

## PHRASEOLOGY IS THE PART OF THE LINGUAL AND CULTURAL COMPETENCE OF FOREIGN STUDENTS

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**ABSTRACT:** THE CASE IN POINT IN THE ARTICLE IS THE FORMATION OF THE LINGUAL AND CULTURAL COMPETENCE OF STUDENTS STUDYING THE FOREIGN LANGUAGE. THE REASON TO STUDY THE FOREIGN CULTURE IN COURSE OF FOREIGN LANGUAGE IS THE CLOSE DEVELOPMENT AND INTERACTION OF CULTURE AND LANGUAGE. THE PURPOSE OF THIS ARTICLE IS TO DEMONSTRATE AND EXPLAIN THE POSSIBLE WAYS OF IMPLEMENTATION OF CULTURAL ASPECT INTO EDUCATIONAL PROGRAMS OF FOREIGN LANGUAGES.

**KEY WORDS:** FOREIGN LANGUAGE, LINGUAL AND CULTURAL COMPETENCE, PHRASEOLOGY.

### INTRODUCTION

THE problem of international mutual understanding becomes more important in the contemporary world. The dialogue of cultures gives an opportunity not only for the deep understanding of the foreign culture, but also of the native one, because the realization of culture is manifested better in the comparison of cultures. The language and the culture exist and are developed in the interaction. The language is a form of social and cultural memory, in view of the fact that it accumulates the cultural wealth in itself and transmits the cultural standards of social life from generation to generation.

THE foreign culture as the purpose of instruction has the social, lingual and cultural, pedagogical and psychological contents. The study of foreign culture occurs gradually and must be described in the curricula and it has to be distributed in detail according to the training exercises. Understanding and mastering of foreign culture becomes real with the condition of studying it each lesson by acquaintance with one or several cultural objects. The culture as an object of instruction in foreign languages consists of 4 fundamental components:

- 1) the knowledge of the functions of culture and methods of studying the foreign language as the means of communication;
- 2) the training and vocal habits, necessary for using this knowledge;
- 3) the skill to achieve vocal functions
- 4) and motivation.

THE instruction in foreign language is tightly connected with the students' incorporating to the foreign culture and the formation of lingual and cultural competence. The acquaintance with the foreign lingual culture is achieved by means and use of two approaches. The first one is the required study of the specific character of the culture and acquaintance with the cultural special features of this country. The lingual and cultural competence is formed also by means of excerption of cultural component from the lingual facts. Mastering

the cultural knowledge is accomplished with the aid of the language, since language is a historical and cultural memory of the people, and it is the reflection of the national culture of this people and its mentality. Therefore it is so important systematically and consecutively to accentuate attention to the cultural component in the course of the practical study of the foreign language in order to reach mastering the basic cultural components, such as traditions, customs, symbols, stereotypes, etc.

### PHRASEOLOGY IS THE PART OF THE LINGUAL AND CULTURAL COMPETENCE

**PHRASEOLOGY** is the part of the language, in which most of all reflects cultural wealth of people. The cultural installations, stereotypes, traditions of the people are fixed in it. Because of their images the phraseologisms preserve these national treasures and they make them accessible for the following generations. Phraseology transmits the cultural component with the aid of the cultural connotation. Phraseology is the extremely important part of the lingual and cultural competence. It converts the speech of man, makes it richer and more emotional, more expressive. It testifies about the lingual culture of the man. It's impossible to speak about the complete mastering of foreign language without the knowledge of phraseology. Phraseological competence is the index of perfect mastering of the foreign language.

In spite of the complexity of phraseology, the acquaintance with it must be begun on the initial degree of foreign language, since mastering phraseology is the sufficiently prolonged period, which requires much time for its comprehension. Thematics and situational approach to the study of foreign language contributes to the association arrange of the means, which appears in the human consciousness.

It is established that the phraseologisms reflect the culture

- complexly (by their value),
- with the aid of their component composition (the components of idiom) or
- with the aid of their prototype.

For example, Russian phraseological unit – *человек в футляре*, reveals Russian culture with the aid of its value – it characterizes the person, locked in circle of its own interests, he has fear of everything new and changes in his life. This phraseological unit is used in the title of the story of A. P. Chekhov. Thus the author characterizes the main hero – the ancient languages' teacher, who with the aid of „case” is isolated from his surrounding world.

The Russian phraseological units such as:

*лыком шит* `about the ill-bred, uneducated person',  
*не лыком шит (подпоясан)* `it is not foolish',  
*лыка не вяжет* `about very drunk person'  
 and others,

are connected with the spreading in Russia of crafts on the manufacture of everyday articles made of the crust of broad-leaved trees, predominantly from the linden. Each inhabitant of village (peasant) must know how to make such articles, at least to braid footwear - sandals. Otherwise, the man was considered as the mentally defective person or drunk - i.e. *лыка не вяжет*. This craft was excessively elementary and simple; therefore it associates with the poverty and the low-born, since simple rural inhabitants made objects of the crust of trees. Therefore the idiom *лыком шит* is used as the characteristic of the uneducated and ill-

bred person. But the idiom *хуже лапотного лыка* evaluates the qualities of anything as very poor, out of any criticism.

THE perception of phraseology is complicated because of the presence in phraseological unit's structure of national antroponyms, toponyms and obsolete words. It decreases descriptive motivation of phraseological semantics and hampers understanding of such phraseological units. Thus, for instance, the close historical contacts of Russia with the eastern Turkish peoples cause the spreading of Turkish words in the Russian language and their fastening in the structure of phraseological units. For example, the word *алтын* (3-copeck piece) is used in many Russian phraseological units:

*Не стоит алтына, а тянется за;  
Пить бы на полтину, да нет ни алтыну;  
Не было ни гроша, да вдруг алтын;  
ни на алтын;  
ни алтына (нет) у кого;  
ни алтына за душой.*

THE study of phraseology and effectiveness of its mastering to the certain degree depend on the factor of interlingual phraseological equivalence. Russian linguist V. Gak calls two basic factors of national lingual specific character (1999, pp. 260–261). These are objective and subjective factors. Objective factor includes the natural and cultural realities, characteristic of the life of a person which are absent in the life of other people. But subjective factor consists of the arbitrary selectivity with the agreement of these realities. For example, there are Bulgarian and Russian phraseological units which are the complete or partial equivalents:

*Rus. посыпать / посыпать главу (голову) пеплом = Bulg. посипвам / посипя главата си с пепел* etc.

SOME Russian phraseological units have no equivalents in Bulgarian.

## CONCLUSION

CONSEQUENTLY, studying of the phraseology is the necessary component part in forming of the lingual and cultural competence of the students. Acquaintance with phraseology it must be achieved systematically, strictly dosed (on the basis of the established phraseological minimum), in accordance with the basic principles of instruction in the foreign languages, such as: is situational-tematic principle or introduction to phraseology in accordance with the lexical/grammatical theme; the principle of support to the native language and the native culture or the calculation of interlingual phraseological equivalence. Phraseological material is studied both during the study the foreign language and foreign culture (in the course of regional studying).

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