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## Specifics of teaching Russian language phraseology to foreign students (based on the phraseological units with verbs of motion)

### Специфика обучения иностранных студентов фразеологии русского языка (на примере фразеологизмов с глаголами движения)

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#### Abstract

This article is dedicated to the consideration of relevant methodological techniques of offline and online teaching of phraseological units with verbs of motion to foreign students taking into account the peculiarities of various teaching stages. The research novelty consists in the presentation of the polyvector module for working with phraseological units with verbs of motion to form language, sociocultural, sociolinguistic and cross-cultural competencies of a foreign speaker. When writing the article, the authors used the following methods: analytical method, component analysis, methods of interpretation and modeling. The analysis of the polyvector teaching module demonstrated that the acquiring process of Russian phraseological units by foreign speakers will be integral and effective, if lexical and grammatical material is selected in accordance with the criteria and objectives of each teaching level. The methodological techniques of the polyvector module take into account the features and objectives of teaching at each level; the system of the module tasks, implemented in the online format (mass open online course – MOOC) and offline, is aimed at developing foreign speakers' skills and abilities to understand and use

#### Абстрактный

Данная статья посвящена рассмотрению актуальных методических приемов очного и дистанционного обучения иностранных учащихся фразеологизмам с глаголами движения с учетом особенностей различных этапов обучения. Новизна исследования состоит в представлении поливекторного модуля работы с фразеологизмами с глаголами движения для формирования языковой, социокультурной, социолингвистической и страноведческой компетенций у инофона. При написании статьи были использованы следующие методы: аналитический метод, метод сплошной выборки, компонентный анализ, методы интерпретации и моделирования. Анализ поливекторного модуля обучения показал, что процесс усвоения инофонами русских фразеологизмов будет целостным и эффективным при условии отбора лексико-грамматического материала в соответствии с критериями и задачами каждого уровня обучения. Методические приемы поливекторного модуля учитывают особенности и цели обучения каждого из уровней; система заданий модуля, реализуемая в формате онлайн (массовый открытый онлайн-курс) и офлайн, направлена на формирование

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phraseological units with verbs of motion in speech in different communicative situations.

**Keywords:** Russian as a foreign language, communicative competence, phraseological units with verbs of motion, polyvector module, mass open online course.

## Introduction

Teaching of any foreign language, and Russian as foreign (RAF) in particular, has the main objective – to form such level of communicative competence of foreign speakers, which will allow them to solve limited or unlimited number of communicative tasks, in other words, to participate in real communication. The important components of such communicative competence are sociocultural, sociolinguistic and cross-cultural competencies, which provide the adequacy of speech communication. The development and improvement of communicative competence is performed based on the large array of texts with different stylistic, grammatical and lexical directions.

Phraseological units, as a part of linguistic system of a language, have their own specific position. The understanding of phraseological units and their active and correct use in speech are an integral part of linguistic consciousness of a native speaker, they reflect the peculiarities of daily life, human environment, ethnos historic development. The mastering of phraseological units by foreign speakers gives them the opportunity to form sociocultural, sociolinguistic and cross-cultural competencies, allows understanding the culture of Russian native speakers and conducting the adequate speech communication.

*The aim of this research* is to consider the relevant methodological techniques of offline and online teaching the Russian language phraseology to foreign speakers (on the example of phraseological units with verbs of motion), to describe the polyvector module of work with Russian phraseology intended for forming sociocultural, sociolinguistic and cross-cultural competencies of foreign speakers.

*The research novelty* is to propose the new polyvector module of work with phraseological units with verbs of motion, which assumes the selection and introduction of lexical and grammatical material into RAF teaching practice

навыков и умений понимания и использования в речи иноязычных фразеологизмов с глаголами движения в разных коммуникативных ситуациях.

**Ключевые слова:** русский язык как иностранный, коммуникативная компетенция, фразеологизмы с глаголами движения, поливекторный модуль, массовый открытый онлайн-курс.

in accordance with the criteria and objectives of each teaching level and conditions of foreign speakers' teaching (offline / online form in the format of mass open online course (MOOC)).

## Literature review

At present, the researches in phraseology theory are actively introduced into practice of teaching foreign languages since the rendering of phraseological units gives a lot for understanding national culture and national mentality. The increased interest to phraseology as an object of language education is reflected not only in native but also foreign linguistics. For example, in Czech Republic phraseology is actively introduced into the teaching process from elementary to advanced levels. Czech researcher Čechová discovered the role of phraseology in the process of teaching native and foreign languages as a way to cultivate love to them (Čechová, 2012, 113). The scientific work of S. Li is dedicated to the investigation of the role of phraseology in forming the sense in discourse (Li, 2015). The comparative analysis of the main types of phraseological units in Russian and English languages was conducted by K.V. Zemlyakova (Zemlyakova, 2010, 2).

There are different approaches to teaching phraseology of the Russian language to foreign students in modern Russian studies. Due to the orientation of pedagogical process to the result, a special attention is paid to the formation of a young specialist's competence in modern practice of teaching the Russian language as foreign. The important role in understanding phraseology for forming communicative and sociocultural competence of foreign students is mentioned by many linguists. For example, E.M. Vereshchagin and V.G. Kostomarov linked the studying of Russian idiomatics by foreign speakers with the perception peculiarities of language world pictures, interconnection between a language and culture (Vereshchagin, & Kostomarov, 1990).

A special role of communicative phraseology in forming sociocultural competence is pointed out in a number of Russian and foreign publications (Fedulenkova, & Tyazhelova, 2017; Degtyarev, & Larionova, 2014; Sarsenbaeva, Utebaev, 2020). “Communicative competence is considered important for understanding the communication ethics and also for improving the skills of cultural awareness, as well as for developing critical thinking” (Sarsenbaeva, Utebaev, 2020: 47). The new approach for selecting communicative phraseological units was proposed by T.N. Fedulenkova (Fedulenkova, 2003). The role of phraseological units in forming cultural and intercultural competences of foreign students was pointed out in the article by O.V. Starostina and her coauthors (Starostina et al., 2018).

Different forms of teaching phraseology of the modern Russian language can be found in many scientific works. Thus, V.M. Mokienko in the article “Phraseology of the learner and phraseology of the educator (Problems of the methodology of mastering phraseological units)” described a number of methods for teaching phraseology for different groups of students based on the conducted research (Mokienko, 2017). O.V. Murashova and N.V. Shtykova, based on the analysis of scientific-methodological sources and own experience, proposed the criteria for selecting phraseological units (PU) in the course structure and didactic techniques for working with them (Murashova, Shtykova, 2019). The systematization and generalization of methodological techniques for working with PU at the lessons of the Russian language as foreign in the specialized higher educational institution were demonstrated in the article by E.K. Kuznetsova (Kuznetsova, 2021), and I. Skripnikova in her research paid special attention to the main difficulties in studying Russian verbs of motion in their figurative meaning (Skripnikova, 2012).

The semantic classification of verbs by the way of performing the motion and semantic features of verbs of motion were described in the researches of V.N. Solovar (Solovar, 2016) and M. Gepner (Gepner, 2016).

A number of researches of native and foreign specialists are dedicated to ethno-oriented approach in teaching foreign students verbs of motion. For example, L.S. Korchik considered the peculiarities of teaching Chinese students verbs of motion in the Russian language (Korchik, 2012). K. Emrak studied the difficulties in teaching Turkish students verbs of

motion (Emrak, 2021). A. Larson analyzed prefixless verbs of motion of the Russian language with direct and figurative meanings in the aspect of teaching Norwegian students (Larson, 2014).

The teaching aids in the Russian language as foreign aimed at widening linguoculturological knowledge of foreign students were prepared based on different researches in the field of phraseology and phraseology of verbs of motion (Yarantsev, 1985; Basco, 2011; Chepkova, 2003) and some others.

The issues of methodology of teaching foreign students Russian verbs of motion (as grammatical category) are demonstrated in teaching aids by L.S. Muravyova (Muravyova, 2006), L.P. Yudina (Yudina, 2010), G.L. Skvortsova (Skvortsova, 2019), N.V. Pomortseva, I.A. Dinevich (Pomortseva, & Dinevich, 2019).

### Materials and methods

The research material comprises phraseological units with verbs of motion, which brightly demonstrate the national and cultural peculiarities of Russian native speakers and also folk and literary traditions of Russian people. The material choice for this research is also conditioned by the fact that Russian verbs of motion are very difficult for foreign students due to their polysemy, active word-building and ability to be used both directly and figuratively, and, therefore, they require a special methodological approach.

The analysis of scientific-methodological sources on the research topic allows describing traditional and newest methodological techniques for teaching phraseological units to foreign students. Applying the method of continuous sampling of phraseological units, from the array of phraseological dictionary we selected the phraseological units with verbs of motion, the semantics of which was identified with the help of the component analysis. The use of the interpretation methods allowed explaining the actual meaning and etymology of Russian phraseological units with verbs of motion and also to compare their rendering in Russian and English. Based on the model developed for teaching phraseological units with verbs of motion we created MOOC “Verbs of motion in the Russian language” with the help of the modeling method.

## Results

The process of teaching Russian phraseology requires purposeful and systematic methodological work and is based on didactic principles formed and accepted in the methodology of teaching the Russian language as foreign. The use of these methodological principles in offline and online teaching results in purposeful mastering of language knowledge and development of skills and abilities in active speech practice of foreign students.

A teacher of RAF completes several tasks based on the language level of foreign students:

- 1) at which moment of teaching it is possible to start learning phraseologisms with verbs of motion;
- 2) should phraseologisms containing in their composition obsolete grammatical structures or words unknown for foreign students be the object of learning;
- 3) what methodological techniques are more effective to be used when working with Russian phraseology.

The solution of these questions is closely connected with the proficiency level of RAF. At the elementary and basic levels of proficiency the process of introducing PU with verbs of motion is complicated by general difficulties in understanding the grammatical topic "Verbs of motion" itself since the Russian system of verbs of motion has a number of peculiarities, which do not have analogs in the native language, therefore, the learning of phraseological units should be started only after the system of verbs of motion has been mastered in general.

In our pedagogical practice we use the polyvector module of work with Russian phraseology envisaging the selection of lexical and

grammatical material in accordance with the objectives and tasks of each level of teaching foreign students and also comprising the systematic work in producing the speech situations of using phraseological units with verbs of motion to form communicative and sociocultural competences of foreign speakers.

The difficulty of studying Russian verbs of movement for foreign students is that there are verbs in the language showing how movement is carried out. It can be realized with the help of human legs, with the help of wheels on the ground, movement on the water or in the air, movement in one direction or movement in different directions. Difficulties in choosing the correct verb on the background of the absence of such moments in the native language provokes mistakes.

At the initial stage of learning (level A2-B1) the introduction of phraseological units with verbs of motion is limited and fragmentary. First, it is necessary to choose and introduce the limited set of verbs of motion with figurative meaning and phraseological units of semantic monosemy (*it is snowing, the time has come, time flies, to wear glasses*) into the speech practice since they are frequently used both in written texts and speech situations. Working with this material with foreign students of levels A2 and B1, it is important to demonstrate that the paired relationship of verbs by the feature of unidirectionality / multidirectionality (*life goes on by foot, rain goes on by foot, the lesson goes by foot*)<sup>1</sup> is lost in phraseological units. To systematize the use of verbs of motion in figurative meaning and improve the memorizing, it is necessary to group these units by the situations of their use or by the groups of verbs of motion (in the form of grammatical comment) (Table 1).

<sup>1</sup> A literal translation of Russian constructions into English is given to demonstrate the peculiarities of the use of phraseological units.

**Table 1.**  
Speech situations of using verbs of motion in figurative meaning

Speech situation	Grammatical comment
<p><b>Time</b>  <i>Time goes on (by foot). A year passed (by foot). The holidays flue away. The holidays went (by foot) in a flash.</i>  <i>We have lead a good time.</i></p>	<p><i>Verbs of motion of the group "go" (walking in one direction)</i>  <i>The clock is going (on foot). A new performance is going on (by foot ) in the theater.</i>  <i>The war was going (on foot). How the time flies!</i>  <i>Nina Petrovna leads the geography lesson.</i></p>
<p><b>Weather</b>  <i>The snow goes (on foot) in winter in Russia.</i>  <i>The rain was going (on foot) the whole day yesterday.</i>  <b>Human clothes</b>  <i>I do not carry a hat.</i></p>	<p><i>Verbs of motion with prefixes (imperfective aspect, perfective aspect)</i>  <i>Holidays pass fast.</i>  <i>The interesting holiday passed. A year passed.</i></p>
<p><b>Information</b>  <i>The students went/passed a new topic at the lesson.</i>  <b>Lead an example, please!</b></p>	

The understanding and mastering of this material is checked with the help of exercises on filling, test tasks, analysis of speech situations and composition of own situations by analogy. The frequency of using phraseological units in conversational practice of native speakers dictates the necessity to introduce the elements of work with some PU at learning levels A2 and B1 already when the formation of communicative and sociocultural competences of foreign speakers starts. In our opinion, the single introduction of PU helps foreign students to replenish their vocabulary with new lexical units that will contribute to enriching the linguoculturological level of the students and increasing their study motivation.

At this stage of teaching it is possible to introduce phraseological units of the following lexical and semantic groups into the working materials:

- a) physical and psychological states of a person: *to exit from person's control<sup>1</sup> (to be in hot blood), the head is going round and round, it does not go out of my head, to come to oneself, nothing comes into my mind;*
- b) behavior of a person: *to bring to light, to make someone go round one's finger (to twist someone round one's finger), to lead someone into trouble (to get someone into trouble), to go around something in silence (to make no mention of someone);*
- c) event, fact: *to enter in the annals of history (to go down in the annals of history), to enter in the everyday life (to become part of*

*everyday life), to put oneself in one's place, to come to the conclusion, to lead to deadline (to extend the deadline).*

At the advanced stage of learning (level B2) the methodological work with phraseological units is targeted at the following moments of functioning of verbs of motion in fixed phraseological combinations: the language material where the meaning is relatively far from the direct one and fixed word-combinations and phraseological units are considered since at the advanced level of learning foreign students have already formed the skills of mastery of the grammatical system of verbs of motion and have sufficient vocabulary to understand large texts with lexical richness.

At the advanced level of learning the range of methodological techniques becomes wider and semantic-cognitive approach to forming the skills of semantic composition of utterances and their verbalization comes to the fore (Rumyantseva et al., 2016). One of the important methodological techniques applied at this stage is **the familiarization of students with language components of phraseologisms**. The archaic elements (lexical items, grammatical forms) are very often included into the composition of phraseological units with verbs of motion. For example, obsolete lexical units comprise the following Russian phraseological units: *to make one's contribution (to contribute one's lepton) (lepton was a small ancient Greek coin), bring somebody to a boil (bring somebody to white*

<sup>1</sup> A literal translation of Russian constructions into English is given to demonstrate the peculiarities of the use of phraseological units.

heat) (*white heat* is heating up to very high temperatures), *to run at the top of one's speed*, *to back-pedal*.

When studying grammatical peculiarities of phraseological units with verbs of motion the problem of limited grammatical combinability of many phraseological units is also considered. For example, in some phraseological units verbs of motion are used only in the form of perfective aspect (*to reach the limit*, *to get out of hand*, etc.) or only in the form of imperfective aspect (*to go with the flow*, *to lead down the garden path*, *to go in circles*, etc.) or in the forms of both aspects (*to come out / to come out clean*, *to get / to get bent out of shape*, *to slip / to slip one's mind*, etc.). Such differentiation and commenting of the use of types of verbs of motion in PU will allow foreign students to avoid traditional mistakes when using such complicated grammatical category of the Russian language as the verb aspect.

The next important methodological technique in the process of studying lexical and grammatical peculiarities of the Russian idiomatics is *the familiarization with PU etymology*. This technique is aimed at teaching foreign students to work with culturological and etymological comments to Russian phraseological units with verbs of motion. For example, introducing the phraseological unit *to twist someone round one's finger*, which is currently used in the meaning 'to cunningly cheat someone' should be explained to foreign speakers that its origin is connected with people who, due to the swiftness of their hands, cheated people as if showing them the miracles of their amazing tricks for the sake of the fraud or ordinary astonishment of the audience. At present, the use of such phraseological unit concerns the cheating with the help of intricacies of thought, i.e. ordinary cheating without the manipulation of fingers.

The phraseological unit *the black cat ran (bad blood brewed)* is available in the vocabulary of all Slavic languages. It is based on the superstition known from ancient times: a person will get into trouble or even misfortune, if a black cat crosses the street in front of him or her. It is historically connected with the fact that people believed in the possibility of reincarnation of the evil spirits in different animals, including a black cat. At present, this phraseological unit is used in

colloquial speech and means 'quarrel, tiff, harmed relationship'.

Proper names having certain associative message and requiring comments are used in phraseological units, for example, *the tongue will lead you to Kiev (better to ask the way than go astray)*, *nobody goes to Tula with own samovar (one should not bring coals to Newcastle)*, etc. Foreign students not knowing Russian cultural background translate phraseological expressions literally. This results in incorrect understanding of meanings and historically inherent national and cultural specifics in them. "Authentic use of these phraseological units requires not only language but also linguocultural knowledge" (Guo, 2018, 214).

The analysis of etymology of phraseological units is inextricably linked with the consideration of their *national specifics*. This methodological technique allows discovering unique features and distinct identity of Russian people. The comparison of linguistic picture of native and foreign languages definitely helps students to understand the meaning of phraseological units and learn how to use them correctly in speech practice in the Russian language and find the correct equivalent in the native language.

Russian phraseological units with verbs of motion and their English equivalents were analyzed as an example since many foreign students use English. The comparative analysis of meanings of a number of Russian and English phraseological units demonstrated that some Russian phraseological units have complete equivalents in English. For example, the phraseological unit "To go through fire and water" is equivalent in the Russian and English languages.

However, the majority of PU are only partially equivalent or nonequivalent expressions in a native language that is connected with the specifics of different linguistic worldviews. As V.N. Telia pointed out, phraseological units are "the mirror, in which the linguocultural similarity identifies its self-consciousness, phraseological units themselves dictate native speakers, in a way, a special view of the world, the situation" (Telia, 1996, 95). The comparative analysis of phraseological units of the Russian and English languages confirms this statement (Table 2).

**Table 2.**  
*The meaning of phraseologisms in the Russian and English languages <sup>1</sup>*

<i>Russian language</i>	<i>English language</i>	<i>Meaning</i>
<i>to go out of one person's own control</i>	<i>to fly off the handle</i>	<i>to lose countenance falling in the state of anger</i>
<i>one's soul went down to one's heels</i>	<i>one's heart sank into one's boots</i>	<i>a person feels horror, fear</i>
<i>to swim like an axe</i>	<i>to swim like a stone</i>	<i>to drown, not to stay afloat, to sink</i>

The comparative analysis of the selected phraseological units shows that literal translation of Russian and English phraseological units is completely different and a foreign student should memorize these phraseological units.

The important stage of methodological work is **the analysis of stylistic nuance of Russian phraseological units**. The teacher of RAF should draw attention of foreign students to the fact that in the Russian language neutral, interstylistic phraseological units are not frequent (*to go with the flow, to keep up with the times, etc.*), but the phraseological units with limited stylistic nuance (conversational style or bookish type of speech) are actively used. For example, Russian phraseological units *one's heart sank into one's boots, to lead down the garden path, to be in utter chaos, to talk buncombe* have vividly expressed colloquial, expressive nuance and their use is only possible in informal communication with friends and family members.

The following bookish phraseological units: *to make one's contribution, to fly fast, to pass away, to bring to light* are also limited stylistically and can be mostly found in publicistic and belles-lettres styles.

In order to correctly use such phraseological units in speech practice foreign students need to correctly understand not only their semantics and etymology but also stylistic specifics and functional role in different texts of the Russian language. It is also important that when studying PU foreign speakers learn a certain lexical layer and grammatical categories together with it.

The effective methodological technique is **the use of phraseological dictionaries** to identify the phraseological expression by its lexical meaning and stylistic belongingness. Foreign students often experience difficulties in understanding the semantics of Russian phraseological units having figurative, idiomatic meaning. The common mistake of students – to find the meaning of each component of the phraseological units in a

spelling dictionary – results in inadequate understanding of the fixed expression. In this regard, the most important task of the RAF teacher is to explain that the complex of components gives the understanding of the phraseological unit meaning, therefore, for exact rendering of the fixed expression it is necessary to teach foreign speakers to use phraseological dictionaries. For example, the phraseological unit *to get out of the rain* means ‘to escape unpunished’; *to stop at nothing* – ‘readiness to go towards the aim regardless of any obstacles (even of colleagues or friends)’; *carry water in a sieve* – ‘to lose time, dawdle’; *to bring to light* – ‘to disclose, condemn somebody’.

Let us give the examples of the tasks aimed at developing communicative skills and abilities of foreign students and widening their vocabulary.

*Fulfill the task: find the meaning of each fixed expression (if you have difficulties, consult the phraseological dictionary).*

- To twist someone round one's finger (obvesti vokrug pal'tsa) a) not to tell about something deliberately
- To get someone into trouble (podvesti kogo-libo) b) to make conclusions
- To go around a mountain (goru oboiti) a) to appoint another time
- To sum up (podvesti itog) d) to cheat cunningly
- To come to the conclusion (priyti k vyvodu) e) to put someone in an unpleasant position
- To make no mention (oboiti molchaniem) f) to settle upon a thought after thinking for a long time
- To come to oneself (priyti v sebya) g) to fulfill something out of the ordinary
- To extend the deadline (perenesti srok) h) to calm down

<sup>1</sup> A literal translation of Russian constructions into English is given to demonstrate the peculiarities of the use of phraseological units.

The fulfillment of different creative tasks will help foreign students to competently use the phraseological units of the Russian language in speech situations, to widen the conception about the communication norms and extend the knowledge about cultural traditions of Russian people.

In accordance with the polyvector module of teaching the system for studying phraseological units with verbs of motion in the Russian language is developed depending on the teaching stage and level of language command. Thus, at the initial stage of teaching we introduce the system of verbs of motion forming such grammatical category as “the movement of a person or thing in space”.

When studying the topic “Verbs of motion in the Russian language”, it makes sense to introduce the new material step-by-step orienting not only towards the qualitative mastering of lexical and grammatical features of verbs of motion by students but also towards the understanding of peculiarities of their use in figurative meaning and in phraseological units, thus forming the communicative skills of foreign students.

At levels A2–B1 it is reasonable to use the following types of tasks:

1. *Find the verbs of motion used figuratively in the given sentences:*

Your clock is not going, it stopped two hours ago.

The snow with the rain is going now (It is snowing and raining now).

Are they going to the south by car?

The time runs fast.

The students are going to the university and carrying textbooks and copybooks.

2. *Give examples of speech situations, in which verbs of motion (to go, to run, etc.) can be used figuratively.*

Moving to a higher level of language command it is possible to suggest the tasks aimed at understanding microtexts and preparing situations with the use of phraseological units with verbs of motion. Such tasks help to develop communicative skills and abilities of foreign students, to widen their vocabulary and form sociocultural competence of foreign speakers. For example:

1. *Describe the situation when the following phraseological units can be used:*

To go into retirement (to retire from army), to stand hunger, cold, heat, climate, to wash dirty linen in public, to bring something to light, to slip one’s mind, to bring to an end, to bring to tears, to run into a brick wall.

2. *Speak about the history of the occurrence of phraseological units, use the phraseological dictionary of the Russian language:*

To put someone in a tight spot, to come after the feast, to leave the righteous path, to twist someone round one’s finger, to follow in the steps, to reach the limit.

3. *Answer the question: how these equivalents evaluate a person’s behavior, find the equivalents in the native language:*

To put on airs, a big wig, one’s heart sank into one’s boots, head is going round and round, to have narrow escape, to withdraw into one’s shell, to retire from the stage, to put oneself in someone’s place, to become personal, to jump through the hoops, to play the mischief.

At the next stage of work with PU with verbs of motion within the polyvector module a special attention of the students should be focused on the tasks for revealing and structuring the thematic and pragmatic fields formed by the phraseological units studied, for example:

1. *Select synonyms (words and word-combinations) to the following phraseological units: to fly off the handle, to slip one’s mind, to reach the limit, to come to oneself.*
2. *Select antonyms (words and word-combinations) to these phraseological units: to go in circles, to run at breakneck speed, to lead down the garden path.*
3. *Make sentences with the phraseological units of thematic series “Head”:* to stop at nothing, the head is going round and round, it does not go out of someone’s head, nothing enters someone’s head.

All indicated tasks are suggested for offline learning since they are aimed at the development of speech skills of productive types of speech activity in team work: teacher – student, student – student.

The change in the teaching vector in modern conditions (transition to online teaching)

required the development of special teaching materials taking into account features of work in Internet. Mass open online courses (MOOC) became such materials. The courses are an alternative interactive source of knowledge for foreign students.

At the moment, there two actively used MOOC models: traditional xMOOC and connectivistic cMOOC (Andreev, 2014; Downes, 2013; Parr, 2008). Traditional xMOOCs are focused on the attitude to the student as the object of educational activity (Chichilanova et al., 2015; Siemens, 2012; World Open Educational Resources (OER) Congress, 2012). In such xMOOCs the study material (push content) is developed and presented by the authors and the education process is managed by the tutors. Connectivistic online courses (cMOOC) are focused on users' self-study, at the same time, the course content is developed by the participants of the educational course (pull content). The course authors only manage the educational process (Sambell, 2010; Yuan, Powell, 2013; Mozhaeva, 2015).

MOOC "Verbs of motion in the Russian language", which is a part of polyvector module refers to traditional MOOC (Dinevich, 2019). It is intended for online teaching of foreign nationals with basic and/or first certification levels of the Russian language knowledge (Kunovsky et al., 2021, 224).

The opportunities of electronic educational environment allows including complex and multiaspect explanation of education and use of verbs of motion into MOOC, use PU with verbs of motion not only as an illustrative material but also as the material for developing types of speech activity. The use of verbs of motion in phraseological units of the Russian language helps foreign students to enrich their vocabulary. Such approach in the organization of MOOC content allows developing both language and sociocultural competencies of foreign students.

The format of MOOC gives the opportunity to users to select the convenient mode of lessons, control their educational activity, consult with the course author. The methodological advantage of the online course is obviously the fact that the material of the informative part corresponds to the materials presented in the offline format and described in this research.

### **Discussion**

The topic "Phraseological units with verbs of motion" is one of the most complicated not only

in the learning but also in teaching the Russian as a foreign language, therefore, in the modern methodology of RAF there are different approaches to the form and methods of presenting this lexical and grammatical material, which, in our opinion are rather disputable. In particular, we do not agree with the position of a number of researchers in whose works the orientation towards the comparison of motion category in the Russian language with the similar category in the native language of students is traced (Emrak, 2020) since the practice of work with foreign students in higher educational institutions of the Russian Federation is implemented in polylingual groups, and study aids and MOOC, as a part of educational space of Internet, are addressed to people of any nationality. We believe that ethno-oriented approach is only justified in mononational groups under the condition that the teacher knows the intermediary language at a very high level when the understanding is checked through the translation. In polylingual groups, on the contrary, the understanding is checked through the interpretation, composition of microtexts and situations.

Some foreign researchers point out the difficulties connected with the translation of phraseological units with verbs of motion into the native language of students (Adelnia, & Dastjerdi, 2011; Cappelle, 2012). However, we think that simple translation of phraseological units into the native language does not provide the complete understanding of the meaning of a Russian phraseological unit since it can contain language units, which require explanation, commenting and illustration with the text. The availability of such language units is closely connected with culturological and linguoculturological aspects of studying a language. We find the confirmation of our thought in many works, in particular, in the work of T.P. Chepkova "It is only possible to assert that a foreign student has mastered the communicative competence if when talking to the native speaker of the studied language he or she successfully solves the problems of mutual understanding in compliance with the norms of communication and cultural traditions of this country using all the richness and diversity of language means, including phraseological ones" (Chepkova, 2010, 211).

A number of researchers point out that educational trajectories are changing under the action of new technologies (MOOC, online courses), however, the practice of teaching a foreign language in the language environment

must take into consideration the peculiarities of the language development and factors, which influence this development (Marijuan, & Sanz, 2018).

### Conclusion

The analysis of the work of using the polyvector module allowed us making the following conclusions about the possibility of improving the process of learning phraseological units with verbs of motion by foreign students:

- 1) the process of mastering Russian phraseological units by foreign students will be integral and efficient, if the lexical and grammatical material is selected in accordance with the criteria and objectives of each level of teaching foreign students;
- 2) the studying of phraseological units with verbs of motion should start at the initial stage of teaching, introducing new phraseological units in the course of mastering lexical and grammatical material by the students;
- 3) at the advanced stage of teaching phraseology the leading methodological techniques are as follows: the use of phraseological dictionaries, familiarization of the students with etymology and language envelope of a phraseological expression, analysis of the national specifics of the fixed expressions;
- 4) the skills and abilities to understand and unmistakably use phraseological units with verbs of motion in speech are formed based on correctly selected system of exercises aimed at understanding the integral meaning of PU and its adequate use in speech situations;
- 5) the resources of mass open online courses, which give the opportunity to learn and work through the theoretical material, are one of the best conditions of the effective work with Russian phraseology with foreign students.

Thus, the developed system of tasks for mastering phraseological units with verbs of motion described in this research can be used in offline and online learning (in MOOC format) at different stages of teaching RAF since it comprises the complex and multiaspect approach to forming the communicative competence and inclusion of foreign students into the real language environment. The mastering of PU at different teaching stages allows foreign speakers to avoid mistakes in speech and communicative

failures, it forms the system conception of the Russian language and Russian culture.

### Contribution

This research has both theoretical and practical application. The practical aspect of presenting phraseological units with verbs of motion allows, on the one hand, to remove the difficulties of their perception by the persons studying the Russian language as foreign due to which the teachers can arrange the successful strategies in mastering this language phenomenon by the students. On the other hand, the article supplements the conception of linguists about the structure and meaning of phraseological units with verbs of motion. The research contains the information, which can be used with the audience studying the Russian language as foreign or Russian as the native language since it comprises the information about the origin, structure, lexical and semantic peculiarities and culturological connotations of phraseological units.

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