

METHODOLOGY OF TEACHING THE RUSSIAN AUDIENCE TYPES OF INDEPENDENT WORK (PHRASEOLOGICAL ANTONYMY) ON THE PRACTICAL STUDY OF THE RUSSIAN LANGUAGE

Irbutaeva Nigora Dilshodovna
Uzbekistan, Samarkand Medical Institute

That Russian is one of the richest languages in the world,
there is no doubt about that.

V.G.Belinsky

RESUME

This article analyzes the different-structured phraseological antonyms, the study of phraseological antonymy by non-Russian students by philologists. Conclusions about the relation of words and phraseological units are formulated.

Keywords: phraseological units, phraseological antonymy, phraseological units.

INTRODUCTION

Phraseology is the science of complex linguistic units that are stable in nature.

Phraseologisms, in turn, are always complex in composition, since they are formed by combining several components that have a separate stress, but do not retain the meaning of independent words: *puzzle, blood and milk, ate a dog*.

Phraseology unites rather variegated linguistic material, and the boundaries of some phraseological units are not clearly delineated.

Phraseologisms are a kind of "storehouse" of the wisdom of the people, preserving and reproducing its mentality, culture, history from generation to generation. They are not created in the process of communication, but are reproduced as ready-made integral units.

"Phraseological turnover is a linguistic unit reproduced in finished form, consisting of two or more stressed components of a word character, constant (fixed) in meaning, composition and structure" (4, p. 20)

The expressive means of the language, of course, are phraseological units. A high culture of speech is unthinkable without mastering phraseology. This is partly why this section has found its place in programs and textbooks on the Russian language for secondary and higher schools. For example, when developing a system for teaching Russian phraseology in groups with a non-Russian audience of students, it is necessary to predict the behavioral reaction of a foreign student in the aspect of interaction between the Russian language and the native language. Forecasting is possible on the basis of identifying the similarities and differences between the phraseological systems of the Russian and the native language of students by means of comparison.

If we take students of philologists of national groups studying Russian phraseology, it is necessary to focus on the acquisition of skills in working with dictionaries when analyzing phraseological antonymy.

These recommendations outline the ways of researching «folk» phraseological antonymy in proverbial and proverbial models and suggest appropriate ways of selecting phraseological antonymy in literary texts.

And, finally, methods of effective mastering of the material are being developed, which make it possible to instill the skills of independent work organization. The accumulated knowledge students must generalize and demonstrate at seminars, examination sessions or scientific conferences, where it is especially necessary to defend their point of view.

Independent work on the study of phraseological antonymy contributes to the expansion of cultural knowledge of students, gives an idea of the phraseological fund of the Russian language, develops respect for the creator people.

The practical meaning of vocabulary work in collecting material is to increase interest in the study of the language: the foundations of professional and scientific skills are laid, experiments are made from leaving the dictionary of phraseological antonyms, approaches are made to the initial stage of writing a term paper or thesis on a given topic.

The first stage of independent work of students-philologists of national groups on phraseological antonymy is work with phraseological dictionaries. The main task in this case is to teach phraseo-antonymic units and their interpretation. Students are introduced to the main types of phraseological dictionaries, the authors are named and a brief lexicographic characteristic is given.

The second stage is an independent study of "folklore" phraseological antonymy. Students are invited to work on phraseological antonymy within one phraseological field.

Such models are most often found in the dictionaries of «*Winged Words*» and in the «*Collections of Proverbs and Sayings*». For example, «*It's not surprising to start, it's difficult to finish*», «*The rich have an account and calculation, the poor have sleep and food*,» etc. At this point, students are guided by the point of view prevailing in science, paremias are phraseological units.

The most accessible are recommended, although students can use other paremiological material at their discretion. Moreover, students a priori should know about the large phraseological fund contained in the dictionaries of V. Dahl.

The presence of phraseological antonymy in one syntactic block will allow students to analyze grammatical categories, study lexical characteristics, and develop the skills of studying phraseological antonymy.

Having developed the skills of independent comprehension of scientific articles on the problem, having systematized the material of dictionaries and collections of proverbs and sayings, students will be able to move on to more complex types of studying phraseological antonymy.

Study of absolute, one-structured and different-structured phraseological-antonymic units.

1. The material of absolute phraseological antonyms indicates that the main indicator of antonyms is the negative particle "not", which is capable of changing the well-known meaning of phraseological units to the opposite and is included in the model as a structural component. For example: «*Not bast*» - «*bast*», «*Not to the court*» - «*to the court*», etc. Possessing independent lexical and structural features, absolute phraseological antonyms stand out among other groups and are relatively easily established by students.

2. The group of one-structured phraseological antonyms includes in the same position opposite in meaning components. For example: "*the tongue is well suspended*" - "*the tongue is poorly suspended*", "*easy to lift*" - "*heavy to lift*", etc.

Single-structure phraseological antonyms in one case are lexically heterogeneous, but stable in grammatical forms. There are examples of coincidence of the lexical composition, but differ in grammatical form. Here there is a change in case forms and the order of the components. For example: "*get out of a rut*" - "*get out of a rut*", etc.

3. The group of different-structured phraseological antonyms is characterized by the opposite meaning, not the same syntactic organization and lexical composition. For example: "*soul to soul*" (to live in harmony) - "*like a cat with a dog*" (to live in constant enmity); "*On my mind*" (cunning, hidden) - "*soul to plow*" (kind, frank); "*cheer up*" (gain confidence) - "*hang your head*" (lose confidence) and others.

Different-structural phraseological antonyms can at the same time enter into complex relations with several phrasemes. So, PU-phraseological unit "*with a bun nose*" is antonymic in meaning to three units: "*a carriage and a small cart*", "*to hell*", "*chickens do not bite*" - that is. meaning "*very much*".

A phraseological unit is a composite linguistic sign, the integrants of which are word signs. Therefore, phraseological units have the properties of a linguistic sign. And it is the combination of these properties that explains the stability of phraseological objects. Some of these properties are antinomies.

The final stage in the study of phraseological antonymy by students is the comprehension and generalization of the available material. This is the most difficult section of independent work. When writing term and diploma essays, students should systematize the collected material, since consistency always presupposes a certain concept and becomes a prerequisite for a more conscious, purposeful and qualified analysis of PU (phraseological units).

LITERATURE

1. Problems of stability and variability of phraseological units. Tula. 1968.
2. See V.N. Telia. What is phraseology, M., "Science", 1966, p. 31
3. See: V.L. Arkhangelsky. Stable phrases in modern Russian. Publishing house Rostov, University, 1964; Wed: A. V. Kunin. Basic concepts of English phraseology as a linguistic discipline
4. Shansky N.M. Phraseology of the modern Russian language. Text book for universities. M., 1985.