

TAKING INTO ACCOUNT THE PECULIARITIES OF COMPARING THE NATIVE LANGUAGE WHEN TEACHING RUSSIAN

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ABSTRACT

This article examines the features of teaching Russian to students of an exclusively economic university and faculty, taking into account the peculiarities of the language. One of the most important aspects of the linguistic foundations of the methodology is the accounting of data from the bilingual comparative analysis of the systems of Russian and native languages. Rational interlanguage comparisons help the assimilation of information obtained in Russian classes in many ways. For the conscious assimilation of significant topics in the Russian language program, students are offered tasks of a more complicated nature.

Keywords: bilinguistics, methodology, features, analysis, system, vocabulary, tasks, rationality.

INTRODUCTION

Russian is one of the most important aspects of the linguistic foundations of the methodology – taking into account the data of the bilingual comparative analysis of the systems of Russian and native (Uzbek) languages is of great importance for the methodology of teaching Russian in national groups of non-philological direction. This makes it possible to rationalize learning, both in the selection of material and in determining the methods and techniques of its presentation. So, if taking into account transposition makes it easier to master the Russian language, reduce the time for mastering grammatical material and the formation of skills, then taking into account interference obliges to organize training so that difficult material (for example, the category of gender; types of word connection: coordination, management; types of verb, etc.) is introduced in small portions, often repeated and it was consolidated by active and creative exercises. For these purposes, as well as for the implementation of the principle of consciousness in learning, it is advisable to resort to interlanguage comparisons and translations within reasonable limits. Comparative data help to identify what can facilitate the assimilation of the Russian language, predict the appearance of interference (a consequence of the influence of the norms of one language on another) errors and, accordingly, find rational ways to prevent and eliminate them.

The principle of taking into account the peculiarities of the native language in teaching Russian has been highlighted in many scientific works by V.A. Bogoroditsky, E.D. Polivanov, A.V. Mirtov, N.Z. Bakeeva, N.M. Shansky and others and has become firmly established in practice. However, the question of the form of taking into account the peculiarities of the native language, both in theory and in practice of teaching Russian in national (in particular Uzbek) groups, is still being ambiguously resolved. Some interpret this principle as a comparison of the phenomena of the Russian language with the phenomena of the native language of students directly in the classroom, that is, they elevate it into a methodological principle. This

approach often leads to the substitution of speech activity in the classroom for theorizing, although in some cases direct reference to the phenomena of the native language may be appropriate and justified. Others believe that the basis for taking into account the peculiarities of the native language when teaching Russian should be based on information obtained through comparative typological research, which, on the one hand, prevent the interfering effect of the native language, on the other - to use its positive influence, that is, transposition. That is why it is impossible to approach the definition of methods and techniques of teaching in national groups in a one-sided manner. Russian and native language comparative analysis results make it possible to classify the material to be understood by students in Russian language classes in such a way that each topic will require its own specific approach. Thus, in the process of assimilation of language material by Uzbek students, it is necessary to take into account: Russian and native languages, between which there is a complete correspondence (for example, parts of speech, types of sentences in composition, etc.);

2) linguistic features denoted by the same term and similar in their functions in Russian and native languages, but having their own specific differences (for example, verbs of movement in both native and Russian denote ways of movement and at the same time they differ from each other);

Russian language features (gender category, gender variability of adjectives, ordinal numbers, some pronouns; types of verbs; prepositions; prefixes, etc.).

The standard Russian language program recommends that teachers pay special attention to those specific phenomena of Russian grammar, which students have difficulties mastering, and It also provides for the use of techniques to compare the studied phenomena of the Russian language with the phenomena of the native language, which can be used in the study of all levels of the language: vocabulary, phonetics, word formation, morphology and syntax.

The assimilation of information obtained in the Russian language classes is largely helped by rational interlanguage comparisons, which can be used for various purposes.

Russian To prevent errors in Russian speech as a result of interference of the native language, it makes sense to compare only what is expressed differently in both languages:

- in Russian, unlike the native language, consonant sounds have pairs of hardness and softness;

- in the Russian language, the specific meanings of the verb are expressed by various means: suffixes, prefixes, alternating consonants and vowels in the base, stress, "plexus" of the bases (suppletivism), while in the Uzbek language these meanings are expressed in various forms. So, the same form can convey the meaning of the perfect, then imperfect form of the Russian verb: ezmok means to write and write; boshlamok – to begin and begin; bekitmok – to close and close, and there are quite a lot of such examples;

- in Russian, a simple verb predicate usually stands in a sentence after the subject or (in reverse order of words) before it, while in Uzbek it is most often at the end of a sentence. For example: I went to university. – Meng university boardim.

Russian language Such practical comparisons help students to consciously overcome the interference of their native language, if they are formed in Russian and are further supported by speech training in Russian as well.

Systemic interlanguage comparisons indicating fundamental differences in the language categories of Russian and native languages cannot help automatically overcome the interference of the native language. For example, pointing out the absence of the category of gender of nouns in the Uzbek language does not contribute to the correct use by students of all forms of gender of nouns in Russian speech. But such comparisons give him the opportunity to understand the linguistic nature of both Russian and his native language. It will be a real discovery for the students. And thus, the native language will serve as a means of increasing interest in both Russian and their own language.

As academician N.M. Shansky points out, using the internal resources of the entertaining Russian language as an academic subject at the university, it is necessary to take into account not only its capabilities and features, but also the characteristic connections and relationships with the native language of students. Thus, the phenomena of the native language can also play a well-known role in creating the entertainment of teaching Russian to non-Russians. So, when summarizing theoretical material (primarily in introductory classes on large language topics), students will probably be interested to learn that:

- for Russian words, the distinction between soft and hard consonants is essential, while for words of the Uzbek language it does not matter, because it does not contribute to the distinction of words;
- in Russian, the main means of word formation are prefixes and suffixes, which are most often ambiguous, and in the native Uzbek language there are no prefixes at all, and suffixes are unambiguous;
- Russian verbs have perfect and imperfect forms, while in their native language, specific meanings are expressed by other means.

Russian translation is not advisable to use translation as the only method of semantic zing words with different meanings compared to the native language of students, since in this case it provokes the transfer of characteristics of the word of the native language (meaning, compatibility, usage) to the word of the Russian language, thereby contributing to the appearance of errors in the Russian speech of students. Compare, for example, the words hot and hot, which in the Uzbek language correspond to one word – issyk; put and put – kuymok. When semantic zing vocabulary of this type, it is necessary to reveal the characteristic typical compatibility of each of the words. For example: hot – hot: hot tea, soup, iron: hot oven, hot water; hot hands; hot day, noon; hot weather, hot summer; hot rays; put – put: put a vase, a table, a chair, a battery on the floor; put a notebook, a textbook on the table, a textbook in a folder, money in a purse.

If such differences are difficult, it is advisable for students to offer students of national groups a sufficient number of training exercises, during which the skills are developed: a) to distinguish phrases and sentences; b) to establish a connection between the components of phrases both in the sentence and outside it.; to determine the types of connection of words in phrases; to construct phrases by distributing this words; c) recognize and identify certain models of phrases formed by the type of word–matching connection, find the main and dependent words and determine the case of the latter; d) understand the role of phrases in the structure of sentences; e) use phrases to construct sentences and coherent texts; f) apply various types of phrases in dialogues, conversations, written works.

For the conscious assimilation of significant topics in the Russian language program, students are offered tasks of a more complicated nature. For example, exercises such as making phrases from words given by the teacher in the initial form; inserting words that match the meaning instead of dots; choosing words or phrases according to the meaning; making sentences with these phrases. The final types of tasks are aimed at teaching students to use various types of phrases in oral and written speech: make up a dialogue, a story based on phrases; describe your faculty, dormitory, using these phrases; write a creative dictation on a picture using reference words; organize conversations on books read, movies watched, guided tours using phrases; based on these phrases, compose a coherent text on the proposed topic, a verbal portrait of a fellow student, or give a description of someone.

Such creative tasks cause students of national groups to strive for active cognitive activity, develop logical thinking, help prevent mistakes related to interference of their native language, develop oral and written speech, and the ability to adapt to proposed and real situations.

Thus, taking into account the peculiarities of the native language is one of the most important reserves for improving the effectiveness of the Russian language teaching process in national groups.

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