

USE OF RIDDLES IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE

<https://doi.org/10.5281/zenodo.10043211>

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Abstract

This article deals with the question of the origin of riddles, their role in the traditions of the Russian people, reveals their content for use in classes when studying Russian as a foreign language.

Key words

riddle, ritual games, folk life, short essay, work, artistic feature.

For the first time the term "загадка"(riddle) is found in the monuments of Old Russian writing of the middle of the 17th century. At that time, the riddle was already an independent genre and was condemned together with ritual games, songs and dances, was widespread in folk life and had a certain ritual significance.

The intensive process of collecting and publishing riddles in the 18th and first half of the 19th centuries naturally raised purely theoretical questions about the essence and specificity of the genre. One of the first attempts to give a scientific definition of a riddle can be considered an article in the "Dictionary of Ancient and New Poetry" (1821), compiled by N.F. Ostolopov: "A riddle is a short composition, mostly in verse, in which, without naming a thing, they calculate it by means of identifying words, through a description of causes, actions, properties, and thereby arouse the desire to discover its meaning".

Therefore, riddles as a genre of folk art, widely reflecting the everyday life and traditions of the Russian people, can be used in teaching Russian as a foreign language.

It is desirable to write down riddles in a notebook, grouping them by themes. They can be linked to specific situations of speech communication. Riddles can also be offered when it is necessary to give rest to students, to switch their attention from one type of work to another, or at the end of classes, when there are a few minutes free. Enlivening the learning process, riddles activate the work of students, increase their interest in learning Russian as a foreign language.

When analyzing the vocabulary of riddles, special attention should be paid to little-used, local (regional), common and obsolete words and expressions.

It is also important to pay attention not only to the content of riddles, but also to their artistic features. It is necessary to show pupils the means by which imagery is achieved in certain riddles so that they can emotionally perceive the image of the riddles and appreciate their artistic originality.

Of the various possible types of work with riddles, let us briefly focus only on the use of riddles in oral or written composition. Pupils can, for example, be asked to compose an oral story involving riddles from the same or different thematic groups or to write a story based on the material of the proposed riddles.

A special lesson on Russian riddles could be organized, including several questions:

1. The origin of riddles.
2. The image of Russian life in folk riddles.
3. Pictures of Russian nature in riddles.
4. Artistic features of riddles of the Russian people.
5. Types of riddles and their compositional features.
6. Principles of distribution of riddles by thematic groups.
7. Connection of riddles with other genres of oral folk art.
8. Literary riddles and their connection with folk riddles
9. History of the collection and study of riddles.
10. Common and national in the themes and imagery of riddles of different peoples.
11. The problem of translating riddles.

Special classes will contribute to the improvement and expansion of students' knowledge and in-depth acquaintance with the culture of the Russian people.

The work should start with a general conversation about the riddles of the Russian people. It would be good to build familiarity in the form of a lively dialogue between the teacher and students, joint search work. For example, by using synonyms to reveal the semantics of unfamiliar words, to find signs of similarity and difference of the enigmatic and its substitute object. To reveal the image that underlies the comparison, to find a similar riddle in the pupils' native language, if there is one - this is an approximate range of questions that need to be clarified with the pupils in such a conversation. Even from such a simple riddle as «Без окон, без дверей полна горница людей» (Огурец) ("Without windows, without doors the upper room of people is full of people" (Cucumber)), pupils can draw various cognitive information for themselves, in particular about the word upper room. Thus, the word горница has two meanings: the first (now obsolete) - "a room located upstairs, in the upper storey", and the second, which came into the

literary language from folk colloquialisms and retains its regional character, - "the clean half of a peasant's hut". Compare: maid - a worker who cleans rooms and serves in them.

Further work can take many different forms: to match the riddle with an illustration from the Internet, a reproduction of a painting, to make your own drawings with pencil or colors. Riddles illustrated in this way can be collected in special albums or placed on electronic resources.

Games in the form of quizzes can be organized at the courses. Participants are divided into two (or more) groups, each of which is given cards, usually with already known riddles. The riddles should not be asked not in bits and pieces, but in a certain sequence, by theme, going from concrete things to more abstract, from simple to complex, trying to make it easier to guess. Victory is awarded to the group that has guessed the greatest number of riddles, and may take into account the speed and accuracy of guessing, the number of riddles guessed by the whole group or by an individual member, etc.

A special evening of riddles should be of great interest. The programme includes folk and literary riddles. It is recommended to say riddles by heart, loudly and clearly, at a normal rate of speech. Guessing should be said after a short pause, giving the guessers a chance to think. It is possible to change the usual order of guessing: show the students a picture with the clue (горница, веник, медведь) (chamber, broom, bear) and ask them to recall the riddles with this object that they know. You can also organize various presentations. You can organize an exhibition of collections of riddles, which is devoted to riddles (drawings to riddles, translations of the riddles of their people into Russian).

The Russian riddle, as well as other small genres of folklore - proverbs, proverbs, adverbs, short phrases, etc. - should find an appropriate place among the various forms in the study of Russian as a foreign language. Folklore texts, familiarizing students with folk poetry, are an important source of familiarization with spoken language. The task of the Russian language teacher is to use this material skillfully and with maximum efficiency in order to develop a practical command of the Russian language.

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