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Русские паремии как средство активизации грамматических и лексических навыков в процессе обучения иностранных студентов

Введение. В настоящее время в процессе обучения русскому языку как иностранному активно используются русские паремии с целью совершенствования занятий, повышения мотивации к изучению языка, иллюстрации типичных ситуаций общения, активизации познавательных и мыслительных способностей иностранных учащихся. Цель исследования – описание процесса активизации грамматических и лексических навыков у иностранных студентов с помощью паремий на разных этапах обучения.

Методы исследования. В ходе исследования использовались: метод направленной выборки материала из паремиологических сборников и словарей; приемы структурного, семантического и контекстуального анализа пословиц и поговорок.

Результаты. Паремии отражают народную мудрость, особенности менталитета, мировоззрение, жизненный опыт, представления об окружающей действительности, базовые ценности русского народа, являясь важным материалом, который способствует развитию языковых и коммуникативно-речевых умений у иностранных учащихся. Различные виды заданий с русскими паремиями используются как средство развития коммуникативных навыков и умений, а также как источник дополнительных научных знаний о природных объектах с учетом направления подготовки студентов.

Заключение. Употребление русских паремий в процессе обучения русскому языку как иностранному является основой формирования лингвокультурной и коммуникативной компетенции, способствует активизации грамматических и лексических навыков, развитию навыков монологической и диалогической речи, расширению лексикона, формированию морально-нравственных принципов, воспитанию толерантного отношения к языку, культуре, истории, традициям и обычаям других народов. Включение в образовательный процесс изучения устного народного творчества актуально для иностранных учащихся на разных этапах обучения. Лексика паремий является особым языковым пластом, который также может использоваться иностранными обучающимися в будущей профессиональной сфере.

Ключевые слова: паремия, активизация познавательных способностей, грамматические и лексические навыки, русский язык как иностранный

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Russian paroemias as a means of activating grammatical and lexical skills in the process of teaching foreign students

Introduction. Currently, Russian paroemias are actively used in the process of teaching Russian as a foreign language in order to improve lessons, increase motivation to learn the language, illustrate typical situations of communication, activate cognitive and thinking abilities of foreign students. The purpose of the article is to describe the process of activating grammar and lexical skills of foreign students with the help of paroemias at different stages of learning.

Research methods. In the course of the research we used: the method of directional sampling of material from paroemiological collections and dictionaries; methods of structural, semantic and contextual analysis of proverbs and sayings.

Results. Paroemias reflect the folk wisdom, mentality, world outlook, life experience, notions of the surrounding reality, basic values of the Russian people, being important material, which promotes the development of language and communicative and speech skills of foreign students. Various types of assignments with Russian paroemias are used as a means of developing communication skills and abilities, as well as a source of additional scientific knowledge about natural objects, taking into account the direction of student training.

Conclusion. The use of Russian paroemias in the process of teaching Russian as a foreign language is the basis for the formation of linguocultural and communicative competence, contributes to the activation of grammatical and lexical skills, the development of monologue and dialogic speech skills, the expansion of the lexicon, the formation of moral principles, the education of tolerant attitude towards language, culture, history, traditions and customs of other nations. The integration of oral folklore in the educational process is relevant for foreign students at different stages of learning. The vocabulary of paroemias is a special language layer, which can also be used by foreign students in their future professional sphere.

Keywords: paroemia, activation of cognitive abilities, grammar and lexical skills, Russian as a foreign language

For Reference:
INTRODUCTION

The global initiative to rethink education for sustainable future has made it relevant to study the peculiarities of foreign language teaching methods. One of the central tasks of UNESCO in the field of higher education is to preserve identity and national culture, to introduce new trends, technologies and initiatives aimed at rethinking the learning process system [22]. Education Transformation Summit was held during the 77th session of the UN General Assembly in September 2021 and it was noted there that the education system needs to be adapted to changing professional skills to make learning more learner-centered, dynamic, technological, comprehensive, collaborative and promote creativity. It was emphasized that learning resources need to be developed to reflect changes in teaching and learning methods.

Nowadays, international academicians are highlighting the issues of the second language learning and teaching, and teaching norms of communicative behavior while speaking a foreign language is becoming one of high-priority methodological tasks [16]. New techniques and methods, as well as exercises for language and speech teaching are of greatest interest [49]. In the process of teaching foreign students, a teacher has an important task to improve the lesson by incorporating the study of oral folk art into the educational process. In order to master the language being studied, it is necessary to know the customs and historical traditions related to the use of a word. Appealing to proverbs and sayings allows to feel and understand the culture, history, system of values more deeply, to reveal the peculiarities of Russian mentality and world perception to foreigners. The importance of familiarization with the features of culture in teaching any language is noted in articles of foreign authors. Thus, researcher D. Geeraarts notes the interrelation of a language and a thought [4], A. Krikmann considers the aspects of semantic uncertainty of a proverb [5], R. Penhallurick describes the peculiarities of the methodology of learning English [9], and others.

The analysis of articles in the field of Russian language teaching shows the state of knowledge of the following important aspects: 1) development of speech competence of students of technical universities (P.N. Alpatova [12]), formation of linguocultural competence of foreign students in the process of intercultural communication (L.N. Mikheeva [38]), linguocultural approach that allows analyzing the representation of cultural phenomena in the language consciousness of modern Russian youth (M.N. Dmitrieva [25]); 2) the needs of the Russian state in training of engineering specialists (N.A. Egorenkova [26]), activation of professional speech of students of technical universities (E.A. Kolesova [32]), new trends of comprehension of cultural and symbolic constants of the Arctic space by Russian students (E.V. Kornilova [33]), etc.; 3) methodological techniques and methods of using paroemias in Russian as a foreign language classes (N.A. Galaktionova [23]), the use of Russian proverbs and sayings in teaching Russian to Chinese students (Zhang Juan [58]), paroemias as a source of knowledge about Russian culture in the course of language teaching (N.A. Potapova [43]), and others. Scientists emphasize the importance of substantiating new requirements to the system of higher education with regard to the formation of competencies of students of technical universities [7]. It is also necessary to emphasize the significance of the research aiming to identify the varieties of attractive spheres of students' personal empowerment in order to support their integral state and inner world [3]. Some researchers point out that it is necessary to teach the future specialists of international level to solve professional problems creatively.
Foreign researchers covering the problems in the field of the second language teaching study the issues of motivation [10], consider ways to increase self-motivation [2], describe active types of speech activity [8] when mastering a foreign language.

In the course of teaching Russian as a foreign language, paraemias appear to be a valuable basis for foreign students to develop the ability to express their attitude to a phenomenon, situation, event or person, to decorate their speech and give it emotional and expressive connotation. As researchers note, teaching the norms of communicative behavior in the target language is one of the main methodological tasks, especially in situations where speech behavior sharply differs in different cultures [16]. Proverbs and sayings can be used at all stages of learning with different levels of students’ language proficiency, depending on the goals the teacher sets and what skills they want to form in students at a given stage of learning [48]. They can be used not only for their competent interpretation or use in speech, but also as a means of developing lexical and grammatical skills, namely: speaking, writing, reading and listening [57].

Appealing to proverbs and sayings when teaching Russian as a foreign language helps to improve pronunciation and grammatical skills, translation skills, to develop the ability to express their own thoughts briefly and clearly, to form moral principles, to foster tolerant attitude to the culture of other peoples, to expand the vocabulary. The use of paraemias allows to increase motivation when studying the Russian language, to activate cognitive and thinking abilities of foreign students, as well as to expand their linguistic, linguacultural, communicative and socio-cultural competence. As scientists of St. Petersburg Mining University note, one of the main problems in the sphere of scientific and technological progress is training of highly qualified specialists of different profiles with certain competencies, which are an important component of the system of technical and professional education [54].

The purpose of this article is to consider the process of activation of grammatical and lexical skills in foreign students with the help of proverbs and sayings in the course of teaching the Russian language at different stages.

LITERATURE REVIEW

Every language is a peculiar, national system that reveals the worldview of people and creates a picture of the world. Speakers of different languages perceive the surrounding world through the prism of the national language, so every ethnos has a special and unique picture of the world reflected in the language. Many Russian and foreign researchers have devoted their works to the problem of interaction between the language and culture. Thus, N.D. Arutyunova’s work considers the types of lexical meaning due to the logical and communicative function of a word, and also notes the role of metaphor in describing the inner world of a person [15]. The study by A. Vezhbitskaya analyzes various languages that allow penetrating through strict linguistic analysis into the culture and way of thinking of specific peoples [20]. A.A. Zaliznyak studies the features of the Russian linguistic picture of the world [27]. Researchers G.M. Vasilieva [19], N.V. Ufimtseva [56] and others describe the phenomena of linguistic and cultural polyphony, emphasizing the linguacultural understanding of culture, E. Sepir [46], B.L. Wharf [55] analyze the influence of culture on the way of thinking, speech and language features of a person, and researchers V.N. Telia

[31], to form intellectual creative atmosphere that accustoms the specialist to reflection of their professional activity and broadening their horizon [39].
E.M. Vereshchagin and V.G. Kostomarov consider the role of linguacountry studies, paroemia logical and phraseological fund in teaching Russian as a foreign language. Many of the paroemias discussed in this paper have been analyzed and mentioned in articles describing the linguistic picture of the world. The cultural-ethnic vision of the world is revealed not only in stable forms of grammar and lexicon units, but also in paroemias. Certain fragments of the linguistic picture of the world are described in the scientific works of Y.D. Apresyan, E.S. Kubryakova analyzes human consciousness and its relationship with language and linguistic picture of the world, and researcher E.S. Yakovleva considers the models of space, time and perception, which clarify the specificity of these categories for speakers of the Russian language.

One of the central issues of modern linguistics is the problem of studying the paroemialogical fund of the language, which is a valuable base of information about the language, history, culture and character of the Russian people. Paroemias consolidate the ethnos's ideas about moral and spiritual principles, social ideals, attitude to the surrounding reality, society, man, events and natural phenomena.

Researcher G.D. Permyakov considers the status of paroemia in language and speech, studies the lexical and syntactic structure of proverbs and sayings. The author also analyzes the pragmatic functions of paroemia, referring them to the elements of culture and social interaction, and Z.K. Tarlanov examines the syntactic structure and poetics of paroemias in his the work.

Expressive means play an important role in language teaching. For example, K.D. Ushinsky, appreciating the importance of folklore, emphasized the need to develop linguistic sensitivity in adolescents, which helps to select linguistic means for figurative expression. Scientific articles by modern researchers are devoted to the study of P. Bazhov's tales in order to identify differences in the perception and functioning of lexeme-nominations of minerals in the Russian language, which is important to take into account when teaching foreign students. Foreign scientist T. Mart pays special attention to the fact that integration of studying literature and a foreign language stimulates students to familiarize themselves with new models and linguistic features of the target language.

At the same time, it is necessary to draw attention to the fact that foreign students do not know how to use the studied vocabulary and grammatical constructions competently in speech. N.N. Semenenko, analyzing the cognitive direction in modern paroemialogy, introduces the concept of "cognitive-denotative space" of Russian proverbs and sayings. The researcher notes the ability of paroemias to express the system of generalized concepts of life realities, features of mentality that characterize the national thinking of every ethnos. Besides, in the work of T.S. Zevakhina it is stated that in the process of understanding a paroemia the semantic world is realized with the help of the image of a certain life situation, which corresponds to "the type of verbal metaphor".

Thus, an important issue of modern linguistics is the problem of studying the paroemialogical fund of the language of a particular nation, which is part of the linguistic picture and is an important source of information about the language, culture and character of Russian people. Within the framework of a concise mini-text, paroemias are able to express and describe the system of values of Russian national culture, revealing the concept of one phenomenon by comparing or contrasting it with the phenomena of the surrounding world, which gives an opportunity for a broad view of reality. Russian paroemias are characterized by grammatical completeness, semantic completeness, the presence of literal and figurative meaning, the way of expressing judgment, which distinguishes them among the means of linguistic reflection of the national picture of the world.
MATERIALS AND METHODS

Russian folk proverbs and sayings of various thematic groups were used as study materials. While doing research we used such methods and techniques as the method of directional sampling of material from fundamental dictionaries of Russian proverbs of the 19th – 21th centuries, methods of structural, semantic and contextual analysis of proverbial expressions. We considered proverbs and sayings, in which the prepositional-nominal system of the Russian language is widely represented, paroemias, which are the means of functioning of the studied grammatical forms, lexical norms and syntactic constructions, as well as activation of thinking abilities of foreign students. It is important to note that paroemias, united according to the thematic principle, reveal all aspects of human life in everyday situations, reflect the moral essence of man, spiritual values, which characterize the features of the native speaker's mentality.

RESULTS OF THE STUDY

As researcher V.L. Boktaeva notes, proverbs and sayings, which are not only a means of expressing thoughts in rhymed form, but also a means of implementing the studied grammatical forms or constructions in speech, "contribute to the automation and activation of grammatical forms and constructions" [17]. Thus, in Russian proverbs and sayings the prepositional-nominal system is widely represented, so they can be used at the initial stage of teaching foreign students in order to assimilate and consolidate the studied grammatical material.

The teacher selects paroemias that are vivid examples of the use of the studied case. Here are the corresponding proverbs and sayings: nominative case – Chicken in every pot; Repetition is the mother of learning; An ox is taken by the horns, and a man by the tongue; A friend's frown is better than a foe's smile; genitive case – Take the weight off your feet; A friend to all is a friend to none; Half a loaf is better than no bread; Man of words and not of deeds is like a garden full of weeds; dative case – A bad workman blames his tools; A nod's as good as a wink to a blind horse; A bird may be known by its song; Hope for the best but prepare for the worst; accusative case – Heaven helps those who help themselves; All for one, one for all; A thief knows a thief as a wolf knows a wolf; Keep your friends close and your enemies closer; instrumental case – He has the gift of gab; By hook or by crook; To kill two birds with one stone; Between the cup and the lip a morsel may slip; prepositional case – Heaven shining like a jewel; Grass is always greener on the other side of the fence; A friend in need is a friend indeed; There are more ways to the wood than one.

In parallel, the teacher explains paroemias, which store valuable information about the mentality, culture and language of Russian people, about national values, about the attitude to the surrounding reality, society and life realities.

The following types of tasks can be offered with the presented paroemias:

• determine the gender of the highlighted nouns (e.g., Chicken in every pot; Repetition is the mother of learning; Dogs are more faithful animals than cats – these attach themselves to places and those to persons);
• write the highlighted word in the correct case (e.g. Brevity is the soul (wit); A cat in (glove) catches no mice; By hook or (crook); Caution is the parent (safety));
• reconstruct the proverbs by selecting and inserting the missing word from the suggested list (e.g., A bird is known by its note, and a man by its ... . Words: talk, walk. A ... hand wants no washing. Words: clean, dirty, big, small. Be slow to promise and quick to ... . Words: perform, use, creation, understanding);
• make a proverb from the given words and write it down: season, in, everything, its, good, is – Everything is good in its season.

We single out a large group of Russian paroemias that can be used when studying the topic "Plurals of Nouns", which is important in the course of teaching foreign students at the elementary level. For example: **Cooks are not to be taught in their own kitchen; From your mouth to God's ears; Birds of a feather flock together.** With the help of Russian proverbs, foreign students easily learn the special forms of the plural of nouns, for example: **Four eyes see better than two; Keep your friends close and your enemies closer; Desperate diseases must have desperate remedies.**

Russian paroemias can be actively used when foreign students study personal forms and verb conjugation. As the researcher L.B. Katsyuba points out, all forms of the person are used in proverbs, but the forms of the 3rd person are "the most active expressors of information, the sign of the situation of the proverb" [29]. Let us consider the corresponding paroemias: **If he loves her, he shoves her; Don't talk with your mouth full; Shortcuts lead to long delays; You never know whether you'll pay or get dough; He has the gift of gab; All is not gold that glitters; Don't look a gift horse in the mouth; For one that is missing there is no spoiling a wedding; When in Rome, live as the Romans do.** The teacher gives students the task to read paroemias, determine the ones that use verbs in the 1st, 2nd and 3rd person, and then write them down in three columns.

When studying the topic "Verb Conjugation", one effective way is to use pre-prepared cards with Russian proverbs and sayings, which should be written down in a notebook, emphasize the personal ending of the verb, and determine which conjugation it belongs to. It is also possible to offer students to choose the proverbs that contain verbs of the first group (with the certain ending) and name proverbs that contain verbs of the second group (with the different ending). Tasks of this type have educational function, as they are aimed at activating grammatical skills, developing cognitive abilities, as well as expanding the vocabulary of foreign students.

Russian paroemias can serve as additional material in the course of studying the present, past and future compound verb tenses (**Envy shoots at others and wounds herself; Rome wasn’t built in a day; If you know too much, you’ll get old too soon**).

We single out a large number of Russian proverbs and sayings with the indefinite form of the verb, as well as with verbs in the form of the imperative mood, or imperative, which can be used as additional grammatical material when explaining these topics. Here are some proverbs: **Set a thief to catch a thief; Strike while the iron is hot; Be slow to promise and quick to perform; He who goes into the woods should never be afraid of wolves; Friend at court is better than a penny in purse and others.**

It is known that the imperative mood, widely represented in Russian proverbs, play an inductive role in communication. Thus, the teacher explains to foreign students that such proverbs as **He who likes skiing downhill must enjoy skiing uphill; Do not judge others, and God will not judge you; Don’t have thy cloak to make when it begins to rain; Hope for the best but prepare for the worst** can be applied in various situations of communication, when a person wants to give advice, express a request, a wish, a suggestion, a warning, express permission or prohibition.
When studying infinitive constructions with the words *can, should, must, must not*, Russian paroemias are actively used during the elementary course, which help to quickly differentiate the meanings of these words and constructions: *If you can’t beat them, join them; A bird may be known by its song; A golden key can open any door; Desperate diseases must have desperate remedies.*

The topic "Verb form" is particularly difficult for foreign students, so to consolidate the material studied, to memorize the verbs of the imperfect and perfect form, the teacher can use Russian paroemias, for example: *The tongue talks, but the head does not know; If you have done a job, walk boldly; What is written with a pen, you cannot cut down with an axe; You will not be forced to do, but you will not be forced to eat.*

The following types of tasks can be developed with these proverbs:
- read proverbs and sayings, find and write out the verbs of the imperfect form;
- read proverbs and sayings, find and write out the verbs of the perfect form;
- compose two-part paroemias using the right and left columns;
- reconstruct proverbs and sayings by inserting the appropriate verbs of the imperfect or perfect form.

The most important and complex in teaching Russian is the topic "Verbs of motion". Thus, researcher L.S. Korchik describes the methodology of teaching verbs of motion to Chinese students [34], G.I. Rozhkova notes the importance of explaining the difference in the nature of verbs of unidirectional and multidirectional motion [44], and L.V. Sycheva considers the main stages of studying Russian verbs of motion and the forms of work on their assimilation [51]. As researchers V.B. Kurilenko, O.M. Scherbakova, Y.N. Biryukova note, in teaching Russian as a foreign language there is a problem when a student who knows grammar and vocabulary well is not familiar with situations in which the studied grammatical and lexical constructions can be used [36]. Therefore, by the example of such paroemias as *Your tongue will get you anywhere; The appetite comes with eating; Never offer to teach fish to swim; An evil chance seldom comes alone; Get out get while the getting is good; No flying from fate; You can’t put toothpaste back in the tube; Slow but sure; It is a great journey to life’s end* the teacher explains the meaning of verbs of motion, demonstrates their correct use, familiarizes students with the use of verbs of motion without prefixes and with prefixes in figurative meanings reflecting human states, practises the skills of their use in various situations of communication, forming students' communicative and intercultural competence.

The following types of exercises can be developed with paroemias that contain verbs of motion:
- write out verbs of motion without prefixes from the proposed list of paroemias;
- write out verbs of motion with prefixes from the proposed list of paroemias (e.g., *Your tongue (get) you anywhere*);
- restore the proverbs by inserting the verbs of motion that fit the meaning (e.g., *Never offer to teach fish to … (swim)*);
- read the sentences and insert from the proposed list of appropriate paroemias with verbs of motion. For example: My friend is an inattentive person, he is always in a hurry, so he makes a lot of mistakes. I often tell him – … (*Slow but sure*).

Thus, we conclude that Russian paroemias are meaningful and rich in the variety of verb forms, so they can be actively used in the lessons of Russian as a foreign language to practice and consolidate the studied material, to activate the thinking abilities of foreign students, to expand their horizons, as well as to develop the ability to express their thoughts in Russian.
Paroemias should also be referred to when studying the topic "Adjective", because in Russian adjectives change in gender, number and case, can differ by one letter in the root of the word, which causes difficulties for foreign students in the construction of sentences and expressions, as well as in the process of reading. We single out a large group of Russian proverbs and sayings with adjectives that can be used in classes of Russian as a foreign language at various stages: Better be born lucky than rich; A bad workman blames his tools; All good things must come to an end; A wise man has long ears and a short tongue; Little enemy – big trouble and others.

To consolidate the studied grammatical material, we give tasks with paroemias, in which it is necessary to insert an adjective in the correct form (for example: Desperate diseases must have desperate remedies), appropriate adjectives (for example: A … (little) business is better than a … (lot) of idleness; You cannot teach … (old) dogs … (new) tricks).

Paroemias Four eyes see better than two; There are more ways to the wood than one; More haste, less speed; Keep your friends close and your enemies closer and others can be used when practicing the topic "The degree of comparison of adjectives". As an exercise, the teacher asks foreign students to write down Russian paroemias, using the names of adjectives in the form of the comparative degree, for example: Half a loaf is (good) than no bread; Absence makes the heart grow (fond); Actions speak (loud) than words; Company in distress makes trouble (little). Students can also explain how they understand the meaning of these proverbs, suggest situations in which they can be used. Thus, mastering this topic with the help of proverbs is effective and entertaining, foreign students enrich their vocabulary, broaden their horizons, develop their cognitive abilities, form a tolerant attitude to the culture and traditions of the Russian people.

According to the researcher N.A. Nikulina, in order to increase the active vocabulary, activate cognitive abilities, adapt in a new language environment in the process of teaching foreign students, classes are held to familiarize students with the features of Russian culture, mentality, behavior in various life situations [40]. As it has been already mentioned, Russian paroemias are rich and extensive material that contributes to the formation of sociocultural competence of foreign students, as proverbs and sayings characterize important facts of reality, which reflect the features of the national character of the Russian people. S.N. Kiseleva emphasizes that in the process of teaching foreign students the teacher can "use linguistic aphorisms (proverbs) for various purposes: from illustration of phonetic and grammatical phenomena, typical situations of communication to discussion of similarities and differences of the studied units in different languages, including discussion on the situational use of this or that unit and understanding of its figurative plan" [30, p. 72].

At the lessons of Russian as a foreign language the teacher selects paroemias included in thematic groups that express such concepts as world, life, man, society, labor, study, love, friendship, family, mind, truth, grief, good, evil, language, speech, word, science, time, health, nature, omens, seasons, weather and others. Concepts are considered as certain units of human thinking, reflecting spiritual, moral values of the Russian people and possessing ethno-cultural specificity. The use of proverbs and sayings of various topics in the course of teaching foreign students contributes to the formation of moral principles, education of tolerant attitude to the culture and traditions of other people, understanding of the figurative structure of the Russian language.

For example, students are asked to independently categorize the proverbs into the suggested thematic groups or to choose from a list of proverbs and sayings appropriate to the topic or situation. Here are some proverbs that can be used as teaching material: A cat
in gloves catches no mice; Absence makes the heart grow fonder; Don’t cross the bridges before you come to them; You cannot judge a book by its cover; When the pinch comes, you remember the old shoe; When pigs fly; What is done by night appears by day and others. These paroemiac expressions are also an effective material for developing monologic and dialogic speech, for writing essays and reasoning.

In work with foreign students of mining and geological training it is possible to use paroemias with the component "minerals", which express folk wisdom, reveal national and cultural features of the Russian people, its socio-historical experience through comparison with the properties of natural objects, for example: Strike while the iron is hot; Diamond cuts diamond; True gold will shine through mud and slime and others.

The teacher explains to foreign students that the paroemias with the component "minerals" through the description of the properties of minerals reflect traditional values, mindset, wisdom, attitude to nature, emotional and expressive evaluation of human actions, views of the Russian people, formed on the basis of rich life experience. Thus, for example, in the proverb Gold famous of fire and person of the work, the endurance and working capacity of the Russian man, manifested in work, are reflected through comparison with the process of melting gold. It should be emphasized that the paroemias with the component "minerals" "correlate, on the one hand, with mining and geological terminology, on the other hand, with the natural-landscape code of culture, i.e. a set of names, scientific characteristics, properties of natural objects and landscape elements, which act as a language of culture" [59]. Foreign students of mining and geological training can use the obtained scientific information about natural objects, for example, when analyzing the methods of researching the filtration properties of ore material, as well as placer tin mining (see the work of M.A. Marinin et al. [37]; I. Azvardi et al. [11]). According to the researcher G.L. Permyakov, proverbs and sayings are of interest to people of different specialties, as they are an additional source of scientific information about natural objects, realizing the pragmatic function [41].

The following conclusions have been made on the basis of the conducted research.

Firstly, the preposition-padential system of the Russian language is widely represented in the studied proverbs and sayings, so they are an effective means of implementing the studied grammatical forms, lexical norms, syntactic constructions, as well as activating the thinking abilities of foreign students.

Secondly, the studied proverbs and sayings are rich material for the development of both written and oral speech, give the opportunity to learn the basic values of Russian national culture, folk wisdom of Russian people, its socio-historical experience.

Thirdly, Russian paroemias are able to reflect the semantics of the statement through the description of the features of natural objects of the surrounding world, being an additional source of country studies and scientific knowledge.

It is important to note that the deep content of Russian paroemias has educational impact on foreign students, and that is methodologically and practically important to use proverbs and sayings in the process of language teaching.

DISCUSSION OF THE RESULTS

Studying oral folk art in the modern educational process has contributed to the description of the process of activation of grammatical and lexical skills among foreign students with the help of proverbs at different stages of learning. In addition, it should be
noted that proverbs and sayings help foreign students to comprehend the variability of the Russian language, its means of expressiveness, imagery and aphoristic speech.

The present work raises the issue of the necessity of using proverbs and sayings in the course of teaching foreign students in order to form communicative and linguacultural competence, which is also noted in the work of L.N. Mikheeva [38]. At the same time, an important role in the process of developing these competencies as a means of overcoming language and cultural barriers is given to vocabulary, which is the main language layer. Knowledge of vocabulary determines the level of mastering of language as a means of communication and accumulation of new information, which corresponds to the conclusions expressed by Y.V. Borisova, A.Yu. Mayevskaya and E.R. Skornyakova [18].

The study shows that the accumulative-linguistic stratum can be used by foreign students in the professional sphere, namely in the course of development and implementation of effective mining projects in the new territories of Russia, which is emphasized in the work of T.V. Ponomarenko, E.A. Khan-Tsai, Ch. Bavuu [42]. Paroemias are actively used in colloquial speech due to their brevity, brightness, stability and logical completeness, which confirms the conclusions in the studies of I.E. Anichkov [13], who refers a proverb to one of the short literary forms in the sphere of language and literature, in the works of K.I. Grigas [24], who regards a paroemia as both an information tool and a part of language.

This paper is the first to develop and describe an effective set of tasks and exercises with Russian paroemias aimed at activating grammatical skills and thinking abilities, expanding the lexical stock, developing the skills of speech activity, improving the culture of speech, forming moral principles, as well as fostering a tolerant attitude to language and culture, which is presented as a new scientific result in the field of studying and teaching Russian as a foreign language.

CONCLUSION

Structural, semantic and contextual analysis of Russian paroemias has been applied in the article. We described the process of activation of grammatical and lexical skills in education of foreign students with the help of proverbs and sayings in the course of Russian language teaching at different stages.

This analysis allowed to reveal that the use of proverbs at different stages of learning is one of the effective ways to activate linguistic and communicative-speech skills, to form linguistic and sociocultural competence, to increase sustainable motivation to language learning and to develop cognitive abilities of foreign students, as well as to expand active vocabulary, ideas about the features of language, culture and ethnography. It is assumed that the described form of work with paroemias in the process of language teaching can be applied not only by Russian teachers, but also by teachers of the world community.

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