

## LEARNING RUSSIAN PHRASEOLOGY BY FOREIGN STUDENTS

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The article are devoted to learning Russian phraseology by foreign students in multinational students' audience. The subject matter of studies connected with foreign language students' national culture in language teaching methods of Russian as a foreign one (RAFL) is actual for the time being. In modern language teaching methods and student teaching it is conventional that the most important means of the educational process optimization is nationally-oriented teaching. It is the main methodical installation on the basis of which the principles of consciousness, systemacity, functionality and communicative orientation are realized, adequate forms and methods of training are defined.

Comparative learning of languages has the philological nature: acquaintance with the culture of a native speakers' country is carried out in the process of learning language units with national and cultural elements in semantics. By comparison of languages national and cultural distinctions are observed practically at all levels, but they are especially bright at lexical and phraseological levels. For this reason lexicology and phraseology act as a direct object of comparative linguoculturology.

The main object in the analysis of phraseological systems of two languages is a phraseological image, as the peculiarities of figurative thinking are more reflected in the structure of set phrases. In phraseological units national identity of the language receives the brightest and direct manifestation as they are correlated directly with extra language reality. Revealing of national and cultural specifics of the phraseological units' semantics of one language can be carried out only in comparison with the phraseological unit of the student's native language, and allocation of common features of two languages promotes fast understanding of the national and cultural component's semantics.

The aim of the research led to the formulation and solution of the following tasks: 1) to determine the main differences of national-specific phraseological units in multinational groups of students; 2) to reveal the main difficulties while comparing Russian, English and French phraseological pictures of the world.

Further work on this issue provides an in-depth study of finding out typical mistakes in the use of Russian phraseological units by foreign students-philologists in order to make the process of teaching more effective.