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Лингвосемиотические аспекты идиоматики: векторы когнитивного моделирования и дидактические перспективы

Введение. Применение различных типов моделей для решения лингводидактических задач как актуальный объект анализа лингвистики и лингводидактики рассматривается современными ученными с различных точек зрения. Целью исследования является выявление и обоснование потенциала когнитивного моделирования при построении идеализированной когнитивной модели (на примере прототипического сценария ситуации риска) и анализ дидактического потенциала когнитивного моделирования в целях оптимизации стратегий освоения иностранного языка, в частности, фразеологического корпуса.

Материалы и методы. Интеграция теоретической и эмпирической составляющих предопределила применяемую методологию, включающую метод сплошной выборки материала (французские идиомы риска) из аутентичных источников, метод интерпретации, метод сопоставительного анализа.

Результаты исследования. Предложен прототипический сценарий ситуации риска, формализованный посредством идеализированной когнитивной модели. Каждый субфрейм иллюстрируется кластером соответствующих идиом, список которых является открытым. Авторы описывают разработанную ими идеализированную когнитивную модель ситуации риска через призму ее дидактических возможностей. На примере фрагмента корпуса французской идиоматики показано, что когнитивное моделирование способствует оптимизации изучения лексики, в частности, фразеологии. Предложенные конкретные задания, нацеленные на ее освоение, демонстрируют реализацию конструктивно-моделирующих функций предлагаемой схемы с фокусом на корреляцию формального и содержательного аспектов материала.

Заключение. Новизна предлагаемого подхода заключается в интеграции теоретической концепции – предложенной идеализированной когнитивной модели – и практической стратегии ее применения в лингводидактике и, в более широкой перспективе, в гуманитарном образовании в целом. Открытый характер модели делает возможным ее применение для иных фрагментов лексического фонда как французского, так и других иностранных языков.

Ключевые слова: идеализированная когнитивная модель, идиома, прототипический сценарий, субфрейм, концепт, лингводидактика, риск

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Linguosemiotic aspects of idiomatics: vectors of cognitive modeling and didactic perspectives

Introduction. The use of various types of models for solving linguodidactic problems as a crucial object of analysis in linguistics and linguodidactics is considered by modern scientists from various points of view. The aim of the study is to identify and substantiate the potential of cognitive modeling in the construction of an idealized cognitive model (using the example of a prototypical scenario of risk situation) and to analyze the didactic potential of cognitive modeling in order to optimize strategies for mastering a foreign language, in particular, phraseological corpus.

Materials and methods. The integration of theoretical and empirical components predetermined the methodology used, including the method of continuous sampling of material (French idioms of risk) from authentic sources, the method of interpretation, the method of comparative analysis.

Research results. A prototypical scenario of risk situation is proposed and formalized by means of an idealized cognitive model. Each subframe is illustrated by a cluster of relevant idioms, the list of which is open. The authors describe the idealized cognitive model of risk situation developed by them through the prism of its didactic potential. Using the example of a fragment of the corpus of French phraseology, it is shown that cognitive modeling contributes to optimization of the study of vocabulary, in particular, phraseology. The specific tasks proposed demonstrate the implementation of the constructive modeling functions of the suggested scheme with a focus on the correlation of the formal and substantive aspects of the language material.

Conclusion. The novelty of the proposed approach lies in the integration of the theoretical concept – the proposed idealized cognitive model – and the practical strategy of its application in linguodidactics and, in a broader perspective, in humanitarian education in general. The open nature of the model makes it possible to use it for other fragments of the lexical fund of both French and other foreign languages.

Keywords: idealized cognitive model, idiom, prototypical scenario, subframe, concept, linguodidactics, risk

For Reference:
Today there is no single point of view on the problem of the principles of teaching and education. That is why the UNESCO initiative put forward in the 2003 Convention focuses on fostering and enhancement of language acquisition. The "social order" is changing, which entails rapid change of the targets. The term "teaching foreign languages" has given way to the term "foreign language education". Its adoption marked the transition to such principles of education as dialogic anthropocentrism, dialogue of cultures as values, axiological principle, the principle of realism.

O. S. Bogdanova, analyzing the main changes in foreign language education, argues that, since one of the main mechanisms of foreign language education is the dialogue of cultures, the process of foreign language education should be considered from these positions. "Our whole life is accompanied by dialogue, and the process of foreign language education is accompanied by a dialogue of cultures in the speech space. The dialogue of cultures is not just a value, which is obvious, but also a necessity, a need, since it neutralizes tension in communication, conflicts, enriches the picture of the world of participants in the dialogue of cultures, etc. [...] But for a productive dialogue, some conditions are important, the first of which is knowledge of one's own culture [...] and at least an idea of the significant facts of other cultures. In addition, it is necessary to possess to a certain extent cognitive skills, the ability to compare, analyze, compare, interpret, explain" [2, pp.127-128].

One of the paramount objectives of contemporary linguodidactics is familiarizing students with foreign vocabulary. Reviewing current publications on methodology of language teaching F. Boers lists the following major domains: strategies for learning vocabulary of a foreign language, role of vocabulary in foreign language mastering, methods of testing vocabulary of foreign language learners, acquisition of the vocabulary of scientific discourse, application of mnemonic techniques when studying vocabulary, introduction of innovative technologies in teaching.

In this regard, it is especially valuable to use idiomatic expressions in the learning process as a means of reflecting a person's ideas about the world around them, as a source of knowledge about representatives of another culture, their moral, ethical and aesthetic values. In addition to enriching students with background knowledge about the culture of the language studied and replenishing their lexical stock, assimilation of idioms allows them to make their speech in a foreign language more emotionally colored, figurative, and, consequently, more natural and individual. Thus, students have the opportunity to analyze and discuss the phenomena of asymmetry in their native and other cultures, to look for the reasons for the dissimilarity of meanings of idioms, actively participating in obtaining new knowledge and improving practical language skills.

The modeling method, being one of the main methods in linguistic science, allows us to demonstrate the possibilities of idioms as a cultural sign, to identify their role in the categorization of knowledge about the world by carriers of different cultures. As A. E. Kibrik notes [4], the method of linguistic modeling implies the use of abstraction and idealization. According to the author, each model is based on a hypothesis about the possible structure of the original, which allows transferring knowledge from the model to the original. Therefore, the following observation of Yu. N. Marchuk seems fair: the model in linguistics is
distinguished by the abstract concept of a standard or sample of a phonological, grammatical, syntactic, etc. system [5].

Paying tribute to the advantages of traditional methods of studying idioms (searching and memorizing dictionary definitions, pronouncing idioms, closed and open-type exercises for choosing correspondences, filling in gaps, reproducing idioms in oral or written speech [6; 7]), the critical analysis of which is conducted by A. Nachiscione [8], we believe that cognitive modeling, which helps to focus on some important aspects of idiomatic corpus, will provide the necessary complementarity of approaches. With the right selection of educational material, it can be convincingly demonstrated that the meaning of a sentence, utterance is not reduced to the meaning of its constituent words, but the actual sense is sometimes born from unexpected lexical combinations, is elusive and requires in-depth analysis.

The relevance of cognitive approach to the study of idiomatic expressions lies in the possibility of their classification and categorization. From these positions, the idiom is presented in the form of a concept, the structural parts of which, being connected by certain hierarchical relationships, reflect people's ideas about a particular phenomenon of the surrounding reality. The construction of cognitive models in this case can become a means of cognitive modeling visualization of concepts underlying idioms, simplifying their comprehension and assimilation in the learning process. This approach is especially relevant in an information-rich environment in which the current generation of students is studying and developing.

As N. N. Manko's fairly argues, currently visual aids are widely used at the initial stage of the formation of the image of a perceived concrete object or phenomenon, when sensory experience accumulates replacing real phenomena, objects, research results with visual means (object models, illustrations, pictures, etc.). On the contrary, during the transition "from the particular to the general", during the formation of an abstract concept and when learning to operate with such concepts, didactic instrumental support is practically absent. The author comes to the conclusion that "due to the weak visual support, the stage of "secondary generalization – systematization of knowledge and algorithmization of universal educational actions – also presents a significant difficulty for the subjects of the educational process" [9, p. 101].

With the above in view, the purpose of this work is to theoretically substantiate the possibilities of cognitive modeling of idioms in the construction of an idealized cognitive model (using the example of a risk situation model) and to determine (study) the didactic potential of cognitive modeling to improve the effectiveness of learning a foreign language, in particular, the idiomatic corpus.

Materials and methods

The complex nature of the goal defines two methodological dominants of the study – linguocognitive (in terms of constructing an idealized cognitive model of a given situation) and linguodidactic (in terms of an enlarged overview of the possibilities of using the model in the practice of teaching a foreign language). These key methodologies are integrated with specific methods – continuous sampling of material from original sources, the method of interpretation, the method of comparative analysis.

Since linguistics is the main discipline, on which linguodidactics traditionally relies, linguodidactic innovations necessarily correlate with new paradigms and trends in
linguistics. The discovery of new facets of previously studied research objects, the emergence of new methodological perspectives, the evolution of modern trends in the field of language science, of course, has a direct impact on the development of linguodidactics. In this regard, it can be argued that the poly-paradigm status of modern linguistics, implying the synthesis of various strategies and methodologies, is confirmed not only by the versatility of the objects of interest of linguists, but also by the openness of the science of language for interaction with other scientific disciplines. Cognitivism becomes an integrating component of this interaction [10]. The interdisciplinary nature of linguistic and linguodidactic directions is reflected in the combined approach to the construction of an idealized cognitive model of a risk situation.

The research material is constituted by the French idioms of risk selected by a continuous sampling method from authentic phraseological dictionaries. The main attention in the work is focused on the use of the proposed idealized cognitive model of risk situation as a means of logical ordering of lexical material through visual schematization. The application of this model is illustrated by selected examples, but its advantage is the possibility of applying to different lexical material, since it is based on the concept of the phraseological corpus as a semiotic system, which makes the processing and assimilation of sign information more effective. The model assumes an expansive interpretation of phraseological units that goes beyond specific texts, which emphasizes the potential of interpretation and systematization of the material.

The object of the study is an idealized cognitive model of the risk situation, the subject is its linguodidactic potential in the field of interpretation and systematization of French idioms of risk at the stages of presentation and assimilation.

Results

The proposed idealized cognitive model of risk situation can serve as an effective tool for describing the development of events within the framework of a prototypical scenario. According to Fillmore [11, p. 121], groups of lexical units are "motivated, defined and mutually structured by special unified constructions of knowledge" – frames. The conceptual basis for an adequate understanding of lexical units, their unifying principle is the possession of a specific cognitive configuration, the "common basis of the image", which can be represented by any of the specific lexical units. The theory of cognitive modeling postulates the ability of each component of the model to be a representative of the whole; depending on the specific focus of consideration, a certain subframe dominates.

In order to avoid terminological ambiguity, it should be noted that a frame is a kind of activation of a prototypical scenario as a global means of organizing experience, it is designed to interpret a "specific fragment of text", in our case, a specific idiom of risk, by placing "the content of this fragment in a model that is known regardless of the context" to Fillmore [Ibid, p. 134].

All five metaphors underlying the subframes of the model fit into one global metaphor "risk is a game". A research section is devoted to each specific subframe that represents this metaphor in the language. In turn, each subframe of the model can be activated by any of the idioms related to it.

Construction of the model is based on frames semantics. In addition, a number of provisions of the lexical field theory are applied, which examines lexemes as linguistic
phenomena proper, as well as some ideas of the theory of phraseological modeling, which postulates the presence in the literal meaning of one of the components of the phraseological unit of information that determines the actual meaning of the entire idiom.

Since frames are not only means of organizing experience and tools of cognition, but also tools for describing and explaining the meanings of lexical units, it is necessary to understand the connections between the frames themselves and the subframes that constitute them, and, if necessary, expand the existing subframes into more global frames. According to Minsky, "the logic of common sense itself is largely based on the ability to move from one frame to another, which has a common terminal with the previous one" [12, p. 291].

The aim of this study is not to describe in detail each frame of an idealized cognitive model by all possible linguistic means, but to demonstrate that the linguistic representation of each of them leads to the activation of the frame as a whole and has a significant didactic potential. Regardless of the others, each of the idioms describes a specific mental space of risk.

Below we consider prerequisites of construction and functional potential of idealized cognitive model of risk situation.

The foundation for building a cognitive model of a risk situation is the research of risk in ontological and epistemological aspects conducted by modern scholars. Thus, Firkins and Candlin [13] analyse risk situation projection in human perception and communication. Two concepts of risk are conventionally identified: a concept of risk as a physical attribute of dangerous technologies and a concept of risk as a socially constructed attribute. Risk may also be recognized as a completely objective ontological consequence of the way things exist in the real world. Risk is therefore conceptualized as an ontological category. From this point of view, risk is independent of the perceiving subject and its context, since it is envisaged as a property of a dangerous activity.

According to Caeymaex [14], risk is a concept whose ambiguity makes it difficult to define, both ontologically and epistemologically. From an ontological point of view, its grasp is complex given that the risk "does not exist", that it is always potential and virtual: when a risk materializes, it is no longer a question of a risk, but a disaster. Hansson [15] also believes the risk is therefore never "current". From an epistemological point of view, it is not much easier to circumscribe it insofar as knowledge about risk is "knowledge about non-knowledge". The author shows that the concept of risk immediately conveys the notion of undesirable event, which is of course also loaded with values [16].

The presented idealized cognitive model of a risk situation is a detailed prototypical scenario of a risk situation proposed in [17]. It takes into account the context of culture (in our case, traditional Western culture), against which the context of a specific situation is described, concluding the event – the impact of force F, initiating further development of the situation. Each of the subsequent stages of the scenario – the valence emotional reaction E, the assessment of the consequences in the future, as well as the active reaction A – are presented as pairs of antinomies, mutually exclusive alternatives. If we figuratively imagine the axis of the pendulum fixed at the point of the model, the effect of force F, the activation of which sets it in motion, we can observe an immeasurably large number of swings from one opposite to another – their number, and hence the time length of the stage, do not matter to us. Only the final result is important – the choice of one of them, as well as the effect of extrapolating the choice made at the previous stage to the next stage.
A more detailed analysis of each stage of the scenario is presented below.

Stages 1 (Action of force F) and 2 (Valence emotional reaction E) unfold in the context of a specific situation that becomes possible in a certain cultural context.

Stage 1. Force F, which can be represented as a conscious action of an animate opponent of the subject, or as a spontaneous irrational force, brings about a situation dangerous for the subject either from his/her point of view or from the point of view of an observer whose assessment is predictable due to its correlation with the standard naive picture of the world reflected in the context of culture. This stage is illustrated by the following idioms: sauter/entrer en eau profonde, être entre le marteau et l’enclume, être pris entre deux feux, tomber de Charybde en Scylla, avoir une épée de Damoclès au-dessus de la tête, être pris dans un cercle vicieux, être sur le fil du rasoir, être sur la corde raide, jouer avec le feu, se jeter à l’eau, être dans le bain, passer à la casserole.

Stage 2. The action of force F causes an emotional reaction in the subject due to the peculiarities of his/her individual world perception, as well as his/her social presuppositions. "Personality is the arena of the struggle of many influences, and for some time a person hesitates, because none of the influences prevails. The decisive moment here is a certain degree of tension, and once any feeling reaches it, it becomes the only significant one and makes all its rivals disappear along with their prohibitions" [18, p. 341]. Categorization of emotional reactions is difficult and in the strict sense is hardly possible, but, in our opinion, it is permissible to attribute one or another reaction to one of the members of the binary opposition – "despair" or "hope", each of which presents a subframe.

The hope subframe is illustrated with idioms: espérer en dépit de tout, espérer contre toute espérance, croiser les doigts, voir la lumière au bout du tunnel / voir le bout du tunnel, toucher du bois.

The despair subframe is illustrated with idioms: les carottes sont cuites, chercher une aiguille/une épine dans une botte de foin / une meule de foin, un coup d'épée dans l'eau, souffler dans un violon, être au creux de la vague.

Stage 3. Assessment of the consequences in the future. The subject attempts to give a rational assessment of the situation, which logically precedes making a decision. He is trying to incorporate a specific situation into the scale of compliance of what is happening with the global goal of preserving an important resource for him. The evaluation stage is described in detail below. Possible estimates are divided into antagonistic groups "defeat" and "success".

The "defeat" subframe is illustrated by the following idioms: remplir un tonneau percé à l'aide d'une passoire, mettre de l'eau dans un panier percé, avoir un talon d'Achille, battre le vent / l'eau / l'air, baisser les bras, une bataille perdue d'avance, jeter le manche après la cognée, mettre le pavillon bas / baisser pavillon.

The success subframe is illustrated by the following idioms: avoir la situation (bien) en main / avoir les choses bien en main, avoir la loi, avoir tous les atouts dans son jeu, tenir le (grand) manche, avoir beau jeu (en main), avoir gain de cause.

Success and defeat are explicitly opposed in such idioms as:ça passe ou ça casse, jouer à quitte ou double, une question de vie ou de mort, tomber dans les griffes de /arracher des griffes de.

Stage 4. Active reaction A. The subject decides on the action. He either consciously accepts the risk situation and agrees to act within it, or leaves it.
The "risk situation rejection" subframe is illustrated by the following idioms: renvoyer la balle, quitter le bateau, faire gaffe, suivre le courant, appliquer la loi du moindre effort, caler la voile, jeter l'éponge, mettre / coucher les pouces.
The "risk situation acceptance" subframe is illustrated by the following idioms: nager à contre-courant, être sur le fil du rasoir, être sur la corde raide / faire de la corde raide, jouer avec le feu, relever le gant, regimber contre l'aiguillon, filer sa corde, se mettre / se fourrer / se jeter dans la gueule du loup / marcher vers la gueule du loup, tirer / ôter les marrons du feu, se foutre à l'eau, jouer / risquer sa dernière carte, faire les quatre-cents coups, prendre son courage à deux mains, en voir de toutes les couleurs, s'embarquer sans biscuit, entrer dans la fosse aux lions, être / monter sur la brèche.

Stage 5. Potential denouement D. The outcome of the situation can be briefly described either as a defeat or as a victory of the subject.

The "defeat" frame is illustrated with idioms: mordre la poussière, casser sa pipe / son tuyau de pipe, ramasser / prendre une gamelle, courber / plier l'échine, tourner en eau de boudin, tomber à l'eau, s'en aller à vau-l'eau, partir en vrille, aller droit dans le mur, c'est la Bérénice, un baroud d'honneur, tomber dans le lac.

The "victory" frame is described by idioms: couper / enlever l'herbe sous le pied, couper qn sous les pattes, faire perdre pied à qn, mener en laisse, rogner les ailes à qn, serrer la vis à qn, avoir le dessus, emporter le morceau [19].

Discussion of the results

Describing the relationship and interdependence of the scenario stages, it should be noted that the choice of one of the dichotomy options at the previous stage largely determines the choice of the current opposition member of the same vertical set at the next stage. That is, choosing an emotion from the "despair" group is likely to lead to an assessment of the prospects of the situation as "defeat", in this case, the rejection of the subject from the risk situation is more likely than in the opposite case.

Undoubtedly, any schematization presumes simplification, and many options are acceptable that are not included in the description given. However, this model can be used to categorize the phenomenon we are interested in within the framework of the linguistic picture of the world.

It seems appropriate to dwell in more detail on the least predictable stage of "Evaluation of consequences". When applied to an idealized cognitive model, it is appropriate to consider the prerequisite of choosing one of the alternatives, the preference of one of the elements of opposition to another based on the proposed approaches to the structure of value judgments.

According to the concept of N. D. Arutyunova [20], there are a number of pragmatic presuppositions that directly affect the outcome of the choice. They are formulated by her as follows:

- value comparison takes place in conditions of pragmatic incompatibility of the compared states of affairs;
- it is made for the purpose of choosing, making a specific decision or recommendation.

The presumptions of value judgments, which are a set of a priori preferences of good to bad (bonum - malum according to Leibniz), are best described in terms of lexical universals. According to them, all phenomena to which a positive assessment is attributed, are preferred to negatively evaluated phenomena, "good – evil, truth – lies, strength – weakness, peace – war, benefit – harm, health – illness, youth – old age, etc." [21, p. 121].
Any choice is preceded by an intuitive or rational comparison of the potentially possible positive and negative outcomes of the situation; in other words, a comparison of the ethical categories of good and evil in their projection on a specific case. Since we are interested in pragmatic presuppositions of choice, let us take as a starting point the original cognitive principle of everyday judgments: having is better than lacking, more is better than less, and, as a consequence, bad arises as a result of the loss of normative good. A normative good in the case of risk situation is understood as a certain resource, for example, life itself, and further – well-being and prosperity.

Therefore, the assessment of the consequences of accepting a risk situation is based precisely on comparing its potential outcome and the global goal of the individual understood in the prototypical case as the preservation of a certain resource – primarily life.

The proposed idealized cognitive model is a conceptual structure, on the basis of which we analyze groups of risk idioms identified through similarity of basic metaphors. This approach to the consideration of idioms makes it possible to categorize them based on belonging to a particular subframe.

The cognitive approach to the study of the phenomenon of interest is focused on description and interpretation rather than definition. According to Camus, "Husserl's method rejects classical rationalism. To think does not mean to unify, does not mean to explain the phenomenon, reducing it to a higher principle. To think means to learn to look anew, to direct your consciousness, without losing sight of the intrinsic value of each image. Phenomenology does not explain, but describes phenomena" [22, p. 395].

In the light of this provision, the game as the main metaphor of risk, of course, should be understood more broadly than the game as a specific type of activity. The game, according to Huizinga, is a very significant, if not the most important element of human culture. "Human culture arises and unfolds in the game, as a game. Risk is an indispensable condition of the game" [23, p. 31]. As we will see in the course of considering the idealized cognitive model applied to each of the key metaphors, any situation of risk, whether it is likened to war, the fight against the natural forces of nature, hunting, or gambling as such, invariably unfolds in the context of a game in a certain "game space".

Without dwelling in detail on the nature and meaning of the game, let's consider the factors that allow us to talk about risk as its indispensable component. "The game is a meaningful function with many facets of meaning" [Ibid, p. 17]. The game was born before culture, because animals played before the appearance of man. However, even in its most primitive forms, the game is more than just a biological phenomenon or a physical reaction. Nature could point out to living beings some other ways and means of discharging energy, resting after habitual activities, preparing for new challenges and compensating unfulfilled desires. "But instead she gave us the game, with its tension and joy" [Ibid, p. 27].

The game as a manifestation of reality is accessible to both animals and humans, and therefore, to attribute exclusively rational grounds to it would be to limit it only to the world of reason inherent only in man. So, the game is something independent, eternally existing and difficult to define. Huizinga proves that human language does not have a common verbal expression of this concept – different languages use one or more lexical units, in which different nuances of meaning are presented as key. This is one of the confirmations of the game's belonging to the sphere of abstract concepts. "One can deny almost all abstract concepts: law, beauty, truth, goodness, spirit, God. You can deny the seriousness. But you cannot deny the game" [Ibid.]."
The non-rational nature of the game rejects the absolute determinism of our world, breaks its physical boundaries. The game is not something material – only the intervention of the spirit makes it possible. The idea of considering human culture sub specie ludi (under the sign of the game) is not new. Ancient and classical drama invariably presents the world as a theater where everyone is given a role.

However, game is primarily a free activity. Thus, it "goes beyond the necessary, beyond the natural process, being to it, it is placed on top of it as an ornament, a headdress" [Ibid, p. 49]. The game is not dictated by physical necessity or moral obligations, it can be postponed or not take place at all.

Another important for our analysis feature of the game is its discreteness, its limitation not only in space, but also in time, because it begins at a certain moment, and it reaches its end at a certain moment.

"While it is happening, there is movement in it, simple and understandable, rise and fall, alternation, tie and denouement" [Ibid, p. 76]. All these elements in their interaction are reflected in the proposed idealized cognitive model (see the diagram). The event (the action of force F) is nothing but an introduction. The valent response E expresses the alternation of emotional dominants, the active reaction A is a necessary condition for the development of events resulting in the denouement D.

According to Huizinga, the game proceeds within its own game space, which is designated in advance, whether it is material or ideal, intentional or as if happening by itself. The game space in our scheme is represented as the context of the situation and, in a broader sense, as the context of culture. For war, it is a battlefield, for chasing and fighting wild animals – hunting grounds, for gambling – a gambling table, for fighting with the elements – the sea. All these are "like temporary worlds inside the ordinary, created to perform a self-contained action" [Ibid, p. 86], in other words, possible worlds.

The theory of possible worlds opens up a large field for the study of an infinite number of worlds different from the world we call real because of our ability to perceive it sensually. Possible worlds are conceivable worlds, they are similar to those variants of a probable and not very probable course of events we consciously or unconsciously forecast.

Absolute order reigns inside the game space – because it is the condition for the existence of the game. The proposed scheme is the expression of this order – "temporary limited perfection" in the chaos of life. In other words, the player who enters the game by the very fact of his/her consent to participate in it accepts its rules and procedure. The game is performed with a certain rhythm, it contains "tension, equilibrium, balancing, alternation, contrast, variation, introduction and denouement, resolution" [Ibid, p. 74].

The relationship between the game and the competition, in general, the struggle, reflects the fact that in many Germanic languages, the word expressing the game also means a serious armed struggle. The term "game" as applied to an armed contest hardly has a figurative meaning. A game is a fight, and a fight is a game. Let us consider a quote from the II Book of the Kings of the Old Testament, quoted by Huizinga [Ibid, p. 87], "Surgant pueri ludant coram nobis" (Let the young men stand up and play in front of us). Twelve young men came out from each side, fought and killed each other. It is important for us that this kind of activity is called a game, the translation of ludant as "play" is "probably flawless". There is no question of poetic transference here, this kind of battle was really a game. Thus, since the categories of struggle and play were not separated in archaic cultures, the comparison of hunting and play, as it is formulated everywhere in language and literature, does not need more detailed explanation.
The most important aspect of the game for us is its antithetical nature. Most often it is played out between two sides. In a broad sense, in a risk situation, the subject is not always opposed by a personified opponent, but he/she is certainly meant as someone or something whose success brings defeat to the subject. This once again confirms the thesis about the juxtaposition of opposites as the basis of the phenomenon under study.

The essential quality of a game or competition is, oddly enough, its aimlessness. In other words, it flows within itself and for itself and its outcome is not a necessary part of the life process: "it is not the pebbles that are important, but the game itself" [Ibid, p. 96]. So, regardless of what is at stake in the game — "a gold cup, a jewel, a royal daughter or a copper coin, the life of a player or the happiness of an entire tribe" [Ibid, p. 98] — it is the game "for interest" that most accurately expresses the essence of the game as such. To win means to gain the upper hand in the game, and the resulting superiority grows into the illusion of superiority in general, the desire for which is inherent in human nature itself. The thirst for praise and honors for excellence is one of the most powerful springs of self-improvement. Obviously, it explains the desire to take part in the game. They play primarily for the sake of victory, and not for the sake of material reward for it. Risk, a lucky chance, uncertainty in the outcome, a tense state are the essence of gaming behavior. Since risk is the most important component of the game, in our opinion, it is quite legitimate, firstly, to recognize the game as a basic metaphor of risk, and, secondly, to use Huizenga's terminology proposed for the game, as applied to an idealized cognitive model.

We agree with the theoretical assumptions of Verspoor [24] concerning the elaboration of any meaningful element and meaning motivation through metaphor, metonymy, and image schemas. We share the position of Hann [25] who argues that interpretative frame is a key tool for diverse classroom activities. This enables us to infer that conceptual spaces and frame models present an efficient pattern of perception development.

Our approach is in line with Lemmens [26] in terms of highlighting schematic meaning within conceptual clusters. Euristic superiority of cognitive modelling advanced by Iza Erviti [27] forms the basis for associating phraseological phenomena with the strategies of frame semantics. With this in view, it is particularly vital to include idioms and metaphors in language learning curricula, which is in agreement with the opinion of John I. Liontas [28, 29] and N.P. Sudharshana, who argues that explicit instruction presumes specific macrostrategies and output-based contextualized form-focused tasks [30], the examples of which are presented below.

The exercises proposed may be incorporated in the system of assessment of second-language writing performance. The latter should take into account the level of language proficiency, as suggested by V. Nair, S. Sircar [31]. Another facet of this kind of tasks is their role in creating spontaneous speech mindset via including them into improvisation activities, as they are described by A. Zondag [32]. We share the thesis of L. Gholami [33] concerning the significance of enhancing teachers’ phraseological competence and believe that the exercises exemplified below could make a considerable contribution to professional development programs.

**Suggested exercises**

Based on the model, it is possible to perform analytical tasks for the selection of idioms corresponding to the stages of risk situation, or for searching in given sentences/texts for idioms with their further attribution to one of the stages of the risk situation.
Below are presented variants of exercises for categorizing idiomatic means of representing the risk space.

In exercise 1, students are asked to distribute idioms from the list according to the stages of the proposed situation.

**Situation 1**

Stage 1. Force F - conscious action of the animate opponent of the subject
Stage 2. The action of force F causes an emotional response of despair in the subject
Stage 3. Evaluation of the consequences: "defeat".
Stage 4. Active reaction A: "rejection of risk situation"
Stage 5. Potential denouement D: "defeat"

List of idioms:
jeter le manche après la cognée, quitter le bateau, être entre le marteau et l'enclume, tomber à l'eau, tomber de Charybde en Scylla, tourner en eau de boudin, souffler dans un violon, caler la voile, mordre la poussière, s'en aller à vau-l'eau, aller droit dans le mur, passer à la casserole, chercher une aiguille dans une botte de foin, être entre l'arbre et l'écorce, aller droit dans le mur, passer à la casserole, coucher les pouces, être sur la corde raide, suivre le courant, partir en vrille, jouer avec le feu.

In exercise 2, students must find an idiom in a sentence and attribute it to one of the stages of a risk situation:

1. Pour encourager les consommateurs à se jeter à l'eau, il faut garantir que leurs droits restent intacts, ce qui implique, selon mon groupe, le droit de pouvoir saisir les tribunaux de leur pays (Stage 1).
2. Ce dernier étant un écrivain célèbre et bien en cour et fort de nombreux appuis politiques, son adversaire ne peut avoir gain de cause. (Stage 3. Evaluation of the consequences: “success”/”defeat”)
3. Une fois admis, on croit vraiment qu’à la sortie on aura le choix entre des dizaines d’offres d’emploi, provenant d’entreprises plus sympas les unes que les autres et qu’on pourra négocier un énorme salaire. Alors, quand on s’aperçoit que dehors, c’est la Bérézina, qu’il n’y a plus de boulot pour personne, même pas pour nous, on tombe de haut. (Stage 5. Denouement D: "defeat")
4. Tu es prête à entrer dans la fosse aux lions? (Stage 4. Acceptance of risk situation)
5. Ils se bagarrent et elle finit par avoir le dessus. (Stage 5. Victory)
6. Oh! dans trois mois la Société aura couché les pouces. (Stage 4. rejection of risk situation).

Along with the exercises proposed by N. A. Lavrova and E. A. Nikulina [34] for practicing and controlling the level of mastery of phraseological units, these tasks can be used to test both theoretical and procedural knowledge of idioms at an advanced stage of learning a foreign language.

**Conclusion**

The proposed approach to the use of cognitive modeling based on the construction of a frame scheme can be used to optimize the study of the phraseological corpus of a foreign language. Natural language acts as a means of ontologizing the concept. We
have demonstrated that modeling a specific situation allows us to compactly present an extensive amount of data, giving a visual representation of the scenario as a whole and the relationship of its successive stages.

Since phraseological units are semantically rich linguistic formations, their communicative function is determined both by the context of the situation and by integration into a more global scheme — a prototypical scenario. The use of the model to represent and consolidate a certain subject area is illustrated by authentic examples of French idioms of risk.

The paper considers the linguodidactic potential of cognitive modeling for more effective study of a fragment of the phraseological corpus of the French language. The proposed prototypical scenario of risk situation, the subframes of which are illustrated with authentic examples, contributes to solving a number of specific educational and training tasks. We have proposed some possible tasks aimed at mastering the selected vocabulary block. The constructive-modeling functions of the proposed scheme make it possible to emphasize the content component of the vocabulary, structuring the experience of mastering a foreign language form.

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