гроша золотого не стоит, etc.;
o типичном растительном мире: ехать-пахать, через пень колоду, наломать дров, etc.;

Phraseological units reflected ideas about the moral qualities of people, about good and evil, about the rules and principles of life in society, which are passed down from generation to generation: паривши опа все стадо портят; добро сеть, добро
Task 2. Read the phraseological units and determine their meaning. What words do as part of phraseological units confirm their belonging to Russian culture? Clarify the meaning of these words in explanatory dictionaries.

Стить/ходить фертом, прописать изюм, колосовенская верста, во всю швановскую, бить баскаки, точить языки, терпкий калач, как аршин проползла, лыка не вяжет, семи пядей в абу, лезть на рожон, кося саженем на плачах.

Task 3. Remember the phraseological units, which include words and phrases such as золотник, грош, пять копеек, деньги; языки; язык; верста; деньги; языки; рубля; деньги; рублей; рублей.

Check them in the dictionary and give examples they can be used in.

Task 4. Give examples to the Russian phraseological units from the first group from the second group, which have a common meaning but different figurative form. Explain the meaning of phraseological units.

a) родиться в сорочке; ехать в Тулу со своим самоваром; делять из любви сонла; ехать в конем; здоров, как бык; дождь идет как из ведра; на коре ведра.

b) дождь идет кирпичами и снегами (Eng.); здоров, как слов (Vietnam); ехать в рай (Eng.); ехать в лес со своими дровами (Tatar); родиться в чечевице (French); видно по кончику носа (German).

Task 5. Prove that not all of these phrases can be attributed to phraseological units. Check in the phraseological dictionary. What are the meanings of the word красный in Russian? What meaning does it bear in phraseological units?

Красная цена, красная рыба, красная строчка, красная девица, красный молодец, красное солнцышко, Красная Армия, красный галстук, красное знамя, красное вино, красные речи.

Task 6. Read an extract from the book by S.G. Ter-Minasova “War and the World of Languages and Cultures”. Compare the use and meaning of the word красный in Russian and Chinese cultures. Remember and write down Russian phraseological units with the word красный.

... Культурные коннотации красного цвета в Китае – это счастье, удача и все, что им сопутствует. Истоком их было посвящение древним китайским солнцу как источнику жизни на земле, а солнце – это тот, кого ценит начальство. Поэтому красный цвет – это главный цвет китайской культуры, с ним связано всё хорошее. Он символизирует успех, богатство, гламур и счастливую жизнь.

Красный человек – это тот, кто моментально стал известным и популярным.

Красный пеньек, художник, артист – тот, кто мгновенно стал известным и популярным.

Красная прибывь – премия, прибавка, дивиденд.

Красной называют молодую изящную девушку.

Красная грозовина – символ любви.

Красный бумажный мешок – деньги, денежная премия (от традиции в прошлом, когда в конце года было принято давать отличавшимся и усердным работникам деньги в красном мешке).

Task 7. Read an extract from the book by V.V. Vorobiova and L.G. Saiakhova “Russian in the Dialogue of Cultures” and give the definition to the phrase “phraseological picture of the world”.

... Фразеология русского языка заняла незаменимое место в практической жизни человеческих отношений. Около 1500 фразеологизмов в словаре-справочнике Р. И. Яранцева «Русская фразеология» распределены по разделам: «Эмоции и чувства человека», «Свойства человека и качества его характера», «Характеристика явлений и ситуаций». Здесь и
task 8. read phraseological units and determine their meaning. what historical events urged the emergence of these phraseological units? what modern situations can they be used in?

bylo delo pod povetovoi; otploltit v dolguy yaics: vot tebe, babushka, i zhurny den; kazhshaya sviroka; maimovo poboiha; moskva slihas ne vetam; potemianskiye derevnoi; falkhina gramota; vo vse vyanoksuy.

task 9. define the meaning of these phraseological units. what was the source of these expressions? make sentences with them. give examples of situations where these phraseological units can be used in.

1. a zharkiy prostot otzyvakal. 2. a sachtuy bylo tak vozmozno. 3. gereg ot um. 4. i dmy otchestva nam sladok i pryatan. 5. kak belya v kolle. 6. martvishkiy trud. 7. gereg ne moygo ruzhama. 8. vlastitel duma.

task 11. read these expressions and determine their meaning. what situations can they be used in? explain the meaning of the highlighted words.

xhey-solyu yushy, a umnye rachi sluduy.
pochny dorozhe dela.
trishyka kafitan.
veskly kulyk svoe boloto hvatit.
mak golos, da dorog.

task 12. read the phraseological units. what role does the numeral name play in these expressions? give examples of other phraseological units, which include numerals. use the phraseological dictionary for help.


task 13. recover words in russian phraseological units. relate them to phraseological units from other languages that are similar in meaning. what situation can these expressions be used in?

1. xudoy kak ... (rus.) – xudoy kag grafiky (engl.)
2. golodnyy kak ... (rus.) – golodnyy kag oshoriky (engl.)
3. rasstyt, kak ... posle dzhody (rus.) – rasstyt, kag peremy vambuka posle dzhody (jap.)
4. poxozh kag dve kaply ... (rus.) – poxozh kag dve polovinki persika (jap.).

5 conclusions

methodologists propose to work with phraseological units in connection with the study of not only lexicology and phraseology but also grammar and spelling, as well as reading literary works. m.t. baranov believed that a systematic study of vocabulary and phraseology as a structural element of a language can help to understand the semantic side of the language, contribute to the development of thinking, love of the mother tongue, the formation of students’ desire to master the vocabulary richness of the russian language. the value of phraseological units allows students to learn the history of their people, to master their moral and cultural values, to comprehend the worldview, and imagine a phraseological picture of the world of other peoples, see the interaction of linguistic pictures of the world of different languages.

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