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**TEACHING CHINESE STUDENTS-PHILOLOGISTS TO RUSSIAN  
CONNOTATIVELY MARKED VOCABULARY ON THE BASIS OF  
LINGUOCOGNITIVE APPROACH (LEVEL B2)**

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## INTRODUCTION

The importance of teaching foreign language vocabulary is evidenced by the fact that the ability to communicate in the target language largely depends on the level of lexical skills.

In the Russian language, the vocabulary is huge, lexical meanings are diverse. In addition, there are many words containing connotative meanings, which complicates the process of mastering Russian vocabulary for foreign students [Fedotova, Zang Le, 2021].

The semantics of connotatively marked vocabulary of any language contains both objective-conceptual meaning and subjectively meant connotative components [Pakhomova, 2009, p. 3]. With the help of connotatively marked lexical units the evaluative, expressive-emotional attitude of the representatives of a given culture to the phenomena denoted by verbal signs is expressed. It is in this part of the lexicon that the national culture, way of life, way of thinking of native speakers, their understanding of the objective world, as well as socio-psychological evaluation of people, events, etc. are reflected. [Fedotova, Zang Le, 2021]. Thus, teaching Russian connotatively marked vocabulary should become a mandatory aspect of teaching Russian to foreign students-philologists.

To date, the linguistic foundations of teaching connotatively marked vocabulary of the Russian language have been sufficiently described (E. M. Vereshchagin, V. G. Kostomarov, 1990; V. I. Goverdovsky, 1985; V. I. Shakhovsky, 1994; Y. D. Apresyan, 1995; I. A. Sternin, 1979; V. N. Telia, 1986; O. E. Oparina, 2011; N. A. Srebryanskaya, 2008; E. A. Goncharova, 2012; S. G. Sheydaeva, 1998; Wu Guohua, 1995; Sun Guojun, 2004, etc.). Researchers offer different approaches to teaching connotative linguistic units of the Russian language.

E. M. Vereshchagin, V. G. Kostomarov and their followers developed in detail the linguistic and regional studies' aspect of teaching connotative words of a non-native language [Vereshchagin, Kostomarov, 1990]. Within the framework of this

direction, the attention of methodologists is limited mainly to the cultural component of special connotative units (e.g., phytonyms, zoonyms, toponyms, etc.).

Relying on the linguocultural approach, lexicographers have focused on the theoretical foundations of educational linguocultural dictionaries (Z. D. Battalova, 2020; G. M. Vasilieva, 2021; Li Yuejiao, 2018, etc.). [Fedotova, Zang Le, 2023].

We have to state the fact that there are still many problems in teaching Chinese students connotative linguistic units of the Russian language: often teachers emphasize language exercises, paying insufficient attention to the communicative orientation of learning, haphazardly using cultural knowledge, etc. This allows us to assert that the methods and techniques used in teaching Russian connotatively marked vocabulary do not fully ensure its understanding and solid assimilation.

One of the possible ways to optimize the process of teaching connotatively marked vocabulary of the Russian language to foreigners is the linguo cognitive approach, which is developed within the framework of the cognitive approach and involves not only the expansion of linguistic knowledge (mastery of linguistic and speech units), but also the increase of extra-linguistic concepts (expansion of the conceptsphere and cognitive picture of the world, including cultural space) [Sychugova, 2017].

The peculiarity of the linguo cognitive approach to teaching a foreign language is that the process of mastering language material is carried out in a sequence: comprehension of cognitive language experience → formation of the conceptsphere of foreign culture and internal lexicon → development of the ability to use language units in speech in the target language.

The problems of teaching foreign languages based on the linguo cognitive approach are considered in the works of L. P. Sychugova (2011), O. A. Lazareva (2012), A. A. Sysolyatina (2012), E. V. Lavrushina (2019) and others. Nevertheless, the problem of teaching Russian connotatively marked vocabulary within the framework of this approach remains not fully explored.

Thus, the **relevance of the present research** is due to the existence of contradictions between:

- the necessity of mastering Russian connotatively marked vocabulary for Chinese students-philologists and insufficient attention to teaching this group of vocabulary in textbooks on Russian as a foreign language;
- the need for communicative orientation of teaching connotatively marked vocabulary of the Russian language and the lack of effective methods and techniques for the development of lexical skills in different types of speech activity in Chinese students of philological profile.

**The object of the research** is the process of teaching Chinese students-philologists connotatively marked vocabulary of Russian at the B2 level.

**The subject of the research** is the methodology of teaching connotatively marked vocabulary of the Russian language to Chinese students-philologists, providing the selection of content, the structure of the learning process, the choice of teaching methods and techniques based on the linguocognitive approach (B2).

**The purpose of this research** is to develop a scientifically grounded model of teaching connotatively marked vocabulary of the Russian language based on the linguocognitive approach and teaching and methodological support for the process of developing lexical skills in Chinese students-philologists (B2).

**The hypothesis of the research** is the assumption that the model of teaching connotatively marked vocabulary of the Russian language can contribute to the effective teaching of Russian connotatively marked vocabulary to Chinese students-philologists, because the components of the model:

- due to the consistent introduction of cultural knowledge, they ensure the expansion of cognitive space in foreign students learning Russian;
- increase students' motivation for independent cognitive activity;
- allow Chinese students-philologists to actively use connotatively marked words in different types of speech activity in Russian;
- involve assessment of the results of mastering Russian connotatively marked vocabulary using specially developed criteria.

The objective involves the following **tasks**:

- 1) on the basis of pedagogical and methodological literature to consider the

basic theoretical concepts for creating a model of teaching Chinese students-philologists the connotative lexicon of the Russian language;

2) to identify the features of the linguo cognitive approach to teaching Russian connotatively marked vocabulary;

3) to describe the main characteristics of Russian connotatively marked vocabulary;

4) to justify the selection of the content of teaching Russian connotatively marked vocabulary (lexical knowledge and skills that students should master);

5) to develop a system of methodological principles for teaching Russian connotatively marked vocabulary corresponding to the linguo cognitive approach;

6) to develop a model for teaching Russian connotatively marked vocabulary to Chinese students-philologists based on the linguocognitive approach and a set of communicatively directed lexical exercises;

7) to experimentally test the effectiveness of the methodology of teaching Russian connotatively marked vocabulary, to conduct qualitative and quantitative analysis of the results obtained.

The following **research methods** were used in the thesis:

- theoretical methods: analysis of theoretical and methodological works of Russian and Chinese researchers on the theory and methodology of teaching foreign languages (including Russian as a foreign language); analysis of works devoted to the study of connotation of linguistic units; synthesis and generalization of concepts and theoretical provisions;

- empirical methods: pedagogical observation; questionnaires; pedagogical modeling; testing; static processing and analysis of the results of the experiment.

**The theoretical and methodological background** to this research includes::

- works devoted to the problem of the interrelation of language, thinking and culture: W. von Humboldt (1956, 1984, 1985), A. A. Potebnya (1989), I. A. Baudouin de Courtenay (1963), E. Sapir (1993), B. L. Whorf (1960) and others;

- works on psychology and psycholinguistics: L. S. Vygotsky (1934, 1956), A. N. Leontiev (1975, 2000), A. A. Leontiev (1974) and others;

- works that develop the provisions of cognitive linguistics: E. S. Kubryakova (2009), Y. S. Stepanov (2001), Z. D. Popova and I. A. Sternin (2007), Y. D. Apresyan (1995) and others;
- works on linguoculturology: V. A. Maslova (2001), V. V. Vorobyev (2006), Y. S. Stepanov (2001), V. I. Karasik (2001), V. V. Krasnykh (2002) and others;
- works devoted to the methodology of teaching connotative linguistic units: I. A. Sternin (1979), V. I. Goverdovsky (1985), Y. D. Apresyan (1995), E. A. Goncharova (2012), E. M. Vereshchagin, V. G. Kostomarov (1990, 2005), V. N. Telia (1986, 1988, 1996, 2011), V. I. Shakhovsky (1994), N. A. Srebryanskaya (2008), S. G. Sheydaeva (1998), Z. D. Battalova (2020), E. M. Zorina, E. I. Chirkova, E. G. Chernovec (2021), Wu Guohua (1995), Sun Guojun (2004) and others;
- works on the methodology of teaching foreign languages, including Russian as a foreign language: T. G. Galaktionova, E. I. Kazakova, V. E. Pugach (2018), N. V. Popova, A. N. Pyatnitsky (2016), L. P. Tarnayeva (2014), L. V. Moskovkin, T. I. Kapitonova (2015), A. N. Shchukin (2006), S. F. Shatilov (1986), I. I. Khaleeva (1990), N. I. Gez, M. V. Lyakhovitsky, A. A. Mirolyubov (1982) and others;
- works that substantiate different approaches to teaching foreign languages: the activity approach: A. N. Leontiev (1975), S. L. Rubinstein (1989); the communicative approach: I. A. Zimnyaya (1985, 1991, 2001), I. L. Bim (1988), E. I. Passov (1989); cultural approach: E. M. Vereshchagin and V. G. Kostomarov (1990, 2005), I. I. Khaleeva (1990), V. V. Vorobyev (1997, 2006), V. N. Telia (1996, 2011), N. D. Arutyunova (1999), V. A. Maslova (2001), Y. S. Stepanov (2001), G. V. Elizarova (2001), N. D. Galskova and N. I. Gez (2006); cognitive approach, communicative-cognitive approach, cognitive-activity approach, linguoconceptocentric approach, linguocognitive approach: N. V. Baryshnikov (1998, 2024), N. I. Almazova (2003), A. V. Shchepilova (2003, 2013), Y. A. Sitnov (2005), A. N. Shamov (2005), T. S. Tabachenko (2007), N. M. Andronkina (2009), N. L. Mishatina (2010), L. P. Sychugova (2011, 2017), A. A. Sysolyatina (2012), O. A. Lazareva (2012), A. A. Zaitseva (2013), I. A. Vylegzhanina (2014), E. A. Karabutova and L. N. Kolchintseva (2014), E. V. Lavrushina (2019) and others.



**Scientific novelty** of the research is as follows:

- the linguistic means of connotation expression in Russian are described and the selection of Russian connotatively marked vocabulary for Chinese students-philologists (level B2) is justified;
- the choice of the linguocognitive approach as the most effective one for teaching Russian connotatively marked vocabulary is scientifically justified, and methodological principles for teaching the lexical aspect of the Russian language to Chinese students-philologists are proposed;
- lexical knowledge and skills necessary for Chinese students-philologists to master Russian connotatively labeled words were revealed;
- the author's model of teaching Russian connotatively marked vocabulary on the basis of linguocognitive approach was developed;
- a set of exercises for the development of lexical skills of using Russian connotatively marked vocabulary in different types of speech activities was developed taking into account the cognitive-psychological characteristics of Chinese students-philologists.

**The theoretical significance** of the research lies in:

- substantiation of theoretical and methodological provisions of teaching Russian connotatively marked vocabulary on the basis of linguocognitive approach;
- determining the linguomethodological content of teaching Russian connotatively marked vocabulary in teaching Russian as a foreign language;
- substantiating the principles of selecting Russian connotatively marked lexical units as part of the content of teaching Russian to Chinese students-philologists;
- the development of a theoretical model of teaching Russian connotatively marked vocabulary based on the linguocognitive approach;
- the development of criteria for assessing the level of formation of lexical skills of using Russian connotatively marked vocabulary in different types of speech activities.

**The practical significance** of the research is that

- theoretical provisions can be applied in lecture courses on the lexicon of the Russian language ("Linguistic bases of description of Russian as a foreign language"), as well as for the development of textbooks on Russian as a foreign language for foreign students (levels B2, C1 and C2);

- The model of teaching Russian connotatively marked vocabulary, developed on the basis of linguocognitive approach, and experimental materials can be used in teaching Chinese students-philologists in linguistic and non-linguistic environment.

The experimental base of the research is the Department of Russian as a foreign language and methods of its teaching at Saint Petersburg State University.

**Structure of the work:** Introduction, two Chapters, Lists of used literature, Conclusion, References.

**The introduction** substantiates the relevance of the study; defines the object, subject, purpose, hypothesis and objectives of the study; presents the research methods and theoretical and methodological basis. The provisions to be defended are formulated; the scientific novelty, theoretical and practical significance of the study is characterized.

**The first chapter** deals with the problem of correlation between language, thinking and culture; describes the characteristics of the linguistic picture of the world; presents theoretical provisions for the development of methods of teaching Russian connotatively marked vocabulary on the basis of the linguocognitive approach; reveals the features of the linguocognitive approach in relation to teaching foreign-language vocabulary. The interpretations of the concept of "connotation" are analyzed, its essential characteristics are described. Linguomethodological components of Russian connotatively marked vocabulary in the aspect of teaching Russian as a foreign language are described.

**The second chapter** presents the model of teaching Russian connotatively marked vocabulary based on the linguocognitive approach; describes the stages of the training experiment to test the effectiveness of the developed methodology; analyzes the results of the entrance and final testing; identifies the errors made by the subjects and attempts to explain the reasons for the difficulties.

**The conclusion** summarizes the results of the study with the formulation of conclusions.

**The appendices** present the test materials used in the training experiment.

**Approbation of the research results.** The main results of the research were presented at scientific conferences: International Scientific and Practical Conference «Russian Language in Modern China» (Chita, ZabGU, November 24, 2021), 50th International Scientific Philological Conference named after L. A. Verbitskaya (Saint Petersburg, Saint Petersburg State University, March 18, 2022), XXVIII International Scientific and Methodical Conference «Problems of Teaching Philological Disciplines in Higher School» (Saint Petersburg, Saint Petersburg State University of Industry and Technology, 14 April 2023), VII International Student Scientific and Practical Conference «In the World of Russian Language and Russian Culture» (Moscow, A. S. Pushkin State Institute of Russian Language, 21 April 2023), IX International Scientific and Methodological Conference «Actual Problems of Humanitarian Knowledge in Technical University» (Saint Petersburg, Saint Petersburg Mining University of Empress Catherine II, 19 October 2023).

The main provisions and results of the dissertation research are reflected in 8 articles, 3 of which are published in scientific indexed journals of the list recommended by the Higher Attestation Commission of the Russian Federation:

**1. Zang Le. Connotatively marked vocabulary and its role in the development of linguistic personality // World of Science. Pedagogy and psychology. 2022. Vol. 10 №2. URL: <https://mir-nauki.com/PDF/09PDMN222.pdf>**

**2. Zang Le. Linguocognitive approach as a strategy for the development of multicultural linguistic personality in teaching Russian as a foreign language // The Emissia. Offline Letters. (The Emissia. Offline Letters): Electronic scientific journal. 2023. No. 2 (February). ART 3211. URL: <http://emissia.org/offline/2023/3211.htm>**

**3. Fedotova N. L., Zang Le. Linguo-methodological content of the concepts of connotation and connotative vocabulary in teaching Russian as a**

**foreign language // Azimuth of scientific research: pedagogy and psychology. 2023. Vol. 12. No. 3 (44). P. 108–111. DOI: 10.57145/27128474\_2023\_12\_03\_25**

Other publications:

4. Fedotova N. L., Zang Le. On the problems of teaching foreign students-philologists connotatively marked vocabulary // Russian language in modern China: materials of the IX International scientific-practical conference, Chita, November 24, 2021. Chita: Transbaikal State University, 2021. P. 114–116.

5. Zang Le. Linguocognitive aspect of teaching Chinese students-philologists Russian phraseologisms // Theses of the 50th International Scientific Philological Conference named after Lyudmila Alekseevna Verbitskaya, Saint Petersburg, March 18, 2022. Saint Petersburg: Saint Petersburg State University, 2022. P.553.

6. Zang Le. Linguodidactic possibilities of using linguocognitive approach in teaching Chinese students-philologists Russian connotatively marked vocabulary // Problems of teaching philological disciplines in higher school: proceedings of the XXVIII international scientific-methodological conference, Saint Petersburg, April 14, 2023. SPb.: FGBOUVO «SPbGUPTD», 2023. P.58–63.

7. Zang Le. Integration of learning technologies in the formation of lexical skills in Russian as a foreign language // In the world of Russian language and Russian culture: a collection of abstracts of VII International Student Scientific and Practical Conference, Moscow, April 21, 2023. Moscow: Pushkin State Institute of Russian Language, 2024. P. 158–160.

8. Zang Le, Fedotova N. L. Principles of teaching Russian as a foreign language on the basis of linguocognitive approach // Actual problems of humanitarian knowledge in technical university: materials of IX international scientific-methodological conference, Saint Petersburg, October 19–20, 2023. Saint Petersburg: Saint Petersburg State University Publishing House, 2023. P. 315–318.

**Main scientific results** obtained in the course of the study:

1. The concept of «connotation» and the characteristics of this linguistic phenomenon are defined. It is proved that among all the means of expressing connotation in the Russian language, connotatively marked vocabulary is of great

linguodidactic importance for teaching Russian as a foreign language at the advanced stage [Zang Le, 2022].

2. The linguistic means of expressing connotation in Russian language are described and linguomethodological components of Russian connotatively marked vocabulary in the aspect of Russian as a foreign language are determined [Fedotova, Zang Le, 2023, p. 108–111; personal contribution of the applicant: selection and analysis of literature, description of the research results].

3. The features of the linguocognitive approach to teaching Russian as a foreign language are revealed. The regularities of mastering Russian connotatively marked vocabulary on the basis of linguocognitive approach are established [Zang Le, 2023].

4. The selection of principles of teaching Russian language to foreign students-philologists on the basis of the linguocognitive approach is substantiated. The essence of the principles realized by the linguocognitive approach is revealed [Zang Le, Fedotova, 2023, p. 315–318].

The following **provisions** are presented **for the thesis defense**:

1. Russian connotatively marked vocabulary is a part of the thesaurus of the Russian language, which is characterized by evaluative, emotional, expressive and cultural specificity. Teaching Russian connotatively marked vocabulary helps foreign students to master not only linguistic knowledge about the target language, but also extra-linguistic concepts, which contributes to the development of professional-communicative competence of students-philologists.

2. The linguocognitive approach to teaching Russian connotatively marked vocabulary is characterized by integrativity and is based on the parallel acquisition of knowledge about language and knowledge about extra-linguistic reality.

3. The linguocognitive approach to teaching connotatively marked vocabulary of the Russian language is implemented on the basis of the following principles: the principle of interrelated communicative, cognitive and sociocultural development of students, the principle of comprehension of the Russian linguistic picture of the world, the principle of reliance on systemic links of connotatively marked

vocabulary of the Russian language, the principle of reliance on emotional-evaluative communicative situations, the principle of cognitive visualization.

4. The model of teaching connotatively marked vocabulary of the Russian language, designed on the basis of the linguocognitive approach, is a structural-system organization of the learning process and includes target, content, subjective, procedural and resultant components.

5. The use of linguocognitive approach to teaching Russian connotatively marked vocabulary provides the solution of the following tasks: expansion of cultural knowledge; familiarization with the rules of word formation of nouns, adjectives, adverbs and verbs with subjective-evaluative affixes; familiarization with the meanings of Russian phraseological expressions on the basis of the reading text; training for primary consolidation of new lexical knowledge; development of receptive and productive lexical skills of perception and use of connotatively marked vocabulary in different types of speech activity; further expansion of knowledge and consolidation of skills; development of critical thinking.

## **CHAPTER I. THEORETICAL FOUNDATIONS OF LINGUOCOGNITIVE APPROACH TO TEACHING RUSSIAN CONNOTATIVELY MARKED VOCABULARY**

### *1.1 Methodological prerequisites for the development of Russian as a foreign language teaching methodology*

The problem of the relationship between language, thinking and culture is extremely complex and multidimensional, as it covers many specific issues related to philosophy, psychology, linguistics, psycholinguistics, cultural studies, etc.

Considering different approaches to this problem, it can be noted that at different times discussions have been related to such correlates as world, human, thinking, language and culture, and oriented towards their delimitation.

One of the first linguists who drew attention to the inseparable connection between language, thinking and culture was the German scientist W. von Humboldt. His writings reveal the connection «world – language (intermediate form with the representation of a given national culture) – personality (man with his thinking)»: «the sum of all words, language is the world lying between the world of external phenomena and the inner world of man <...>; the study of language opens for us, besides its own use, also an analogy between man and the world in general and each nation expressing itself in language» [Humboldt, 1956, p. 348]. According to the philosopher, language is an important link between the world and man. This idea contributed to the development of the doctrine of language as an «intermediate world».

W. von Humboldt also emphasized the close relationship between language and human thinking, noting that language is a means of existence of man himself: «man becomes man only through language, in which the creative primal forces of man, his deepest potentialities operate» [Humboldt, 1984, p. 314]. In addition, W. von Humboldt argued that language plays a predominant role in the formation of thinking: «language is an organ that forms thought», «language is a prerequisite for

thinking and in conditions of complete isolation of a person» [Ibid. P. 13]. Based on modern views, it can be argued that W. von Humboldt to some extent exaggerated the influence of language on the individual, which is due to the insufficient validity of the position on the conditioning of thinking by language.

As for the correlation between language and culture, W. von Humboldt was one of the first to reveal the inseparable link between language and national culture. According to the philosopher, language is a continuous creative activity of any nation, underlying any other human spiritual activity, its character and structure express the culture and individuality of speakers. Expressing his idea about the internal form of language, W. von Humboldt argued that language reflects the individual worldview of the people, i.e. the culture of the people is expressed in a special way in language: «different languages are not different designations of this or that subject, but different visions of it» [Humboldt, 1985, p. 9]. Moreover, W. von Humboldt considered language as a part of national identity: «together with our native language we perceive as if a part of our identity» [Humboldt, 1984, p. 68–69].

It follows from the above that, according to the concept of W. von Humboldt, language occupies an intermediate position between the external real world and the internal subjective world of man. Language plays an important role in the formation of thinking and in the reflection of national culture. It is worth recognizing that W. von Humboldt's ideas are still relevant: some of them are recognized as classical and accepted by many scientists, others have become a starting point for further research.

It is impossible not to mention the active supporters of W. von Humboldt in Russia – A. A. Potebnya and I. A. Baudouin de Courtenay, who made attempts to overcome the inaccuracies in the predecessor's positions and developed their own concepts.

A. A. Potebnya, giving a different interpretation to many provisions of W. von Humboldt, criticized his idea of the separation of language and thought. A. Potebnya considered the question of the origin of language from a psychological point of view, believing that «the field of language is far from coinciding with the field of thought» [Potebnya, 1989, p. 51]. The linguist sought to reveal the relationship between



thinking and language through subject-object relations, considering language as an intertwining of objectivity and subjectivity: «language – in relation to the cognizing person is something objective, in relation to the cognizable world – subjective» [Ibid. P. 42].

In A. A. Potebnya's works, the doctrine of the word occupies a special place. Developing the concept of «internal form of language» proposed by W. von Humboldt, A. A. Potebnya sought to reveal the relationship between thought and language. To define the role of language in cognition, as a result of which he introduced a narrower and more specific concept of «the internal form of the word». In early works, the linguist considered the internal form of the word as a relation of the content of thought to consciousness, described the mechanism of mental operations in the formation of the meaning of the word. But the essence of this concept changed with the development of language theory, so in later works A. A. Potebnya substantiated the distinction between the meaning of a word (denotate) and its sense. Thus, in Russian linguistics for the first time the question of the correlation between the form and meaning of a word was raised.

In addition to the categories of language and thinking, for A. A. Potebni such categories as «people» and «peoplehood» are of paramount importance. The linguist developed W. von Humboldt's ideas about the influence of language on people's consciousness, emphasizing the nonidentity of language and people's spirit [Ibid. P. 52]. When explaining the concept of «people», A. A. Potebnya proceeded from the correlation of collective and individual psychology. According to the researcher, the people are the creator of language, language is the generation of «people's spirit», which determines the «nationality», i.e. the national specificity of the people [Ibid. P. 5].

Based on the theoretical conclusions of W. von Humboldt, A. A. Potebnya clearly defined the positions of the triad and considered the interaction of language and thinking in the psychological aspect. This was the impetus for further interdisciplinary studies of language and speech.

I. A. Baudouin de Courtenay proposed a new approach to the study of the essential characteristics of language. The linguist did not confine himself within the framework of linguistics, but noted the special dual nature of language as a physical and mental phenomenon. According to I. A. Baudouin de Courtenay, «the essence of human language is exclusively mental. The existence and development of language is conditioned by purely mental laws. There is not and cannot be in human speech any phenomenon that would not be at the same time psychical» [Baudouin de Courtenay, 1963, T.1, p. 348]. Thus, the linguist substantiated the psychic essence of language. As I. A. Baudouin de Courtenay believed, human language interacts with thinking in a special way: «linguistic knowledge, i.e. perception and cognition of the world in linguistic forms, tends to be ordered according to known mental types» [Baudouin de Courtenay, 1963, T. 2, p. 98]. Here the linguist formulated the position that linguistic consciousness is based on the knowledge of language. This conclusion later became a reference point for the development of modern cognitive studies. In addition, I. A. Baudouin de Courtenay considered language in close connection with the spiritual world of the people: «since language is possible only in human society, then, in addition to the mental side, we must note in it always the social side» [Ibid. P.131]. Thus, a social aspect is added to the understanding of language as an individual phenomenon.

Later on, linguists' discussions on the relationship between language, thinking and culture «came out of the Humboldtian overcoat». These discussions were conducted within the framework of «language – thinking – world», where the determining role was given to language. In particular, the American linguist and ethnographer E. Sapir came to the conclusion about the influence of language on the perceptions and behavior of an individual. This idea was taken up by his follower B. L. Whorf and formed the basis of the hypothesis of linguistic relativity developed in the 1930s.

According to E. Sapir , 1) the real world is largely unconsciously built on the basis of the language attitudes of a given group; 2) thought can be cast into existing language forms and is directly related to the worldview; 3) language is a system of

symbols, a way of expressing all conceivable varieties of our experience; 4) language is a way of expressing the social worlds of different social groups; 5) any stereotype of cultural behavior is tied to some stereotypes, to the system of symbols and meanings, i.e. to language [Sapir , 1993].

B. L. Whorf somewhat reformulated the main provisions of E. Sapir and put forward a hypothesis that emphasizes the connection between language and thinking as follows: «we distinguish in the world of phenomena certain categories and types not at all because they are self-evident, on the contrary, the world appears before us as a kaleidoscopic flow of impressions, which must be organized by our consciousness, and this means mainly – by the language system stored in our consciousness» [Whorf, 1960]. In addition, B. L. Whorf spoke about the close relationship between language and culture, defining language as a «cultural phenomenon» [Ibid.]

It follows from the above that, according to the Sapir – Whorf hypothesis, language is primary, and it influences the cognition and culture of the people. B. L. Whorf believed that.

- the way of perceiving the real world depends on the languages in which the recipients think;
- language determines the way of thinking of the people speaking that language [Ibid.]

It should be noted that E. Sapir and B. L. Whorf absolutized the role of language and its influence on thinking and culture. In this regard, the hypothesis of linguistic relativity was sharply criticized by a number of scientists (V. A. Zvegintsev, B. A. Serebrennikov, etc.) who believe that language derives from reality and from human consciousness. But it cannot be denied that the advancement of this hypothesis contributed to the rapid development of linguistics, which drew attention to the role of language in cognition and formation of the world picture, and this determines people's attitude to language as not only a tool for cognition of the surrounding world, but also as a way of cognition, for which speech mechanisms are used.

The problem of correlation of language, thinking and culture was also considered in the works of psycholinguists: L. S. Vygotsky, A. N. Leontiev, A. A. Leontiev and their followers, who developed ideas about the functions of language from materialistic positions. Based on the analysis and generalization of factual material, psychologists conducted research on the relationship between thinking and speech in the triad «world (reality) – thinking – speech (language)», proving the independence of thinking from language.

L. S. Vygotsky developed the theory of speech, considered the process of speech generation as materialization and objectification of thought in words, believing that speech activity is a «unity of communication and generalization» with the identification of the correlation between thinking and reality in the psychological direction: «the highest inherent forms of psychological communication are possible only due to the fact that a person with the help of thinking generalizes reality» [Vygotsky, 1956, p. 50–51]. Based on this understanding, L. S. Vygotsky reduced the problem of the correlation between thinking and speech to the question of the relation between thought and word, considering verbal meaning as the unity of thinking and speech. The psychologist distinguished between inner speech and outer speech, believing that «outer speech is the process of transforming thoughts into words <...>. Internal speech is the opposite process, coming from outside to inside, the process of vaporization of speech into thought» [Vygotsky, 1934, p. 315]. According to L. S. Vygotsky, inner speech is «speech for itself», which, being a necessary means for thinking, participates in both communicative and cognitive processes [Ibid]. By pointing out the main functions and characteristics of inner speech, L. S. Vygotsky substantiated this concept, which is of crucial importance for psycholinguistic and linguocognitive research.

In addition, L. S. Vygotsky proposed to consider speech, personality development and social activity in unity. L. S. Vygotsky assumed that the personality develops individual consciousness on the basis of relations with other members of the language collective through social activity. This means that human consciousness has socio-historical origins. The historical approach also emphasizes

the importance of linguistic (language) action and combines it with the concept of interiorization [Verani, 2010, p. 8]. L. S. Vygotsky was convinced that personality develops in interaction with the environment and culture. L. S. Vygotsky's theory of personality development in its close connection with the development of linguistic ability as the basis of conscious activity and the influence of socio-historical aspects had a great influence on further studies of personality.

Based on the position of L. S. Vygotsky, A. N. Leontiev developed the theory of activity and developed the provisions on the relationship between consciousness, thinking and language. According to A. N. Leontiev, «activity is a unit of life, mediated by mental reflection, the real function of which consists in the fact that it orients the subject in the subject world» [Leontiev, 1975, p. 38]. In other words, activity is a process of interaction of the subject with material objects and with the world as a whole. Thinking is a specific human activity that meets the cognitive motive [Leontiev, 2000, p. 341].

A. N. Leontiev's theory gives an important place to the question of the nature and structure of speech activity. A. N. Leontiev expands the idea of the relationship between thinking and language, starting from the correlation between consciousness and meaning. According to the researcher, consciousness is the subject's reflection of reality, and meanings are the most important forms of human consciousness [Ibid. P. 46]. A. N. Leontiev argues that, although the carrier of meanings is language, but language is not the demiurge of meanings: «meanings refract the world in human consciousness <...>. Meanings represent the transformed and coiled in the matter of language the ideal form of existence of the subject world, its properties, connections and relations, revealed by the cumulative social practice» [Ibid. P. 68]. Language, which people produce in the process of labor activity, serves not only as a means of communication, but also as a carrier of socially developed meanings fixed in it. Therefore, people's thinking, as well as their perception, as well as the language produced by them, has a socio-historical nature.

A. N. Leontiev proposed to distinguish between two forms of activity: external and internal. External activity is regarded as material, and internal activity

is regarded as the operation of images and representations of objects. Internal activity has the same structure as external activity, the difference being only in the form of representation. Internal activity comes from external practical activity through the process of interiorization [Leontiev, 1975, p. 47–48]. Proposed by A. N. Leontiev's theory of activity began to be used to study different mental processes and phenomena.

The follower of L. S. Vygotsky's and A. N. Leontiev's ideas was A. A. Leontiev, who developed the foundations of the theory of speech activity. The psycholinguist argued that in essence speech activity is the main type of sign activity, logically and genetically preceding its other types [Leontiev, 1974, p.24]. Speech activity has two variants of realization: speech communication and internal speech-thought functioning. A. A. Leontiev also proves that the development of intelligence is impossible without speech activity, as it directly affects human cognitive abilities, thinking and creative self-expression.

Thus, psycholinguists focused on explaining the independence of thinking from language, revealed the specificity of the reflection of reality in the consciousness of an individual and the ways of expressing representations of the world in language.

At present, the problem of correlation between language, culture and thinking is put at the head of such sciences as cognitive linguistics and linguoculturology. Both directions investigate the dyad «human – language», i.e. within the anthropocentric paradigm – man in language and language in man.

The works of bright representatives of cognitive linguistics (E. S. Kubryakova, Y. S. Stepanov, I. A. Sternin, Y. D. Apresyan, etc.) are devoted to the study of language in its relationship with human cognitive processes. Cognitivists focus on the relationship between language and consciousness, considering the concept as a key concept, which is understood as «units of the conceptsphere, i.e. consciousness» [Popova, Sternin, 2007, p. 25]. In addition, recognizing the cultural belonging of concepts, cognitivists offer the classification of concepts according to their belonging to certain groups of carriers [Ibid. P. 85]. Language acts «as a means

of access to thinking, mental, intellectual and interiorized in the head (brain) of a person's activity» [Kubryakova, 2009, p.16]. Such a research perspective expands the study of the essence of language in relation to the mechanisms and ways of cognition of reality, and also expands the horizons of modern linguistics.

Proponents of linguoculturology pay attention to the study of the relationship and interaction between culture and language in its functioning. Such scientists as V. A. Maslova (2001), V. V. Vorobyev (2006) and others consider the importance of language for culture in the following aspects: language is a reflection of culture and language functioning, language is a tool for assimilating culture; language is a carrier of culture. A number of researchers (Y. S. Stepanov, 2001; V. I. Karasik, 2001; V. V. Krasnykh, 2002; V. A. Maslova, 2001) define a concept as a basic unit of culture, which has figurative, conceptual and value components. From our point of view, not only for linguoculturology, but also for cognitive linguistics, conceptual studies and corresponding research objects (i.e. concept) are necessary. It follows that the scope of research of cognitive linguistics is broader than linguocultural linguistics, and thus the objects of research of linguocultural linguistics can be included in the sphere of interest of cognitive linguistics.

So, considering the evolution of scientific views on the complex relationship between language, thinking and culture, it seems that language, thinking and culture are interrelated components of a single whole, none of them exists and functions without the others, they are connected with the real world and simultaneously shape it. It is difficult to disagree with the initial position that being is primary and consciousness is secondary, i.e. external conditions of the real world condition the characteristics that shape the way of thinking, including national mentality. The image of the world and national characteristics are reflected in the language of the speakers.

One of the aspects of the reflection of the relationship between language, thinking, and culture is the linguistic picture of the world.

The emergence of the concept of «linguistic picture of the world» is associated with the development of the anthropocentric paradigm, which focuses not on the

objects of cognition, but on the subject, in other words, the proponents of this direction are interested in the problem of «man in language and language in man» [Dzyuba, 2018, p. 11]. Based on the ideas of W. von Humboldt and the Sapir -Whorf hypothesis, the German scientist Leo Weisgerber introduced the concept of «linguistic picture of the world» into the category of scientific terms.

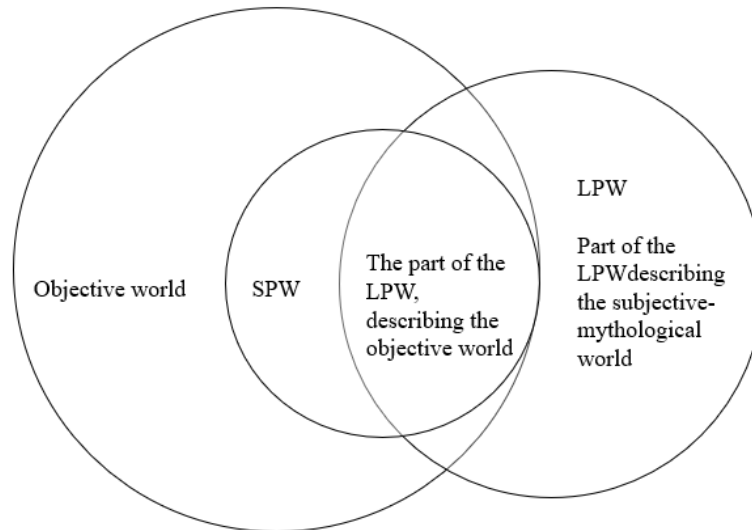
Modern researchers, studying the world picture and its relationship with the linguistic world picture, use different approaches. Some (e.g., Y. D. Apresyan) distinguish two varieties of the world picture: naive world picture and scientific world picture, which differ in the way of cognizing reality. The naive picture of the world is comparable to the linguistic picture of the world, which is formed from the ordinary consciousness of a person by the practical way of cognizing the world in the process of everyday life. The scientific picture of the world is based on scientific knowledge, carried out with the help of special theoretical methods of studying reality or its separate objects [Efremov, 2016, p. 292–293]. This approach substantiates the connection of the naive picture of the world with the meaning of the word. In other words, the naive picture of the world is extracted from the analysis of the meanings of words of different languages and reflected in the language by a set of ideas about the world [Apresyan, 1995, p. 69].

Within the framework of this approach, O. A. Kornilov defines the scientific picture of the world as «the totality of scientific knowledge about the world, developed by all private sciences at a given stage of development of human society» [Kornilov, 2003, p. 5]. This allows us to assert that the scientific picture of the world is included in the structure of the objective world. At the same time, the author believes that the linguistic picture of the world and the scientific picture of the world partially coincide, but are not in the relationship «part – whole». In addition, relying on the theoretical provisions of Y. D. Apresyan, O. A. Kornilov divides the linguistic picture of the world and the scientific picture of the world. Kornilov divides the linguistic picture of the world into two subspecies:

- 1) a picture of the world that describes the objective world and is included in the scientific picture of the world;



2) a picture of the world denoting the subjective-mythological world and created by the human consciousness without any referents in the real world [Ibid. P. 68–75] (Fig. 1).

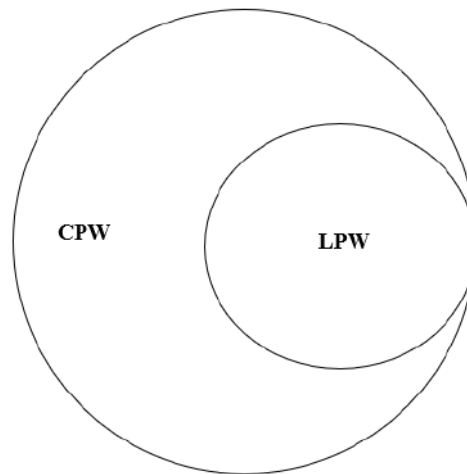


**Figure. 1.correlation of linguistic and scientific pictures of the world  
(according to O. A. Kornilov, 2003)**

It follows from the above that this approach develops the ideas of the American researcher B. Wharf, who deduced the scientific picture of the world from the linguistic one. However, this point of view is not quite logical: the objective world includes not only the material world, but also the subjective world and exists only in unity with it. At the same time, one cannot ignore the fact that the study of lexical meanings for the reconstruction of the naive picture of the world is valuable in itself, since it lays the foundation for the disclosure of universal and national characteristics of language.

There is another position in relation to the study of the world picture. Such scientists as V. I. Postovalova, B. A. Serebrennikov, A. A. Ufimtseva, E. S. Kubryakova, V. N. Telia, etc., based on the position on the primacy of being and the secondary nature of consciousness, distinguish thinking and language as two independent phenomena, contrasting two pictures of the world - conceptual and linguistic. This approach identifies the notions of «world picture» and «conceptual world picture». The world picture as an original global image of the world acts as a basic element of the human worldview in the minds of its carriers [Postovalova,

1988, p. 21]. The conceptual picture of the world is «the subject's construction of the image of the world» [Ibid. P. 31]. being the result of the whole spiritual activity of a person. The linguistic picture of the world is understood as «information related to the formation of concepts themselves by manipulating in this process linguistic meanings and their associative fields, which enriches the linguistic forms and content of the conceptual system» [Telia, 1988, p. 177]. It follows that the linguistic picture of the world is a part of the conceptual picture of the world, which has a «binding» to the language, and the scale of action of the conceptual picture of the world is wider and richer than the linguistic one (Fig. 2).



**Figure. 2. Correlation of linguistic and conceptual pictures of the world  
(according to B. A. Serebrennikov)**

Representatives of cognitive linguistics (Z. D. Popova, I. A. Sternin, etc.) hold similar views, but, in our opinion, their explanations are more reasonable. Based on the nature of human cognition, cognitivists divide the world picture into two types: direct world picture and mediated world picture. Scientists believe that the direct picture of the world is formed as a result of direct cognition of the world by consciousness and abstract thinking, so it is called a cognitive picture of the world. On the one hand, this type is characterized by a set of conceptsphere and stereotypes of consciousness, which influence the perception of the world, the classification of reality and the ordering of the sensual and rational experience of the individual; and on the other hand, it represents the national culture, including the

national cognitive picture of the world [Popova, Sternin, 2007, p. 36–38]. At the same time, the mediated picture of the world is understood as the result of fixing the conceptosphere by secondary sign systems, which includes linguistic and artistic pictures of the world. According to cognitivists, the linguistic picture of the world is «a set of people's ideas about reality at a certain stage of people's development fixed in language units», which does not convey a complete picture of the world in the national consciousness [Ibid. P. 38–40]. Thus, the cognitive picture of the world is broader than the linguistic one, they are related as the content of consciousness and the means of access of the researcher to this content.

From the above we can conclude that the picture of the world / conceptual picture of the world / cognitive picture of the world are formed in the process of interaction between the objective world and human thinking. People perceive reality and build in their consciousness an image of the world / model of the world. In this regard, the conceptual / cognitive picture of the world is partly different from the objective description of objects and phenomena, refracted, becoming a special form of the world.

As for the concept of «linguistic picture of the world», there are different definitions of it in linguistics, each of them emphasizing certain aspects of the denoted concept. Let us try to briefly present the main theoretical provisions essential for the application of the concept under consideration in the methodology of teaching a foreign language, in our case Russian as a foreign language:

1. The linguistic picture of the world has an objective character. Although the naive picture of the world differs from the scientific one, but the conditions of human life, the surrounding material world determine the consciousness and behavior of the individual, which is reflected in the national linguistic picture of the world. The linguistic picture of the world is «the totality of human perceptions and knowledge about the world, integrated into a certain whole and helping a person in his further orientation in the perception and cognition of the world» [Kubryakova, 1988, p. 169]. Thus, the objective world is fixed in the linguistic picture of the world.

2. The linguistic picture of the world has a subjective character. It is considered as a part of the (conceptual) picture of the world, i.e. it is a «subjective image of objective reality» [Postovalova, 1988, p. 21–32], which contains the features of the human way of worldview. In this sense, a person can look at the world either through the prism of individual experience, or through the prism of social experience, or through the prism of universal experience. «Language reflects reality not directly, but through two zigzags: from the real world to thinking and from thinking to language» [Ter-Minasova, 2000, p. 40]. This means that the image of the world fixed in language is a kind of link between objective reality and its reflection in human consciousness.

3. The linguistic picture of the world reflects the conceptspheres and stereotypes of collective consciousness, more precisely, the way of thinking of a certain collective consciousness, which influence the perception of the real world, classification of world fragments, systematization of knowledge by the speakers of a particular language: «each natural language reflects a certain way of perception and organization (conceptualization) of the world» [Apresyan, 1995, p. 39].

4. The linguistic picture of the world is ethnospecific, reflecting a special image of the world, which is peculiar to a given language, culturally significant for it. According to V. A. Maslova, «the linguistic picture of the world is nothing more than a metaphor, because in reality the specific features of the national language, <...> create only a specific coloring of this world, <...> which is generated by the specifics of activity, lifestyle and national culture of the people» [Maslova, 2001, p. 50].

5. The linguistic picture of the world acts as a means of human cognition of the new reality, and an individual perceives the world mainly through the linguistic picture of the world of his/her native language. But each language creates its own picture depicting reality somewhat differently than it is represented in other languages [Ushakova, 2000].

Based on the above, it can be argued that teaching a foreign language, in our case teaching Russian as a foreign language to Chinese students, is not only a process

of transferring knowledge and forming skills and abilities of the Russian language, but also a process of forming in the minds of Chinese students a linguistic picture of the world of the Russian language, which reflects the Russian culture and way of thinking of native speakers of the Russian people, and differs from the linguistic picture of the world of the native language. In this process, the conceptual picture of the world of the native language, being the basis for fixing knowledge about the world, is transformed and expanded as the foreign language is mastered. We believe that the formation of a different linguistic picture of the world in students consists not in the development of a new consciousness, adequate to the native speaker of the target language, but in the «assimilation of peculiar linguospecific concepts from the field of foreign language culture, absent in the conceptosphere of the native linguoculture, <...> semantic identification, comparison of similar concepts from the native and the foreign language under study, enriching them with new meanings and lexical modifications» [Smirnov, 2012, p. 106].

Thus, the formation of the linguistic picture of the world of the Russian language in the minds of Chinese students, based on the interrelation of language, thinking and culture, should be considered as one of the conditions for effective teaching of the Russian language and a methodological prerequisite for the development of an effective teaching methodology. It is important that the characteristics of the linguistic picture of the world of the native and Russian languages are taken into account in this process. On the one hand, it is necessary to teach the Chinese learner to see the objective world from different points of view, including from the angle of the linguistic picture of the world of the Russian language, to discover new ways of perceiving the world, which are used by speakers of another language. On the other hand, there is a need to teach to refer to the Russian language as a verbalized system of knowledge about the world, to understand the uniqueness of foreign culture and the richness of the historical experience of native speakers, to analyze the national-cultural and social background in which the Russian language functions.

## *1.2 Linguomethodological content of the concepts of connotation and connotatively marked vocabulary in teaching Russian as a foreign language<sup>1</sup>*

The issues related to the teaching of connotative language units attract special attention of both Russian scientists and Chinese researchers. This fact makes it necessary to theoretically consider the concepts of «connotation» and «connotative lexicon».

Currently, there is no unified interpretation of the concept of «connotation» in scientific literature. As an ambiguous phenomenon, connotation is studied in different branches of knowledge: semasiology, lexicography, stylistics, culturology, pedagogy.

From the point of view of semasiology, connotation is a part of the lexical meaning of a word, but it is interpreted by scientists in different ways. Thus, connotation is understood as an emotive component of semantics [Srebryanskaya, 2008, p. 282–284], i.e. connotation is inherent primarily in emotionality. According to this position, the lexical semantics of a word consists of logical-object, emotional and functional-stylistic components; emotive connotation accompanies logical-object nomination, conveying the speaker's emotional attitude to the object of the name as a whole or to its individual features [Shakhovsky, 1994, p. 21].

In the communicative aspect, connotation is considered as a semantic macro-component, which is closely related to the specifics of the communicative situation, participants and the act of communication, as well as to a certain attitude of interlocutors to the topic. In this regard, I. A. Sternin argues that connotation plays an important role in the communicative act, as it determines the choice of words, the evaluation of the situation, and the realization of linguistic means in the corresponding structures [Sternin, 1979, p. 68–70].

Investigating the interaction of emotionality and rationality in the lexicon, V.

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<sup>1</sup> Materials of the article [Fedotova, Zang Le, 2023] were used.

I. Goverdovsky came to the conclusion that connotation is an emotional component opposed to the rational content (denotation) in the service morpheme [Goverdovsky, 1985, p. 71]. The author emphasized that the understanding of connotation has significantly expanded: going beyond the expressive-evaluative-stylistic framework, connotation has captured socio-political, moral-ethical, ethnographic and cultural concepts reflected in the language.

Lexicographers define connotation as a part of word pragmatics. According to Y. D. Apresyan, pragmatics is an assessment of reality, message content and addressee by the speaker, and connotation is «an assessment of the object of reality, designated by the word», which is not included in the lexical meaning of the word. Pragmatic information about a word should be recorded in a special part of the dictionary entry [Apresyan, 1995, p.157–163].

E. A. Goncharova considers connotation as a stylistic phenomenon. According to the author, connotation gives language units additional communicative-pragmatic potential. When realizing the connotative meaning of a lexical unit, the speaker can choose the necessary words in accordance with the communicative-pragmatic purpose, which contributes to successful communication and adequate realization of the utterance intention [Goncharova, 2012, p. 91].

Proponents of the cultural approach argue that connotation is culturally related, and two approaches to the study of connotation are distinguished: country studies and linguocultural studies.

Representatives of the country studies approach argue that the content of connotation consists of nationally specific components in the meaning of a word. Connotation is expressed in the totality of emotional-aesthetic and emotional-ethical associations of linguistic units and includes additional lexical semantics, which is ethno-cultural, or reflects national peculiarities of linguistic expressions [Vereshchagin, Kostomarov, 1990, p.107].

Chinese scholars also study the problem of connotation in the linguo-country studies direction. Thus, Wu Guohua considers connotation as additional information to the semantics of a word [Wu Guohua, 1995, p.77]. Sun Gojun, agreeing with the

opinion that «connotation is a concomitant meaning», suggested that the comparative study of connotations of the same referent in Russian and Chinese languages has high practical significance and great importance for teaching Russian as a foreign language [Sun Gojun, 2004, p. 151–159]. In the last decade, Chinese linguistics has published hundreds of papers on the comparison of cultural connotations between Chinese and Russian [Bao Jiazhui, 2020; Xue Wenbo, 2017; Li Jia, 2021; Dong Yanlei, 2020; Liu Fangbing, 2020].

V. N. Telia, a prominent representative of the linguocultural approach, believes that connotation is the result of secondary nomination, which is formed on the basis of associative and figurative reinterpretation of meanings, i.e. with the help of comparisons and metaphors that reflect the nationally specific way of thinking characteristic of native speakers of a given language. On this basis, V. N. Telia includes in the content of connotation the emotive and evaluative, stylistic components and the motivational basis of secondary nomination [Telia, 1986, p. 15–20]. In addition, V. N. Telia and O. E. Oparina proposed the term "cultural connotation", which is understood as «interpretation of the denotative or figuratively motivated aspects of the meaning of a language sign in the categories of culture» [Telia, Oparina, 2011, p. 145].

The problem of teaching connotative vocabulary of the Russian language has been considered in the works of such scholars as E. M. Vereshchagin, V. G. Kostomarov, V. I. Goverdovsky, Z. D. Battalova (2020), I. Y. Lidina and A. A. Fedoseev (2021), Li Yuejiao (2018), A. H. Urudzheva (2018), E. V. Ustinova (2022), etc., but the object of teaching connotative units is limited mainly to their cultural component.

From the point of view of linguocountry studies in teaching Russian as a foreign language, connotative lexicon, phraseology and aphoristics are considered a valuable source of country studies knowledge [Vereshchagin, Kostomarov, 1990, P.81]. From this point of view, E. M. Vereshchagin and V. G. Kostomarov propose to semanticize complex semantic elements of connotative linguistic units with the help of artistic and journalistic texts [Ibid. P.105–107].



V. I. Goverdovsky believes that connotative affixes are extremely important for the practical course of Russian as a foreign language at the advanced stage of learning. According to the scientist, this is explained by the fact that connotative affixes reflect the emotional and rational attitude of a person to the world, which includes many extralinguistic factors. Teaching connotative language units contributes to the understanding of social, moral and cultural concepts of native speakers [Goverdovsky, 1985, p. 71–79].

So, the analysis of various definitions of connotation allows us to conclude that this concept has the following characteristics:

1. Connotation is part of the semantics of a linguistic unit, although some researchers distinguish it from "part of language" in terms of pragmatics and stylistic function of language. Based on the systematic approach, we share Wu Guohua's view that all semantic lobes (both conceptual and non-conceptual) are usually distinguished by means of association. Connotation is a part of non-conceptual semantic lobes conditioned by linguistic and extra-linguistic factors [Wu Guohua, 1995, p. 77].

2. Connotation has a subjective-evaluative character. Many researchers [Sternin, 1979, p. 73; Kropotova, 2010, p. 42–44; Nikitina, 2017, p. 9–10; Kislitsyna, 2021, p. 236–245, etc.] recognize that connotation includes emotional and evaluative components reflecting a person's subjective attitude to reality. Taking into account the close relationship between these components, a number of scholars identify the connotation of an utterance with subjective evaluation [Sheydaeva, 1998]. Table 1 shows the vocabulary labels of the emotional component of meaning and the evaluative connotations contained in them.

**Table 1. Evaluative and emotional connotations**

<b>Evaluative connotations</b>	<b>Emotional connotations</b>
Appreciative evaluation	endearment
	sympathy
	joking, etc.
	irony

Disapproval assessment	disparagement
	contempt.
	pejorative, etc.

It is important to note that expressive connotations, i.e. expressive connotations, are always found when conveying emotions and evaluations. It follows that with emotional and evaluative connotations the expressive component of meaning, which expresses the intensification or increase in the degree of a feature, is also closely connected [Sternin, 1979, p.75, p.84].

The specificity of functional styles is reflected with the help of stylistic labels (Table 2). In this case, connotations help the speaker to choose the word necessary to achieve the communicative goal from synonymous lexical units that have common subject meanings but different pragmatic components [Goncharova, 2012, p. 91].

**Table 2. Functional styles and stylistic connotations**

Functional styles	Stylistic connotations
Book Styles: official-business, scientific, journalistic	book.
	sublime.
	archean.
	poetic.
	official, etc.
Conversational style	colloquial.
	familiar.
	vernacular.
	swearing.
	rude, roughly vernacular. vulgar. etc.

3. Connotations have a national-cultural character. Connotation as a part of semantics is primarily conditioned by extra-linguistic factors (cultural and historical information, emotional or value attitudes of the speaker, etc.) and reflects the picture of the world characteristic of a given language, as well as the way of thinking inherent in the speakers of a given language.

Thus, connotation, acting as a secondary part of semantics, complements the subject and conceptual meanings of linguistic units and determines the place of units in the language. In terms of content, connotation includes emotional, evaluative, expressive, stylistic components that have national and cultural specificity.

As for the linguistic means of expressing connotation, there is also no consensus in scientific circles.

C. G. Sheydaeva [Sheydaeva, 1998] and V. I. Goverdovsky [Goverdovsky, 1985, p. 71–79] believe that connotation is embodied in service morphemes (in subjective-evaluative affixes).

In the aspect of stylistics, characterizing the pragmatic function of speech, the usual and contextual connotations are distinguished [Telia, 1990, p. 337; Goncharova, 2012, p. 94]. The usual type is a connotation permanently fixed in the language system, formalized by suffixes of subjective evaluation, sound imitations, alliteration, expressively colored words and phraseological expressions. Contextual (according to V. N. Telia, occasional) connotations occupy an unstable position in the meanings of an utterance and are found only in certain contexts. The forms of expression of connotations depend on the specificity of units, rules of combination and text organization.

From the position of pragmatics, it is assumed that connotations are embodied in figurative meanings, metaphors and comparisons, derivative words, phraseological units, certain types of syntactic constructions, semantic areas of action of some units relative to others [Apresyan, 1995, p.164–167].

Within the framework of the structural approach, Wu Guohua distinguishes between style connotation, expressed by linguistic means, and cultural connotation, based on cultural and historical associations, which finds its expression in nominal words and proper names denoting animals, birds, plants, flowers, numbers, folklore images, anthroponyms, toponyms and theonyms [Wu Guohua, 1995, p.111].

Z. D. Battalova divides the lexicon with connotative components into three groups depending on its meaning: 1) lexicon with emotional-expressive connotation (nouns, adjectives and verbs formed with prefixes and suffixes), 2) lexicon with

symbolic connotation (words-images that have become symbols in Russian culture),  
 3) lexis with figurative-metaphorical connotation (words capable of evoking in human consciousness sensual images, visual, auditory, motor-motor and other representations of the denoted object, phenomenon, concept [Battalova, 2020, p. 66].

Summarizing the above, we believe that connotation is heterogeneous, it can manifest itself at all levels of language: phonetic, morphological, grammatical, syntactic and textual. We cannot but agree with the opinion of V. N. Teliya's opinion that connotation has a usual and occasional character. In particular, connotation of the usual type is fixed in the affixes of subjective evaluation of denominative parts of speech, figurative meanings of words (formed on the basis of figurative associations), phraseologisms, proverbs, sayings, words whose meanings are essentially connotative (plain, rude, vulgar, etc.), as well as in some types of syntactic constructions.

1. Words with subjective evaluation affixes are nouns, adjectives, adverbs and verbs that have subjective evaluation prefixes and suffixes.

Based on the scientific literature, we have compiled a linguistic and methodological classification of affixes of subjective evaluation in different parts of speech depending on the dimensional evaluation of diminutiveness and magnification [Vinogradov, 1986; Sheydaeva, 1998] (Table 3).

**Table 3. Connotations of affixes of subjective evaluation in different parts of speech**

<b>Affixes</b>	<b>Connotations</b>	<b>Examples</b>
<b>Noun suffixes</b>		
-ok, -yok, -ek, -ik, -chik; -ochek, -yocek; -k(o), -k(a); -ts(e), - ts(o), -ts(a); -ets(o), -its(e), -its(a);	<i>Diminutive-lasciviousness</i> (shades of sympathy, humility, politeness, irony, etc.).	<i>snezhok. oreshk.</i> <i>klyuchik; chayecek;</i> <i>molochko. zerkaltse.</i> <i>paltetso. voditsa;</i>

-yshk(o), -echk(o); - echk(a), -ochk(a), - ichk(a); -enk(a), -onk(a); - yonochk(a), - onochk(a);		<i>peryshko. knizhechka. nochenka. berezonka</i>
-ishk(o); -yonk(a), - onk(a); -ushk(a), -yoshk(a), - oshk(a); -ishk(a)	<i>Contemptuous and belittling</i>	<i>imenishko. loshadenka. devchonka. goloveshka</i>
-ishch(e)	<i>magnification</i>	<i>umishche</i>
<b>Adjective prefixes</b>		
<i>pre-. raz-. nai-</i>	<i>Reinforcement of qualitative attributes</i>	<i>preveselyy. razlyubeznyy. naibolshiy.</i>
<b>Adjective suffixes</b>		
<i>-ovat-. -evat-;</i>	<i>Diminutive/lascivious/inco mplete, lack of quality</i>	<i>zheltovatyy</i>
<i>-enk, -onk;</i>	<i>Quality reinforcement</i>	<i>prostenkiy</i>
<i>-yoshenk-, -yohonk-; -ushch-. -yushch-;- yashch-; -enn-</i>	<i>Amplification-amplification</i>	<i>Glupekhonkiy zlyushchiy strashenny</i>
<b>Adverbial suffixes</b>		
<i>-onk-, -enk-</i>	<i>Amplification</i>	<i>khoroshenko</i>
<i>-onechk-, -enechk-</i>	<i>Lasciviousness</i>	<i>tikhonechko</i>
<i>-okhonk. -ekhonk-</i>	<i>Emphasis</i>	<i>tikhokhonko</i>
<i>-eshenk-</i>	<i>Amplifying and affectionate meaning (in folklore)</i>	<i>blizeshenko</i>
<b>Verb prefixes</b>		
<i>raz(s)-</i>	<i>Intensity of action</i>	<i>razdobret</i>

<i>raz(s)-...sya</i>	<i>Duration and intensity of action</i>	<i>raskrichatsyat</i>
<i>pere-</i>	<i>Exceeding the norm</i>	<i>peresidet</i>
<i>na-</i>	<i>The satiety caused by the action</i>	<i>nakupit</i>
<i>na- ...-sya</i>	<i>Satisfaction and satiety</i>	<i>nagovoritsya</i>
<i>za- ...-sya</i>	<i>Full immersion of the subject in the action/extreme degree of action</i>	<i>zalyubovatsya zazhitsya</i>
<i>vy- ...-sya</i>	<i>Exhaustion of action</i>	<i>vyspatsya</i>
<i>iz(s)- ...-sya</i>	<i>Exhaustion of the action or negative attitude of the speaker</i>	<i>izbegatsya</i>
<i>ob-</i>	<i>Excessiveness of the action that caused the harm</i>	<i>obkormit</i>
<i>pro-</i>	<i>Action over a long period of time</i>	<i>prosidet</i>
<i>po-</i>	<i>A minor or incomplete measure of action (a touch of endearment is possible)</i>	<i>poobtesat</i>
<i>po-...-iva-/-yva</i>	<i>Weakness and repetitiveness of the action.</i>	<i>pobalivat</i>
<i>pod-</i>	<i>Weakness of action</i>	<i>podustat</i>
<i>pri-</i>	<i>An incomplete, weak measure of action.</i>	<i>priustat</i>

2. Transferable meanings of words formed on the basis of figurative associations.

According to a number of scholars, connotation is associative-motivated by nature, i.e. it is formed on the basis of comparing the features of the denoting object with reality by similarity or relatedness through the prism of culture [Telia, 1986; Wu Guohua, 1995]. This mechanism of connotation formation is most often observed in the figurative meanings of figurative nominations of animals, plants, household objects, etc. For example, in the figurative meaning oak = stupid and stupid person; pig = sloppy, dishonest, unprincipled and dishonest person; eagle = brave and courageous person, etc. Connotations of this type are sometimes manifested in metaphors and comparisons, for example, to behave like a pig (pig-like); a pugnacious rooster; hungry like a wolf, etc. However, due to the pronounced negative attitude of the speaker to the object/person, such connotations are most often used in everyday speech and are of a plain language character.

3. Words whose meanings are initially connotative, i.e. the words themselves contain assessment and attitude to the objects they denote. These words have a strong expressive coloring and belong to the swear words, so they belong to rough common speech or vulgar speech. For example, "mymra" = an unattractive, sullen woman; "zhadyuga" = a worthless person; "obormot" = a selfish person, etc.

#### 4. Phraseologisms, proverbs, sayings.

The connotativity of linguistic units of this type is indicated in the definitions proposed by many scientists. A. V. Kunin calls phraseological units «stable combinations of lexemes in which the meaning is partially or completely reinterpreted» [Kunin, 1970, p. 160]. According to V. M. Mokienko, «a phraseology is a combination of words that has relative stability, expressiveness, integral meaning and is reproduced in a ready-made form» [Mokienko, 2005, p. 4]. Most researchers recognize that phraseological phrases arise on the basis of figurative meanings of the constituent components, where figurative meaning is the main one.

5. Certain types of syntactic constructions, for example, X is X [Apresyan, 1995, p. 166–168].

Connotations of the occasional type, as a rule, are manifested in sound imitations, author's metaphors and comparisons, expressions and sentences to create

the effect of subtext. In this case, connotations are personal rather than general linguistic in nature, which is most characteristic of fiction.

Modern studies of connotation consider this concept as a multidimensional linguistic phenomenon. Finding out the linguistic means of expressing connotation contributes to the clarification of the object of study. Among all the means of expressing connotation the main place is occupied by connotative vocabulary, which acts as an important tool of human communication and has a deep national significance. In the perspective of linguodidactics, the selection of linguistic means of connotation expression should be carried out within the framework of the literary Russian language.

Summarizing the above-mentioned, it is worth noting that in the aspect of teaching Russian as a foreign language, connotative lexicon is a vocabulary composition containing usual connotations (fixed in the semantics of a word), which includes words with affixes of subjective evaluation, words with cultural connotation and phraseological phrases.

Thus, linguistic markers imbued with different connotations, which connect linguistic units with the spiritual values of native speakers, the life of the linguistic collective, everyday life and the established social order, have a unique ability to influence the formation of a personality capable of conducting a «dialog of cultures» [Zang Le, 2022].



### *1.3 Characteristics of the linguocognitive approach to teaching Russian as a foreign language<sup>2</sup>*

One of the main methodological categories of language teaching is the approach to teaching, which determines the choice of strategy and methods of language teaching [Azimov, Shchukin, 2009, P. 200]. In modern methodology there are various approaches to teaching foreign languages, including Russian as a foreign language.

In order to determine the most effective approach to teaching Russian connotatively marked vocabulary, it is necessary to consider some directions: communicative, activity, cultural and cognitive.

Based on the results of research on speech activity in psycholinguistics, psychological theory of activity and psychology of communication, the communicative methodology of teaching foreign languages is being developed. The essence of the communicative approach is that the object of learning is communicative activity, and «the learning process is a model of the communication process» [Passov, 1989, p. 4]. The communicative approach is focused on the formation of foreign-language communicative competence, which is carried out with the help of a three-stage model of mastering speech material – from the formation of language skills to their improvement and development of speech skills [Ibid]. This approach is most often used when teaching certain types of speech activity with the help of such teaching tools as role-playing, problem situations, etc. The most common methods of teaching are the role-playing, problem situations, etc.

The activity approach (personality-activity approach, personality-oriented approach) was developed by representatives of the Russian psychological school. The foundations of this approach were laid by A. N. Leontiev, S. L. Rubinstein and others, who considered personality as a subject of activity, formed in interaction with other people [Zimnyaya, 1985, p. 53]. The essence of this approach is that the

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<sup>2</sup> Materials of the article [Zang Le, 2023] were used.

learning process is considered as an activity, the subjects of which are students, and the teacher acts as a coordinator. The personal-activity approach to teaching a foreign language is aimed at activating the learner's internal reserves and optimizing foreign language speech activity taking into account individual psychological characteristics, abilities, interests and needs of the learner [Azimov, Shchukin, 2009, p. 129]. The activity approach is widely used for the development and improvement of students' personal qualities in thinking or practical activities. Discussion (debates), role-playing games, brainstorming, cases, project technology, collective forms of work and other types of interactive learning are used in the learning process.

The cultural approach was developed on the basis of the theory of co-study of language and culture. There are three main branches in this direction: the linguocountry studies approach (E. M. Vereshchagin, V. G. Kostomarov, etc.), the linguocultural approach (V. V. Vorobyev, V. N. Telia, V. A. Maslova, Y. S. Stepanov, N. D. Arutyunova, etc.) and the intercultural approach (G. V. Elizarova, I. I. Khaleeva, etc.).

The linguocountry studies approach, on the one hand, ensures the mastery of a non-native language, and on the other hand, provides foreign learners with knowledge about the country of the target language. The essence of this approach is that the attention is focused on the national-cultural semantics of language units (background knowledge, non-equivalent vocabulary, etc.) [Vereshchagin, 1990, p. 8]. In this regard, the linguocountry studies approach is aimed at developing the ability to analyze linguistic phenomena taking into account their country-specificity, which, according to some methodologists, does not automatically lead to comprehension of another culture and mutual understanding between communicants [Berdichevsky et al. 2011, p. 10].

Unlike the linguocountry studies approach, the linguocultural approach considers everything that makes up the linguistic picture of the world, including material and spiritual culture existing in human consciousness [Vorobyev, 1997, p. 32]. This approach in the methodology of foreign language teaching provides an opportunity to identify the semantics of linguistic units as a result of cultural

experience, while the object of study is not country facts, but culturally significant information. The linguocultural approach allows developing the skills to analyze linguistic phenomena from the position of their cultural marking [Tareva, 2017]. In other words, this approach focuses on the development of the ability to carry out intercultural communication through the study of a foreign language as a cultural phenomenon.

The intercultural approach was developed in the context of globalization and migration processes. This approach is based on the formation of the learner's picture of the world through the perception of another culture, when, when mastering a foreign language, the native language and culture are compared with the foreign culture. The intercultural approach assumes parity of two contacting cultures in intercultural communication, as well as preparation of the learner for speech interaction in order to form a secondary linguistic personality [Furmanova, 1993; Khaleeva, 1990].

The cognitive approach is based on the cognitive theory of learning (J. Bruner and W. Rivers), according to which language is a means of cognition and a tool of communication [Belyaevskaya, 1992, p. 92]. The cognitive approach is based on the provisions of cognitive psychology and cognitive linguistics, and also provides reliance on the principle of consciousness in the process of teaching a foreign language. The peculiarity of this approach is that the interrelated functioning of different cognitive structures: perception, processing, storage of information, memorization and retrieval from memory is taken into account when teaching a foreign language. The central place is occupied by cognitive processing of the presented language material for the purpose of conscious mastery of language units (conscious choice and use).

From our point of view, at present the cognitive approach is one of the most promising in foreign language teaching methodology, however, it is not always realized in practice.

In order to solve communicative and cognitive tasks in the process of teaching a foreign language, the communicative-cognitive approach was proposed

[Baryshnikov, 1998; Sitnov, 2005, etc.], which is aimed at the formation of adequate ideas about language units and the development of skills to use this knowledge in real communication [Shchepilova, 2003, p. 34]. This approach is characterized by a combination of intuitive and intellectual-cognitive mastering of a foreign language. «The cognitive component is regarded as a prerequisite for effective learning, and the communicative component is regarded as a target orientation and a way of learning» [Zang Le, 2023].

H. V. Baryshnikov believes that the cognitive approach, subordinated to the communicative approach, is primarily related to the problem of consciousness and should be combined with the comparative approach when teaching a foreign language that is not the first one [Baryshnikov, 1998].

According to Y. A. Sitnov, this approach includes two important stages - image creation (formation of cognitive structure) and image recreation (development of the ability to realize the cognitive structure in different types of speech activity) taking into account pragmatic conditions [Sitnov, 2005, p. 7–31].

N. S. Nurieva emphasizes that the communicative-cognitive approach is aimed at the development of reflexive activity and the formation of intellectual skills in students [Nurieva, 2019]. However, it should be noted that the communicative-cognitive approach does not pay due attention to the assimilation of cultural information contained in the language.

The procedural-cognitive approach is a systemic didactic direction, which is focused primarily on the development of students' speech and thinking abilities (perception, attention, memory, imagination, thinking, etc.), takes into account cognitive processes in mastering a foreign language [Shamov, 2005, p.12]. Thanks to this, it is possible to manage the process of conscious mastering of a non-native language [Ibid. P. 19–30].

T. S. Tabachenko believes that the procedural-cognitive approach contributes to the development of students' cognitive abilities, providing step-by-step information processing and cognitive comprehension of linguistic knowledge with

the help of cognitive actions: comparison, analysis, synthesis, abstraction, generalization, classification, etc. [Tabachenko, 2007].

N. V. Yaroslavtseva and her colleagues consider cognitive training as a multilevel process aimed at the formation of cognitive competence, creative ability and the ability to regulate subjective attitude [Yaroslavtseva et al., 2020].

Although scholars emphasize the importance of the cognitive approach to optimize the process of foreign language learning, it leaves aside the need for training in the use of cultural knowledge in foreign language speech.

Considering students' active conscious thinking activity as a language learning strategy, some researchers distinguish the cognitive-communicative-activity approach [Shchepilova, 2003; Karabutova, Kolchintseva, 2014, etc.] and the cognitive-activity approach [Almazova, 2003; Andronkina, 2009, etc.]. A. V. Shchepilova believes that the cognitive-communicative-cognitive approach is carried out within the framework of the personality-oriented approach that takes into account individual cognitive characteristics and independence of students [Shchepilova, 2003, p. 14]. The author argues that the linguistic development of an individual is related to cognitive ability (the way and result of learning), and the cognitive development of personality is a means of increasing the effectiveness of teaching foreign language communication (the purpose of learning) [Ibid. P. 25].

The cognitive-activity approach involves students in authentic action situations to find a solution by analyzing speech and non-speech actions [Almazova, 2003, p. 11]. According to N. M. Andronkina, this approach combines the features of communicative-cognitive and personal-activity approaches and promotes the development of cognitive and linguistic competence [Andronkina, 2009, p. 19]. However, as T. L. Guruleva notes, cognitive, communicative and activity approaches are closely related, so they can be considered aspects of the same approach [Guruleva, 2021, p. 118].

It is worth noting that the cognitive-activist approach also does not pay enough attention to teaching culturally relevant information.

From the point of view of national cultural and linguistic personality development, a linguoconceptocentric approach was developed. This approach is focused on the speech development of students in the context of culture and on solving the tasks of spiritual and moral formation of personality. In this understanding the linguistic personality is formed in culture and for culture, i.e. the formation of the subject of the studied culture and new worldview attitudes of students takes place [Mishatina, 2010 p. 12]. As a result, students form a holistic value-based picture of the world and linguocultural competence, i.e. a set of knowledge about culture and readiness for consciously-active value-based interpretation of linguistic knowledge in the dialog of cultures [Ibid. P. 22]. The researcher pays special attention to the cognitive and value development of linguistic personality, to some extent neglecting the development of speech skills in a foreign language. Thus, according to N. L. Mishatina, the linguoconceptcentric model of teaching should use written texts of different styles and genres and it is thanks to this that the development of a multicultural personality is ensured.

Having analyzed the main approaches to teaching a foreign language, we can state that they serve different learning goals. In our opinion, the linguocognitive approach can ensure the effectiveness of teaching such a multilevel linguistic phenomenon as connotatively marked vocabulary.

In linguodidactics there are ambiguous interpretations of the linguocognitive approach. According to L. P. Sychugova, linguocognitive approach is a set of system-structural approaches, including functional-semantic, cognitive-activity, personality-oriented, anthropological, linguocultural, etc. [Sychugova, 2011, p. 7-30]. A. A. Sysolyatina considers the linguocognitive approach as a methodological direction, which is based on the correlation of the conceptsphere of personality with the semantics of language units, with their communicative and functional features [Sysolyatina, 2012, p. 13]. O. A. Lazareva notes that the integrative linguocognitive approach assumes the interrelated formation of components of three-level lexical knowledge (elementary, systemic and conceptual) and step-by-step – lexical knowledge, skills and abilities [Lazareva, 2012, p. 11–16]. From the position of E.

V. Lavrushina, the linguocognitive component of learning a foreign language is the ability to transform subjective pictures of the world in other language constructions [Lavrushina, 2019, p. 86].

Summarizing the existing points of view, we can note that they have similar grounds:

- linguocognitive approach provides for the study of the relationship and interaction of language, thinking and culture;
- linguocognitive approach assumes, on the one hand, the expansion of linguistic knowledge (mastering linguistic and speech units), and, on the other hand, the increase of extra-linguistic concepts (expansion of the conceptsphere and cognitive picture of the world, including cultural space) [Sychugova, 2017];
- linguocognitive approach is carried out in the direction from the cognitive to the linguistic level [Lavrushina, 2019], i.e. from understanding the content of cognitive language experience, enrichment of the conceptsphere and development of the internal lexicon to the development of the ability to use language units in speech.

In this paper, under the linguocognitive approach we understand a complex system of language teaching methods realized in the inseparable process of language learning and development of the learner's personality at the cognitive and cultural levels.

Based on this working definition, the following conclusions can be drawn:

1. The linguocognitive approach is based on the parallel acquisition of knowledge about language and knowledge about extra-linguistic reality. The study of cultural phenomena expands extra-linguistic knowledge at the cognitive and cultural levels, while increasing the amount of such knowledge contributes to the quality and effectiveness of foreign language teaching.

2. Within the framework of the linguocognitive approach, the process of foreign language teaching corresponds to natural human cognitive processes.

Many methodologists claim that learning is successful when the brain creates its own mental structures [Karpova, 2005; Avilkina, 2009; Shchepilova, 2013;

Sizova, 2017]. Cognitive processes are understood by psychologists and cognitive scientists as a set of mental processes that include sensation, perception, representation, attention, memory, thinking, imagination, and speech [Kozubovsky, 2008] and ensure the acquisition, storage, transformation, generation, and application of knowledge by a person [Druzhinina, Ushakova 2002, p. 7]. In other words, cognitive processes help a person to acquire knowledge and form his/her own picture of the world.

As for the sequence of cognitive actions, researchers express different opinions on this issue. A. N. Shamov believes that it is rather difficult to determine the structure of cognitive activity [Shamov, 2005, p. 19]. According to A. V. Shchepilova, cognitive processes are carried out at three stages: the stage of conceptualization, the stage of interiorization and the stage of training [Shchepilova, 2013, p. 51].

Based on the results of psychologists' and methodologists' research, let us present the main stages of world image creation, which form the basis of the organization of the learning process when implementing the linguocognitive approach to teaching a foreign language:

***I. Adaptation stage.*** At this stage the initial awareness of the surrounding reality takes place. When learning a foreign language, students carry out primary processing of information, which allows them to perceive separate signs of linguistic phenomena and form a general idea of them.

***II. Conceptualization stage.*** A detailed perception of the object is carried out in order to obtain its integral image. The learner creates new concepts on the basis of perceived images of new linguistic phenomena, systematizes and classifies them in consciousness with the help of thinking, representation and imagination [Kozubovsky, 2008]. The formation of new concepts is often accompanied by the expansion of the conceptsphere.

***III. Consolidation stage.*** Links are established between different images, between linguistic and other knowledge. Students memorize, retain and, if necessary, retrieve new concepts and knowledge in order to consolidate them.



**IV. *Improvement stage.*** Students develop the ability to use linguistic knowledge in different varying conditions, which contributes to the development of students' linguistic thinking [Ushakova, 1988, p. 7].

**V. *Synthesis stage.*** This is the highest level of cognition, which is related to the application of knowledge and involves the use of linguistic knowledge to solve communicative tasks.

3. The linguocognitive approach to teaching a foreign language is characterized by complexity, as it is focused on the complementarity of theoretical provisions related to the development of linguistic and extra-linguistic knowledge. In the case of teaching connotatively marked vocabulary of the Russian language, this approach combines, first of all, the characteristics of cognitive-communicative, activity and cultural approaches aimed at the development of knowledge, skills and abilities at the linguistic, cognitive and cultural levels.

Thus, the linguocognitive approach is an integrative direction based on the achievements of linguodidactics and cognitive sciences and is of great value for teaching Russian as a foreign language, in particular, for teaching connotatively marked vocabulary of the Russian language.

#### ***1.4 Principles of teaching Russian connotatively marked vocabulary based on linguocognitive approach***

Learning principles are the initial requirements for the learning process as a whole and its components (goals, tasks, methods, means, organizational forms) [Shchukin, 2006, p. 147]. Learning principles should correspond to the chosen approach to teaching a foreign language.

Traditionally, teaching principles are divided into general didactic and methodological [Gurvich, 1972; Lyakhovitsky, 1982; Passov, 1989; Starkov, 2004; Galskova, Gez, 2006; etc.].

Of particular importance for teaching foreign-language vocabulary are such general didactic principles as: consciousness, visibility, systematicity, consistency, strength of assimilation [Azimov, Shchukin, 2009, p. 62].

I. L. Bim names the following among the methodological principles, following which ensures successful mastering of the lexical side of oral speech: 1) reliance on cognitive and communicative motivation; 2) adequacy of exercises to the formed actions; 3) stage-by-stage formation of learning actions; 4) taking into account the complementarity of exercises for the formation of phonetic, lexical and grammatical skills; 5) taking into account the interaction of oral and speech forms of work on learning vocabulary with the development of reading and writing skills and the interrelation of types of speech activity [Bim, 1988, p. 172–173]. The principles of vocabulary teaching proposed by the researcher are based on the regularities of the formation of lexical skills in a foreign language.

T. B. Vepreva proposes the following principles influencing the effectiveness of vocabulary learning: 1) the principle of language minimization; 2) the principle of differentiated approach depending on the purpose of vocabulary learning; 3) the principle of interrelated teaching of vocabulary and types of speech activity; 4) the principle of consciousness, including reflection; 5) the principle of visibility; 6) the principle of taking into account the native language; 7) the principle of concentricism; 8) the principle of phasing in the formation of lexical skills and abilities [Vepreva, 2010, p. 106]. Researchers believe that the durability of learning lexical units depends on the consistent disclosure of linguistic features of lexical units, systematic training and adequate use of lexical knowledge in speech practice.

Based on the position that the word is the most important tool of thinking, A. N. Shamov puts forward the principles realized within the framework of the cognitive approach: 1) the principle of the system-forming role of vocabulary in teaching foreign languages; 2) the principle of lexical anticipation; 3) the principle of correspondence of the models of students' cognitive activity to the ways of learning vocabulary; 4) the principle of verification of mental components of learning content [Shamov, 2005]. The author emphasizes that vocabulary plays a

special role in the formation of personality and the acquisition of experience, as well as influences the functioning of other language units. It is easy to see that the principles proposed by A. N. Shamov allow us to consider the methodology of teaching foreign language vocabulary from a different perspective.

Thus, we can conclude that teaching the lexical side of a foreign language should provide 1) identification of essential features of lexical units; 2) consistent transfer of lexical knowledge in the process of developing lexical skills; 3) interaction with teaching all aspects of language and types of speech activity.

In addition to the above principles, taking into account the specificity of the linguocognitive approach to teaching connotatively marked vocabulary of the Russian language, we propose to be guided by the following principles:

*1. The principle of interrelated communicative, cognitive and sociocultural development of students.*

This principle, formulated by N. D. Galskova, is realized within the framework of the communicative-cognitive approach. The principle is based on the fact that the student's speech activity as an intellectual personality depends on his/her experience in learning a foreign language and comprehending foreign culture, as well as on individual-psychological features of his/her communicative behavior. In other words, the integration of language and culture learning is necessary, and this process is understood as an interrelated communicative, sociocultural and cognitive process of personality formation [Galskova, Gez, 2006, p. 141–145].

This principle is of undoubted value for the purposes of our study. The connotatively marked vocabulary of the Russian language contains not only linguistic information, but also extra-linguistic information, including encyclopedic information about the speakers of the target language and their culture. Thus, the study of connotatively marked vocabulary of the Russian language by Chinese students presupposes both the assimilation of linguistic units, comprehension of the conceptual content of Russian culture, understanding of the mentality of Russian speakers, and adequate use of connotatively marked vocabulary in real communication in Russian.

N. D. Galskova and N. I. Gez consider this principle in the framework of person-centered learning [Galskova, Gez, 2006], which is an interactive activity of the subjects of the educational process. In our case, the implementation of this principle involves the use of group work (debates), role-playing and didactic games that stimulate students' speech and thinking, cognitive activity when mastering connotatively marked vocabulary of the Russian language and contribute to the expansion of the individual picture of the world and self-development of students.

*2. The principle of comprehension of the Russian linguistic picture of the world.*

The Russian linguistic picture of the world is the Russian speakers' perceptions of reality, fixed in the language and in the meanings of linguistic units [Popova, Sternin, 2007]; therefore, they are characterized by objectivity, subjectivity, and national specificity. The world is reflected and structured differently in different languages, and, accordingly, the attitude to the surrounding world, i.e. connotation, is evaluated and expressed differently. In this regard, the study of the linguistic picture of the world of a native speaker of Russian by Chinese students-philologists is a way to expand their cognitive space, as well as a basis for their assimilation of connotatively marked vocabulary of the Russian language.

Being an integral part of the Russian linguistic picture of the world, connotation is conditioned by the internal form, which correlates with the representation that causes the corresponding image due to linguistic motivation [Telia, 1986, p. 12–16]. This means that a necessary condition for ensuring the effectiveness of teaching connotatively marked vocabulary of the Russian language is to familiarize students with associative images, on the basis of which connotations are formed, and to establish associative links between images and words.

In the practice of teaching Russian vocabulary to Chinese students, this principle is characterized by the following features:

- with the help of all types of visuals, students' attention is focused on identifying associative images that create connotations;

- students' access to etymological information is expanded through the use of both traditional printed dictionaries and Internet resources (electronic encyclopedias, online dictionaries, illustrated dictionaries, reference books, etc.);
- project tasks are developed to stimulate students' independent work on connotatively marked vocabulary of the Russian language.

*3. The principle of reliance on systemic relations of connotatively marked vocabulary of the Russian language.*

The need to take into account the systemic relations of lexical units is emphasized in the works of E. I. Passov [Passov, 1977], O. A. Lazareva [Lazareva, 2012, p. 11–12] and others. The lexicon, including connotatively marked vocabulary, is a system of interrelated and mutually conditioned units [Zinovieva, 2015, p. 77]. This provision allows us to identify systemic connections of connotatively marked vocabulary of the Russian language and take them into account when developing lexical skills.

Russian connotatively marked vocabulary is characterized by paradigmatic, syntagmatic and derivational relations. Paradigmatic system relations unite words on the basis of common features, for example, synonyms, antonyms, words of the same thematic group, etc. are united into lexical paradigms. [Russian Language Encyclopedia 1979, p. 196–197]. Syntagmatic system relations are manifested in the combinability of words, which is determined by subject-meaning relations, grammatical properties and lexical features [Zinovieva, 2015, p.79]. Derivational relations are word production relations.

In the process of teaching connotatively marked vocabulary of the Russian language, taking into account the systemic relations of lexicon contributes, on the one hand, to the formation of students' understanding of the studied lexical units as an integral system; and on the other hand, to the expansion of vocabulary and mastering the meanings of connotatively marked lexical units due to the structuring of lexical knowledge.

Implementation of this principle requires compliance with the following requirements:

- to organize the learning material by communicative and lexical topics;
- to develop exercises to consolidate the studied vocabulary, in which different lexical system relations are taken into account.

*4. The principle of reliance on emotionally evaluative communicative situations.*

Expressing subjectively emotional and evaluative attitude of a person to reality, connotatively marked vocabulary is used both in written and oral speech, but to a greater extent it is represented in the conversational style. Therefore, for effective learning of lexical units and development of skills of their use in productive speech it is necessary to simulate situations close to real communication. When selecting teaching-speech situations, we were guided by E. I. Passov's idea of communicative orientation of teaching, in which the situation is considered as an organizational unit of the process of teaching foreign-language communication [Passov, 1989, p.122].

According to E. I. Passov, a situation is a set of circumstances of reality, the background against which events unfold, and these circumstances should serve as a stimulus for speech actions [Ibid. P. 45]. Based on this understanding, when teaching connotatively marked vocabulary of the Russian language, we suggest creating emotional-evaluative situations that cause the emotional state and attitude of the speaker to a particular fact [Piotrovskaya, 1994, p. 25]. From our point of view, emotional-evaluative situations are characterized by the prevalence of evaluative components (approving or disapproving evaluation) or emotional factors (endearment, joking, etc.) in the motivation of behavior of the subjects of communication.

The inclusion of emotional-evaluative situations in the process of teaching Russian connotatively marked vocabulary allows to consolidate in the students' consciousness the images of the Russian language picture of the world, to develop the ability to communicate using the studied language units and, most importantly, to develop the ability of adequate speech interaction with native speakers of Russian.

*5. The principle of cognitive visualization.*

In content, the principle of cognitive visualization is similar to the principle of visualization, which implies the construction of training on specific images directly perceived by students [Azimov, Shchukin, 2009, p.215]. According to this principle, the effectiveness of learning is increased due to the visual transformation of learning material on the basis of logically structured and sequential actions. The principle of cognitive visualization ensures successful processing of educational information by activating cognitive processes [Kondratenko, 2013, p. 86]. For this purpose, it is possible to apply such types of graphic visualization as: mind-map, network tree, Venn diagrams, reference notes, etc. [Syrina, 2016, p. 81].

The implementation of this principle in the process of teaching connotatively marked vocabulary of the Russian language involves the establishment of logical chains in the systematization of knowledge about connotative words, as well as in the process of analysis and graphical representation of the connotative conceptosphere with the help of cognitive visualization tools for meaningful learning of the Russian connotatively marked vocabulary.

Thus, based on the basic principles of teaching Russian as a foreign language, taking into account the specificity of connotatively marked lexical units and the provisions of the linguocognitive approach, we selected the teaching principles that became the basis for the development of a set of exercises aimed at the development of Chinese students-philologists of the skills of using connotatively marked vocabulary of the Russian language in different types of speech activity.

## CONCLUSIONS ON CHAPTER I

The relationship between language, thinking and culture is a subject of study in various scientific fields, including language teaching methodology. Language plays an important role in the formation of thinking and national picture of the world. In the process of teaching a foreign language, the development of personality is carried out in close connection with the development of language ability as the basis of speech and thinking activity.

The interrelation of language, thinking and culture is most clearly reflected in the linguistic picture of the world, which is a means of cognizing reality. Teaching Russian to Chinese students-philologists is not only a process of transferring knowledge about the linguistic system and norms and forming skills and abilities in different types of speech activity, but also a process of forming the Russian linguistic picture of the world in the minds of students, which is fundamentally different from the linguistic picture of the world of the native language.

Being a complex and multidimensional linguistic phenomenon, connotation is studied in different branches of knowledge: semasiology, lexicography, stylistics, culturology, pedagogy. Connotation is part of the semantics of a linguistic unit, which has a subjective-evaluative and national-cultural character.

The connotatively marked vocabulary of the Russian language is an important means of communication and has a pronounced national specificity. From the point of view of linguodidactics, the Russian connotatively marked vocabulary includes words with affixes of subjective evaluation, words with cultural connotation and phraseological phrases.

We believe that the linguocognitive approach, compared to other approaches to teaching Russian as a foreign language, has undoubted advantages, ensuring the effectiveness of teaching Russian connotatively marked vocabulary.

The process of teaching Russian as a foreign language on the basis of the linguocognitive approach is characterized by the following features:

- the interrelationship of language, thought and culture;



- orientation to the expansion of both linguistic and extra-linguistic knowledge;
- mastering connotative vocabulary in a sequence from the cognitive level to the linguistic level;
- organizing the process of foreign language acquisition as a natural cognitive process;
- integration of cognitive-communicative, activity and cultural approaches.

When teaching Chinese students-philologists connotatively marked vocabulary of the Russian language on the basis of linguocognitive approach it is necessary to observe:

- the principle of interrelated communicative, cognitive and sociocultural development of students;
- the principle of comprehension of the Russian linguistic picture of the world;
- the principle of reliance on systemic relations of connotatively marked vocabulary of the Russian language;
- the principle of reliance on emotionally evaluative communicative situations;
- the principle of cognitive visualization.

## **CHAPTER II. EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE METHOD FOR TEACHING CHINESE STUDENTS-PHILOLOGISTS TO RUSSIAN CONNOTATIVELY MARKED VOCABULARY**

### *2.1 Modeling the process of teaching Russian connotative vocabulary on the basis of linguocognitive approach*

Pedagogical modeling is a complex scientific and pedagogical phenomenon, which is interpreted ambiguously:

- 1) the stage of pedagogical design, which involves determining the goals of creating pedagogical systems of processes or situations and the main ways to achieve them [Bezrukova, 1999];
- 2) a method of studying models of various objects [Kolesnikova, 2005, p.33];
- 3) specialized activity associated with the transformation of theoretical knowledge into a normative pedagogical tool [Grebenev, Chuprunov, 2007];
- 4) the process of creating, studying and using models [Novikov, 2001, p. 81];
- 5) reflection of the characteristics of the pedagogical system in specially created pedagogical models [Yakovlev, Yakovleva, 2016, p. 136–140];
- 6) methods and technologies for creating and refining new scientific and pedagogical knowledge [Gutak, 2019, p.154–162];
- 7) technology of forming the culture of independent work of teachers, which determines the possibility of using their scientific knowledge in professional activity [Kozyreva, 2020, p. 9].

Summarizing the existing points of view, we can conclude that pedagogical modeling is a process or activity of creating models of learning, taking into account the peculiarities of interaction of functional components of pedagogical activity in specific learning conditions. Thus, a teaching model is a general scheme of functioning of components of teaching any subject.

The functional components of learning, as a rule, include: 1) target; 2) content; 3) subjective; 4) procedural; 5) resultant [Galskova, 2004]. This structure was partially used by us in developing a model of teaching connotatively marked vocabulary of the Russian language to Chinese students of philology.

The first component of the teaching model is the **orientation-target** component, which specifies the expected results of learning Russian connotatively marked vocabulary.

Traditionally, pedagogical literature identifies the following objectives of vocabulary teaching: formation of lexical knowledge, development of productive and receptive lexical skills [Shatilov, 1986; Passov, Kuzovleva, 2010]. Lexical knowledge is the knowledge of the form, meaning and peculiarities of word usage, as well as systemic relations of this word with other words of the given language. Productive lexical skills are skills of choosing and using words in speaking and writing, receptive lexical skills are skills of recognizing and understanding words in reading and listening [Shatilov, 1986; Moskovkin, Kapitonova, 2015, p. 93].

A similar opinion is held by I. D. Galskova, who additionally singles out sociocultural knowledge and skills in the field of vocabulary, including knowledge and ability to understand non-equivalent vocabulary, knowledge of subject-specific cultural vocabulary, knowledge of speech etiquette and ability to regulate communicative behavior according to the norms of communication accepted by native speakers of the Russian language [Galskova, 2004, p. 288]. However, from our point of view, sociocultural knowledge and skills are integrated with lexical knowledge and skills, as students perceive the meaning of non-equivalent words and subject-cultural words in the process of conceptualization (semantization), and knowledge of speech etiquette rules is a prerequisite for the correct choice and use of vocabulary in accordance with communicative situations.

Thus, we have identified the following lexical knowledge and skills, which are the goals of teaching connotatively marked vocabulary of the Russian language.

a) lexical knowledge

- knowledge of the connotations conveyed by subjective-evaluative affixes of nouns, adjectives, adverbs and verbs;
  - knowledge of the rules of word formation of connotative words with subjective-evaluative affixes and their combinability;
  - knowledge of the concept (including culturally relevant content) and meaning expressed by phraseology;
- b) receptive lexical skills:
- recognize and understand connotatively marked words in oral and written speech;
  - identify the meaning of connotatively marked words with the help of context or word analysis of lexical units;
  - identify and differentiate connotatively labeled words;
- c) productive lexical skills:
- correctly pronounce and write connotatively labeled words;
  - correctly choose connotatively labeled words in accordance with the goals and situations of communication;
  - use connotatively labeled words correctly in speaking and writing.

The second component of the teaching model is the **content component**, which ensures the achievement of the set learning objectives. Two aspects of this component are important for our study: 1) the content of teaching Russian connotatively marked vocabulary; 2) the selection of teaching content.

According to S. F. Shatilov, the content of training includes:

- a) language material;
- b) speech material (topics, texts, situations);
- c) rules of formation and use of linguistic units;
- d) skills and abilities that ensure mastery of different types of speech activity;
- e) aesthetic and ethical education [Shatilov, 1986, p. 50–52].

I. L. Bim attributes three elements to the content of learning:

- 1) linguistic information (linguistic and speech material, as well as the rules of its phonetic and grammatical organization and operation of this material);

2) extra-linguistic information (subject content conveyed by means of linguistic units, including cultural realities and facts and social experience);

3) knowledge, skills and abilities in different types of speech activity [Bim, 1988, p. 61].

A. N. Shchukin distinguished three components in the content of learning: the object of learning, the object of assimilation and the result of learning [Shchukin, 2006, p. 125].

Based on the ideas of I. L. Bim and taking into account the peculiarities of lexical units of the Russian language, we have defined the following components of the content of teaching connotatively marked vocabulary to Chinese students-philologists:

1) The linguistic component includes nouns, adjectives, verbs and adverbs with subjective-evaluative affixes and phraseological units (see Paragraph 1.2), as well as the rules of formation of words with subjective-evaluative semantics;

2) The extralinguistic component includes national-cultural information recorded in Russian connotatively marked vocabulary (e.g., in phraseological expressions);

3) Pragmatic component is related to knowledge and skills of identification and use of Russian connotatively marked vocabulary in different types of speech activity.

To determine the content of teaching Russian connotatively marked vocabulary, it is necessary to solve the question: how to select such lexical units based on certain teaching principles.

Traditionally, vocabulary selection is based on the following principles:

- 1) the principle of combinability;
- 2) the principle of stylistic unrestriction;
- 3) the principle of semantic value;
- 4) the principle of word-formation value;
- 5) the principle of word polysemousness;
- 6) the principle of buildability;

7) the principle of frequency [Galskova, 2004, p. 295; Azimov, Shchukin, 2009, p. 124].

The above principles reflect the regularities of the foreign language vocabulary learning process and are the basis for selecting lexical units. However, not all of these principles can be taken into account when selecting Russian connotatively marked vocabulary.

The principle of combinability applies only to words with subject-value affixes, as some phraseological phrases cannot be combined with other words.

The principle of stylistic unrestrictedness, which implies the selection of words that are not associated with a narrow sphere of use [Galskova, 2004, p. 295], can hardly be taken into account in the selection of Russian connotatively marked vocabulary, since most of this vocabulary belongs to the colloquial style, which is characterized by emotionality, expressiveness and ease.

According to the principle of semantic value, the selected words should denote the most frequent concepts and phenomena [Ibid]. Russian connotatively marked vocabulary often carries culturally significant information, which makes it possible to include connotative words that reflect Russian national-cultural (material, spiritual and sociocultural) identity in the teaching content. Thus, when selecting Russian connotatively marked vocabulary, it is not so much the principle of semantic value as the principle of cultural value that is of special importance.

The principle of word-formation value emphasizes the ability of words to form derivative units, creating prerequisites for linguistic guesswork and independent semantization [Ibid]. This principle plays an important role only in the selection of words with subjective-evaluative affixes, which are assigned certain meanings. Phraseologisms cannot be produced in the process of speech according to the rules of word formation.

Observance of the principle of multiple meanings provides familiarization with lexical-semantic variants of words, which has a positive effect on the development of both receptive and productive lexical skills. That is why this principle is important for the expansion of active and passive vocabulary.

Reliance on the principle of word structure ability is necessary when selecting phraseologisms that fulfill a certain constructive function in an utterance [Kondratyeva, 1974, p. 49].

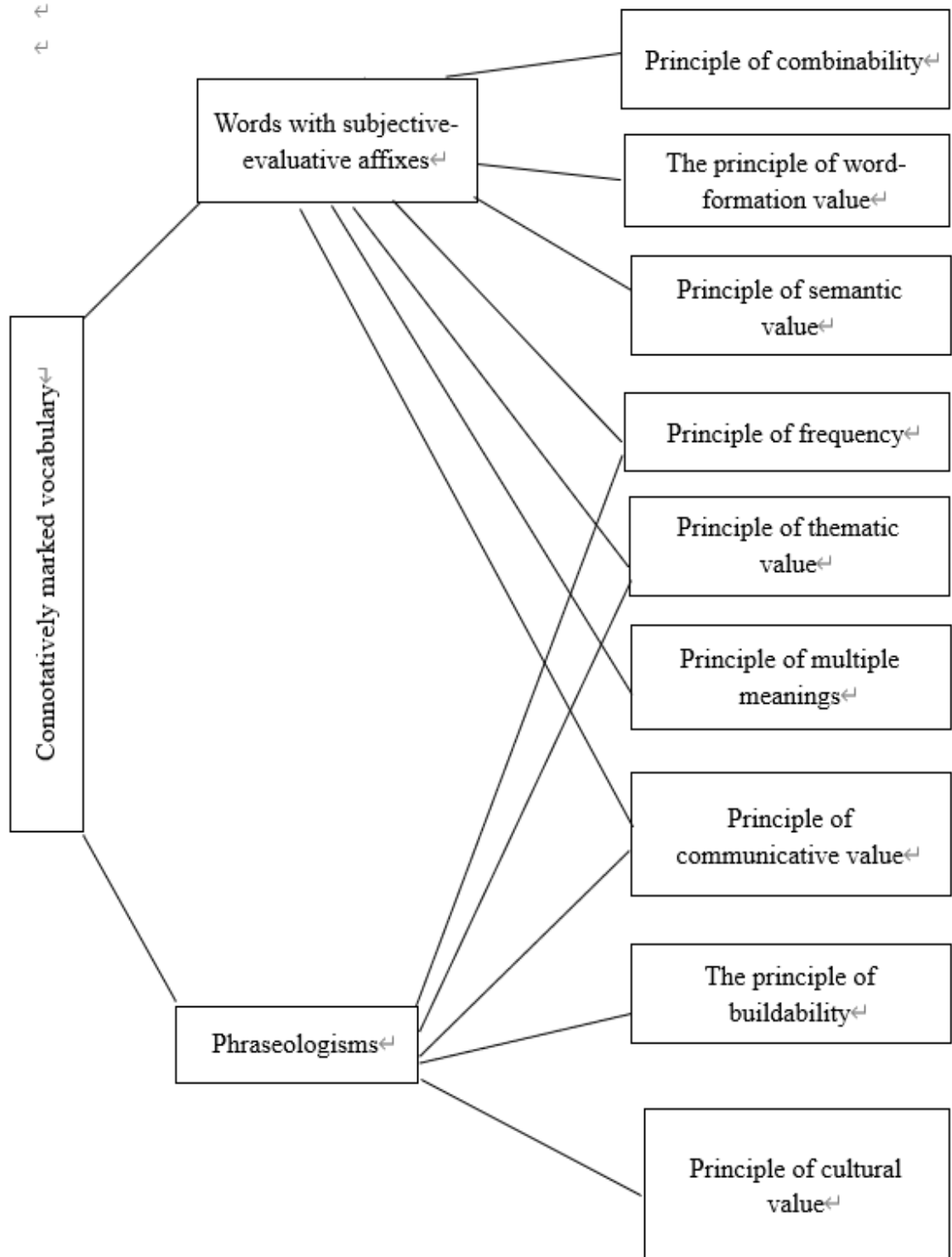
The principle of frequency implies the introduction of connotatively marked lexical units that are widely spread and frequently used by native speakers of the target language.

When selecting the content of teaching Russian connotatively marked vocabulary, a number of specific principles should also be taken into account:

*The principle of thematic value* provides a stronger assimilation of connotative lexical units if they are presented in their connection with a certain topic. This helps to create conditions for immersing students in the lexical world of one thematic group [Kasymova, 2017].

*The principle of communicative value* means that the selected words should be used to solve communicative tasks in real communication in the target language.

Figure 3 presents the principles of selecting Russian connotatively marked vocabulary that ensure effective mastery of the lexical side of the target language.



**Figure. 3. Principles of selection of connotatively marked vocabulary of the Russian language**



The analysis of the target audience is the **subject** condition of the simulated learning process.

It is believed that Chinese students possess such national-cultural traits as emotional restraint, modesty, patience, taciturnity, unwillingness to demonstrate their superiority, etc. In addition, the features of learning behavior of this contingent of students are largely due to the influence of the Chinese educational system: the habit of passive teaching methods, the tendency to use templates or rigid algorithms, lack of initiative, reticence in communication.

In our study, the pedagogical focus is on Chinese students born after the 2000s (hereafter referred to as "Generation Z"). From our point of view, this social group has special individual and generational characteristics:

1) *Psychological aspect*: "Generation Z" students grew up in the period of China's economic growth, in a rather favorable social and domestic environment. They are surrounded by family love and care, as most of them are the only child in the family. In addition, "Generation Z" parents tend to be well educated. They give their children more autonomy by developing self-esteem in them. As a result, Generation Z are self-confident young people, eager to express themselves and have flexible and independent thinking.

Nevertheless, this social group also has "weaknesses". Due to excessive parental care, Generation Z is not independent enough in solving everyday problems, and has difficulty in experiencing difficulties and failures. In this regard, when modeling the process of teaching Chinese students a foreign language, it is necessary to be guided by the requirement to increase independent tasks, gradually increasing their complexity.

2) *Cognitive aspect*: Generation Z is developing in a multidirectional information field. For today's youth, digital technologies and services have become an integral part of everyday life. Students of "Generation Z" have technological competence, they are able to quickly find the necessary information using various information and communication tools, while preferring visual or interactive format.

However, "Generation Z" is so dependent on mobile devices and gadgets that as a result, they have a lower or lower level of attention stability and self-control in the learning process. Taking this fact into account, it is necessary to use methodologically appropriate visual and interactive communicative resources to provide new knowledge, as well as to offer interesting tasks that require students to search for the necessary information independently.

3) *Motivational aspect*: Generation Z students strive to achieve success in all spheres of life, this also applies to the acquisition of knowledge and self-development. A paradoxical situation arises: high intrinsic motivation to get education, but low motivation to actively participate in communication in the target language. In this regard, it is necessary to show students the importance of foreign language proficiency, which will give them the opportunity to apply their knowledge in their future professional activities [Vorontsova, 2021; Wang Xin, 2022].

The next component – **procedural** – includes methods, techniques used to teach Russian connotatively marked vocabulary, as well as a special set of lexical exercises and Internet resources.

A method is «a system of functionally interdependent methodological principles united by a single strategic idea and aimed at mastering a type of speech activity» [Passov, 2009, p. 50]. A teaching technique is «the basic structural and functional unit of learning impact» [Ibid. p. 39]. This means that teaching techniques and methods, which are designed to ensure the unity of the teacher's activity and students' cognitive activity, are selected and implemented to achieve certain learning objectives and solve specific learning tasks.

Teaching methods and techniques should be appropriate:

- learning goals and objectives (determined depending on the level of foreign language proficiency, learning profile, duration of training, etc.);
- principles of learning;
- the content of teaching a given linguistic aspect/speech activity;
- learning capabilities of students: age; level of personal development (education, upbringing); psychological climate in the team;

- to the available learning environment;
- the teachers' capabilities depending on their previous experience, level of theoretical and practical preparation, personal qualities, etc. [Kraevsky, 1989; Urishov, 2021].

In order to achieve the expected results of teaching connotatively marked vocabulary of the Russian language it is necessary to use different teaching methods and techniques, as well as their combinations: integrative method of semantization, communicative method, method of interactive learning, method of problem-based learning.

The integrative method of semantization of Russian connotatively marked vocabulary of the Russian language includes a set of techniques of semantization of connotative words, by means of which a) a complete semantic-pragmatic representation of a lexical unit (lexical concept) is formed; b) characteristics of its combinability, syntactic, morphological, stylistic properties and emotional-expressive coloring are described (lexical knowledge); c) information about semantic relations of a given lexeme with other lexemes (synonyms, antonyms and other types of derivatives) is provided [Apresyan, 2006, p. 33]. When teaching connotatively marked vocabulary to Chinese students, the main semanticization techniques are:

- 1) conceptualization techniques aimed at the formation of lexical concept and lexical knowledge;
- 2) categorization techniques oriented to the expansion of semantic relations of connotative words.

Conceptualization techniques include:

- deciphering the connotation of words based on context or situation;
- revealing the internal form of Russian connotatively marked vocabulary (including phraseological phrases) with the help of online dictionaries;
- identifying the rules of word formation on the basis of analyzing morphological elements;
- use of visualization, including cognitive visualization tools;

- interpretation or translation into the native language.

The categorization technique involves classifying words into semantic groups.

The communicative method of teaching vocabulary involves reliance not so much on the formal characteristics of the word, but on the speech functions performed by the word in the process of communication. Lexical units are studied not in isolation, but as functional units included in actual situations [Tsybizova, Pavlova, 2017]. The advantage of this method is that conditions are created that promote adequate use of words, correct combination of lexical units in accordance with the system and norm of the studied language, which allows to develop students' speech and thinking abilities [Passov, Kuznetsova, 2022, p. 31]; promotes the development of communicative motivation of Chinese students and skills of using connotatively marked vocabulary in Russian oral speech. Within the framework of this method, the use of role-playing games should be recognized as optimal.

The interactive method of teaching vocabulary is based on students' interaction with the learning environment, which serves as a source of formed lexical knowledge, skills and abilities [Azimov, Shchukin, 2009, p. 83]. In the joint activity of the teacher and students, each student contributes, shares knowledge, ideas and experience. Application of the method of interactive vocabulary teaching contributes to the development of cognitive motivation, activation of independent cognitive activity, expansion of linguistic extralinguistic knowledge, development of receptive and productive skills, replenishment of the lexical stock, as well as the development of "flexible skills" [Menshenina et al., 2019]. In our study, this method is realized with the help of conditional-speech exercises and didactic games.

The problem-based learning method involves choosing a situation in which a problem is to be solved, as well as selecting intents and language means to express them. Case tasks and debates ensure the development of students' skills of cooperation, social interaction, critical thinking and the ability to defend their point of view.

The teaching tools are a set of exercises we developed for the training experiment and information and communication resources used in the learning process. The following electronic resources were used in the experiment:

1) interactive online services for developing exercises and assignments: Wordwall, Learningapps;

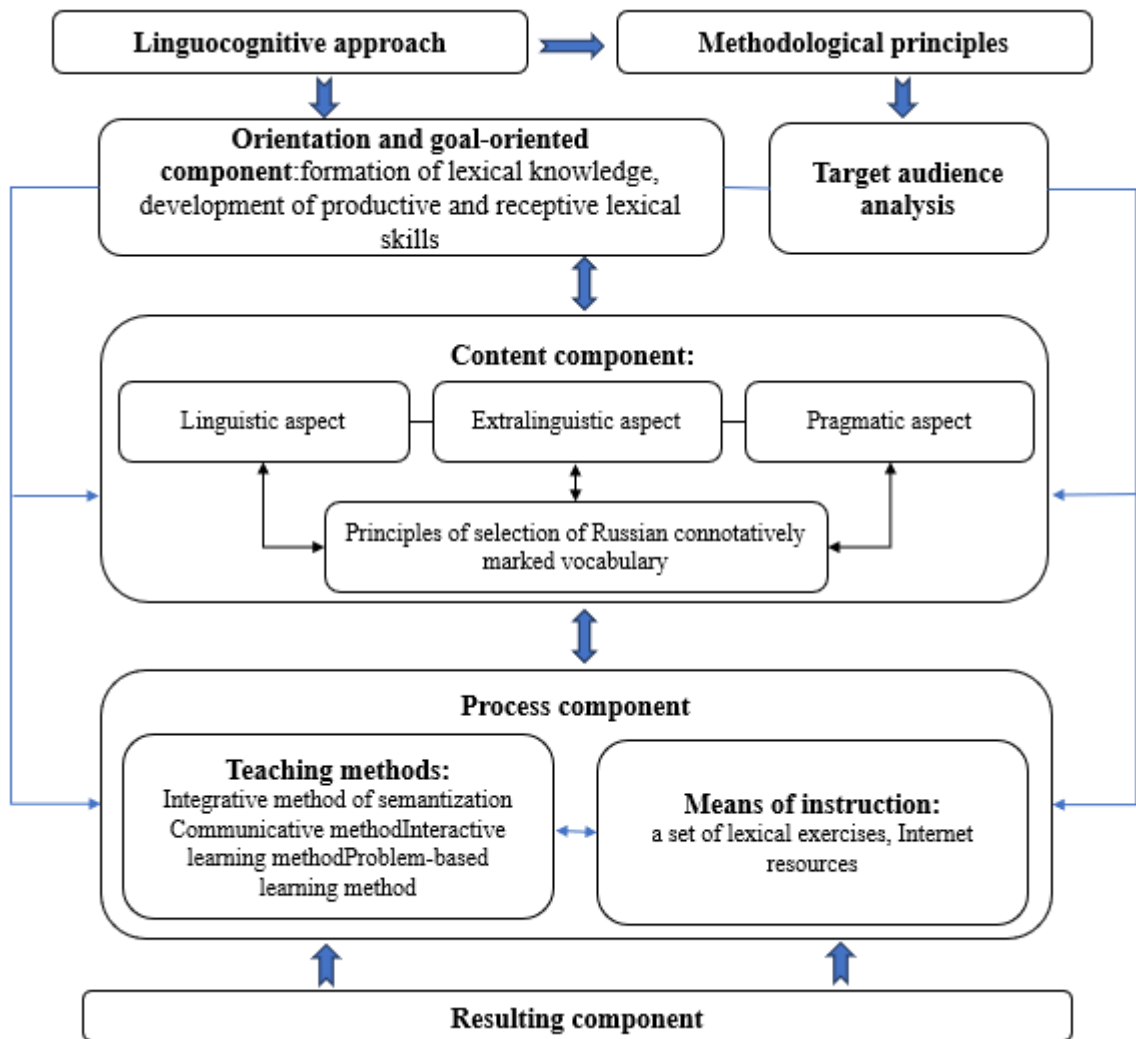
2) instant messaging programs and entertainment services, which allow you to create your own text products in Russian (SMS messages, voice messages, short videos, emails): Wechat, etc;

3) network reference resources (online dictionaries, online encyclopedias, National Corpus of the Russian Language, etc.);

4) network audiovisual resources (Rutube), etc.

The **resulting component** of the model of teaching Russian connotatively marked vocabulary is necessary for feedback. It provides evaluation of the results of applying the linguocognitive approach to teaching the lexical aspect of the Russian language. This component includes the following types of work: monitoring the students' learning process, analyzing the control results, surveying students and teachers about the effectiveness of the teaching model in order to improve it.

Figure 4 presents the model of teaching connotative Russian vocabulary based on the linguocognitive approach.



**Figure. 4. Model of teaching connotatively marked vocabulary of the Russian language**

## 2.2 Teaching experiment

### 2.2.1 Purpose, content and conditions of the experiment

The aim of the experimental work is to test the effectiveness of the methodology of teaching Chinese students-philologists (B2) connotatively marked vocabulary of the Russian language on the basis of the linguocognitive approach.

The set goal implied the solution of a number of tasks, which determined the content of the experimental work (Table 4).

The formulated purpose and content of the experiment are conditioned by the hypothesis of experimental teaching that teaching connotatively marked vocabulary of the Russian language will be more effective as a result of the systematic use of techniques, methods and a system of exercises developed on the basis of the linguocognitive approach.

**Table 4. Stages of experimental work and their content**

Stage	Table of Contents
Preparatory	<ul style="list-style-type: none"> <li>• selection of groups for the methodological experiment;</li> <li>• analyzing textbooks used to teach Chinese students (B2);</li> <li>• selection of educational and electronic resources, development of author's teaching materials on vocabulary teaching;</li> <li>• development of the input test;</li> </ul>
Diagnostic	<ul style="list-style-type: none"> <li>• input testing of students participating in the experiment to determine the initial level of proficiency in connotatively marked vocabulary of the Russian language;</li> <li>• development of evaluation criteria;</li> <li>• qualitative-quantitative processing of the obtained data;</li> </ul>

<b>Formative</b>	<ul style="list-style-type: none"> <li>• organization of the experiment in accordance with the developed model of teaching connotatively marked vocabulary of the Russian language to Chinese students;</li> <li>• monitoring of the learning process, correction of training materials;</li> <li>• clarifying the components of the training model</li> </ul>
<b>Control</b>	<ul style="list-style-type: none"> <li>• conducting final testing;</li> <li>• processing, analysis and comparison of the results obtained by EG and CG subjects;</li> <li>• formulating conclusions about the effectiveness of the developed method of teaching connotatively marked vocabulary of the Russian language to Chinese students- philologists;</li> <li>• verification of the hypothesis of the experimental work, control of compliance with the goal.</li> </ul>

The non-variable conditions of the experiment are:

- 1) the same level of Russian language proficiency of students in each group (B1);
- 2) equal number of students in each group (10 students in EG and CG);
- 3) the number of training hours allocated to the EG and CG;
- 4) materials for diagnostic and final testing; testing procedure;
- 5) criteria for assessing learning outcomes.

Varying conditions include:

- 1) teaching techniques and instructional materials;
- 2) a set of exercises used to train EG and CG students;
- 3) teachers in EG and CG.



### ***2.2.2 Test subjects, experiment material***

The methodological experiment was conducted from October to December 2023 on the basis of the Department of Russian as a foreign language and methods of its teaching at the Faculty of Philology of Saint Petersburg State University (hereinafter – SPbSU).

Twenty Chinese students (6 males and 14 females) participated in the experiment and were divided into two groups. All the subjects have TRKI-1 certificate. The number of academic hours for the experiment was 20 hours each in the experimental and control groups.

The training of the experimental group was conducted by the author of this study. The author's teaching materials specially developed for teaching connotatively marked vocabulary of the Russian language to Chinese students were used during the training. In the control group the classes were conducted by an experienced teacher of the Department of Russian as a foreign language and methods of teaching it at St. Petersburg State University. The CG students were taught using the manual by E. V. Kosareva and A. V. Khrunenkov *«Time to Discuss»* (2017) and V. V. Dobrovolskaya *«Noun suffixes in the practice of teaching Russian to foreign students»* (2020). Before the experiment, we analyzed the content and types of tasks used in these textbooks for training Russian connotatively marked vocabulary.

*«Time to Discuss»* is aimed at developing communicative competence of foreigners learning Russian (level B2). The manual consists of five lessons, each of which includes 2–3 texts on everyday, socio-cultural and scientific topics. The manual offers conditional speech and speech exercises aimed at developing reading and listening skills, as well as the ability to build statements in oral and written forms. The exercises involve analyzing linguistic phenomena, supplementing dialogues, discussions, group work to solve a problem, etc. The main focus is on the development of skills in reading and listening. The main attention is paid to the

development of skills in productive types of speech activity, while common phraseological turns and connotative words are almost not considered.

V. V. Dobrovolskaya's manual is designed to expand theoretical knowledge about the formation of nouns in the Russian language and to develop receptive lexical skills. The material is presented in lexical-semantic groups. Each module includes tables of noun suffixes, comments to the tables and examples of using lexical units. The manual contains a large number of language exercises for developing word formation skills: for example, determining the connotation of words by word formation model, indicating the initial form of a connotative word, forming nouns by word formation models, etc. The author of the manual emphasizes lexical knowledge without formulating the rules of word formation. The main disadvantage of this manual is the insufficient number of speech exercises for the development of productive lexical skills.

The results of the analysis of teaching aids used in the CG show that they contain unsystematized knowledge about Russian connotatively marked vocabulary and are mainly focused on the development of receptive lexical skills, which indicates the advantages of the set of exercises developed by us for teaching connotatively marked vocabulary of the Russian language in various types of speech activity.

### ***2.2.3 A set of exercises for teaching connotatively marked vocabulary of the Russian language***

Being a structural and functional unit of training, an exercise is a methodological support for «organizing the material directly in the learning process» [Asimov, Shchukin 2009, p. 322]. A rationally organized set of exercises takes into account the regularities of skill formation in various types of speech activity and

«ensures the success of learning a foreign language in given conditions» [Shatilov 1986, p. 59].

In our study, in order to improve the effectiveness of teaching connotatively marked vocabulary of the Russian language, a set of exercises based on the linguo cognitive approach was developed and used in teaching the experimental group.

The developed teaching materials are divided into five lessons, each of which includes two groups of connotatively marked vocabulary: words with subjective-evaluative affixes and phraseological units. These two lexical groups are presented within one communicative topic, which allows taking into account the communicative significance of language phenomena [Methods of Teaching Russian as a Foreign Language, 2000, p. 125 ] (see Table 5).

**Table 5. Lesson topics for teaching Russian connotatively marked vocabulary  
(experimental material)**

<b>Lessons</b>	<b>Communicative theme</b>	<b>Lexical topic</b>
<b>Lesson 1</b>	Ne krasna izba uglami, a krasna pirogami.	<ul style="list-style-type: none"> <li>• <i>Nouns with subjective-evaluative affixes</i></li> <li>• <i>Phraseologisms with meanings of admiration, surprise, displeasure</i></li> </ul>
<b>Lesson 2</b>	Ne v den'gakh schastye?	<ul style="list-style-type: none"> <li>• <i>Adjectives with subjective-evaluative affixes</i></li> <li>• <i>Phraseological expressions with the meaning of quality, quantity</i></li> </ul>
<b>Lesson 3</b>	Ne davay volyu yazyku vo piru, a serdtsu vo gneve.	<ul style="list-style-type: none"> <li>• <i>Subjective-evaluative verbs with a connotation of intensification</i></li> <li>• <i>Phraseologisms with the meanings "irritation", "disappointment", "approval"</i></li> </ul>
<b>Lesson 4</b>	Odnoy rukoy v ladoshi ne khlopesh.	<ul style="list-style-type: none"> <li>• <i>Subjective-evaluative verbs with the connotation of incompleteness of action</i></li> <li>• <i>Phraseological expressions with the meaning "emotional state"</i></li> </ul>
<b>Lesson 5</b>	Delu vremya, potekhe chas.	<ul style="list-style-type: none"> <li>• <i>Adverbs with subjective-evaluative affixes</i></li> <li>• <i>Phraseological expressions with the meanings "employment", "idleness"</i></li> </ul>

Based on the position of the linguo cognitive approach that the foreign language learning process should correspond to the natural cognitive processes of an individual (see paragraph 1.3), a set of exercises was developed that reflects the main stages of the cognitive process (adaptation – conceptualization – consolidation – improvement – synthesis) and provides a gradual increase in language knowledge: from the expansion of cognitive space to the development of linguistic competence (see Table 6).

**Table 6. A set of exercises for teaching Russian connotatively marked vocabulary**

<b>Purpose</b>	<b>Table of Contents</b>	<b>Learning Activities</b>
<b>Block 1: Adaptation</b>		
Preparing to discuss the topic of the lesson, expanding linguocultural knowledge	Introduction to the topic	<ul style="list-style-type: none"> <li>• Topic Discussion</li> <li>• Work with a microtext including linguocultural information</li> </ul>
<b>Block 2: Conceptualization</b>		
Introduction of new lexical material, familiarization with the rules of word formation of nouns, adjectives, adverbs and verbs with subject-value affixes and explanation of the meaning of Russian phraseological expressions on the basis of the reading text, conducting drills for primary consolidation of new lexical knowledge	Exercise for decoding lexical material	<ul style="list-style-type: none"> <li>• Work with sentences and dialogues from works of fiction</li> <li>• Cross-selection</li> <li>• Analyzing tables</li> <li>• Making a mental map</li> <li>• Work with a series of photographs, drawings, pictures</li> <li>• Work with dialogues</li> <li>• Grouping of lexical units</li> <li>• Compiling a mini-glossary</li> <li>• Working with online dictionaries</li> <li>• Comparing the meaning of connotative units in Russian and native languages</li> <li>• The game "Matching"</li> <li>• Flash Cards Game</li> </ul>
	Inductive-deductive exercises	
	Conceptual coding exercises	
	Categorization exercises	
	Gamification	
Project assignment		
<b>Block 3. Motivational and transformational</b>		
Development of receptive and productive lexical skills of	Reflection exercises (listening)	<ul style="list-style-type: none"> <li>• Working with a video/audio recording</li> </ul>

comprehension and use of connotatively marked vocabulary in different types of speech activities	Reproduction exercises	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Composing a monologue</li> <li>• Dialogue</li> <li>• Role-playing</li> </ul>
	Role-playing game	
<b>Block 4. Synthetic</b>		
Further consolidation and expansion of knowledge and skills, development of critical thinking	Critical thinking exercise	<ul style="list-style-type: none"> <li>• Debates</li> </ul>
<b>Unit 5. Controlling</b>		
Checking the lexical knowledge acquired during the lesson	Test game	<ul style="list-style-type: none"> <li>• The game "Train"</li> <li>• Work using mobile applications</li> </ul>
	Homework	

Here are examples of the system of lexical exercises within the framework of the topic of Lesson 1 «Ne krasna izba uglami, a krasna pirogami».

***Unit 1: Adaptation.***

The lesson begins with an introduction to the topic: a preliminary discussion of issues related to the topic and a mini-text are offered. In this unit, students are given the necessary information and are introduced to connotatively marked vocabulary to give them a general idea of the topic.

Students answer questions that activate their thinking activity and stimulate their interest in the lesson. Students' attention is focused on key words-components of phraseological units, which helps to remove difficulties in understanding the meaning of a connotative linguistic unit and reveal its culturally specific information.

The reading text contains new linguocultural information and connotative vocabulary. The content of the text allows extending extra-linguistic information, i.e. cultural knowledge fixed in connotative marked words. The text is accompanied by visualization to facilitate understanding of the text (Fig. 5).

***Exercise 1. a) Let's discuss!***

1) Read the topic of the lesson and say, does the word «Krasna» mean red color? If not, what is its meaning?

2) *What is a hut? What materials is it made of? Where do you usually see it?*

3) *For what occasions do Russians bake pies? What images are pies associated with in Russian culture?*



**Figure 5. Exercise 1<sup>3</sup>.**

*b) Read the text about the proverb «Ne krasna izba uglami, a krasna pirogami». Tell, is there an equivalent of this Russian proverb in Chinese?*

A long time ago in a Russian peasant hut there was a «red corner», the place where icons usually stood. The icon was decorated so that it became the most beautiful place in the house. This corner was the «face of the house», but only externally, it did not guarantee that guests would be welcomed properly. Final conclusions about the character of the hosts could be made only when the guests set the table, put everything they have, be sure to serve pies and heartily feed their guests. The meaning of the proverb is that it does not matter what kind of house it is, how rich and beautiful it looks, what matters is what kind of people living in it are like, how kind and hospitable they are.

(Retrieved from <https://fb.ru/article/347765/izba-ne-krasna-uglami-a-krasna-pirogami-znachenie-frazeologizma-sinonimy-i-tolkovanie>)

### ***Block 2: Conceptualization***

When learning new lexical knowledge, «consciousness processes information coming from outside through language, actualizes and transforms it into personal knowledge of an individual through learning procedures» [Yekshembeyeva, 2011, p. 407]. This process involves the incorporation of new knowledge into the conceptual, already existing cognitive system of the student [Lazareva, 2012, p. 99]. In other words, in order to acquire new lexical knowledge, first of all, conceptualization, i.e., the formation of relevant concepts in the minds of students, is necessary.

This block presents exercises aimed at expanding lexical knowledge of connotatively marked vocabulary of the Russian language, as a result of which their

<sup>3</sup> The illustrations here and below are taken from the public sources.

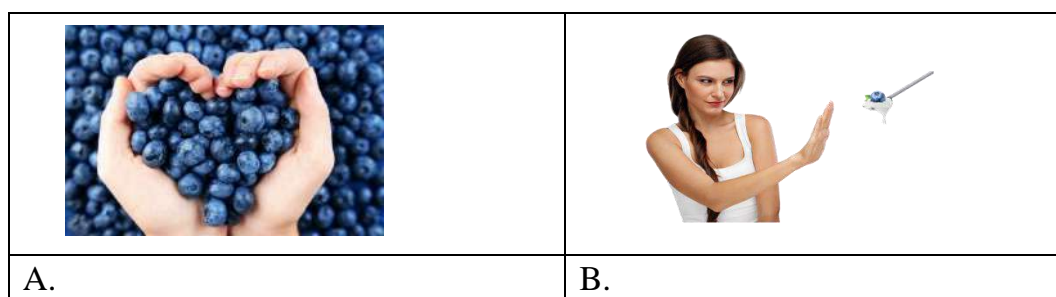
primary consolidation is provided.

Then students familiarize themselves with words with subjective-evaluative affixes. Russian connotatively marked vocabulary is a "compressed" linguistic image that contains emotional and evaluative connotations. When semantizing such vocabulary it is necessary to transform lexically encoded information into images or concepts understandable to students, which allows them to realize connotative concepts. Thus, we offer exercises for decoding lexical material with the help of contexts and with the use of visuals.

The exercises practice words with different subject-value affixes related to the topic of the lesson, presented in different contexts (simulated sentences or excerpts from works of fiction). This gives the opportunity to activate language guessing skills and develops lexical skills of perception of connotatively labeled words in reading. For this purpose, students are presented with two visual images (photos, drawings) with opposite meanings so that students can meaningfully choose the correct variant according to the context and consciously perceive the connotations of words conveyed by different subjective-value affixes.

**Exercise 2.** *Read the dialog. Pay attention to the underlined words. What objective meanings (denotations) do they denote? What emotional or evaluative meanings (connotations) do they express? Mark with a "√" the correct image (Fig. 6).*

- Ma-a-a-ma! My zakazali desert.
- Syesh u menya yagodku. Smotri, chernichka. – Mama vzyala lozhechku, zatsepila chernichinu i podnesla k Soninomu rtu.
- Mama, u menya svoi yagody est. Zachem mne tvoya chernika? – otpikhulas ot lozhki Sonya. (M. Traub)





**Figure 6. Exercise 2.**




## TAKE NOTE!

The suffix "-INA" denotes a single berry or fruit.

chernichina = blueberry 

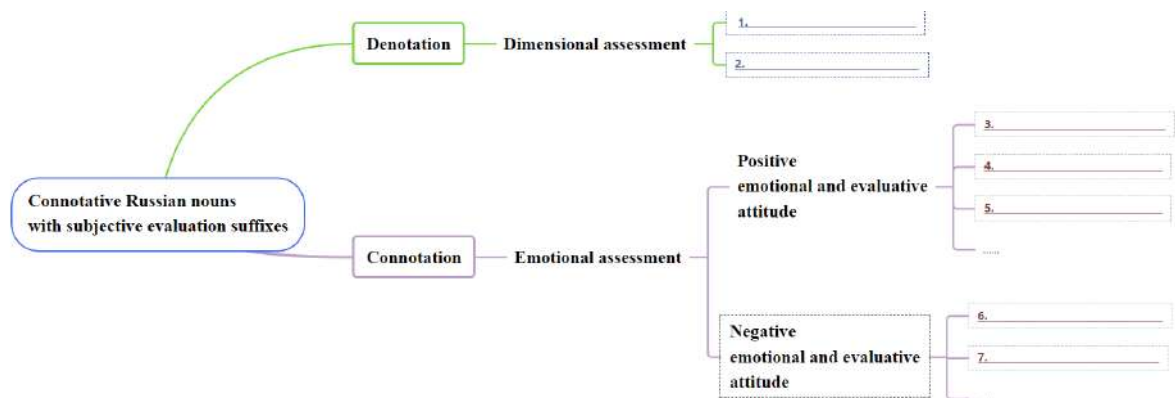
klubnichina = strawberry 

kartofelina = one potato tuber 

Realizing the principle of cognitive visualization, we have developed an exercise with the use of mind-maps, which allows students to classify and construct their knowledge about the connotative conceptosphere of the Russian language based on the analysis of sentences including connotatively marked words with productive subjective-evaluative affixes.

**Exercise 3:** *Fill in the mental map. Analyze the sentences and dialogues in the previous task, summarize what kinds of connotations these connotative words express, fill in the blanks 1-7 (Figure 7).*

**Reference material:** magnification, diminutiveness, lasciviousness (sympathy), jocularly, contempt, pejorative, diminutiveness-lasciviousness.



**Figure 7. Exercise 3.**

Then students perform analytic-synthetic exercises to learn the rules of word formation of nouns with subjective affixes. In this type of exercise, students analyze words with subjective-value meaning and derive word formation rules based on



morphological parsing. Students are offered color-coded tables and charts that allow them to distinguish different types of words with subjective-value affixes and create associative links between subjective-value affixes and color coding. To consolidate knowledge of the rules of word formation, language exercises with the use of visuals are offered.

*Exercise 4. a) Analyze the table. Pay attention to the suffixes by means of which masculine, feminine and neuter nouns with subject-value suffixes are formed. Summarize the rules of word formation (Table 7).*

**Table 7. Exercise 4a.**

<b>Suffixes</b>	<b>Masculine nouns with subjective-evaluative affixes</b>	<b>Word formation rules</b>
-ok	pirog – pirozhok	Often added to the -g, -k, -h base (stressed syllable)
-yok	chay – chayek	For words ending in -y.
...		
Exception	khleb – khlebushek	
<b>Suffixes</b>	<b>Middle nouns with subjective-evaluative affixes</b>	<b>Word formation rules</b>
-k(o)	yabloko – yablochko	It is often added to the base with -g, -k, -h, -zh, -sh, -ch, -ts
-ts(o)	pivo – pivtso	Often added to a base ending in a consonant (except -g, -k, -h, -h, -zh, -sh, -ch, -ts)
...		
<b>Suffixes</b>	<b>Feminine nouns with subjective-evaluative affixes</b>	<b>Word formation rules</b>
-k(a)	konfeta – konfetka svekla – svekolka	Often added to a base ending in a consonant or combination of consonants
-ochk(a), -echk(a)	konfetka – konfetochna svekolka – svekolochka	
...		

*b) Make captions to the drawings, use words in the diminutive form in the singular (Fig. 8).*

c) Give your own examples and make your own sentences with them.



**Figure. 8. Exercise 4b.**

**Exercise 5.** Using the words from Exercise 4, make a list of foods for the holiday table. 4, make a list of foods for the holiday table. If possible, form the diminutive forms of the words. Name the foods that you like.

**Exercise 6:** Name the foods you usually have in your refrigerator. Use the diminutive forms of the words.

To further deepen the knowledge of connotatively marked vocabulary, conceptual coding exercises are offered, which provide the consolidation of links between connotative concepts and lexical forms. Such exercises are aimed at standardizing lexical skills of correct combination of connotative words with other lexical units. To this end, connotative words are activated on familiar grammatical material, in typical communicative situations or in simulated monologic and dialogic texts.

**Exercise 7:** Fill in the blanks, and where possible, use diminutives to express diminutiveness, endearment, or politeness.

Model:

*Dayte mne. pozhaluysta 2 pachki/pachechki makaron/makaronchikov.*

- 1) V obed ya vypila tolko 2 \_\_\_\_\_(stakan, yogurt).
- 2) Mne, pozhaluysta, 5 \_\_\_\_\_ (stakan, vanilnoye morozhenoye).
- 3) Ya vozmu eshche 2 \_\_\_\_\_(kusok, pirog), on takoy vkusnyy.
- 4) My kupili tebe 2 \_\_\_\_\_ (korobka, konfety).
- 5) Mozhno mne \_\_\_\_\_(kusok, pitstsa) s ananasom?
- 6) Nuzhno dobavit 5 \_\_\_\_\_(paket, limonnaya kislota).
- 7) Pozhaluysta, 2 \_\_\_\_\_ (butylka, beloye vino). 5 \_\_\_\_\_ (banka, pivo), 6 \_\_\_\_\_ (butylka, voda).
- 8) Budte dobry, polozhite 3 \_\_\_\_\_(kusok, syr).

### ***Block 3. Motivational and transformational***

Having mastered the basic lexical knowledge of connotatively marked vocabulary, students move to the stage of lexical skills improvement, which involves the use of acquired lexical knowledge in varying conditions. This block of exercises is aimed at activation of connotatively marked words in receptive and productive types of speech activity.

In order to develop the skills of listening comprehension of connotatively labeled words, listening exercises are offered. To enable students to comprehend the connotative content of words in a sociocultural context, authentic video materials were selected, including excerpts from feature films and TV programs, which contain a large number of connotatively marked words related to the topic of the lesson.

Listening exercises are divided into three types:

I. Pre-listening work. Before watching the video, students are asked to perform a task that allows not only to relieve lexical difficulties by means of visualization and translation into students' native language, but also to predict the content of the video.

II. Listening Exercise. While watching, students should focus on recognizing connotative words in the speech stream and comprehending their meanings, as well as on understanding the general content of the video text, extracting and memorizing the main information.

III. After watching the video, students answer questions about the content of the text. In addition, in order to check the understanding of the video content and

connotative words, students are asked to watch the video again and fill in the missing information in the written text.

**Exercise 8.** a) Familiarize yourself with the meanings of the verbs you hear in the video «About Tasty and Healthy Food» (Fig. 9).



**Figure 9. Exercise 8.**

b) Watch the story «About Tasty and Healthy Food» («Eralash»). Answer the questions (<https://ok.ru/live/3441693499307>).

- Why did the teacher call Bublikov to the blackboard?
- How did Bublikoff spend his summer?
- What does Bublikoff care about?
- How does Grandma Bublikova prepare her "specialty"?
- What grade did the teacher give Bublikov?

c) Watch the video again.

c) Insert the missing words.

Next, students perform reproduction exercises, the aim of which is to develop productive lexical skills of using connotatively marked words in monologic speech. Students are asked to construct a monologue based on the content of the video and their own life experience. To do this, students should adequately use connotative lexical units and correctly combine them with other words in oral speech.

**Exercise 9.** Tell how Bublikov's Grandma cooks potatoes, use verbs and other connotatively marked words.

**Exercise 10.** Compose a monologue «The recipe of my favorite dish», use diminutive-adjective forms of nouns.

To develop productive lexical skills of using connotatively marked words in dialogic speech, pair work is suggested.

**Exercise 11.** Work in pairs. a) Look at the menu, choose the Russian dishes you like.

b) Compose a dialog with the waiter, if possible use connotative vocabulary (Fig. 10).

ЗАКУСКИ		ГОРЯЧИЕ БЛЮДА	
<b>Холодные закуски</b>		<b>Блюда из мяса</b>	
Сырная тарелка ..... 300/30/40 = 340 P <small>сыр, колбаса, ветчина, огурцы, помидоры, зелень</small>	Бефстроганов ..... 450/300/20 = 620 P <small>из говядины</small>	Фирменный бургер ..... 300/300/20 = 550 P <small>с картофелем и соусом</small>	Куриные котлеты ..... 180/120/90 = 480 P <small>с картошкой</small>
Мясная доска ..... 230/25/30 = 560 P <small>из дичи персиков, яблок, груш</small>	Свинья отбивная ..... 150/140/40 = 500 P <small>с картошкой</small>	Пельмени ..... 200/100/40 = 390 P <small>с картошкой</small>	Пельмени ..... 200/100/40 = 400 P <small>с картошкой</small>
Телячий баклажан ..... 300 = 300 P <small>с соусом и зеленью</small>	Жареная курица ..... 230/41 = 500 P <small>с картошкой</small>	Медальоны из телятины ..... 270/43 = 500 P	Куриная грудка гриль ..... 305/30/20 = 440 P <small>с картошкой</small>
Формажо ..... 75 = 300 P <small>с сыром и зеленью</small>	Ассоль маринированный ..... 35/20 = 420 P <small>с овощами</small>	Бифтекс с грибами ..... 320 = 480 P	Жаркое в горшочке ..... 330 = 460 P <small>с картошкой</small>
Росбиф маринованный ..... 110 = 990 P	<b>Горячие закуски</b>		
Сельдь с картофелем ..... 200 = 310 P	Свинина темпура ..... 270 = 370 P <small>с картошкой</small>	Креветки «Басби» ..... 75 = 490 P	Жульен грибной ..... 190 = 320 P
Ассоль маринованный ..... 35/20 = 420 P <small>с овощами</small>	Крылышки барбекю ..... 170/30/40 = 370 P	Супчик ..... 300/30/30 = 520 P <small>с картошкой, грибами и зеленью</small>	Супчик ..... 300/30/30 = 520 P <small>с картошкой, грибами и зеленью</small>
<b>СЛАДАТЫ</b>		<b>ПЕРВЫЕ БЛЮДА</b>	
Салат «Капрезе» ..... 230 = 480 P	Ворчи ..... 300/30/30 = 520 P <small>с картошкой, грибами и зеленью</small>	Супчик мясной ..... 340/30 = 420 P	Том ям ..... 340 = 430 P
Салат с огурцами, редиском и яблоком Павлов ..... 300 = 330 P	Куриная ашша ..... 330 = 380 P <small>с картошкой</small>	Чечевичный суп-пюре ..... 300/20 = 410 P	Куриная ашша ..... 330 = 380 P <small>с картошкой</small>
Салат «Цезарь» ..... 230 = 480 P <small>с курицей</small>	<b>Блюда из рыбы</b>		
Салат «Цезарь» ..... 230 = 480 P <small>с курицей</small>	Дорадо ..... 120/30 = 630 P <small>с картошкой</small>	Рыбные котлеты ..... 150/35/20 = 480 P <small>с картошкой</small>	Стейк лосось ..... 130/45/30 = 690 P <small>с картошкой</small>
Салат «Греческий» ..... 300 = 420 P <small>с помидорами</small>	Скумбрия запеченная ..... 300/32/30 = 490 P <small>с картошкой</small>		
Салат «Оливье» ..... 380 = 410 P <small>с картошкой</small>			
Салат из нежного ростбифа ..... 390 = 670 P <small>с картошкой</small>			
Салат из рукколы ..... 180 = 690 P <small>с сыром</small>			

Figure 10. Exercise 11.

The second part of the lesson is «Phraseological Units».

In order to familiarize students with new phraseological units, exercises for decoding lexical material are used.

New phraseological phrases are presented in dialogues that refer to the everyday sphere of communication. On the one hand, in this way the functioning of phraseological expressions in typical situations and their lexical combination are demonstrated, and on the other hand, it contributes to the development of lexical skills in reading. The dialogues are supplemented with audio recordings, which helps to improve phonetic skills.





In accordance with the principle of comprehension of the Russian linguistic picture of the world and in order to decode the internal form of a phraseological phrase (i.e. the source image and figurative motivation of the meaning of a phraseological phrase [Baranov, 2010]), students are offered to use online dictionaries to find information about the etymology of phraseological phrases. Due to the use of electronic resources, the efficiency of assimilation of culturological information increases. In addition, students perform a task of cross-selection of phraseological phrases and images.

*Exercise 12. a) Listen to the dialogues. Name the phraseologisms used by the speakers, explain the meaning of the phraseologisms. Read the dialogues by role.*

- Yulechka, segodnya u nas budut gosti.
- Gosti? Kakiye gosti? Ty zaraneye mog predupredit?
- Tolko ne nado **vykhodit iz sebya**. Izvini, tak poluchilos. Vstretil Sashku, byvshego odnoklassnika. Predstavlyayesh, vosem let ne videlis. A u nas kak raz novoselye. Ya i priglasil ego s zhenoy otmetit.
- No u nas v kholodilnike **khot sharom pokati**. Tolko syr i maslo. Chto ya mogu prigotovit?
- Da ne nado nichego osobennogo: ved glavnoye – poobshchatsya.
- Nu uzh net! Nado zhe vstrestit gostey kak sleduyet.
- Kakiye problemy? Zakazhem dostavku. A ty krasivo nakroyesh stol.
- .....
- Dobro pozhalovat!
- S novoselyem! Kakaya milenkaya kvartirka! **S uma soyti!**
- Ochen rada. chto vam nravitsya. Prokhodite.
- Kakoy stol! Kak vse krasivo!
- Nadeyus. chto vkusno. Eto vse iz nashego lyubimogo restorana. Vot salatiki, ogurchiki, pomidorchiki, shashlychok... Na desert budet tortik. V obshchem, probuyte.
- Ochen vkusno! **Palchiki oblizhesh!**
- Nu davayte vpyem za vash uyutnyy domik! Pust zdes zhivet schastye!
- Ura-a-a! A teper poobshchayemsa.

*b) Read the commentary on the website (<https://fraze.ru/index.php/frazeologizm/nabukvu-sha/sharom-pokati>). Tell me the origin of the phrase, " khot sharom pokati ".*

*c) Find the correspondence between the phraseology and its image. Give equivalents from your native language (Fig. 11).*

1	vykhodit iz sebya		А	
2	khot sharom pokati		Б	
3	palchiki oblizhesh		В	
4	s uma soyti!		Г	

**Figure 11. Exercise 12c.**

In order to consolidate the skills of correct use of phraseologisms in Russian speech, students perform *exercises on conceptual coding*.

**Exercise 13.** Respond to the interlocutor's replica. Use phraseologisms from the dialogues.

- 1) – Ne khochesh perekusit gde-nibud?  
– Davay. Ya znayu odno khorosheye kafe, zdes nedaleko. Tam tak gotovyat!  
\_\_\_\_\_.
- 2) – Kak tebe salatik?  
– Ochen vkusno. \_\_\_\_\_!
- 3) – Khotela kupit kakiye-nibud yagody, no v etom magazine nichego net.  
\_\_\_\_\_.
- Nu davay, zaydem v supermarket.
- 4) – Tebe deystvitelno nravitsya russkiy borshch?  
– \_\_\_\_\_!

When studying connotatively marked words, students need to establish paradigmatic relations of lexical units. This is provided by the cognitive process of categorization, which allows to organize concepts and classify knowledge in human consciousness [Popova, Sternin, 2007, p. 89]. Therefore, in accordance with

the principle of relying on the systemic relations of lexis, categorization exercises aimed at expanding students' vocabulary were developed.

These exercises introduce new phraseologisms that are semantically close to those used in the dialog. First, students should find out the meaning of these phraseologisms with the help of Internet resources and dictionaries, learn how they are used, and then classify them into semantic groups.

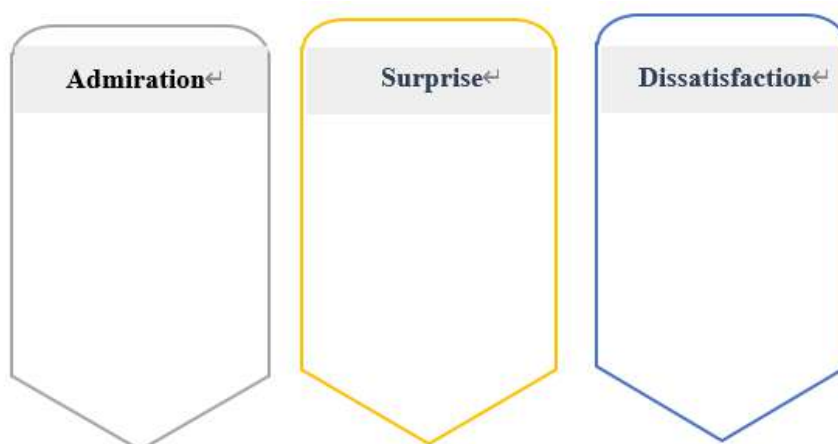
**Exercise 14.** a) *Classify the following phraseologisms into semantic groups (Fig. 12).*

b) *Specify the meanings of phraseologisms, if necessary, consult a dictionary.*

c) *Make sentences with these phraseologisms.*

**Reference Material:**

kak sneg na golovu. yazyk proglotish. bez uma (ot kogo-libo. chego-libo). ne verit/ poverit glazam. divu davatsya/ datsya. vyvodit/ vyvesti iz sebya kogo. vstat/vstavat s levoy nogi. glaza na lob polezli.



**Figure 12. Exercise 14.**

To check the results of students' independent cognitive activity, gamification using online services Wordwall and Learningapps is effective. The methodological value of gamification is that due to the inclusion of game-technical elements (points, competitiveness, game rules, etc.) in the learning process, students' involvement in the learning process increases, their attention and concentration are activated when solving learning tasks [Titova, Chikrizova, 2019, p.137]. At the same time, the use of online resources has a positive effect on students' motivation and creates conditions for self-realization.



**Exercise 15.** *Let's play a game! Complete the online assignment (Fig. 13).*



**Figure 13.** Exercise 15.

Students can simultaneously complete a task and send their results to the leaderboard via cell phone (Figure 14).

Таблица лидеров Параметры ▾

Ранг	Имя	Баллы	Время
1-й	Джу	10	35.9
2-й	Лэ	7	46.8
3-й	Ли	5	28.6
4-й	Мэй	5	55.9
5-й	Дзюнь	3	36.7

**Figure 14.** Leaders' table (fragment).

According to the results of the competition, the instructor can explain the mistakes made by the students, give additional commentary on the proposed phraseologisms.

To further activate students' cognitive activity, a project assignment is offered, which allows creating conditions for students' independent assimilation of educational material, promotes the development of cognitive skills, the ability to navigate in the information space, as well as the development of creative thinking [Shepeleva, 2019]. Students, working in mini-groups, consciously collect connotative words, determine the meaning of phraseological phrases and their

pragmatic functions, which contributes to the expansion of students' vocabulary and consolidation of lexical knowledge. After compiling a mini-glossary, team members choose a representative to give an oral presentation and then evaluate other teams' projects.

**Exercise 16.** *Case task «I am a lexicographer». Work in teams (2-3 people each). Make a mini-glossary of phraseological phrases.*

*a) Gather materials to make a mini-glossary, use online dictionaries: «World of Phraseologisms» and «Dictionaries Online».*

Objectives:

- 1) collect phraseologisms (at least 3 for each semantic group) that are synonyms or antonyms of the phraseologisms from the previous exercise;
- 2) select drawings/photographs related to the selected phraseologisms;
- 3) find etymological information about phraseological units and determine their meaning based on the analysis of the internal form (initial images of motivation of the meaning of PE);
- 4) compose sentences using the selected phraseological units (you can find authentic examples).

*b) Make a mini-glossary of phraseological phrases and present it in the form of a presentation.*

*c) Prepare an oral presentation on the results of the team's collaborative work.*

*d) Evaluate other teams' projects.*

### **Block 3. Motivational and transformational**

This block presents listening exercises aimed at developing the lexical skills of perceiving phraseological expressions in a sounding text.

**Exercise 17.** *a) Listen to the dialog and prepare to answer the questions.*

*b) Answer the questions.*

- ✓ What was Gianni surprised about?
- ✓ What kind of food does Anna love?
- ✓ What will Gianni be doing on Monday?

*c) Listen to the dialog again, check your answers to the questions in task b), and fill in the blanks.*

In order to develop productive lexical skills of using connotatively marked words in dialogic speech, a role-playing game is proposed. Being a stimulus for the production of unprepared speech, role-playing contributes to the development of communicative skills when communicating in a foreign language, and also allows to vary speech behavior, transfer the learned units to other situations [Kitaygorodskaya, 1986]. To participate in a role-playing game, students need not only linguistic competence, but also sociocultural knowledge that helps them adapt their behavior to the norms of communication accepted by native speakers of Russian (development of sociocultural competence).

Taking into account the principle of relying on emotionally evaluative communicative situations [Pershtin, 2017], we chose the most significant typical situations for foreign students.

***Exercise 18.** Role play. Make mini-dialogues using the connotative words from the lesson.*

- 1) You have come with a Russian friend to a Chinese restaurant. Discuss your order with her.
- 2) A Russian friend brings you a pie that she baked herself. Praise her for her cooking skills.
- 3) You want to learn how to cook some Russian dish. Ask your Russian friend to help you.
- 4) You adore sweets. Discuss with your Russian friend what is better to buy at a confectionery store.

#### ***Block 4. Synthetic***

In this block, the connection between lexical knowledge and lexical skills of understanding and using connotatively marked vocabulary is strengthened, which are combined "in a single system" to solve communicative tasks [Stepina, 2001].

Debates are proposed to contribute to the interrelated communicative, cognitive and sociocultural development of students [Galskova, Gez, 2006, p. 141–145]. Students not only develop the ability to adequately apply connotatively labeled words in real communication and critical thinking, but also expand the volume of lexical knowledge as a result of exchanging information with opponents.

Debates are conducted in several stages [Safonova, 2015, p.42–45]:

*I. Organizational stage.* Students get acquainted with the organization of the debate, watch the video and answer the questions.

*II. Preparatory phase.* Students are divided into two teams with opposing positions. They have to formulate arguments in a certain amount of time. Students make a list of connotatively marked vocabulary and construct contexts for its use in support of their point of view.

*III. Conducting debates.* During the debate, each group makes a series of judgments: the first speaker of the «For» team puts forward a thesis, gives arguments, the other speakers develop and strengthen the evidence. Speakers of the «Against» team refute the arguments of their opponents. The use of the studied lexical material contributes to the synthetic development of different skills of using connotative vocabulary.

*IV. Reflexive stage.* The teacher evaluates the positions presented during the debate.

**Exercise 19. Debate:** The topic «What is better: tasty or healthy food?».

*I. What do you think?*

- ✧ What roles do the speakers play on each team?
- ✧ What is the order of the speakers?
- ✧ How much time is given to each team's speaker?
- ✧ How many teams can be winners?

*II. Prepare arguments FOR or AGAINST the topic of the debate. Write your arguments (examples, statistical data, etc.) in the forms. If possible, use the studied phraseologisms, proverbs and connotative words (Fig. 15).*

Arguments	Examples	Quotes
Argument FOR or AGAINST 1:		
Argument FOR or AGAINST 2:		

**Figure 15. Argument form.**

III. Justify your point of view (if necessary, use auxiliary material – Fig. 16) follow the time limit (7 min. for each speaker).

**Cheloveku nuzhna vkusnaya eda**

Esh. poka khleb svezh.  
Vazhno est to. chto khochetsya. est vkusno i krasivo.  
Bez soli nevkusno. a bez khleba nesytno.

**Cheloveku nuzhno zdorovoye pitaniye.**

Zdorovye blizko: ishchi ego v miske.  
Ukorotit uzhin – udlinit zhizn.  
Umerennost v ede polezney. chem sto vrachey.  
Khleb da voda – zdorovye eda.  
Kakovy eda i pitye. takovo i zhitye.

**Figure 16. Supporting material.**

### ***Unit 5. Controlling***

At the end of the lesson, controlling exercises (e.g. a test game) are suggested.

#### ***Exercise 20. The game "Train" (Group work).***

Game description: the teacher calls a connotative word. Student 1 has to explain the meaning of the word. Student 2 makes a sentence with this word. Student 3 names any connotative word, etc. The player who fails to complete the task is eliminated from the game.

Homework involves written or oral assignments. Students use various mobile applications and messengers (WeChat, etc.), which are designed to create their own text products (messages, short videos, monologues, letters).

#### ***Homework.***

a) Record a voice message on WeChat for your Russian friend. Tell how you went to a Chinese restaurant. Use connotative vocabulary lesson

b) Russian students have invited you to celebrate Maslenitsa. Write an e-mail to a Russian friend who lives in another city, telling how you spent this holiday. Use the connotative vocabulary of the lesson.

## 2.3 Analysis of testing results

### 2.3.1 Analysis of the Input testing results

The purpose of the input testing of the experimental participants is to diagnose their initial level of proficiency in connotatively marked vocabulary of the Russian language.

The input test included 5 subtests: «Vocabulary», «Reading», «Listening», «Speaking» and «Writing». The maximum number of scores was 100. Table 8 shows the distribution of scores by subtests.

**Table 8. Distribution of scores by subtest (input test)**

<b>Subtest</b>	<b>Points</b>	<b>Execution time (in min.)</b>
Vocabulary	30	30
Reading	15	20
Listening	15	5
Speaking	20	10
Writing	20	15
<b>Total</b>	100	80

To process the results of the subtests «Vocabulary», «Reading», «Listening» we developed criteria for assessing the level of possession of lexical knowledge of Russian connotatively marked vocabulary (LZ) and the level of formation of receptive lexical skills of understanding Russian connotatively marked vocabulary (RLN) (Table 9).

**Table 9. Criteria for assessing the level of proficiency in lexical knowledge (LZ) and receptive lexical skills (RLN)**

<b>Evaluation criteria</b>	<b>Number of items</b>	<b>Points</b>
Knowledge of nouns with subjective-value affixes (LZS)	6	For each correct execution - 1 point

Knowledge of adjectives with subjective-evaluative affixes (LZP)	6	For each correct execution - 1 point
Knowledge of adverbs with subjective-evaluative affixes (LZN)	6	For each correct execution - 1 point
Knowledge of verbs with subject-value affixes (LZG)	6	For each correct execution - 1 point
Knowledge of phraseological phrases (LZF)	6	For each correct execution - 1 point
Recognizing and understanding connotatively labeled words in listening (RLN-A)	5	For each correct execution - 3 points
Recognizing and understanding connotatively labeled words in reading (RLN-C)	5	For each correct execution - 3 points

When assessing the level of formation of productive lexical skills of using Russian connotatively marked vocabulary in oral speech (PLN-G) and in written speech (PLN-P), we took into account the following indicators:

1. Correct pronunciation/spelling of connotatively labeled words;
2. Correct choice of connotatively labeled words according to communicative intention and situation;
3. Correct combination of connotatively marked words with other lexical units;
4. Active stock of connotatively labeled words.

Based on this, criteria for assessing the possession of productive lexical skills of using connotatively labeled words in speech were developed (Table 10).

**Table 10. Criteria and indicators for assessing the level of skills of using Russian connotatively labeled words in speech**

<b>Levels</b>	<b>Indicators</b>	<b>Points</b>
<i>High</i>	Active use of connotatively marked words in speech. Correspondence to communicative intentions and situation. Absence of errors in lexical combination of connotatively marked words. No more than 3 gross lexical errors.	16-20

<b>Medium</b>	Use of less than 5 connotatively marked words in speech. They are not always used in accordance with the communicative intention and situation. No more than 3 errors in lexical combination of connotatively marked words. No more than 5 gross lexical errors.	12-15
<b>Low</b>	Rare use of connotatively marked words (less than 3). Inadvertent use of connotatively marked words. More than 6 gross lexico-grammatical errors.	0-11

To determine the level of formation of knowledge and skills of understanding and using Russian connotatively marked vocabulary, evaluation criteria by levels were developed (Table 11).

**Table 11. Assessments by levels of proficiency in connotatively marked vocabulary of the Russian language**

Subtest	Total points	Levels		
		High (80%-100%)	Medium (60%-79%)	Low (0-59%)
Vocabulary	30	24-30	18-23	0-17
Reading	15	12-15	9-11	0-8
Listening	15	12-15	9-11	0-8
Speaking	20	16-20	12-15	0-11
Writing	20	16-20	12-15	0-11

### **Methodology for processing the results.**

Qualitative-quantitative processing of the results of entrance and final testing was performed using the following formulas:

$$\bar{k} = \frac{\sum A}{n}$$



where  $\bar{k}$  is the average score of the group of students,  $\Sigma A$  is the total score obtained by students in the group under consideration,  $n$  is the number of students in the groups under consideration.

$$r = \frac{\Sigma a}{\Sigma b} \times 100\%$$

where  $r$  is the average percentage of correct answers,  $\Sigma a$  is the score obtained by students when assessing the relevant knowledge or skills,  $\Sigma b$  is the total score for the tasks with which the relevant knowledge or skills are assessed.

$$t = \frac{|X_1 - X_2|}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where  $t$  – Student's criterion for independent samples,  $X_1$  – mean of EG,  $X_2$  – mean of CG,  $s_1$  – standard deviation of EG,  $s_2$  – standard deviation of CG,  $n_1$  – number of samples of EG,  $n_2$  – number of samples of CG.

Let's look at the results of each subtest in detail.

**Subtest «Vocabulary».** This subtest includes 5 tasks (30 items), 6 items in each task (Table 12). The time for completing the tasks is 30 minutes.

**Table 12. Tasks for assessing lexical knowledge**

№	Control objects	Examples of tasks
1	Nouns with subjective-evaluative suffixes	Select appropriate words with connotative meaning. <i>U dveri sidel milyy belyy...</i> A. kotik B. kotishche C. kot

2	Adjectives with subjective-evaluative affixes	Instead of dots, insert adjectives with diminutive/lascivious meaning. <i>Vypal ocharovatelnyy _____ snezhok (pushisty).</i>																		
3	Adverbs with subjective-evaluative affixes	In place of the omissions, insert a suitable adverb with connotative meaning. <i>Ty zhe umnyy chelovek, podumay _____, kak luchshe sdelat.</i>																		
4	Verbs with subjective evaluative affixes	In place of the blanks, insert the verb in the correct form. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">U menya segodnya bylo mnogo del. sovsem _____ . poetomu ne uspela tebe pozvonit.↵</td> <td style="width: 5%; text-align: center;">↵</td> <td style="width: 35%;">nabegatsya↵</td> </tr> <tr> <td>Deti vse utro _____ v sadu.↵</td> <td></td> <td>probezhatsya↵</td> </tr> <tr> <td>Ya _____ . chtoby nayti khot kakuyu-nibud rabotu.↵</td> <td></td> <td>razbezhtatsya↵</td> </tr> <tr> <td>Kogda nachalsya pozhar. vse lyudi _____ .↵</td> <td></td> <td>izbegatsya↵</td> </tr> <tr> <td>Rebenok _____ za tselyy den tak. chto usnul v gostinoy.↵</td> <td></td> <td>probegat↵</td> </tr> <tr> <td>V poiskakh podarka nam prishlos _____ po neskolkim magazinam.↵</td> <td></td> <td>zabegatsya↵</td> </tr> </table>	U menya segodnya bylo mnogo del. sovsem _____ . poetomu ne uspela tebe pozvonit.↵	↵	nabegatsya↵	Deti vse utro _____ v sadu.↵		probezhatsya↵	Ya _____ . chtoby nayti khot kakuyu-nibud rabotu.↵		razbezhtatsya↵	Kogda nachalsya pozhar. vse lyudi _____ .↵		izbegatsya↵	Rebenok _____ za tselyy den tak. chto usnul v gostinoy.↵		probegat↵	V poiskakh podarka nam prishlos _____ po neskolkim magazinam.↵		zabegatsya↵
U menya segodnya bylo mnogo del. sovsem _____ . poetomu ne uspela tebe pozvonit.↵	↵	nabegatsya↵																		
Deti vse utro _____ v sadu.↵		probezhatsya↵																		
Ya _____ . chtoby nayti khot kakuyu-nibud rabotu.↵		razbezhtatsya↵																		
Kogda nachalsya pozhar. vse lyudi _____ .↵		izbegatsya↵																		
Rebenok _____ za tselyy den tak. chto usnul v gostinoy.↵		probegat↵																		
V poiskakh podarka nam prishlos _____ po neskolkim magazinam.↵		zabegatsya↵																		
5	Phraseologisms	Choose a phraseologism that fits the meaning. <i>Kogda ya uznal, chto menya ne dopustili k ekzamenam. to.....</i> A. ya byl na sedmom nebe B. u menya dusha ushla v pyatki C. ruki opustilis																		

For both EG and CG students, the most difficult tasks to test the knowledge of connotatively marked vocabulary turned out to be the most difficult (average percentage of correctness – 31.5%: EG – 32%, CG – 31%).

**Task 1.** Students had to choose a suitable noun with connotative meaning. When performing this task, 25% of the subjects made more than 50% errors (EG – 2 students, CG – 3 students), the average percentage of correctness was 53% (EG – 55%, CG – 50%). This is explained by the fact that the majority of students do not distinguish between suffixes that have enlarging, disparaging and other connotations.

**Task 2.** In this task, which tests the knowledge of adjectives with subjective-evaluative affixes, the average percentage of correctness was only 27% (EG – 30%, CG – 24%). 80% of examinees made more than 50% of errors (EG and CG – 8

students each). 3 students did not fulfill this task, and 6 students used the initial form of adjectives. The following errors were noted:

- in the formation of adjectives with subjective-evaluative affixes: Nam navstrechu vyshel **bledennyi**<sup>4</sup> / **bledenkiy** malchik (vmesto blednenkiy); Podruga prinesla **vkushenkoye/ vkusennoye/ vkusenkoye/ vkusenkoye** pechenye (vmesto vkusnenkoye);

- spelling mistakes: Vypal ocharovatelnyy **putistenkiy** snezhok (vmesto pushistenkiy); Kakoy **khoroshekiy** denek (vmesto khoroshenkiy).

**Task 3.** The answers to the items testing the knowledge of adverbs with subjective-evaluative affixes showed lower scores: the average percentage of correctness was 24% (EG – 22%, CG – 26%). Only 1 student from the CG correctly completed more than 50% of the items. The errors made can be divided into four types:

- incorrect choice of adverb in the context: V komnate pochtu ne bylo mebeli. poetomu vyglyadela ona **odinoko/ plokho** (vmesto bednenko); Ty zhe umnyy chelovek. podumay **dolgo/ bolshe**, kak luchshe sdelat (vmesto khoroshenko); **Dolgo/ priyatno/ skolko** my s vami ne videlis (vmesto davenko); Vse ostynet. **Skoro/ pryamo** idi k stolu (vmesto bystrenko);

- failure to distinguish suffixes with different connotations: Segodnya na ulitse **kholodnenko** (vmesto kholodnovato);

- errors in the formation of adverbs with subjective-evaluative affixes: Ty zhe umnyy chelovek, podumay **khoroshenchko** (vmesto khoroshenko); vyglyadela ona **bedlenko** (vmesto bednenko); Dlya menya eto **dorozhenko** (vmesto dorogovato);

- lexical and stylistic errors: **Davay** idi k stolu (vmesto bystrenko); Dlya menya eto **doroga** (vmesto dorogovato).

**Task 4:** Students had to choose the verb from the reference words, form the correct form and insert the word in place of the missing one.

The items testing the knowledge of verbs with subjective-evaluative affixes

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<sup>4</sup> Here and below, the errors of the subjects are bolded.

recorded the lowest percentage of correct answers: the average percentage of correct answers was 12% (EG – 10%, CG – 15%). This means that verbs with subjective-evaluative affixes cause the greatest difficulties for Chinese students: on the one hand, they poorly understand the connotations conveyed by the connotative affixes of verbs, and on the other hand, they made gross errors. The following violations were identified:

- incorrect choose of the verb: U menya segodnya bylo mnogo del, sovsem *nabegalas/ probezhalas*, poetomu ne uspela tebe pozvonit (vmesto zabegalas). Deti vse utro *razbezhalis/ probezhalis* v sadu (vmesto probegali). Kogda nachalsya pozhar, vse lyudi *izbegalis* (vmesto razbezhalis). V poiskakh podarka nam prishlos *zabegatsya* po neskolkim magazinam (probezhatsya).

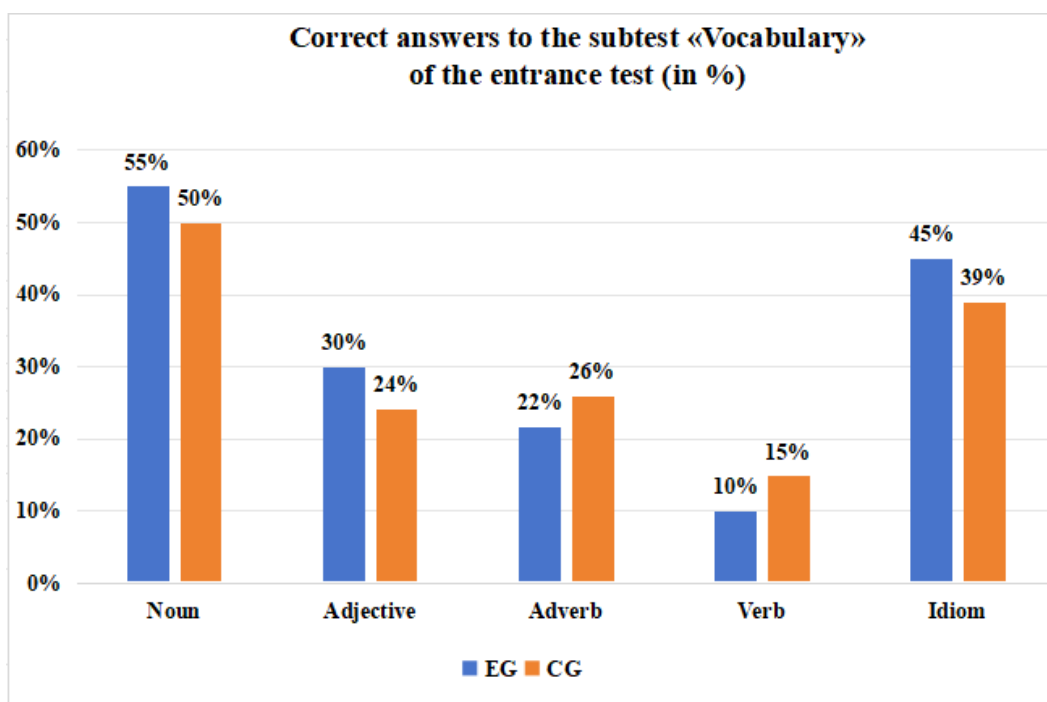
- violation of subject-predicate agreement: U menya segodnya bylo mnogo del. sovsem *zabegalsya*, poetomu ne uspela tebe pozvonit (vmesto zabegalas).

- incorrect use of the verb form: Deti vse utro *probezhali* v sadu (vmesto probgali);

- incorrect formation of verb forms: Deti vse utro *probeg* v sadu (vmesto probgali).

**Task 5.** When checking knowledge of phraseological phrases, it turned out that 40% of the examinees had more than 50% errors. The average correctness of answers was only 42% (EG – 45%, CG – 39%). This result testifies to the fact that the majority of Chinese philology students mastering Russian at the B2 level have an insufficient phraseological stock. The students tried to guess the meaning of unfamiliar phraseological phrases, but were not always successful in deducing the meaning from the meaning of the components composing the phraseological phrases.

The average percentage of correctness of vocabulary task performance by students of EG and CG) groups at the diagnostic stage is presented in Figure 17.



**Figure 17. The result of the subtest «Vocabulary»**

The results of the input test show that all subjects have insufficient lexical knowledge about subject-value affixes and word formation rules.

**Subtest «Reading».** The subtest is designed to determine the level of formation of receptive lexical skills of perception and understanding of Russian connotatively marked vocabulary when reading. The students were offered a story by M. Zoshchenko «A Small Case from Personal Life», containing connotatively labeled words and adapted to their level of Russian language proficiency. After reading the story, the students had to choose the correct answer option for each position (5 positions) out of three proposed options based on the content of the story (Table 13). The subtest completion time was 20 minutes.

**Table 13. Task for the subtest «Reading».**

31. Kakoye nastroyeniye bylo u geroya v nachale rasskaza?	A. Na dushe koshki skrepli.
	B. Byl na sedmom nebe.
	C. Kak s tsepi sorvalsya.
32. Kakoy dostatok u starukhi?	A. Zhivet na shirokuyu nogu.
	B. Deneg kury ne klyuyut.
	C. Za dushoy ni grosha.

33. Kak starukha otreagirowala na podayaniye?	A. Vyshla iz sebya.
	B. Opustila ruki.
	C. Stala lit krokodilovy slezy.
34. Kak mozjno okkharakterizovat damu geroya?	A. Derzhitsya za kopeyku.
	B. Brosayetsya dengami.
	C. Kontsy s kontsami svodit.
35. Kak mozjno okkharakterizovat geroya?	A. Mukhi ne obidit.
	B. Ni ryba, ni myaso.
	C. Dobraya dusha.

The average percentage of correctness amounted to 43% (EG – 44%, CG – 42%). Only 20% of test takers (2 students in each group) gave more than 60% of correct answers. The students had to not only understand the content of the story and the meaning of connotatively marked words, but also to extract the main information and relate the question to the corresponding phraseology in a limited time. Errors occurred either due to the fact that connotatively marked words occurring in the story hindered adequate understanding of the text content or due to the fact that students were unfamiliar with the proposed phraseologisms.

**Subtest «Listening».** To test the lexical skills of recognizing and understanding connotatively marked vocabulary in listening, students had to listen to a dialog and choose an answer option to 5 questions (Table 14). The time for completing the task was 5 minutes.

**Table 14. Task for the subtest «Listening» (input test)**

1	A) Bezradostnoye. B) Veselenkoye. C) Agressivnoye.
2	A) Vlyubilas po ushi. B) Potratila vremya vpustuyu. C) Belyy svet ne mil.
3	A) Pozitivno. B) Ravnodushno. C) Negativno.
4	A) Pytayetsya vyvesti eye iz sebya. B) Sovetuyet ne veshat nos. C) Prosit podozhdat do luchshikh vremen.

5	A) Vremya lechit. B) Delu vremya. potekhe chas. C) Vsemu svoye vremya.
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When performing this task, 65% of the subjects made more than 50% of errors (EG – 7 students, CG – 6 students), while the average percentage of correctness was 46%. The main reason for incorrect answers is erroneous perception and understanding of connotatively marked words in the audio text and/or in the answer options. The obtained results indicate an insufficient level of lexical listening skills formation among the students participating in the experiment.

**Subtest «Speaking».** The speaking task tested the level of formation of productive lexical skills of using connotatively marked words of the Russian language in oral speech. Students should state their opinion on the proposed issue and give arguments using connotative vocabulary. Familiarization with the task and preparation of a monologue statement – 5 minutes, recording of the monologue on a dictaphone – 5 minutes.

**Task.** You and your Russian friend are discussing, «What is better: to have many friends or one but reliable friend? ». State your opinion, arguing it, give facts and examples from life. The monologue should use different connotative words (the text volume should be at least 10 sentences).

It was found that the majority of students (65%) did not correspond to the norm (4–5 statements). 35% of examinees used some proverbs, idioms and other connotatively marked words for argumentation, but not more than three. 60% of the subjects did not use connotatively marked words in their speech. This indicates that many Chinese students are not proficient in using connotatively marked vocabulary. In addition, the following errors were noted in the subjects' responses:

- 1) phonetic (sound usage, rhythmicity; intonation);
- 2) lexico-grammatical:
  - errors in the choice of lexical unit: chto *kakoye* druzhba (vmesto chto takoye druzhba);

- a mix of phraseological paronyms: *ey ponravilos moye ugoshcheniye i skazala, yazyk proglotila* (vmesto yazyk proglotish);
- violation of the component composition of phraseological units: *staryy drug luchshe novyy drug* (vmesto staryy drug luchshe novykh dvukh);
- violation of lexical combinability: *druzhba imeyet vazhnuyu rol v zhizni cheloveka*;
- failure to distinguish synonyms: *on menya ugovoril* (vmesto ubedil);;
- errors in the use of verb types: *nachal pogovorit*;
- incorrect use of the grammatical form: *my bylo veselo*.

3) syntactic errors:

- management errors: *ya soglasna s eye*; *ona tsenit druzhby*;
- violation of agreement: *odinakovyy khobbi*; *interesnyye tema*;
- destruction of the syntactic construction: *Tem bolshe druzey, chem luchshe*.

**Subtest «Writing».** To create a written text in accordance with the given situation, students had to apply sociocultural and lexical knowledge, as well as knowledge of genre features of a friendly letter. The time for completing the task was 15 minutes.

**Task:** A Russian friend invited you to celebrate a housewarming party. Write an e-mail to your Russian friend, telling how you spent this day. Use different connotative words (at least 8 sentences).

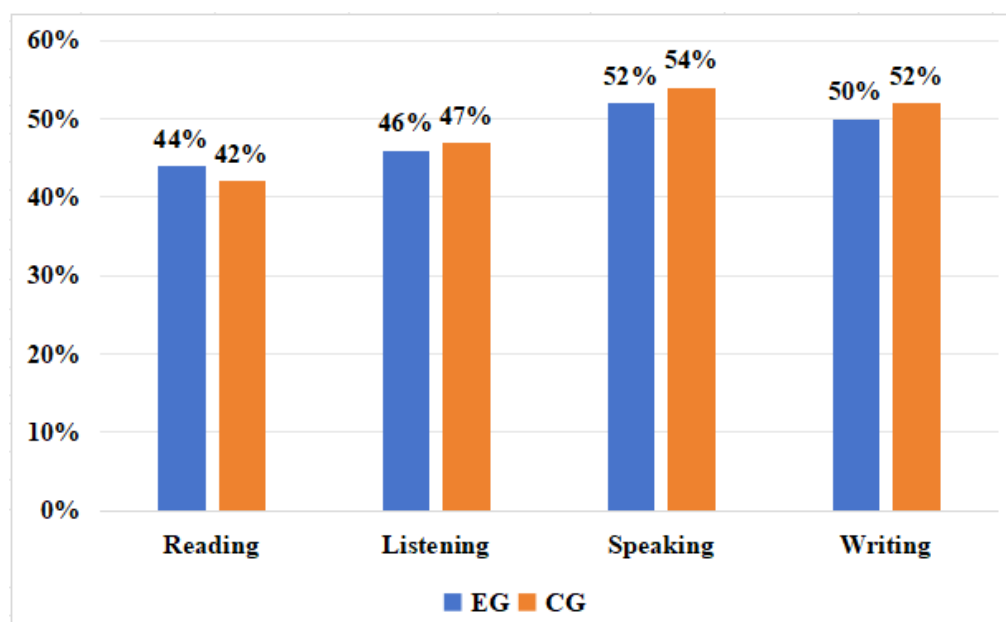
When performing the task, students demonstrated basic sociocultural knowledge that ensures the adequacy of choosing and using connotatively marked words in accordance with the communicative intention and situations. Half of the examinees used individual idioms and diminutive and affectionate forms of words, but each not more than two. 60% of students made a significant number of gross lexico-grammatical and syntactic errors:

- spelling mistakes: *do preyezdy* (vmesto do priyezda); *ona pobrobovala sup* (vmesto poprobovala); *ya pranniruyu* (vmesto planiruyu); *ona trudolyubimaya* (vmesto trudolyubivaya);



- errors in the choice of lexical units: ya *rasskazyvayu* s ney (vmesto razgovarivayu);
- management errors: ona gotovilas *dlya priyema* druzey tri dnya (vmesto gotovilas k priyemu); priglasit *ey* (vmesto eye);
- agreement violation: Ona ugoshchala nas russkimi *blyud* (vmesto blyudami); vkusnyye blyudo (vmesto blyuda); chto-to *interesnogo* (vmesto interesnoye);
- erroneous formation of the verb form: ona *nakrola* stol (vmesto nakryla na stol);
- destruction of stable turns: c eye *tochkoy* zreniya (vmesto s eye tochki zreniya); kak *govorya* (vmesto kak govoryat);
- violation of the connection between the subject and the predicate: my davno ne *vstretitsya* (vmesto vstrechalis); ona *schitayetsya* (vmesto schitayet).

Figure 18 shows the average percentage of completion of the input test items.



**Figure 18. Results of the subtests «Reading», «Listening», «Speaking», «Writing» (input test)**

The results of diagnostic testing of EG and CG subjects are presented in Table 15.

**Table 15. Level of proficiency in Russian connotatively marked vocabulary  
(input testing)**

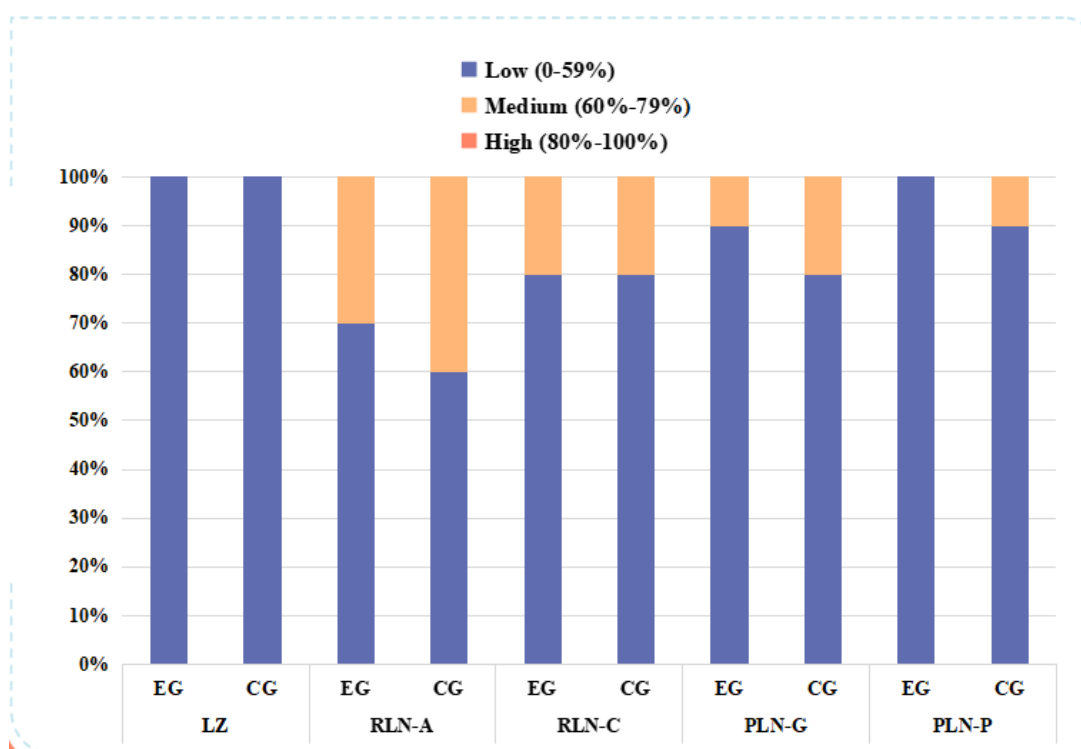
<b>groups</b>	<b>Average score (average percentage of correctness)</b>
<b>EG</b>	43,5 (44,8%)
<b>KG</b>	44,7 (45%)

As can be seen from the table, EG and CG students before the beginning of the experiment had approximately the same level of proficiency in Russian connotative vocabulary.

In addition, at the diagnostic stage we conducted a statistical analysis of the initial level of proficiency in connotatively marked vocabulary of the Russian language using Student's t-criterion for independent samples. The p-value indicating the level of significance of the samples was obtained. If  $p < 0.05$ , the differences are statistically significant, if  $p \geq 0.05$ , the differences between the compared samples are statistically insignificant. The analysis was performed in the SPSS program.

Based on the results of the input test of EG and CG, the standard deviation was calculated, which was 4.03 in EG and 6.04 in CG, with  $t = 0.523$ ,  $p = 0.608$ . Thus, no statistically significant differences were found between EG and CG. The calculated results using Student's t-criterion once again confirm that at the diagnostic stage the knowledge of Russian connotatively marked vocabulary of EG and CG students is close to the same level.

Figure 19 shows the percentage distribution of students by different levels of lexical knowledge and skills of understanding and using Russian connotatively marked vocabulary (based on the results of input testing).



**Figure 19. Initial level of lexical knowledge and skills formation in CG and EG students (input testing)**

The results of the diagnostic test have shown that both EG and CG have the same low level of knowledge of connotatively marked vocabulary of the Russian language (the correctness of answers is less than 60%), which is due to insufficient knowledge of connotatively marked vocabulary of the Russian language. 65% of examinees have a relatively low level of perception and understanding of connotatively marked words by ear, and 80% of students gave incorrect answers in the subtest «Reading». 85% of examinees do not possess the skills of using Russian connotatively marked words in oral speech, and 95% of students - in written speech.

At the formative stage, in order to monitor the learning process in the experimental group, interim control was conducted. All tasks performed by students in the classroom and independent work were evaluated. Table 16 presents the system of evaluation of students' performance during the methodological experiment.

**Table 16. System of evaluation of EG students' academic performance**

<b>Forms of control</b>	<b>Objects of assessment</b>	<b>Assessment (in points)</b>
Intermediate control	Case assignment (self-preparation)	20
	Case assignment (in-class presentation)	10
	Debates (self-preparation)	10
	Debate (speaking in class)	20
	Homework	20
	Activity in class (participation in role-playing, answering questions, etc.).	10
	Attendance	10
Final test		50

Successful mastering of educational material by EG students was determined on a scale: 0-79 points – «not scored», 80-150 points – «scored».

### *2.3.2 Analysis of the Final testing results*

At the control stage of the experiment, the final test of EG and CG subjects was conducted to identify the dynamics of knowledge and development of skills of perception and use of connotatively marked vocabulary of the Russian language. The form and types of tasks of the final test corresponded to the input test (diagnostic stage). When evaluating the results of the final test, we used the same criteria and formulas as when evaluating the results of the input test. In addition, we conducted a cross-sectional statistical analysis of the results of the diagnostic and control tests: the increment of the percentage of correctness of each subtest before and after the experimental training was calculated using the formula:

*Gain (group) = average percent correct on the final test (group) – average percent correct on the input test (group).*

Comparison of the results before and after the methodological experiment showed that students of both groups have made some progress in mastering connotatively marked vocabulary of the Russian language, but the amount of knowledge and the level of development of lexical skills in each group differ.

**Subtest «Vocabulary».** The average percentage of correct answers of EG students was significantly higher (80%) than in the CG (48%), the average percentage of correct answers increased by 47% in the EG and by 17% in the CG compared to the input test results.

**Task 1:** choosing the appropriate noun with connotative meaning. The following mistakes were made:

- ignorance of the connotation conveyed by the suffixes of nouns “-ishche/-ishcha”: Vot eto *rybeshka!* Pervyy raz vizhu takuyu ogromnyuyu (vmesto rybishcha);
- failure to distinguish between suffixes with a pejorative and other connotation: Do derevni my ekhali na staroy khudoy *loshadke* (vmesto loshadenke).

**Task 2:** inserting the appropriate form of an adjective with different connotative meanings. The following types of errors were recorded:

- erroneous formation of the adjective form with subjective-evaluative affixes: Nado molochka *teplenkogo* vypit (vmesto teplenkogo); *vkusenkiye/ vkusnonkiye* pirozhki (vmesto vkusnenkiye); Eto byla skromnenkaya *bedenkaya* kvartirka (vmesto bednenkaya); Teper prikhoditsya pokupat *plokhinkiy* tovar za te zhe dengi (vmesto plokhonkiy); My seli na *nizkenkuyu/ niznenkuyu/ nizonkuyu* skameyechku okolo vody (vmesto nizenkuyu);
- violation of agreement: *vkusnenkiy* pirozhki (vmesto vkusnenkiye); *nizenkiy* skameyechku (vmesto nizenkuyu).

Unlike CG students, EG students made errors related only to the formation of the forms of adjectives poor and low.

**Task 3:** filling in the gap with a suitable adverb with connotative meaning. The following mistakes were made:

- wrong choice of adverb: Eto platye *plokhovato/ krasivenko/ yarkenko* vyglyadit (vmesto strannovato); Ochen temno. idti tam kak-to *temnovato/ bystrenko/ medlenko* (vmesto strashnovato); Vremeni ostalos *malenko* (vmesto malovato); Prezhde chem menyat rabotu. nado *yasnenko/dalshe* podumat (vmesto khoroshenko);

- erroneous formation of an adjective form with subjective-evaluative affixes: Ochen temno, idti tam kak-to *strashonko* (vmesto strashnovato);

- spelling mistakes: Sobiraysya *bystrenka*, taksi pridet cherez 3 minuty (vmesto bystrenko) Kompyuter za 1000 dollarov? Chto-to *dorogovata/ dorogavato* (vmesto dorogovato).

Task 4: inserting a verb that fits the meaning. The following errors were noted:

- wrong choice of lexical unit: Lena poprosila menya nikomu ob etom ne rasskazyvat, no ya sluchayno *nagovorilas/ peregovorila* (vmesto progovorilas); Oni davno ne videlis, poetomu ne mogli drug s drugom *zagovoritsya* (vmesto nagovoritsya); Cherez chas u menya budut zanyatiya, davay bystro *progovorimsya/ progovorimsya/ zagovorimsya* (vmesto peregovorim); Ya tak obidelas, chto *peregovorila* emu mnogo lishnego (vmesto nagovorila);

- disorder in the coordination of the subject and predicate: Oni davno ne videlis. poetomu ne mogli drug s drugom *nagovorilis* (vmesto nagovoritsya); My *zagovoritsya* i chut ne opozdali na samolet (vmesto zagovorilis).

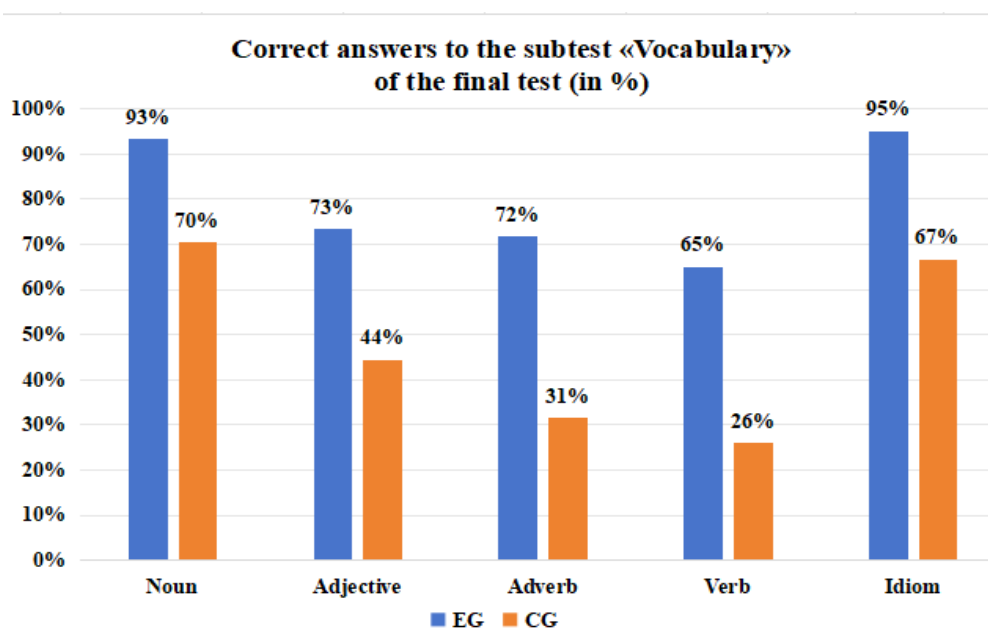
The errors of students in both groups are mainly due to the failure to distinguish the connotations conveyed by the verb affixes *na-...-sya*, *za-...-sya* and *pro-...-sya*.

**Task 5:** selecting a phraseological phrase suitable in meaning. The EG students made 2 times fewer mistakes than the CG students.

Figure 20 shows the comparison of correct answers to the tasks testing the knowledge of connotatively marked vocabulary of the Russian language in EG and CG students.

The comparison of the obtained results shows that EG students have better mastered the meaning of subjective-evaluative affixes and the rules of forming

words with these affixes, as well as significantly expanded the stock of phraseological units. This testifies to the effectiveness of the complex of lexical exercises, which includes analytical and synthetic exercises, exercises for categorization of lexical knowledge, as well as project tasks that activate students' independent cognitive activity.



**Figure 20 . Results of completing the tasks of the subtest «Vocabulary» (final test)**

**Subtest «Reading».** When performing the subtest «Reading», the average percentage of correct answers of EG students increased by 34%, and that of CG students – only by 13%. The methodology of teaching the lexical side of Russian speech developed by us provides the expansion of students' potential connotative vocabulary, development of skills of revealing the meanings of connotatively marked words on the basis of contextual and morphological analysis of lexical units.

**Subtest «Listening».** In the answers to the tasks of the subtest «Listening» there are also higher indicators in EG than in CG: the increase in the average percentage of correctness of this subtest is 38% and 18%, respectively. This is evidence that due to the set of exercises, which uses authentic audiovisual materials containing connotatively marked words, Chinese students successfully develop the

skills of recognizing and understanding connotatively marked words in real communicative situations.

**Subtest «Speaking».** As for the development of productive skills of using connotatively marked words in oral speech, the increase in the average percentage of correctness of test tasks in EG was twice as much as in CG (EG – 30%, CG – 15%). 70% of EG students reached a high level (scores above 80%), and the remaining students received scores of more than 60% but less than 80%, while in the CG all subjects did not rise above the average level.

To argue their point of view, the majority of EG students actively and adequately used idioms, proverbs, sayings and connotatively marked words. This means that EG students have significantly expanded their active connotative vocabulary, increased the level of mastery of the skills of choosing and using connotatively marked words in oral speech in accordance with the intention and communicative situation. Successful formation of productive lexical skills in speaking among EG students was ensured by means of interactive exercises, including debates and role-playing games, in which emotional and evaluative means of the Russian language can be used.

CG students did not actively use connotatively marked vocabulary in oral utterances and made a significant number of errors, among which the typical ones are:

- use of a phraseological unit in an unrelated meaning: *Ona schitayet. chto schastye – eto ne imet mnogo deneg, a byt s druziami, ved s **milym ray i v shalashе**;*
- destruction of the phraseological structure: *U menya pochti **net deneg, kak kot naplakal**;*
- violation of the component composition of phraseological units: *chuvstvoval sebe **v sedmoy nebe**;*
- errors in the formation of the predicate form: *Oni predstavlyayut, kak **kupat** sebe bolshoy dom (vmesto kupyat);*
- errors in constructing a sentence with a deictic turn: *Oni budut dumat, chto schastlivy, i ne **prilagaya usiliya** dlya luchshey zhizni;*



- violation of lexical combinability: Dengi *daryat nam prinyatuyu vozmozhnost* pokupat veshchi;
- management errors: Govoryat, chto s *dengami* ne pokupayut zdorovye (vmesto za dengi zdorovye ne kupish).

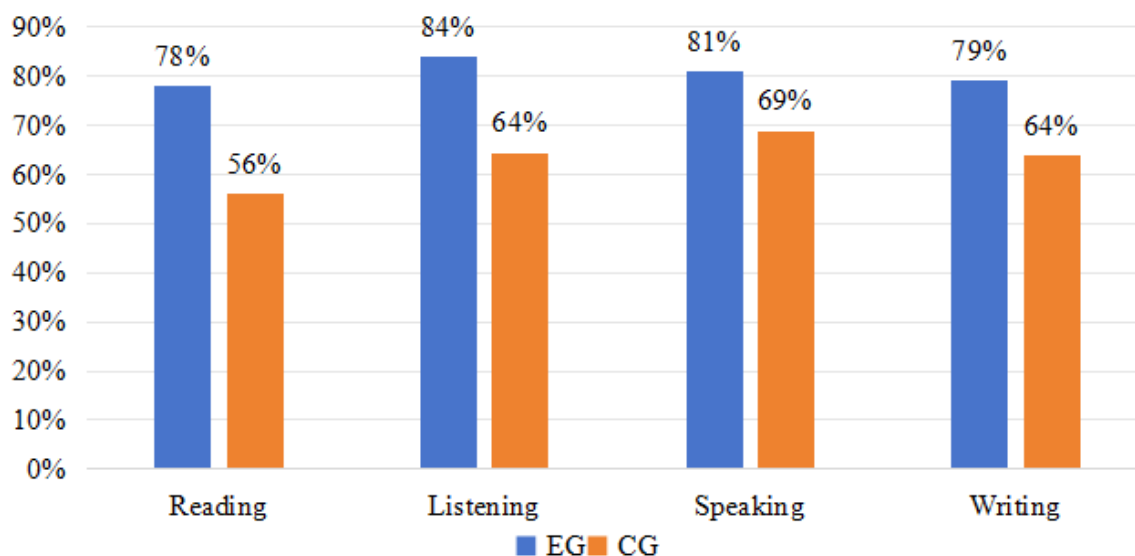
**Subtest «Writing».** The analysis of the results of the task performance showed that EG students have formed productive skills of using connotatively marked words in a written statement: the average percentage of correctness increased by 29% (in CG students – by 13%). In 60% of EG students' answers there are no errors in the use of connotative vocabulary.

The following errors in written expression were noted:

- spelling mistakes: *kortoshki* (vmesto kartoshki); *torelochka* (vmesto tarelochka);
- the use of a phraseological unit in a meaning that is not typical for it: vkusnyye pirozhki pomogayut vstavat s *pravoy nogi*; Ona byla tak rada, dolgo ne *ushla v sebya*;
- incorrect grammatical form of the components of the phraseologism: posle togo, kak poprobovala tortik podrugy, ya *prihodila v sedmuyu nebu* (vmesto ya byla na sedmom nebe. kogda poprobovala tortik); *iz vse sily* (vmesto izo vsekh sil);
- errors in the use of verb types: nachali *obsudit* (vmesto obsuzhdat);
- management errors: ona udelyayet osoboye vnimaniye *svoye pitaniye* (vmesto svoemu pitaniyu); o *russkaya kulinarnaya kultura* (vmesto o russkoy kulinarnoy kulture);
- violation of agreement: u neye takaya khoroshenkiy kharakter; vkusnyye *blyudo* (vmesto blyuda);
- violation of the syntactic construction: *posle togo*, ya uznal (vmesto posle togo. kak); Ya schitayu, *chtoby* dengi prinosyat schastye.

The results prove that integrated tasks and the use of electronic resources to create written texts contribute to the development of productive lexical skills in writing.

Figure 21 shows the level of formation of skills of perception and use of connotatively labeled words in different types of speech activity, demonstrated in the final test by EG and CG students.

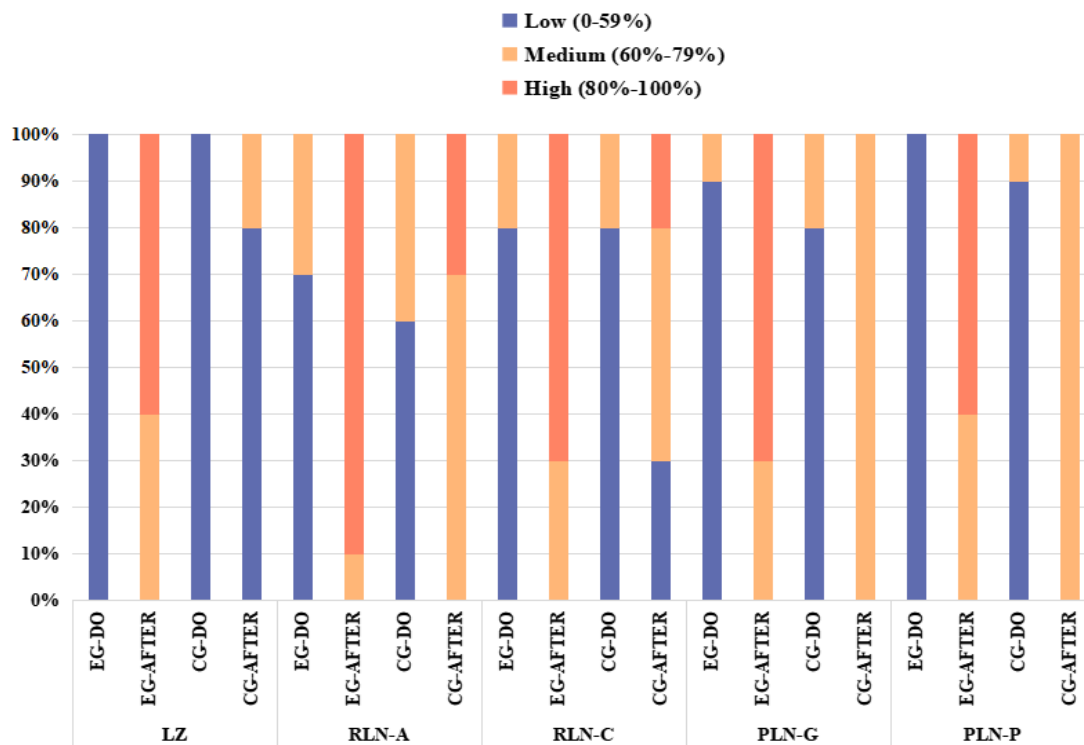


**Figure 21. Results of completing the tasks of the subtests «Reading», «Listening», «Speaking», «Writing» in the final test (in %)**

The average percentage of correctness of assignments by EG students was 80.3%, and by CG students – 60.2%.

The students of the experimental group significantly increased their level of proficiency in Russian connotatively marked vocabulary: the average score in EG increased by 36.7 points, while in CG – only by 14.3 points (Fig. 22).

The number of EG students who achieved a high level of lexical knowledge of connotatively marked vocabulary increased by 60%, and the number of students who achieved an average level increased by 40% (in CG by 20%).



**Figure 22. Comparison of the level of knowledge and skills of connotative vocabulary before and after the experiment in EG and CG**

To confirm the reliability of the obtained results of the final test performance by EG and CG subjects, the quantitative data were statistically processed using Student's t-criterion for independent samples. The analysis was carried out in the SPSS program.

The p-value is obtained, which indicates the level of significance of the samples. In our study, if  $p < 0.05$ , then the differences are statistically significant, if  $p \geq 0.05$ , then the differences of the compared samples are statistically insignificant.

Table 17 shows the results of statistical analysis of lexical knowledge and skills in EG and CG students as revealed in the final test.

**Table 17. Statistical analysis of EG and CG results at the control stage**

Independent samples	Mean ± standard deviation		T	P
	CG(n=10)	EG(n=10)		

DO/AFTER-LZ	14,50±3.95	23,90±2.64	-6,253	0,000**
DO/AFTER-RLN-A	9,90±1.45	12,60±1.90	-3,576	0,002**
BEFORE/AFTER-RLN-C.	8,40±2.76	11,70±2.21	-2,952	0,009**
BEFORE/AFTER-PLN-G	13,90±0.88	16,20±1.32	-4,6	0,000**
DO/AFTER-PLN-P	13,00±0,82	15,80±1,48	-5,25	0,000**
* p<0.05 ** p<0.01				

(EG – experimental group, CG – control group, DO – results at the diagnostic stage, AFTER – results at the control stage, LZ – lexical knowledge, RLN-C – receptive lexical skills in reading, RLN-A – receptive lexical skills in listening, PLN-G – productive lexical skills in speaking, PLN-P – productive lexical skills in writing)

Calculation with Student's t-criterion for independent samples shows that p-values for all knowledge and skill groups are less than 0.05, and t-values for all knowledge and skill groups are negative. Thus, there are statistically significant differences between EG and CG results, and between EG and CG results for various lexical knowledge and skills. This indicates that the level of formation of lexical knowledge and skills in EG is significantly higher than in CG, which confirms the effectiveness of the methodology of teaching connotatively marked vocabulary of the Russian language based on the linguocognitive approach.

### ***2.3.3 Analysis of the questionnaire results***

In order to find out the attitude of the Chinese students of the experimental group to our proposed method of teaching connotatively marked vocabulary of the Russian language, an anonymous questionnaire was conducted after the final testing (the questions of the questionnaire are in Table 18).

**Table 18. Questionnaire for EG students**

№	Questions
1	How satisfied are you with the teaching content (communicative lesson topics, teaching materials)?
2	How satisfied are you with your teaching methods and techniques?
3	How satisfied are you with the learning tools?
4	What types of work do you prefer when teaching Russian connotatively marked vocabulary? Arrange the teaching methods according to your preferences (debates, gamification, role-playing, project tasks).
5	What did you like most about this teaching methodology?
6	What do you recommend to improve this teaching methodology?

The results of the survey showed that all students of the experimental group gave a positive assessment of the proposed method of teaching connotatively marked vocabulary of the Russian language.

According to the students, the proposed teaching materials vividly demonstrate the functioning of words with subjective-evaluative affixes and phraseological units on different topics, thanks to which it is possible to expand the connotative lexical stock. In addition, some students confirmed the effectiveness of the lessons in the development of productive lexical skills, noting that they could successfully use the studied connotative units in communication with native speakers of Russian.

As for the teaching methods used in the experiment, students evaluated them positively, as these methods help to differentiate connotative meanings of words and improve understanding of word connotation; visual images and audiovisual means allowed to consolidate the relevant lexical knowledge. Interactive tasks, didactic online games and tests, videos containing a large number of connotatively labeled words covering different communicative topics are of great interest to students.

In order to improve the teaching methodology, Chinese students suggested increasing the time for independent work, as the amount of material to be mastered and working with dictionaries requires considerable time.

## CONCLUSIONS ON CHAPTER II

In order to optimize the teaching of Russian connotatively marked vocabulary to Chinese students-philologists, we have proposed a teaching model based on the linguocognitive approach. This model includes interrelated components: indicative-target (formation and development of lexical knowledge and skills of using Russian connotatively marked vocabulary), content (content of teaching Russian connotatively marked vocabulary and principles of selecting connotatively marked lexical units), subjective (analysis of the target audience in psychological, cognitive and motivational aspects), procedural (used methods, techniques, a set of exercises and Internet resources) and resultant.

A set of lexical exercises was developed as teaching materials for the training experiment. The teaching materials are divided into five lessons, each of which includes two groups of connotatively marked vocabulary: words with subjective-evaluative affixes and phraseological units, which are united by one communicative theme.

Each lesson consists of five blocks: adaptation, conceptualization, motivation-transformation, synthetic, controlling. Adaptation exercises are used to introduce the topic; exercises to decode lexical material, inductive-deductive exercises, conceptual coding exercises, categorization exercises, gamification, project assignment to form and consolidate lexical knowledge; reflexive exercises to develop receptive lexical skills; reproduction exercises, role play, critical thinking exercises (productive lexical skills); and controlling exercises to check the level of proficiency. The complex of lexical exercises is organized according to the sequence of cognitive operations.

The analysis of the results of the final test showed that due to the use of the method of teaching connotatively marked vocabulary of the Russian language on the basis of linguocognitive approach the level of lexical knowledge and skills formation in EG subjects significantly increased.

## CONCLUSION

Teaching Russian connotatively marked vocabulary is one of the most important aspects, which is often left out of the research on the methodology of teaching Russian as a foreign language. In this paper an attempt has been made to

- develop a methodology for teaching connotatively marked vocabulary of the Russian language on the basis of the linguocognitive approach;
- justify the selection of content for teaching this group of vocabulary;
- propose the author's model of teaching connotatively marked vocabulary, which takes into account the cognitive-psychological features of Chinese students-philologists, thanks to which students not only form communicative competence in the target language, but also expand the conceptsphere.

The main results obtained in the course of the study are as follows:

1. It is proved that the formation of the linguistic picture of the Russian world in the minds of Chinese students, based on the relationship between language, thinking and culture is a methodological prerequisite for the development of an effective methodology for teaching Russian connotatively marked vocabulary.

2. The concept of «connotation» from the point of view of semasiology, lexicography, stylistics, culturology is considered. The essential characteristics of the linguistic phenomenon «connotation» are analyzed. Linguistic means of connotation expression in Russian language are described and linguo-methodological components of Russian connotatively marked vocabulary in the aspect of teaching Russian as a foreign language are determined.

3. The choice of linguocognitive approach as the most effective one for teaching Russian connotatively marked vocabulary is scientifically justified. The characteristics of the linguocognitive approach are revealed, the regularities of teaching Russian connotatively marked vocabulary on the basis of this approach are determined. Methodological principles for teaching connotatively marked vocabulary of the Russian language to Chinese students-philologists are proposed.

4. The functional components of the author's model of teaching connotative Russian lexicon (level B2) are defined: the purpose of teaching the lexical side; the content of teaching and criteria for selecting connotative lexical units; psychological, cognitive and motivational characteristics of Chinese students; methods, techniques and means used for teaching; the resulting component.

5. A set of exercises organized in accordance with cognitive processes and aimed at the formation and development of lexical knowledge and skills of recognition and use of Russian connotative Russian vocabulary in different types of speech activity was developed.

6. Entrance and final tests including subtests «Vocabulary», «Reading», «Listening», «Speaking» and «Writing» are proposed to diagnose the level of mastery of Russian connotative Russian vocabulary by Chinese students before and after the training experiment. The criteria for assessing the level of lexical knowledge and skills formation were developed.

7. After the input testing, the errors made by the subjects were analyzed and an attempt was made to explain the reasons for the difficulties, which served as a basis for the development of the training experiment program.

8. After the final testing, the obtained results were qualitatively and quantitatively analyzed and compared with the results of the input testing. It was concluded that the level of formation of lexical knowledge and skills of recognizing and using Russian connotatively marked vocabulary in EG students was significantly higher than in CG students. The effectiveness of the method of teaching connotatively marked vocabulary of the Russian language based on the linguocognitive approach was confirmed.

9. Prospective directions of the research are to develop teaching materials based on the linguocognitive approach to teaching Chinese students Russian as a foreign language at the C1 and C2 levels. In addition, it is necessary to investigate the linguodidactic possibilities of artificial intelligence to improve the methods of teaching the lexical side of a foreign language.



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## APPENDICES

## APPENDIX 1. INPUT TEST

(max – 100 points)

Имя \_\_\_\_\_  
 Пол \_\_\_\_\_  
 Возраст \_\_\_\_\_

**Уважаемые студенты!**  
**Выполните задания теста. Все результаты тестирования будут использоваться только для научных целей.**  
**Спасибо большое!**

**ЛЕКСИКА.****I. Позиции 1-6. Выберите подходящие слова с коннотативным значением.**

1. У двери сидел милый белый ...

- А. котик
- Б. котище
- В. кот

2. Такая ... здесь не поместится.

- А. книга
- Б. книжка
- В. книжища

3. Недалеко от нашего дома течёт узкая мелкая ...

- А. река
- Б. речушка
- В. речка

4. Я так устал от этой ужасно тяжелой ...

- А. работы
- Б. работишки
- В. работищи

5. Вокруг дома росли мелкие ...

- А. цветочки
- Б. цветы
- В. цветки

6. В конце улицы стоял высокий деревянный ...

- А. домик
- Б. домишко
- В. домище

**II. Позиции 7-12. Вместо точек вставьте прилагательные со значением уменьшительности/ ласкательности.**7. Выпал очаровательный \_\_\_\_\_ снежок (*пушистый*).8. Нам навстречу вышел \_\_\_\_\_ мальчик. (*бледный*)

9. На диване лежала \_\_\_\_\_ кошечка. (*симпатичный*)  
 10. Подруга принесла \_\_\_\_\_ печенье. (*вкусный*)  
 11. Какой \_\_\_\_\_ денёк! (*хороший*)  
 12. Ребенку нужно дать \_\_\_\_\_ молоко. (*тёплый*)

**III. Позиции 13-18. Вместо пропусков вставьте подходящее по смыслу наречие с коннотативным значением.**

13. В комнате почти не было мебели, поэтому выглядела она \_\_\_\_\_.  
 14. Ты же умный человек, подумай \_\_\_\_\_, как лучше сделать.  
 15. \_\_\_\_\_ мы с вами не виделись! Наверное, года два?  
 16. Чего ты там стоишь? \_\_\_\_\_ иди к столу! Всё остынет.  
 17. Машина за 3 миллиона? Для меня это \_\_\_\_\_.  
 18. Одевайся потеплее. Сегодня на улице \_\_\_\_\_.

**IV. Позиции 19-24. Вместо пропусков вставьте подходящий по смыслу глагол в нужной форме.**

19	У меня сегодня было много дел, совсем _____, поэтому не успела тебе позвонить.	набегаться
20	Дети все утро _____ в саду.	пробежаться
21	Я _____, чтобы найти хоть какую-нибудь работу.	разбежаться
22	Когда начался пожар, все люди _____.	избегаться
23	Ребенок _____ за целый день так, что уснул в гостиной.	пробегать
24	В поисках подарка нам пришлось _____ по нескольким магазинам.	забегаться

**V. Позиции 25-30. Выберите подходящий по смыслу фразеологизм.**

25. Когда я узнал, что меня не допустили к экзаменам, то ...

- А. я был на седьмом небе  
 Б. у меня душа ушла в пятки  
 В. руки опустились

26. Мне трудно найти работу, потому что опыта у меня ...

- А. кот наплакал
- Б. как две капли воды
- В. без счета

27. Ты чего как \_\_\_\_\_? Что-нибудь случилось?

- А. рыба в воде
- Б. бедный родственник
- В. в воду опущенный

28. Пойдем вечером в ресторан «Шелковый путь». Там так готовят! ...

- А. сердцу не прикажешь
- Б. пальчики оближешь
- В. выйдешь из себя

29. После развода Юля потеряла интерес ко всему. Я посоветовала ей ... и начать жить заново.

- А. взять себя в руки
- Б. уйти в себя
- В. вывести на чистую воду

30. Каждый день – дом, работа, дом, работа. Чтобы просто выжить, мне приходится ...

- А. вертеться как белка в колесе
- Б. ходить вокруг да около
- В. брать быка за рога

### **ЧТЕНИЕ.**

**Позиции 31-35. Прочитайте фрагмент рассказа М. Зощенко «Мелкий случай из личной жизни». Ответьте на вопросы к тексту.**

Стою я раз в кино и дожидаясь одну даму.

Так — очередь у кассы струится. Так — дверь раскрыта на улицу, заходите. Так — я стою. Охота петь, веселиться, дурака валять. Охота кого-нибудь толкнуть, подшутить или схватить за нос. На душе пенье раздаётся, и сердце разрывается от счастья.

И вдруг вижу — стоит около входной двери бедно одетая старушка. Такое у неё рваненькое пальтишко, дырявые старинные башмачонки, видно, едва концы с концами сводит.

И стоит эта старушка скромно у двери, ожидая, не подадут ли.

Гуманные чувства заполняют моё сердце. Я вынимаю кошелёк, недолго роюсь в нём, достаю рубль и от чистого сердца, с небольшим поклоном подаю старухе.

Старушка поглядела на рубль и говорит:

— Это что?

— Вот, — говорю, — примите, мамаша, от неизвестного.

И вдруг вижу — у ней вспыхнули щёки от глубокого волнения.

— Странно, — говорит, — я, кажется, не с протянутой рукой стою, не прошу. Чего вы мне рубль пихаете?.. Может быть, я дочку жду — собираюсь с ней в кино пойти. Очень, говорит, обидно подобные факты видеть.

Я хватаю её за руки, извиняюсь и прошу прощения. И поскорей отхожу в сторонку, а то, думаю, ещё, чего доброго, заметут в милицию, а я даму жду.

Вскоре приходит моя дама.

Вот я беру билет и мелким шагом волочусь за своей дамой. Вдруг подходит кто-то ко мне сзади и берёт меня за локоть. Я хочу развернуться, чтобы уйти, но вдруг вижу — передо мной старуха.

— Извиняюсь, — говорит она, — это не вы ли мне давеча рубль давали?

Я что-то невнятное лепечу, а она продолжает:

— Тут, не помню, кто-то мне давал сейчас рубль... Кажется, вы. Если вы, тогда ладно, дайте. Тут дочка не рассчитала, а вторые места дороже, чем мы думали. А в третьих местах я ничего не увижу по причине слабости глаз. Прямо хоть уходи. Извиняюсь, — говорит, — что напомнила.

Я вынимаю кошелек, но моя дама выпускает следующие слова: — Совершенно ни к чему швыряться деньгами. Уж если на то пошло, я лучше нарзану в буфете выпью.

Я говорю:

— Нарзан вы получите, не скулите. Но рубль я должен дать. Мало ли какие бывают денежные заминки. Надо, — говорю, — по-товарищески относиться, человек человеку друг.

Нет, я всё-таки дал старухе рубль, и мы в растрёпанных чувствах стали глядеть картину.

Под музыку дама меня пилила, говоря, что за две недели знакомства я ей пузырёк одеколону не мог купить.

31. Какое настроение было у героя в начале рассказа?	А. На душе кошки скребли.
	Б. Был на седьмом небе.
	В. Как с цепи сорвался.
32. Какой недостаток у старухи?	А. Живет на широкую ногу.
	Б. Денег куры не клюют.
	В. За душой ни гроша.
33. Как старуха отреагировала на подаяние?	А. Вышла из себя.
	Б. Опустила руки.
	В. Стала лить крокодиловы слезы.
34. Как можно охарактеризовать даму героя?	А. Держится за копейку.
	Б. Бросается деньгами.
	В. Концы с концами сводит.
35. Как можно охарактеризовать героя?	А. Мухи не обидит.
	Б. Ни рыба, ни мясо.
	В. Добрая душа.

**АУДИРОВАНИЕ.**

**Позиции 36-38.** Прослушайте диалог, ответьте на вопросы.

36.	А) Безрадостное. Б) Веселенькое. В) Агрессивное.
37.	А) Влюбилась по уши. Б) Потратила время впустую. В) Белый свет не мил.
38.	А) Позитивно. Б) Равнодушно. В) Негативно.
39.	А) Пытается вывести ее из себя. Б) Советует не вешать нос. В) Просит подождать до лучших времен.
40.	А) Время лечит. Б) Делу время, потехе час. В) Всему свое время.

**(Часть для преподавателя)**

*Маша: Алло, Ириша, привет! Ну ты как?*

*Ира: Привет. Никак. На душе кошки скребут.*

*Маша: Я понимаю, что тебе одиноко. Конечно, трудно расставаться с любимым человеком. Ну ты же умница, ручки золотые. Зачем ставить на себе крест?*

*Ира: Лучше быть одной.*

*Маша: Не лучше! Конечно, тебе обидно, страшно. Душа болит. Но надо выходить из этого состояния. Вокруг столько хороших людей.*

*Ира: Не нужен мне никто.*

*Маша: Слушай, мы с Леркой хотим отметить окончание сессии. Давай с нами. Посидим за милую душу, пообщаемся, отвлечешься от дурных мыслей.*

*Ира: А еще кто-то будет?*

*Маша: Может быть, Паша. Это Лерин брат. Потрясающий парень!*

*Ира: Ну хорошо. Это когда?*

*Маша: В субботу, часов в 7. Ресторан «Тан жэн». Мы там уже с тобой были.*

*Ира: Я подумаю.*

*Маша: Утро вечера мудренее. Подумай, хорошо проведем время.*

*Ира: Перезвоню в пятницу. Пока.*

*Маша: Пока!*

36. Какое настроение у Иры сейчас?

- А) Безрадостное.
- Б) Веселенькое.
- В) Агрессивное.

37. Что случилось с Ирой?

- А) Влюбилась по уши.
- Б) Потратила время впустую.
- В) Белый свет не мил.

38. Как Ира сейчас относится ко всему?

- А) Позитивно.
- Б) Равнодушно.
- В) Негативно.

39. Как Маша хочет помочь Ире?

- А) Пытается вывести ее из себя.
- Б) Советует не вешать нос.
- В) Просит подождать до лучших времен.

40. Какой совет вы можете дать Ире?

- А) Время лечит.
- Б) Делу время, потехе час.
- В) Всему свое время.

#### **ГОВОРЕНИЕ.**

41. Вы с другом обсуждаете, «Что лучше: иметь много друзей или одного, но надежного друга?». Выскажите свое мнение, аргументируя его фактами и примерами из жизни. В аргументах Вы должны использовать разные коннотативные слова (объем текста не менее 10 предложений).

#### **ПИСЬМО.**

42. Русская подруга пригласила Вас отмечать новоселье. Напишите e-mail своему русскому другу, расскажите, как Вы провели этот день. Используйте разные коннотативные слова (не менее 8 предложений).

**APPENDIX 2. FINAL TEST**

(max – 100 points)

Имя \_\_\_\_\_

Пол \_\_\_\_\_

Возраст \_\_\_\_\_

**Уважаемые студенты!****Пожалуйста, выполните задания теста. Все результаты тестирования будут использоваться только для научных целей. Спасибо большое!****ЛЕКСИКА.****I. Позиции 1-6. Выберите подходящие слова с коннотативным значением.**1. *Вот это ...! Первый раз вижу такую огромную.*

- А. рыбища
- Б. рыбина
- В. рыбёшка

2. *Не ты один любишь такой свеженький ... — все любят.*

- А. хлеб
- Б. хлебушек
- В. хлебец

3. *На улице такой ужасный ... Льёт как из ведра.*

- А. дождина
- Б. дождик
- В. дождь

4. *Мне нравится мой маленький ..., где растут яблони и вишни.*

- А. сад
- Б. садик
- В. садок

5. *Даже такой маленький... в нашем холодильнике не поместится.*

- А. арбузик
- Б. арбуз
- В. арбузище

6. *До деревни мы ехали на старой худой ....*

- А. лошади
- Б. лошадёнке
- В. лошадке

**II. Позиции 7-12. Вместо точек вставьте прилагательные со значением уменьшительности/ ласкательности/ иронии.**7. Горло болит? Надо молочка \_\_\_\_\_ выпить. (*тёплый*)8. Рядом с домом был маленький \_\_\_\_\_ садик. (*хороший*)9. \_\_\_\_\_ пирожки. Пальчики оближешь! (*вкусный*)10. Это была скромненькая \_\_\_\_\_ квартирка. (*бедный*)11. Теперь приходится покупать \_\_\_\_\_ товар за те же деньги. (*плохой*)12. Мы сели на \_\_\_\_\_ скамеечку около воды. (*низкий*)

**III. Позиции 13-18. Вместо пропусков вставьте подходящее по смыслу наречие с коннотативным значением.**

13. Собирайся \_\_\_\_\_, такси придет через 3 минуты.
14. Это платье мне совсем не нравится. Слишком короткое и цвет слишком яркий. Рисунок непонятный. Очень \_\_\_\_\_ выглядит.
15. Давай не пойдем через парк. Очень темно, идти там как-то \_\_\_\_\_.
16. До защиты диплома всего месяц. Времени осталось \_\_\_\_\_.
17. Компьютер за 1000 долларов? Что-то \_\_\_\_\_.
18. Прежде чем менять работу, надо \_\_\_\_\_ подумать.

**IV. Позиции 19-24. Выберите подходящий по смыслу глагол и заполните пропуски его нужной формой.**

19	Лена попросила меня никому об этом не рассказывать, но я случайно _____.	наговорить
20	Они давно не виделись, поэтому не могли друг с другом _____.	заговориться
21	Через час у меня будут занятия, давай быстро _____.	проговориться
22	Мы с друзьями _____ всю ночь.	проговорить
23	Мы _____ и чуть не опоздали на самолет.	наговориться
24	Я так обиделась, что _____ ему много лишнего.	переговорить

**V. Позиции 25-30. Выберите подходящий по смыслу фразеологизм.**

25. Я истратил всё, что у меня было, теперь ...

- А. денег куры не клюют
- Б. живу на широкую ногу
- В. за душой ни гроша

26. Деньги кончились. Не знаю, как дожить до зарплаты. В холодильнике ...

- А. глаза разбегаются
- Б. яблоку негде упасть
- В. хоть шаром покати

27. Сегодня пришлось переделать кучу дел. ...

- А. кутилась как белка в колесе
- Б. ворон считала



В. била баклуши

28. *Да не расстраивайся ты так из-за этого экзамена. ... Пересдашь через неделю.*

А. не верь глазам своим

Б. не вешай нос

В. не бей лежачего

29. *Вчера поссорилась с Антоном, зря обидела его. Теперь ...*

А. на душе кошки скребут

Б. я на седьмом небе

В. чувствую себя не в своей тарелке

30. *Узнав, что мой друг подарил другой девушке цветы, я просто ...*

А. пришла в себя

Б. вышла из себя

В. ушла в себя

### **ЧТЕНИЕ.**

**Позиции 31-35. Прочитайте фрагмент рассказа Н. Татаринцевой «Смотри на облака и мурлычь»** ([https://litteratura.org/issue\\_prose/5334-natalya-tatarinceva-smotri-na-oblaka-i-murlych.html](https://litteratura.org/issue_prose/5334-natalya-tatarinceva-smotri-na-oblaka-i-murlych.html)). **Ответьте на вопросы к тексту.**

Василий решил стать котом. Ну, не сам решил, конечно. Прочитал советы популярного интернет-психолога. Если в вашей жизни всё плохо, значит, нужно срочно произвести перезагрузку и раскрыть своего внутреннего зверя. Таракана, там, или другого, кому как нравится.

Василий прочитал и понял, вот оно! Причина всех бед. У него в жизни было все очень плохо. В кошельке – кот заплакал, на душе – кошки скребли.

С утра он будильник лапой смахнул, и скинул на пол стакан с водой. Сначала ему было непривычно, но он вспомнил, что психолог писал, что главное – комфорт и внутренняя гармония. Он усы перед зеркалом встопорщил и на работу отправился.

Электрические двери офиса услужливо распахнулись, а Василий вдруг впал в странное состояние. Зачем? Кому все это надо? В чем смысл?

Двери сошлись. Стоп, на работу опаздываю! Двери открылись.

Впрочем, снова подумал Василий, глядя на распахнутые створки. Зачем?

– Эй, Степаныч, ты проходить будешь или как?

Оказывается, за ним уже собралась толпа. Василий виновато юркнул внутрь. На работе он лениво поклацал по клавиатуре. Получилась ерунда. Потом погонял мышь по полу. Увлекательно.

– Коля, – написал он коллеге в чат. – А у тебя есть лазерная указка? Мне очень надо!

– Отстань, тут отчетов выше крыши, а ты с фигней какой-то. «Странные люди», – подумал Василий и преисполнился радости оттого, что он теперь кот.

Валялся на пушистеньком коврикe, изящно царапал лапами воздух. Коллеги заглядывали и умилялись. То есть, сначала говорили много непонятных слов и сердито шевелили бумагами, а потом успокаивались и начинали улыбаться.

А потом сидел на окне. Очень важное занятие оказалось. Люди идут, птички летят. Облака, опять же. «Как давно я не смотрел на облака!», – горько подумал Василий. Это была человеческая мысль, не кошачья.

– Вась, данные по последнему кварталу есть? – Спросили из коридора. Василий дернул ухом.

– Вась, а ты мне документ отослал, который я просила?

Вася сделал вид, что не слышит. Он созерцал воробушков.

– Вась, обедать идем?

С радостным мявом Василий слетел с подоконника и побежал в столовую, путаясь под ногами у людей.

В столовой с заказом, как всегда, запаздывали.

– Есть хочу! – громко крикнул Вася, а потом еще громче: – Есть! Жрать! Дайте жрать!

Сейчас-сейчас, миленький, – повариха плюхнула перед ним миску борща и мимоходом почесала за ушком. – Кушай, баловник!

После обеда Василий опять созерцал облака. Зашел Коля.

– Вась, что с тобой стряслось такое-то?

– Я вот котом стал.

– И как?

– Помогает. Попробуй тоже. Ты, вот, кем бы хотел быть?

– Я? Я кабаном, наверное.

– Почему?

– В заповеднике видел, нам рассказывали. Большой, сильный, и никто ему не указ, все сметет.

Василий понимающе мявкнул.

– Так, коллеги уважаемые, это что происходит целый день, не понял? – спросил начальник от двери.

– Где отчеты, Николай? Как вы вообще себя ведете, Василий? Я же к вам по-людски отношусь, не наказываю, премий не лишаю почти никогда, так и будьте вы людьми!

Василий выгнул спину и зашипел. Николай бодро хрюкнул и пошел на таран.

Рабочий день закончился непривычно рано. Распугивая голубей, Василий вприпрыжку добрался до дома.

Дома Василий хорошо поел – и первое, и второе, и вкусняшку. А потом лег на уютный диван, свернулся клубочком и замурлыкал.

31. Что значит фразеологизм «на душе кошки скребли» по контексту?	А. Неважно себя чувствовать.
	Б. Раздражаться.
	В. Быть грустным.
32. Почему Василий решил стать котом?	А. Чтобы убежать от проблем.
	Б. Чтобы вертеться, как белка в колесе.
	В. Чтобы жить, как сыр в масле.
33. Как начальник отнесся к поведению Василия?	А. Вышел из себя.
	Б. Был на седьмом небе.
	В. Как с цепи сорвался.
34. Как можно	А. Какая муха его укусила.

охарактеризовать поведение Василия?	Б. Надулся, как мышь на крупу.
	В. Махнул на всё рукой.
35. О какой жизни мечтает Василий?	А. О сладенькой.
	Б. О радостной.
	В. О богатенькой.

**АУДИРОВАНИЕ.**

**Позиции 36-40.** Прослушайте три предложения, выберите подходящую реплику к каждому предложению.

36.	А) Едва с концы концами сводят. Б) Сидят на шее у родителей. В) Швыряют деньги на ветер.
37.	А) В достатке. Б) Бедно. В) В нищете.
38.	А) Без любви. Б) Без денег. В) Без детей.
39.	А) Да. Б) Нет. В) Скорее да, чем нет.
40.	А) “Хорошо живётся, у кого денежка ведётся”. Б) “С милым рай и в шалаше”. В) “Не в деньгах счастье”.

**(Часть для преподавателя)<sup>5</sup>**

*Ярослав: Света, кто такие «новые русские»? Тут вот в газете написано: «Полсотни лучших архитекторов мира спроектировали 60 особняков для “новых русских” в Москве». <...>*

*Света: А, это новое выражение в русском языке. <...> Это новые богачи, которые <...> демонстрируют, что у них денег куры не клюют.*

*Ярослав: А я думал, что сейчас, в эпоху перемен, люди едва сводят концы с концами.*

*Света: Конечно, большинству семей приходится туго, особенно когда ещё дети сидят на шее.*

*Ярослав: Но люди все-таки живут, женятся, рожают детей... Вот вчера я видел чудесную свадьбу. Значит, с милым рай и в шалаше?*

<sup>5</sup> Использован диалог из пособия Вальтера Х., Малински Т., Мокиенко В., Степанова Л. «Русская фразеология для немцев» (2005).

*Света:* Ну конечно, жизнь продолжается. Но всё-таки жить, не имея ни кола ни двора, очень трудно. Из-за этого часто молодые и расходятся.

*Ярослав:* Ну, ты-то уже твёрдо стоишь на ногах, твое бюро путешествий процветает.

*Света:* Ой, Ярда, сплюнь три раза через левое плечо! В наше время недолго вылететь в трубу. Знаешь, как налоги по карману бьют?

*Ярослав:* Знаю-знаю, и новое оборудование для офиса влетело в копеечку...

*Света:* Но я не жалею: жить на широкую ногу не привыкла, я же не из «новых русских». Да и не в деньгах счастье, правда?

36. Выберите выражение, характеризующее новых русских.

- A) Едва с концы концами сводят.
- Б) Сидят на шее у родителей.
- В) Швыряют деньги на ветер.

37. По мнению Ярослава, большинство людей в современном обществе живет...

- A) В достатке.
- Б) Бедно.
- В) В нищете.

38. Света считает, что молодые разводятся, потому что живут ....

- A) Без любви.
- Б) Без денег.
- В) Без детей.

39. Ярослав – новый русский или нет?

- A) Да.
- Б) Нет.
- В) Скорее да, чем нет.

40. Тема диалога – ...

- A) “Хорошо живётся, у кого денежка ведётся”.
- Б) “С милым рай и в шалаше”.
- В) “Не в деньгах счастье”.

### **ГОВОРЕНИЕ.**

41. Вы с другом обсуждаете, «Как Вы относитесь к деньгам? Деньги это – счастье или зло?». Выскажите свое мнение. В аргументах Вы должны использовать разные коннотативные слова (объем текста не менее 10 предложений).

### **ПИСЬМО.**

42. Русская подруга пригласила Вас отметить Новый год за городом, с ее друзьями. Напишите e-mail своему русскому другу, расскажите, как Вы провели этот день. Используйте разные коннотативные слова (не менее 8 предложений).

## APPENDIX 3. TRAINING MATERIALS

УРОК 2<sup>6</sup>

Коммуникативная тема	Лексическая тема
Не в деньгах счастье?	<ul style="list-style-type: none"> <li>• Прилагательные с субъективно-оценочными аффиксами</li> <li>• Фразеологизмы со значением качества, количества</li> </ul>

**Часть I.**

1. Давайте обсудим!

- 1) Как Вы думаете, почему люди хотят как можно больше денег?
- 2) Что такое, по-Вашему, счастье?

2. Прочитайте тексты. Сравните аргументы за и против. Скажите, как Вы относитесь к деньгам.

<b>За!</b>	<b>Против!</b>
<p><i>В наше время без денег жить довольно трудно. Ведь сейчас на деньгах основывается почти всё: от платного образования до дорогого медицинского обслуживания. Представьте, если бы у нас была возможность постоянно получать стабильный и высокий доход, мы смогли бы избавиться от финансовых ограничений и полностью наслаждаться жизнью. Во-первых, наши дети смогли бы носить красивую, качественную одежду и есть натуральные продукты. Во-вторых, у нас исчезли бы проблемы, связанные с долгами и кредитами. В-третьих, мы смогли бы регулярно посещать</i></p>	<p><i>В жизни есть много того, что может сделать людей счастливыми без денег. Это любовь, дружба, уважение и так далее. Это по-настоящему может осчастливить человека и дать ему чувство комфорта и радости. Приведем пример.</i></p> <p><i>Ученик спросил Мастера:</i>  <i>– Верны ли слова, что не в деньгах счастье?</i></p> <p><i>Мастер ответил:</i>  <i>– Абсолютно верны. И это просто доказать. Потому что за деньги можно купить постель – но не сон; еду – но не аппетит; лекарства – но не</i></p>

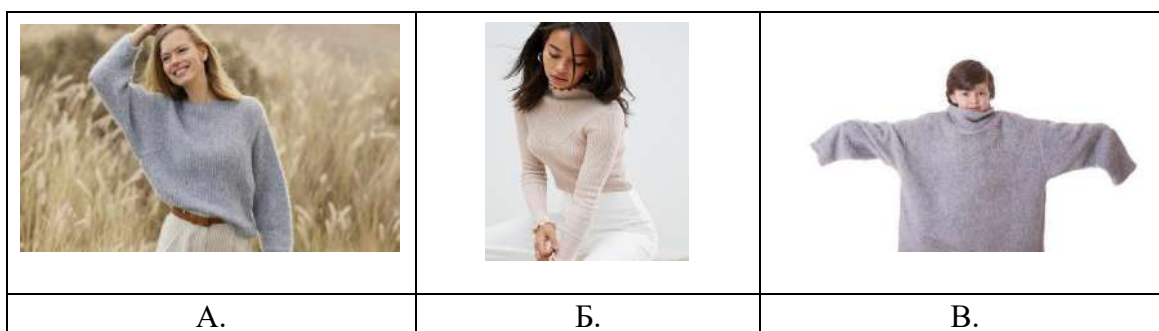
<sup>6</sup> Иллюстрации здесь и далее взяты из открытых источников.

<p>квалифицированных врачей и пользоваться качественными лекарствами. Ну и в-четвертых, мы смогли бы позволить себе всё, что считаем нужным, начиная с покупки хорошей машины и заканчивая кругосветным путешествием. Получается, что от количества денег зависит счастье и удовлетворенность жизнью.</p>	<p>здоровье; слуг – но не друзей; женщин – но не любовь; жилище – но не домашний очаг; развлечения – но не радость; учителей – но не ум. И то, что я назвал, это, конечно, не всё.</p>
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По материалам из Интернета

3. Прочитайте предложения. Обратите внимание на подчёркнутые слова. Скажите, какие объективные значения (денотации) они обозначают? Какие эмоциональные или оценочные значения (коннотации) они выражают? Отметьте знаком “√” правильное изображение.

1) Свитер широковат, но ей идёт.



2) Их перламутр имеет зеленоватый, красноватый, розоватый оттенки, иногда с желтой полосой по центру раковины. (А. Мироненко)



3) Мы с Манькой ходили следом и тыкали пальцами в меховой капюшон. – Мягонький! – захлебывались мы от восторга. (Н. Абгарян)



4) Вглядевшись, я узнал моего знакомого, синьора Мозглини. Рядом с ним стояла «артистка» мисс Алиса Шоу-младшая, закутавшаяся в большой оренбургский платок и придерживавшая в руках узелок. – Никакого багажу. Только узелочек легонький... (М. К. Первухин)



4. Заполните ментальную карту. Проанализируйте предложения из задания 3, обобщите виды коннотаций, которые выражают эти коннотативные слова, заполните пропуски.



Материал для справок: уменьшительность, пренебрежение, уменьшительно-ласкательность



**ЗАПОМНИТЕ!**

- В русском языке субъективно-оценочные прилагательные образуются от качественных имен прилагательных, характеризующих размеры, вес, цвет, вкус, форму, температуру, физические особенности и черты характера.
- Обычно суффиксы -овта-, -еват- обозначают уменьшительность; суффиксы -еньк-, -оньк- обозначают уменьшительно-ласкательность и усиление признаков с пренебрежительным оттенком.

5. а) Проанализируйте таблицу. Обратите внимание на суффиксы, с помощью которых образуются субъективно-оценочные прилагательные.

Суффиксы	Субъективно-оценочные прилагательные
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-оват-, -еват-	жадный – жадно <b>ват</b> ый синий – синев <b>ат</b> ый
-еньк-, -оньк-	худой – худ <b>ень</b> кий плохой – плох <b>он</b> кий

б) Образуйте субъективно-оценочные прилагательные с суффиксами -оват-, -еват-.

бедный  
большой  
простой  
лёгкий  
трудный  
крепкий



в) Образуйте субъективно-оценочные прилагательные с суффиксами -еньк-, -оньк-.

богатый  
бедный  
лёгкий  
слабый  
милый  
красивый



г) Приведите свои примеры и составьте с ними предложения.

6. Давайте играть!

Игра «Камень, ножницы, бумага». Выигрывающий игрок называет какое-нибудь прилагательное, игрок 2 должен образовать уменьшительно-ласкательную форму этого слова и составить с ним предложение.

7. а) Прочитайте диалог. Заполните пропуски, используя уменьшительно-ласкательную форму прилагательных. Используйте материал для справок.

**Материал для справок:** дорогой, милый, длинный, бледный.

*Ольга:* Коленька, смотри, какие красивые шали!

*Продавец:* Добрый день, чем могу помочь?

*Ольга:* Здравствуйте, мы хотим посмотреть шали. Ищем подарок для моей свекрови.

*Продавец:* Хорошо, у нас большой выбор. Есть цветные шали, однотонные, шерстяные, шелковые. Что бы Вы хотели?

*Ольга:* Мне нравится эта шаль. Но цвет \_\_\_\_\_. У Вас есть что-нибудь поярче?

*Продавец:* Посмотрим.... Вот такая красная подходит? Чистая шерсть.

*Ольга:* Неплохо. Очень \_\_\_\_\_ шаль.





*Коля:* А мне больше нравится вот эта. Правда, кисти \_\_\_\_\_.

*Ольга:* Да, лучше покороче.

*Продавец:* Есть такого же цвета, но с короткими кистями.

*Коля:* Вот это нормально. Сколько стоит?

*Продавец:* 5700.

*Ольга:* Что-то \_\_\_\_\_.

*Коля:* Берем! Для мамы ничего не жалко. Зато она будет счастлива. Только не говори ей, сколько стоит эта шаль.

б) Составьте свой диалог по аналогии. Запишите диалог на диктофон.

8. Работа с видеосюжетом «Однажды в подъезде» (Уральские пельмени).

а) Познакомьтесь со значениями слов и выражений, которые вы услышите в видеосюжете. Переведите эти слова на родной язык.

**Здорово!** (*разг.*) = Здравствуй

**лох** (*зд.*) – глупый, неопытный человек.

**оборотень** – мифическое существо, способное менять свой облик (в прямом значении).

*Здесь:* полицейский, который, пользуясь служебным положением, берет взятки (оборотни в погонах)

**батя** (*разг.*) = отец

**саван** – одежда для умерших

**намылиться** куда? (*простореч.*) – собираться идти/ехать куда-л.

**губу раскатать** (*грубо-простореч.*) – желание получить что-то невозможное или недоступное

**денег** немерено = много денег (дорого)

б) Ответьте на вопросы:

- На какой праздник собираются пойти молодые люди? Что символизируют их костюмы?
- Почему баба Нюра испугалась, когда увидела молодых людей в странных костюмах?
- Что Катя называет «раем»? Что делают люди, которые оказались в «раю»?
- Почему баба Нюра не хочет сейчас попасть в «рай»?



в) Посмотрите видеосюжет ещё раз. Вставьте пропущенные слова.

г) Перескажите сюжет «Однажды в подъезде» (5-6 предложений).

9. Работа в парах. На основе ситуаций составьте мини-диалоги, используя субъективно-оценочные прилагательные.

1) Вы с русской подружкой ходите по магазинам. Подруга хочет купить модный купальник. Помогите ей выбрать.


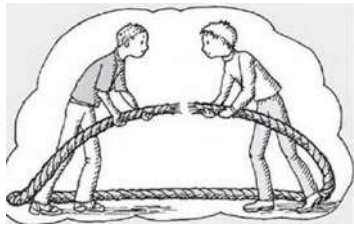


2) Вы купили платье в интернет-магазине, но цвет не такой, как показано на сайте. В службе доставки объясните, почему Вы отказываетесь от заказа.

3) Вы хотите купить машину. Обсудите с продавцом в автосалоне модель автомобиля.

**Часть II.**

10. а) Прочитайте диалог. Определите значение фразеологизмов по контексту.

б) Найдите соответствие фразеологизма и его изображения. Приведите эквиваленты из Вашего родного языка.

1	(еле-еле, едва) концы с концами сводить/свести		А	
2	с милым рай и в шалаше		Б	
3	денег куры не клюют		В	
4	за душой ни гроша		Г	

б) Укажите синтаксическую роль фразеологизмов (ФЕ) в диалоге. Отметьте желтым цветом ФЕ, которые выступают в качестве **сказуемого**, зеленым – **обстоятельства** или **определения**.

11. Продолжите высказывания. Используйте фразеологизмы из диалога, делая выражения более экспрессивными.

1) – Правда, что твои соседи купили еще одну квартиру в центре города?

– Да, они хорошо зарабатывают, \_\_\_\_\_.

2) – Не знаешь, почему Сяо не женился?

– Его невеста сказала, что не хочет жить с человеком, у которого

3) – Слышала, что твой друг хотел съездить летом на Мальдивы. Получилось?

– Да ты что?! Он потерял работу. Его фирма обанкротилась. Теперь

4) – Ты действительно считаешь, что \_\_\_\_\_ ?

– Мне кажется, важнее найти любимого человека, а где и на что жить – не проблема. С материальными трудностями можно справиться.

12. а) Прочитайте фразеологизмы (при необходимости посмотрите значение в Интернете). Распределите их по семантическим группам.

*делать на совесть; сводить концы с концами; ни гроша за душой; денег куры не клюют; ни кола, ни двора; гол как сокол; как курица лапой (писать); жить на широкую ногу; не по карману; кот наплакал; (хоть) пруд пруди; с гулькин нос; по пальцам можно пересчитать;*

б) Составьте свои предложения с этими ФЕ.

The image shows four empty, shield-shaped boxes with colored borders and labels at the top. From left to right: an orange box labeled 'Много', a yellow box labeled 'Мало', a blue box labeled 'Качественно', and a green box labeled 'Некачественно'. Each box is intended for students to write down idioms from the previous list that fit the category.

13. Прослушайте диалог:

а) Ответьте на вопросы:

- ✓ Козловы бедные или богатые?
- ✓ Что Козловы сделали на даче?
- ✓ Почему собеседники не могут позволить себе бассейн?

б) Прослушайте диалог еще раз и запишите фразеологизмы.

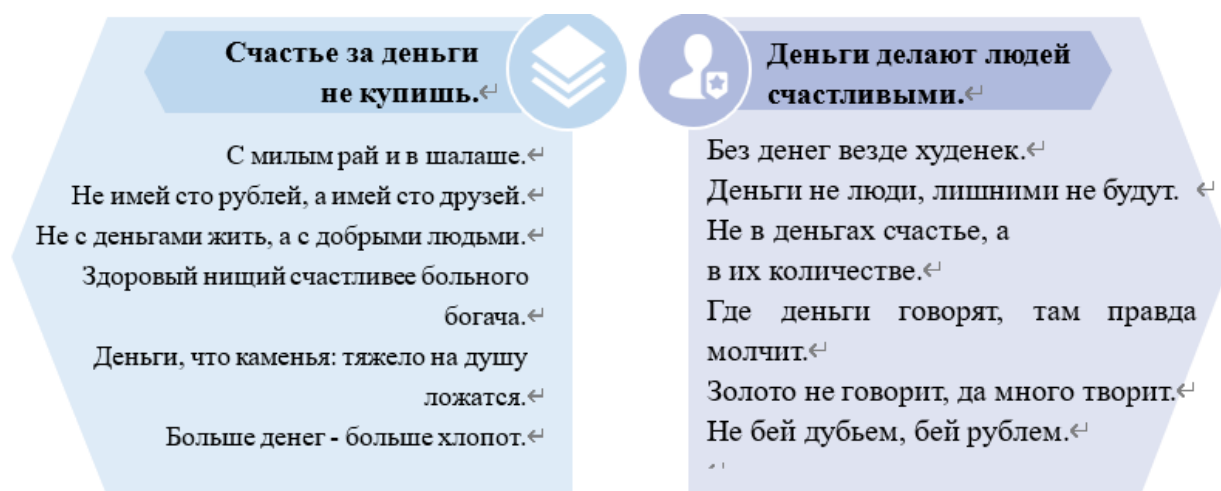
14. На основе ситуаций составьте мини-диалоги, используя фразеологизмы из задания 12.

- 1) Ваш русский друг предложил вместе записаться в фитнес-клуб. Но сейчас у Вас нет подработки, поэтому приходится экономить на всём.
- 2) Ваша русская подруга купила новую немецкую машину. Спросите, как ей это удалось.
- 3) Ваша русская подруга жалуется, что ее жених мало зарабатывает, но она его очень любит. Предложите ей вариант решения проблемы.

15. Дебаты.

Тема «Не в деньгах счастье?»

- а) Обоснуйте свое мнение, используя фразеологизмы и пословицы. При необходимости и найдите дополнительные материалы в Интернете.
- б) Задайте вопросы оппоненту.
- в) Сформулируйте общее мнение, выражающее совместную позицию по теме дискуссии.



#### 16. Работа в группе. Игра “Поезд”.

*Описание:* преподаватель называет одно коннотативное слово, которое изучалось на уроке. Игрок объясняет значение данного слова. Студент 2 должен составить предложение с этим словом и назвать другое коннотативное слово. Затем студенты играют по цепочке.

#### **Домашнее задание.**

Напишите пост на тему «Что такое счастье?». Постарайтесь использовать коннотативные слова.

## УРОК 3



Коммуникативная тема	Лексическая тема
Не давай волю языку во пиру, а сердцу во гневе.	<ul style="list-style-type: none"> <li>• Субъективно–оценочные глаголы с оттенком усилительности</li> <li>• Фразеологизмы со значениями “раздражение”, “разочарование”, “одобрение”</li> </ul>

**Часть I.**

1. Прочитайте текст про себя и обсудите в группе.

1) Как вы думаете, какое китайское слово из текста соответствует теме урока?

2) Как вы понимаете тему урока?

3) Как вы относитесь к «чрезмерной конкуренции» и «отказу от конкуренции»? Какой принцип жизни вы выбираете?

Недавно в китайском языке появились слова “Nei Juan” и “Tang Ping”, которыми часто пользуются молодые люди, родившиеся после 90-ых, даже после 2000-ых.

“Nei Juan” обозначает феномен внутренней нерациональной конкуренции, чрезмерной конкуренции. Представьте, в одной компании обычный рабочий день – 8 часов. Но иногда некоторые сотрудники по своему желанию работают сверхурочно и за это получают вознаграждение и похвалу от начальника. В результате “обычные” сотрудники, работающие по восемь часов в день, начинают думать, что они отстают от других из-за своей “лени” и поэтому тоже соглашаются работать больше, чем нужно. В итоге сверхурочная работа становится нормой в этой компании, а также условием для карьерного роста.

“Tang Ping” используется в значении «отказ от конкуренции». Есть люди, которые осознают недостижимость определенных целей, например, покупка квартиры в столице, высокая зарплата и др. Тем самым у человека снижаются карьерные ожидания, он не стремится много зарабатывать, много работать и жить в постоянном стрессе. Такие люди довольны собой и внутренне свободны, потому что делают то, что действительно хотят. Им не нужно одобрение других людей. Главное – одобрение самого себя.

Эти два противоположных понятия отражают разочарование молодого поколения гипертрофированной конкуренцией в китайском обществе.

По материалам из Интернета

2. Прочитайте предложения. Обратите внимание на подчеркнутые слова. Скажите, какие объективные значения (денотации) они обозначают? Какие эмоциональные или

оценочные значения (коннотации) они выражают? Соедините каждое предложение с соответствующим значением выделенного слова.

1	Иногда уж лучше как следует раскритиковать, чем <b>похвалить</b> не за то. (А. Мелихов, А. Столяров)	А	Очень хвалить
2	Благодаря тому, что она без усталости <b>расхваливает</b> себя и подчёркивает свои достоинства, остальные забывают о недостатках, прощают ей их (А. Луковкина)	Б	Высказать одобрение
3	А вот удачам радуйтесь вместе, почаще хвалите. Не бойтесь <b>перехвалить</b> . (Н. Чередова)	В	Похвалить больше, чем нужно
4	В руках она держала листок с названием нашей фирмы и явно очень <b>волновалась</b> . (К. Буренина)	Г	Выражать кому-либо неодобрение его поступками
5	– Мы будем обсуждать мою жизнь? – тут уже <b>рассердилась</b> я. – К чему это? (Е. Гринева)	Д	Высказывать крайнее недовольство
6	... было бы несправедливо <b>упрекать</b> человека в его трагических ошибках и недоверии, лежащем в основе его жизненной позиции. (А. Баттиани)	Е	Нервничать, беспокоиться
7	Ты совершенно искренне <b>возмущаешься</b> таким отношением к тебе со стороны родителей и в порыве негодования рассказываешь об этом своим знакомым. (А. Луковкина)	Ё	Прийти в состояние недовольства
8	Он ещё сильнее <b>расстроился</b> , когда дела пошли вразнос. Надо признать, русские мужчины более стойкие к трудностям. (С. Сергеев)	Ж	Беспокоиться о ком-либо/чем-либо
9	Сослуживцы начинают <b>переживать</b> за свои места и заработную плату. (В. Дельцов)	З	Обмануться в своих ожиданиях
10	Кажется, все ожидали от меня чего-то особенного и теперь очень <b>разочаровались</b> . (К. Гир)	И	Огорчиться из-за чего-либо

3. а) Переведите выделенные слова из задания 2 на китайский язык.

- б) Объясните, как Вы понимаете значение фразеологизма “дела пошли вразнос”.
- в) Трансформируйте данные ниже предложения.

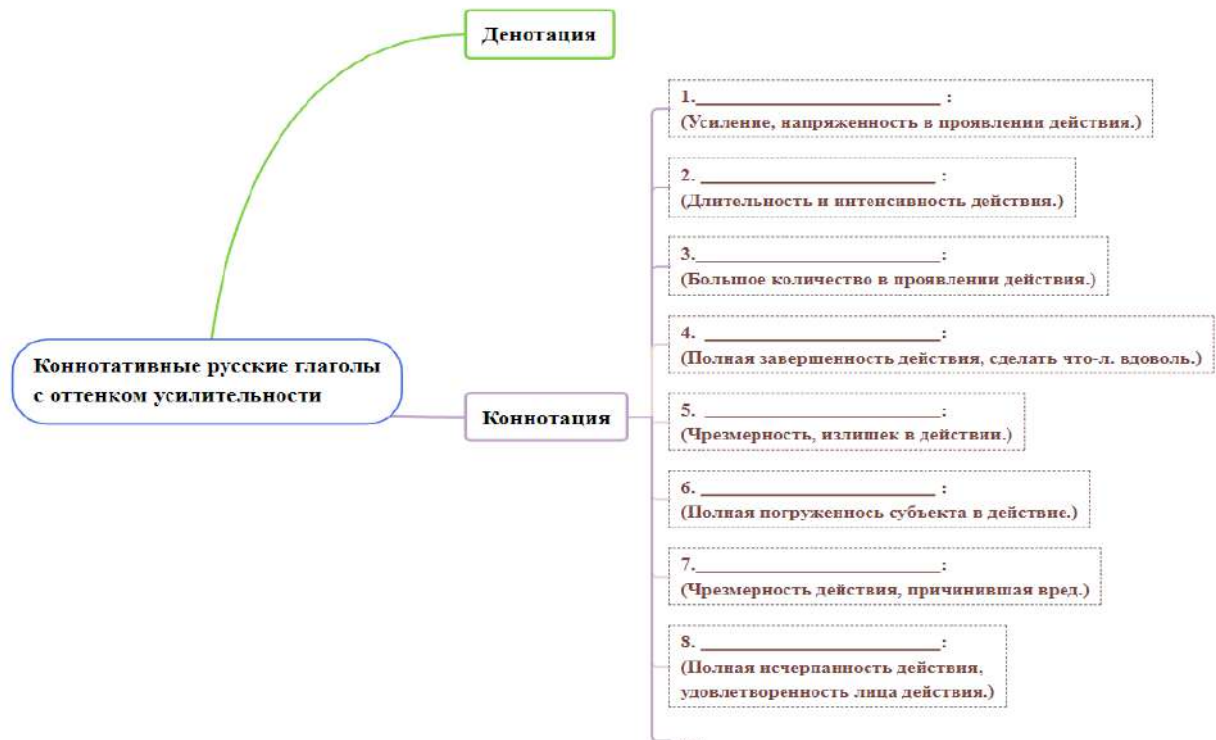
**Образец:**

Будешь **сожалеть** о прошлом – пропустишь будущее! (Д. Фэйр) →

Будешь **расстраиваться** из-за того, что произошло, – у тебя не будет будущего!

- 1) Не переживай из-за пустяков.
- 2) Чего ты раскричался?! Я же не виноват, что у тебя проблемы на работе.
- 3) Береги свои нервы. Всё будет хорошо.
- 4) Если тебе не нравится, как я делаю, делай сам.
- 5) Не надо было слишком хвалить Андрея. Он стал хуже работать.

4. а) Заполните ментальную карту. Проанализируйте предложения из задания 3, обобщите, какие **префиксы** и **сочетания префикс + постфикс** могут выразить коннотации глаголов “усилительность”. Заполните пропуски.



**Материал для справок:** раз(с)-; раз(с)-...-ся; на-; на-...-ся; пере-; за-...-ся; об-; вы-...-ся.

б) Приведите свои примеры и составьте с ними предложения.

5. Выберите подходящий глагол, образуйте правильную форму и заполните пропуски.  
*раскритиковать, объедаться, раскричаться, засидеться, закупить, расстроиться,*

- 1) Антон \_\_\_\_\_, что его проект не понравился начальнику.
- 2) Зачем ты \_\_\_\_\_ столько косметики?
- 3) Не надо \_\_\_\_\_ на ночь. Плохо для здоровья.
- 4) Я сегодня \_\_\_\_\_ за компьютером, поэтому поздно лег спать.

- 5) Когда босс увидел, что секретарши нет на рабочем месте, он \_\_\_\_\_:  
«Где она? Кто позволил ей уйти в рабочее время?!»
- 6) Начальник отдела \_\_\_\_\_ отчет, составленный новым стажером.

#### 6. Работа с диалогом.

1) Запомните значение слов и выражений.

*на ком?* **лица нет** = быть расстроенным

**попасть куда?** (*зд.*) = оказаться принятым на работу

(*кого? что?*) **оторвать с руками** = взять с удовольствием

2) Прослушайте диалог.

3) Ответьте на вопросы:

- ✓ Чем расстроен Дима?
- ✓ В чем он разочаровался?
- ✓ Как друг ободрил Диму?
- ✓ Что друг посоветовал Диме?

4) Прослушайте диалог ещё раз. Вставьте пропущенные слова.

– Привет, Дим! Ты чего такой? На тебе лица нет.

– Проблемы на работе. Так хотел \_\_\_\_\_ в эту фирму и...

– \_\_\_\_\_?

– Наверное, это не мое.

– Да не \_\_\_\_\_ ты! Ты же классный инженер! Такого, как ты, с руками оторвут.

– Если бы...

– \_\_\_\_\_ и люби себя.

5) Приведите примеры ситуаций, когда можно использовать фразеологизм «с руками оторвут».

7. а) Познакомьтесь со значениями слов и выражений, которые вы услышите в видеосюжете. Переведите эти слова на родной язык.

• **рвение** – большое усердие в какой-либо деятельности, сильное стремление к выполнению чего-либо.

• **покровительство** – защита, которую оказывает слабому влиятельный или сильный, протекция.

б) Посмотрите фрагмент фильма «Служебный роман»

(<https://yandex.ru/video/preview/507170903826921650> 1:06:29–1:08:11)

в) Ответьте на вопросы:

- ✓ Почему Анатолий Ефремович задержался на работе?
- ✓ В чем Людмила Прокофьевна упрекает Анатолия Ефремовича?
- ✓ О чем сожалеет Людмила Прокофьевна?
- ✓ Чем она гордится?
- ✓ Чем разочарован Анатолий Ефремович?

г) Посмотрите видеосюжет ещё раз. Вставьте пропущенные слова.

*А. Е.:* Только почему же Вы меня считаете таким уж плохим работником?

*Л. П.:* Отчего же Вы не ушли домой со всеми остальными сотрудниками? Откуда такое \_\_\_\_\_?



*А. Е.: А... Вы сами говорили – мой плохой отчет.*

*Л. П.: Да? И для этого Вы пришли в мой кабинет? Странная идея.*

*– Нет, ну я думал... Вы поможете мне... Мне исправить...*

*Л. П.: Опять врите, Анатолий Ефремович. Вы остались, потому что \_\_\_\_\_ меня. Сегодня утром я имела неосторожность \_\_\_\_\_ при Вас, и, должно быть, от слабости \_\_\_\_\_ лишнего. А Вы... Вы поверили. А всё у меня отлично и \_\_\_\_\_. Лучше и быть не может. Дело, знаете, не только в личной жизни. Личная жизнь, что! Подумаешь – личная жизнь! Есть много других интересов. Я руковожу большим учреждением. Работу свою люблю. Многие меня уважают. Некоторые даже боятся. Кстати сказать, я только что от министра, и он меня \_\_\_\_\_. Так что я совершенно не \_\_\_\_\_ ни в Вашем сочувствии, ни в Вашем \_\_\_\_\_.*

*А. Е.: Я думал, Вы сегодня утром были настоящая. Но я ошибся – настоящая Вы сейчас.*

*Л. П.: Ну ладно, идите домой. Идите скорее. Вас дети ждут. Идите, слышите?*

д) Скажите, как можно охарактеризовать Людмилу Прокофьевну? Какие ее качества Вы считаете ценными?

8. На основе ситуаций составьте мини-диалоги, используя субъективно–оценочные глаголы *расстроиться, переутомиться, раскритиковать, распереживаться, разобидеться, накупить*. Запишите диалоги на телефон.

1) Вы очень загружены работой. Из-за этого плохо себя чувствуете. Вы хотите поехать отдохнуть за город вместе с русским другом. Позвоните ему и уговорите его поехать с Вами.

2) Вас беспокоит состояние здоровья Вашей русской подруги. Объясните ей, почему важно заботиться о своем здоровье.

3) Новый начальник неожиданно назначил Вас на должность, которую должен был занять Ваш друг. Поделитесь этой новостью с русской подругой.

## **Часть II.**

9. а) Прочитайте диалог. Определите значение фразеологизмов по контексту.

*Женя: Привет, Юлия! Что с тобой? Плохо выглядишь.*

*Юлия: Привет, Жень! Всё ужасно! Мы поссорились с Антоном.*

*Женя: О Господи!*

*Юлия: Вчера я поздно пришла, задержали на работе. А он раскричался, что я почти не бываю дома. А у нас сейчас подготовка серьезного проекта. Что делать?*

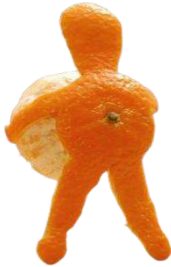


*Женя: Да не бери в голову. Помирись. **Махни на всё рукой.***

*Юлия: Это как?*

*Женя: Ну объясни Антону, что это временные трудности. Вы же любите друг друга. Столько лет вместе. В общем, **не вешай голову.** Важно понять, что все плохое пройдет.*

*Юлия: Хоть ты меня понимаешь. Постараюсь **взять себя в руки.***

б) Найдите соответствие фразеологизма и его изображения. Приведите эквиваленты из Вашего родного языка.

1	<b>махнуть рукой</b> <i>на кого? на что?</i>		А	
2	<b>брать/ взять себя в руки</b>		Б	
3	<b>вешать/ повесить голову</b>		В	

10. Продолжите высказывания. Используйте фразеологизмы из диалога, делая выражения более экспрессивными.

- 1) – Меня опять не назначили начальником отдела.  
– \_\_\_\_\_! В следующем году назначат. Ты же классно работаешь.
- 2) – Мы не получили грант. Столько времени и сил. Результат – ноль.  
– Это не проблема. \_\_\_\_\_. Жизнь продолжается.
- 3) – Правда, что увольняешься?  
– Давно надо было \_\_\_\_\_ на эту работу. Требуют много, платят мало.
- 4) – Ты чего расплакалась? Что-то случилось?  
– С другом расстались. Сказал, что любит другую.  
– \_\_\_\_\_! Не жалея. Ты лучшая. Еще встретишь хорошего парня.

11. а) Прочитайте фразеологизмы (при необходимости посмотрите значение в Интернете). Распределите их по семантическим группам.

*махнуть рукой; (не) вешать голову (нос); брать/ взять себя в руки; (быть) не в духе; сказать в сердцах; довести до белого каления; (не) падать духом; руки опускаются; выходить/выйти из себя; выше голову (нос); дуться, как мышь на крупу; как с цепи сорвался; ни жарко, ни холодно; прийти в себя.*

б) Приведите примеры ситуаций, где можно использовать эти ФЕ.



12. Работа с фрагментом 1 из фильма «Питер FM».

([https://vk.com/video-193843155\\_456239418](https://vk.com/video-193843155_456239418) 55:24-56:18)

1) Ответьте на вопросы:

- ✓ Кем работает Маша?
- ✓ Как называется программа, в которой работает Маша?
- ✓ В чем задача программы?

2) Просмотрите видеосюжет еще раз, заполните пропуски.

– *Вы не переживайте.*

– *Важно сейчас \_\_\_\_\_, просто... отпустить ситуацию, у Вас все получится.*

– *Спасибо Вам большое, Маша.*

– *Напоминаю, что сейчас у нас в эфире, идет программа "Большой город".*

– *Вы можете позвонить нам и \_\_\_\_\_.*

– *Сейчас у нас на линии следующий звонок.*

13. Работа с видеосюжетами 2 и 3 (фильм «Служебный роман»).

а) Познакомьтесь со значением слов, которые вы услышите в видеосюжетах. Переведите эти слова на китайский язык.

**Сухарь** – неэмоциональный бездушный человек.

**Чёрствый** – неотзывчивый, нечуткий

**Какая муха укусила ...** – о том, кто не в духе, сердится, злится; о странном поведении кого-либо

**С цепи сорвался** – перестал сдерживаться, дошёл до крайности, не контролирует свое поведение

**Оклеветать** – сказать неправду о ком-либо

**Вилять** – уклоняться от прямого ответа.

**Раскусить** – понять истинную сущность кого-либо, чего-либо

б) Ответьте на вопросы:

- ✓ Что случилось с Анатолием Ефремовичем на вечеринке?
- ✓ Зачем Анатолий Ефремович пришел к Людмиле Прокофьевне в кабинет?
- ✓ Что Анатолий Ефремович на самом деле думает о Людмиле Прокофьевне?

в) Просмотрите видеосюжет еще раз и заполните пропуски. Проверьте ответы на вопросы

**Видеотекст 1:**

([https://vk.com/video-20286388\\_456240078?ysclid=ly94s5zo3m584566894](https://vk.com/video-20286388_456240078?ysclid=ly94s5zo3m584566894) 39:32-40:32)

*Л. П.:* Юрий Григорич!

*А. Е.:* Давай, Толя, давай!...

*Л. П.:* Юрий Григорьевич, ну заберите этого \_\_\_\_\_!

*Ю. Г.:* Что происходит? Толя!

*А. Е.:* Вам не нравится, как я читаю стихи, как я танцую и как я пою, потому что Вы \_\_\_\_\_! Вот вы кто! Вы \_\_\_\_\_! Подожди, Юра.

Тебя вообще тут не спрашивают! В Вас нет ничего человеческого!

*Л. П.:* Пусть товарищ говорит.

*А. Е.:* У Вас нет сердца, потому что у Вас одни цифры и отчеты...

*Л. П.:* Дайте товарищу \_\_\_\_\_.

*А. Е.:* Оля, подожди, слезь с меня, я еще не все сказал, пусти меня!.. Вы можете меня выгнать после всего этого. Но я очень рад, что все это я высказал Вам в лицо.

*О.:* Извините его, Людмила Прокофьевна!

*А. Е.:* Отойди, я тебя про... Встань в сторонку!

*О.:* Успокойся.

*Ю. Г.:* \_\_\_\_\_?

*Л. П.:* Юрий Григорьевич, благодарю Вас за прекрасный вечер.

*Жена Ю. Г.:* Что Вы, что Вы, Людмила Прокофьевна!

*Л. П.:* Очень рада была познакомиться. Благодарю Вас.

**Видеотекст 2:**

([https://vk.com/video-20286388\\_456240078?ysclid=ly94s5zo3m584566894](https://vk.com/video-20286388_456240078?ysclid=ly94s5zo3m584566894) 47:52-49:26)

*А. Е.:* Здравствуйте, Проко... Прокопья Людмиловна... Я приш... пришел... Меня в... Не знаю... Вче... ммм... Вот. Меня вчера \_\_\_\_\_.

*Л. П.:* Да, я это заметила.

*А. Е.:* Или я \_\_\_\_\_...

*Л. П.:* Это уже ближе к истине.

*А. Е.:* Значит, я... с цепи.

*Л. П.:* Да. Садитесь, товарищ Новосельцев.

*А. Е.:* Н-не... Не надо.

*Л. П.:* Анатолий Ефремович.

*А. Е.:* Лучше умереть стоя.

*Л. П.:* Садитесь, не робейте.

*А. Е.:* Спасибо...

*Л. П.:* Сделайте одолжение, располагайтесь!

*А. Е.:* С..с...спасибо...

*Л. П.:* Вчера Вы... Сидеть! ... позволили себе утверждать, что во мне нет ничего человеческого.

*А. Е.:* Что Вы, мало ли, что я вчера болтал. На меня не надо обращать внимание...

*Л. П.:* Нет, надо. Почему же не надо? Тем более, что Вы являетесь выразителем мнения определенных слоев нашего коллектива.

*А. Е.:* Неужели?

*Л. П.:* Вчера Вы меня публично \_\_\_\_\_...

*А. Е.:* Да...

*Л. П.:* \_\_\_\_\_...

*А. Е.:* \_\_\_\_\_...

*Л. П.:* Все, что Вы говорили – возмутительная ложь...

*А. Е.:* Возмутительная...

*Л. П.:* ...и я с Вами категори... категорически не согласна.

*А. Е.:* И я категори... категорически...

*Л. П.:* Почему Вы все время \_\_\_\_\_?

*А. Е.:* Я не виляю.

*Л. П.:* Почему Вы все время виляете? Что Вы за человек? Я не могу Вас \_\_\_\_\_!

*А. Е.:* Не надо меня кусать. Зачем... раскусывать? Не надо...

*Л. П.:* Вы утверждали, что я \_\_\_\_\_!

*А. Е.:* Почему, мягкая.

*Л. П.:* Бесчеловечная!

*А. Е.:* Человечная.

*Л. П.:* Бессердечная!

*А. Е.:* Сердечная.

*Л. П.:* \_\_\_\_\_!

*А. Е.:* Мокрая!..

14. На основе ситуаций составьте мини-диалоги, используя лексику из заданий 11 и 13. Запишите диалоги на телефон.

1) Расскажите русскому другу, как начальник раскритиковал Вашу работу. Обсудите, что делать в этой ситуации.

2) В Ваш отдел назначили нового начальника. Оказался нетактичным, грубым человеком. Позвоните русскому другу и расскажите о новом начальнике.



3) Ваша русская подруга хочет уволиться с высокооплачиваемой работы. Узнайте, почему и предложите ей вариант решения проблемы.

15. Приведите примеры ситуаций, где можно употребить фразеологизмы «муха укусила», «сорваться с цепи».

16. Дебаты.

Тема «“Nei Juan” vs “Tang Ping”»: участие в сильной конкуренции или отказ от конкуренции?»

- а) Обоснуйте свое мнение, используя фразеологизмы и пословицы. При необходимости и найдите дополнительные материалы в Интернете.  
 б) Задайте вопросы оппоненту.  
 в) Сформулируйте общее мнение, выражающее совместную позицию по теме дискуссии.

<p><b>Необходимо уметь</b> ←  <b>конкурировать</b> ←</p> 	<p><b>Необходимо уметь</b> ←  <b>отказаться от конкуренции.</b> ←</p> 
<p>1. Недовольство приводит к достижению желаемого. ←        2. Недовольство – первый шаг к прогрессу, как у отдельного человека, так и у целого народа. (<i>О. Уайльд</i>) ←        3. Главная борьба идёт внутри нас. Это битва между «надо» и «хочу». (<i>Теткоракс</i>). ←</p>	<p>1. Чем больше Вы недовольны жизнью, тем больше она недовольна Вами. (<i>А. Свияш, Ю. Свияш</i>) ←        2. Возмущение никогда не должно становиться настолько глубоким, чтобы потерять взрывную силу. (<i>С. Ежи Лец</i>) ←        3. Влюблённый в себя соперников не имеет. (<i>Цицерон</i>). ←</p>

#### 17. Работа в группе. Игра “Поезд”.


*Описание:* преподаватель называет одно коннотативное слово, которое изучалось на уроке. Игрок объясняет значение данного слова. Студент 2 должен составить предложение с этим словом и назвать другое коннотативное слово. Затем студенты играют по цепочке.

#### **Домашнее задание.**

Напишите несколько советов молодым людям, которые ищут работу. Постарайтесь использовать коннотативные слова. Сделайте короткий ролик для ТИК-ТОК.

## УРОК 4



Коммуникативная тема	Лексическая тема
Одной рукой в ладоши не  хлопнешь,	<ul style="list-style-type: none"> <li>• Субъективно-оценочные глаголы с оттенком неполноты действия</li> <li>• Фразеологизмы со значением “эмоционального состояния”</li> </ul>

## Часть I.

1. Давайте обсудим!

- 1) Прочитайте тему урока и скажите, как Вы понимаете эту поговорку?
- 2) Как одним словом назвать тему урока?

2. Прочитайте текст о фразеологизме «Один как перст». Скажите, есть ли эквивалент этого русского фразеологизма в китайском языке?



Так говорят об одиноком человеке, у которого нет ни семьи, ни детей, ни близких. **«Я один, как перст, в целом мире, нет у меня ни жены, ни детей, нет ни кола, ни двора».** (Салтыков-Щедрин). В старину на Руси перстами называли пальцы. Пальцев на руке – пять. Но большой палец стоит отдельно от других, как бы в одиночестве. Кроме того, у древних славян этот палец обозначал цифру «один», потому что именно с него начинали считать: большой палец – один, указательный – два и т.д. Этот образ и был использован для выражения «один как перст».

3. Прочитайте предложения. Обратите внимание на подчеркнутые слова. Скажите, в чем разница между глаголами красного цвета и глаголов синего цвета в каждой группе? Подберите к каждому выделенному слову соответствующее значение.

1	Преподаватели постоянно старались <b>ободрить</b> меня, поощряя на беседу в классе. (История успеха // «Домовой», 2002.04.04)	А	Поднять настроение, чтобы человек поверил, что всё будет хорошо
2	Он был такой маленький и беспомощный, что девочка почувствовала себя его защитницей, и		

	попыталась <b>приободрить</b> его. (А. Г. Асмолов)		
3	Бесполезно всё оказалось. Без толку. Хе-хех. Да ты не грусти, земляк, – видя, что слушающий «земляк» опустил голову, <b>подбодрил</b> его веселенький, – привыкнешь! (В. М. Шанко)	Б	Немного ободрить
4	Дети в радости должны расти, иначе всю жизнь потом <b>унывать</b> будут. (Р. Амосов)	В	Стать немного грустным
5	Дальше мы спешно удалились. Она заметно <b>приуныла</b> . Безмятежно радостная до этого девочка сейчас походила на свою фотографию в паспорте. (О. В. Демидов)	Г	Грустить безнадежно, падать духом, отчаиваться, терять надежду
6	Увидев знакомую, она <b>успокоилась</b> .	Д	Немного успокоиться
7	Я маленько <b>поуспокоился</b> , сам с собой думаю: «А не пойду, да и все». (В. Белов)	Е	Стать спокойным
8	<b>Бояться</b> несчастья – и счастья не видать.	Ё	Начать испытывать некоторое опасение
9	Но он не дошел до института, <b>побоялся</b> встретить знакомых, свернул в переулок, пошел обратно к дому. (В. Гроссман)	Ж	Испытывать страх

4. а) Посмотрите ментальную карту. Проанализируйте предложения из задания 3, обобщите, какие **префиксы** глаголов могут выразить значение уменьшительности? Заполните пропуски.



б) Приведите свои примеры и составьте с ними предложения.



5. Прочитайте предложения. Заполните пропуски, используя глаголы с коннотацией неполной меры действия. Используйте материал для справок.

**Материал для справок:** побояться, поуспокоиться, приунуть, погоревать.

- 1) Когда я поняла, что не могу решить этот вопрос, я \_\_\_\_\_ .
- 2) Одному ехать за границу он \_\_\_\_\_ : одиночество, тоска, поэтому он и остался в родном городе.
- 3) Сначала Игорь \_\_\_\_\_ о потерянной мечте, а потом решил написать об этом книгу.
- 4) К концу трудного путешествия она \_\_\_\_\_ и начала улыбаться.

6. а) Прослушайте диалог.

б) Ответьте на вопросы.

- ✓ Что случилось с Ирой?
- ✓ Что предлагает Маша, чтобы помочь Ире?
- ✓ Что предложила Лера?

б) Прослушайте диалог еще раз, заполните пропуски.

*Маша:* Алло! Привет, Лера! Тебе Ира не звонила?

*Лера:* Привет, Маш! Нет, давно не звонила.

*Маша:* Ну ты знаешь, что Ира рассталась с Димой.

*Лера:* Слышала. Ужас! Три года были вместе...

*Маша:* Лер, я думаю, Ире надо помочь, \_\_\_\_\_ как-то. Встретиться, поговорить.

*Лера:* Если она никому не звонит, то значит, никого не хочет ни видеть, ни слышать.

*Маша:* Я понимаю, что ей надо \_\_\_\_\_, прийти в себя. Но одной ей точно плохо. Надо что-то делать.

*Лера:* Слушай, а давай ее с моим братом Пашей познакомим. Он добрый, веселый. На гитаре играет.

*Маша:* Это идея.

*Лера:* Например, скажем, что хотим отметить вместе с ней окончание сессии. Пригласим и Пашу. Там их познакомим.

*Маша:* Хорошо. Сейчас я Ирке позвоню и попробую уговорить. Потом перезвоню тебе.

*Лера:* Ладно. Звони. Пока!

в) А что предложили бы Вы, чтобы помочь Ире? Как ее можно подбодрить?

7. Работа в парах. На основе ситуаций составьте мини-диалоги, используя глаголы с оттенком уменьшительности. Запишите диалоги на диктофон.

1) Ваша русская подруга приглашает Вас отметить Новый год за городом, с ее друзьями. Но Вы не любите большие компании. Обсудите с ней преимущества одиночества, аргументируйте свою позицию.

- 2) Ваш русский сосед постоянно сидит в соцсетях. Объясните ему, насколько это опасно. Убедите его, что необходимо общаться с реальными людьми.
- 3) Ваша русская подруга убеждена, что не стоит выходить замуж, что лучше жить одной. Вы думаете по-другому. Попробуйте доказать, что семья необходима.

## Часть II.

8. а) Прочитайте диалог. Определите значение фразеологизмов по контексту.

*Маша:* Алло, Ириша, привет! Ну ты как?

*Ира:* Привет. Никак. **На душе кошки скребут.**

*Маша:* Я понимаю, что тебе одиноко. Конечно, трудно расставаться с любимым человеком. Ну ты же умница, ручки золотые. Зачем **ставить на себе крест?**

*Ира:* Лучше быть одной.

*Маша:* Не лучше! Конечно, тебе обидно, страшно. **Душа болит.** Но надо выходить из этого состояния. Вокруг столько хороших людей.

*Ира:* Не нужен мне никто.

*Маша:* Слушай, мы с Леркой хотим отметить окончание сессии. Давай с нами. Посидим **за милую душу**, пообщаемся, **отвлечешься от дурных мыслей.**

*Ира:* А еще кто-то будет?

*Маша:* Может быть, Паша. Это Лерин брат. Потрясающий парень!

*Ира:* Ну хорошо. Это когда?

*Маша:* В субботу, часов в 7. Ресторан «Тан жэн». Мы там уже с тобой были.



*Ира:* Я подумаю.





*Маша:* **Утро вечера мудренее.** Подумай, хорошо проведем время.

*Ира:* Перезвоню в пятницу. Пока.

*Маша:* Пока!

- б) Найдите соответствие фразеологизма и его изображения. Приведите эквиваленты из Вашего родного языка.

1	<b>на душе кошки скребут</b>		А	
2	<b>ставить на себе крест</b>		Б	

3	<b>отвлечься от дурных мыслей</b>		В	
4	<b>посидеть за милую душу</b>		Г	
5	<b>утро вечера мудренее</b>		Д	
6	<b>душа болит</b>		Е	

9. Продолжите высказывания. Используйте фразеологизмы из диалога 2, делая выражения более экспрессивными.

- 1) – Ты как себя чувствуешь?  
– \_\_\_\_\_, тоскливо.
- 2) – Плохо мне. Как жить – не знаю.  
– Если \_\_\_\_\_, нельзя оставаться одному. Хочешь, вместе сходим куда-нибудь?
- 3) – Как вы вчера сходили в бар?  
– Супер! \_\_\_\_\_.
- 4) – Ты куда?  
– В СПА. Хочу \_\_\_\_\_.
- 5) – Наверное, я все-таки уйду от Андрея.  
– Не принимай скоропалительных решений. Подумай хорошо.  
\_\_\_\_\_.

10. а) Прочитайте фразеологизмы (при необходимости посмотрите значение в Интернете). Распределите их по семантическим группам.

на седьмом небе; сердце кровью обливается; душа поет; повесить нос; воспрянуть духом; ни жарко, ни холодно; как в воду опущенный; лить слезы; не в своей тарелке; не по себе; до лампочки

б) Составьте свои предложения с этими ФЕ.

Four empty speech bubble shapes for writing sentences. Each bubble has a colored header with a feeling: 'Боль' (orange), 'Плохое настроение' (yellow), 'Радость' (blue), and 'Безразличие' (green).

### 11. Работа с видеосюжетом

а) Посмотрите фрагмент из фильма «Служебный роман» (54:00-55:30)

б) Ответьте на вопросы:

- 1) О чем сожалеет Людмила Ефремовна?
- 2) Как она проводит каждое утро?
- 3) Почему она сидит на работе допоздна?
- 4) Как Анатолий Ефремович пытается подбодрить Людмилу Ефремовну? Как он объясняет, что Людмила Ефремовна выглядит старше?

в) Просмотрите видеосюжет еще раз, заполните пропуски.

*Л. П.:* Вам хорошо, Анатолий Ефремович, у Вас дети.

*А. Е.:* Да, двое, мальчик и мальчик.

*Л. П.:* Ну вот видите, а я вот совсем одна. Утром встану, пойду варить кофе. И не потому, что хочу позавтракать, а потому что так надо. \_\_\_\_\_ себя поест и иду на работу. Вот этот кабинет и всё это практически и есть мой дом. А вечерами... если бы Вы знали, как я \_\_\_\_\_ вечеров. Если бы Вы знали...

\_\_\_\_\_ на работе допоздна, пока вахтёр не начнёт греметь ключами.

Делаю вид, что у меня много работы, а на самом деле мне просто некуда идти. Что дома, дома, дома ...! Дома только телевизор. Я, видите, даже собаку не могу

\_\_\_\_\_, потому что ее некому днём выводить. Вот и все дела.

Конечно, у меня есть друзья и знакомые, но у всех семьи, дети, домашние заботы. А я, видите \_\_\_\_\_ в старуху. А мне ведь только 36.

*А. Е.:* Как 36?!

*Л. П.:* Да, да, я ведь моложе Вас, Анатолий Ефремович. А на сколько я \_\_\_\_\_?

*А. Е.:* На... тридцать... пять.

*Л. П.:* Опять Вы врете, товарищ Новосельцев.

*А. Е.:* Вы только одеваетесь мрачновато.

*Л. П.:* Да?

*А. Е.:* Без лоска.

Л. П.: Хм, не замечала.

г) Опишите жизненную ситуацию Людмилы Прокофьевны, используя фразеологизмы *одна как перст, душа болит, не по себе*.

12. На основе ситуаций составьте мини-диалоги, используя фразеологизмы. Запишите диалоги на диктофон.

1) Ваша русская подруга жалуется, что до сих не встретила любимого человека. Ей скучно и неинтересно жить. Приободрите ее, посоветуйте, как можно сделать ее жизнь интересной.

2) Недавно Вы прочитали статью о хиккимори (люди, которые стремятся к социальной изоляции и уединению, не работают, живут за счет родителей). Обсудите с русской подругой эту проблему.

3) Ваша русская подруга только что рассталась с парнем, и теперь живет одна. Позвоните ей и узнайте, как она живет.

13. Дебаты.

Тема 1. Что лучше: в одиночестве или с друзьями?

Тема 2. Что лучше: иметь много друзей или одного, но надежного друга?

а) Обоснуйте свое мнение, используя фразеологизмы и пословицы. При необходимости и найдите дополнительные материалы в Интернете.

б) Задайте вопросы оппоненту.

в) Сформулируйте общее мнение, выражающее совместную позицию по теме дискуссии.

**Лучше иметь много друзей**



Не имей сто рублей, а имей сто друзей.  
Если ты мой друг, то и твои друзья — мои друзья.

**Лучше иметь одного, но надежного друга**



Друзей много, а друга нет.  
Не узнавай друга в три дня, узнай в три года.  
Старый друг лучше новых двух.  
Друзей приобретай не спеша, а приобретенных не отвергай.

### Лучше быть в одиночестве



Люди одиноки потому, что  
вместо мостов они строят стены.  
Большой город – большое  
одиночество.  
Книга – друг одинокого.

### Лучше быть с друзьями



Одному жить – сердцу холодно.  
Один в поле не воин.  
Один палец не кулак.  
Одиночество поедает своего  
хозяина.  
Один солдат – не полк.

#### 11. Работа в группе. Игра “Поезд”.

*Описание:* преподаватель называет одно коннотативное слово, которое изучалось на уроке. Игрок объясняет значение данного слова. Студент 2 должен составить предложение с этим словом и назвать другое коннотативное слово. Затем студенты играют по цепочке.

#### **Домашнее задание.**

Проанализируйте плюсы и минусы одиночества. Напишите о своем отношении к одиночеству (не менее 10 предложений). Постарайтесь использовать коннотативные слова и фразеологизмы.

## УРОК 5



Коммуникативная тема	Лексическая тема
Делу время, потехе час.	<ul style="list-style-type: none"> <li>Наречия с субъективно-оценочными аффиксами</li> <li>Фразеологизмы со значениями “занятость”, “безделье”.</li> </ul>

## Часть I.

## 1. а) Сформулируйте тему урока.

б) Скажите, умеете ли Вы отдыхать? Какой вид отдыха Вы предпочитаете?

в) Прочитайте текст про себя и обсудите в группе.

Современный ритм жизни очень напряженный, поэтому нужно уметь планировать свое время и управлять им.

Отдых – одна из основных потребностей человека, которая позволяет восстановить силы, расслабиться и насладиться жизнью. Если человек совсем не отдыхает, не переключается с каждодневных дел, а всё время отдает учёбе, работе или тренировкам, рано или поздно наступает выгорание, повышается шанс развития болезней. Это происходит потому, что организм перенапрягается. Без отдыха человек живёт на пределе, и организм начинает давать сбои.

Пословица "Делу время, а потехе час" подчеркивает важность гармонии работы и отдыха. Это призыв к осознанному планированию своего времени, чтобы уделять внимание и достижению целей, и личным удовольствиям. Нужно находить баланс между активностью и пассивностью, между усердной работой и приятными мгновениями отдыха.

По материалам из Интернета

2. Прочитайте предложения. Обратите внимание на подчеркнутые слова. Скажите, какие объективные значения (денотации) они обозначают? Какие эмоциональные или оценочные значения (коннотации) они выражают? Соедините каждое предложение с соответствующим значением выделенного слова.

1	Увидела – у дома никого. Посмотрела на часы: <b>рановато</b> еще заканчивать. (А. Славовский)	А	Слегка, постепенно, не спеша, не торопясь.
2	Что ж, можно, конечно, начать учиться. <b>Поздновато</b> , конечно, ну да ничего. Только я ведь не занимаюсь	Б	Довольно трудно.

	с маленькими... – он виновато посмотрел на Кешку. (Н. Дашевская)		
3	Жаль только, что на хорошие дела нужны хорошие деньги, а доставать хорошие деньги <b>трудненько</b> , даже и при моих финансовых способностях, и при моей изворотливости. (Ф. К. Сологуб)	В	Довольно быстро.
4	В тот день я не задержалась на работе, <b>быстренько</b> оделась и убежала домой. (Н. В. Нестерова)	Г	Чуть позднее, чем следует, чем ожидалось.
5	Пусть это будет тяжело, но все же мы будем двигаться <b>полегоньку</b> вперед. (В. И. Альбанов)	Д	Несколько рано; раньше, чем нужно.

3. Заполните ментальную карту. Проанализируйте предложения из задания 3, обобщите виды коннотаций, которые выражают эти коннотативные слова, заполните пропуски.



Материал для справок: ослабленность признака, ласкательность, усиление признака



### ЗАПОМНИТЕ!

- В русском языке субъективно-оценочные наречия также образуются от качественных имен прилагательных.
- Обычно суффикс **-оват-** обозначает ослабленную степень признака; суффиксы **-еньк-, -оньк-** обозначают некоторое усиление или увеличение признака с различными экспрессивными

4. а) Проанализируйте примеры, данные в таблице. Обратите внимание на суффиксы, с помощью которых образуются субъективно-оценочные наречия.

Суффиксы	Субъективно-оценочные прилагательные
<b>-оват-</b>	мало – мал <b>ова́то</b>
<b>-еньк-, -оньк-</b>	бедно – бед <b>ненько</b> легко – лег <b>онько</b>



б) Образуйте субъективно-оценочные прилагательные с суффиксами *-оват-*.

странно  
страшно  
слабо  
низко



в) Образуйте субъективно-оценочные прилагательные с суффиксами *-еньк-, -оньк-*.

хорошо  
аккуратно  
давно  
чисто  
плохо



г) Приведите свои примеры и составьте с ними предложения.

5. а) Прочитайте диалог. Заполните пропуски, используя уменьшительно-ласкательную форму прилагательных. Используйте материал для справок.

Материал для справок: быстро, слабо, мало, давно.

Витя: Привет, Танюша! \_\_\_\_\_ не виделись.

Таня: Привет, Вить. Да, почти 2 месяца.

Витя: Хорошо отдохнула?

Таня: Хорошо, но \_\_\_\_\_. Хотелось бы еще. А ты по универу соскучился?

Витя: Да ну тебя! Я бы не отказался еще пару недель *поболтаться без дела*.

Таня: А диссертация как?

Витя: Любимый вопрос моей мамы. Каждый день собираюсь сесть за комп, но мозги работают \_\_\_\_\_.

Таня: Давай \_\_\_\_\_ переключайся на работу. А то не успеешь.

Витя: Придется.

б) Составьте свой диалог по аналогии. Запишите диалог на диктофон.

6. Работа с видеосюжетом «Операция Ы и другие приключения Шурика»

(<https://ya.ru/video/preview/1968354392270587793> 14:40-14:53).

а) Посмотрите видеосюжет и запишите русские пословицы. Закончите последнюю пословицу «*Работа – не волк, в лес...*». Почему прораб подумал, что это неудачный пример.

б) Объясните их значение пословиц. Приведите эквиваленты из своего родного языка.

**7. Работа в парах. На основе ситуаций составьте мини-диалоги, используя субъективно-оценочные наречия.**

- 1) Русская подруга приглашает Вас в кино, а Вам нужно готовиться к экзаменам. Вежливо откажитесь от ее приглашения и объясните причину.
- 2) Ваш русский друг не пошел на лекции, потому всю ночь играл в компьютерные игры. Убедите его, что не стоит тратить время на ерунду.
- 3) Вы предлагаете своей русской подруге начать ходить в бассейн. Но бассейн находится далеко от общежития, поэтому подруга отказывается. Постарайтесь переубедить ее.

**Часть II.**

**8. а) Прочитайте диалог. Определите значение фразеологизмов по контексту.**

Саша: Привет, Маш!

Маша: Привет, Саша. Тебя вчера в бассейне не было. Много дел?

Саша: **Верчусь как белка в колесе**: универ, работа, статью надо написать... Защита диплома **на носу**.


Маша: Очень хорошо понимаю. У самой **голова идет кругом**. Может быть, съездим вместе куда-нибудь на пару дней? Все равно **всех дел не переделаешь**.

Саша: Ну не знаю...

Маша: Подумай хорошенько.

**б) Найдите соответствие фразеологизма и его изображения. Приведите эквиваленты из Вашего родного языка.**

1	<b>вертеться (крутиться) как белка в колесе</b>		А	
2	<b>на носу</b>		Б	
3	<b>голова идет кругом у кого?</b>		В	

4	всех дел не переделаешь		Г	
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**9. Продолжите высказывания. Используйте фразеологизмы из диалога, делая выражения более экспрессивными.**

- 1) – Как дела?  
– Как всегда: готовка, уборка, стирка, словом, \_\_\_\_\_.
- 2) – Ты чего на тренировки не ходишь?  
– Сессия \_\_\_\_\_, пора садиться за учебники.
- 3) – Что случилось? На тебе лица нет.  
– Столько зачетов и экзаменов, что \_\_\_\_\_.
- 4) – Хочу взять отпуск. Очень устала. Не могу спать из-за стресса.  
– Конечно, съезди куда-нибудь отдохнуть. Все равно \_\_\_\_\_.

**10. а) Прочитайте фразеологизмы (при необходимости посмотрите значение в Интернете). Распределите их по семантическим группам.**

*вертеться (крутиться) как белка в колесе; руки не доходят; голова идет кругом; но носу; не за горами; бить баклуши; лежать на боку; палец о палец не ударить; считать ворон.*



**б) Распределите фразеологизмы по группам. Приведите примеры ситуаций, где можно использовать эти ФЕ.**

**Занятость**

**Безделье**

**11. Работа с видеосюжетом «Учись, Снегирев!»**

(<https://ya.ru/video/preview/11117730489614491705>)

**а) Посмотрите видео. Вставьте пропущенные слова.**

- 1) Ты же на лету всё \_\_\_\_\_ !

- 2) У тебя же жажда \_\_\_\_\_ !
- 3) Знания – это \_\_\_\_\_ !
- 4) У тебя талант. А ты его в землю \_\_\_\_\_ !
- 5) От знаний еще никто \_\_\_\_\_ .

**б) Посмотрите видеосюжет ещё раз. Объясните значение фразеологизмов. Скажите, в каких ситуациях их можно использовать?**

**12. а) На основе ситуаций составьте мини-диалоги, используя фразеологизмы из задания 10. Диалоги запишите на диктофон мобильного телефона.**

- 1) Ваш сосед получил «двойку» на экзамене по истории русского языка. Вы его критикуете за безделье. Он оправдывается тем, что слишком много занятий и домашних заданий.
- 2) Ваша русская подруга жалуется на усталость. Узнайте причину и предложите ей вариант решения проблемы.
- 3) Скоро будут каникулы. Обсудите с русским другом, как и где их лучше провести. Друг за «сладкое ничегонеделание», а Вы – за активный отдых.
- 4) Вы три месяца без выходных занимаетесь грантом, поэтому стали плохо себя плохо себя чувствовать. Позвоните русскому другу и поделитесь с ним своими проблемами. Попросите совета, как быть в такой ситуации.

**б) Приведите свои примеры ситуаций, где можно употребить фразеологизмы.**

### 13. Дебаты.

Тема «Как сочетать работу и отдых?»

**а) Обоснуйте свое мнение, используя фразеологизмы и пословицы. При необходимости и найдите дополнительные материалы в Интернете.**

#### Отдых прежде всего



- Чтобы лучше шло дело, пусть отдыхают голова и тело.
- Без отдыха и конь не скачет.
- Хороший отдых – половина дела.
- Сколько ни бежать, а не миновать отдыхать.
- Время, потерянное с удовольствием, не считается потерянным.



#### Дело прежде всего

- Кто не работает, тот отдыха не знает.
- После дела и погулять хорошо.
- Сделал дело – гуляй смело.
- Отдыхать без работы – значит жить без заботы.
- Хорош отдых, когда работа сделана.
- Без труда и отдых несладок.
- Труд – лучший отдых от лени.

**б) Задайте вопросы оппоненту.**

**в) Сформулируйте общее мнение, выражающее совместную позицию по теме дискуссии.**

**14. Работа в группе. Игра “Поезд”.**

*Описание:* преподаватель называет одно коннотативное слово, которое изучалось на уроке. Игрок объясняет значение данного слова. Студент 2 должен составить предложение с этим словом и назвать другое коннотативное слово. Затем студенты играют по цепочке.

**Домашнее задание.**

Используя коннотативные слова, напишите несколько советов для молодых людей по планированию времени (тайм-менеджмент). При необходимости найдите дополнительную информацию в Интернете. Опубликуйте свой пост в Wechat.