

THE USE OF LOCAL HISTORY MATERIAL IN THE WORK ON COLLECTIVE NUMERICAL

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ANNOTATION

Students in the first Uzbek language of instruction classes experience considerable difficulty in combining numerical with name nouns, due to the interfering influence of the mother tongue. The paper presents material on the use of the text of local history in organizing work on numerical numbers.

Keywords: numerical, difficulty, interference, mother tongue, grammar, combinations with nouns, vocabulary, reading text, textual requirements, pretext tasks, exercises.

INTRODUCTION

As part of the teaching of Russian in groups with Uzbek as the language of instruction in higher educational establishments, an important role should be played by targeted efforts to develop skills for the correct use of numerical numbers in the oral and written language of students, because numbers represent the numbers of numbers that are vital to the socio-political and economic life of a society. In the scientific-methodological literature, it is noted that the mastery of any language almost begins with numerical» [1]. Thus, studying numerical Russian in a practical course is of great importance for the achievement of the main goal of the course - the development of the Russian language of students for full participation in the communication process.

Despite their quantitative limitations, numerical societies and individuals are important in practice. According to the frequency dictionaries [1], the numerical numbers in the flow of speech are 1% of words, i.e. for every 100 words there is one numerical or 2-3 numeric words per printed page [2]. The numerals from 1 to 999999 are formed in Russian on the basis of 13 roots: one, two, three, four, five, six, seven, eight, nine, ten, forty, one hundred, one thousand. This is evidence of a fairly high level of usage.

On the basis of the analysis of verb usage (20,000 words) and numerical (100 words) data in Russian Language Dictionary # D.N.Ushakov, A.E. Suprun notes that _ individual numerical usage is not less than #10 times the individual verb [1]. Therefore, the low usage of numerical numbers is relative. Thus, the importance and importance, as well as the need to organize systematic and targeted quantitative work, seem to be very relevant in terms of developing communication competence among students.

Experience with students of groups with Uzbek as a language shows that the acquisition of numerical groups in Uzbek shows significant difficulties due to differences in the grammar of Russian and native languages. In the practice of work, there are cases where a student can demonstrate the declension paradigm of one of the quantitative numerical ones, but retelling a text containing numerical data, using numerical data in the household, allows errors in the reconciliation of numerical with nouns resulting from interfering influence of mother tongue.

Comparing the morphological features of numerical Russian and Uzbek languages, it should be noted that the ancestral differences present in some numerical Russian languages (1-1-1;

Two or two 1.5-1.5) have no analogue in Uzbek: The consequence is errors of type: one girl, one night, one link, etc.

Russian numerical numbers «There is no unity of syntactic features even within one category» [3. _ By way of example, the rules for combining numerical with noun can be shown: If in Russian one numerical number in the nominal case is consistent with noun (one pupil - one pupil - one window), (Five students), In Uzbek, the numerical numerals, when combined with nouns, adjoin them without causing any morphological changes, in all cases they retain the form of a single number. Let's compare: one city - Bitta Shaviar, Two cities - Ikkita Shahar, etc. The peculiarity of the combined relations between the numerals and nouns can also be observed at their declension. While in Uzbek the numerical is inclined only in the case of substance, then in Vruz the numerical is inclined both in the case of substance, in the case of independent use, and in the case of copulation with nouns. In the design of the exercise system, which aims at avoiding errors,, the following must be taken into account when deflecting the combinations of numerical and nouns: In the case of a slope in indirect cases between numerical and real numbers, the way in which the syntax is syntactically linked is changed: in the naming and vinyl cases, and in the indirect cases, by the agreement Cp.: In five cities I-B; TV. P. Five cities. The use of fractional and mixed numbers is also difficult to observe. Very often the question arises as to what number to put a noun " per cent", "ton", "centner", "hectare", "kilogramme" if used in a mixed number, for example: 8.8 per cent, tonnes or% of,tons; $11\frac{1}{2}$, $5\frac{6}{8}$ kilograms or kilograms?

When solving these questions, one must assume that, when the number is mixed, the header controls the header : $5\frac{3}{5}$ m [P]

Taking into account the differences in the grammatical structure of the Russian Uzbek language, as well as the typical errors made by students in the acquisition of this topic, it is necessary to develop a targeted system of exercises and tasks taking into account the following tasks:

Organize the work in such a way that the study of the grammatical phenomena of the Russian language will contribute to the development of the oral and written language of students;

Develop a system of language exercises aimed at removing interfering influences of the students' mother tongue;

Develop speech instructions to encourage Russian-language speech;

To find texts that evoke certain emotions in students, which help to prepare students for conversations on topics close to the subject of texts.

These tasks can be successfully implemented by organizing the work on a syntactical basis on the material of the connected text. The text may be subject to certain requirements, the main ones being:

- a) it must be a whole by subject;
- b) accessible to the student population;
- b) contain sufficient grammatical material to be studied.

We will illustrate this with the text

In the first year of a higher technical school.

The text was prepared on the basis of the materials of the website of the regional khokimiyat;

The general orientation of the topic is close to students, as it provides information about the history of development and the current state of the native region and city. The text also contains sufficient numbers for the work on the grammatical topic.

Namangan region

Namangan Oblast was formed on 6 March 1941 (before that it was part of the Fergana Oblast) by a decree of the Presidium of the Supreme Soviet of the USSR, as part of the Uzbek SSR.

On January 25, 1960, it was abolished again, and for the most part became part of the Andijan Oblast (Namangan - directly subordinated to the city of Andijan. The area was restored on 18 December 1967.

The area is 7,900 km². The Namangan region is located in the northeastern part of the Fergana Valley, on the right bank of the Syr Darya River.

It is bordered on the west by the Tashkent Oblast (connected by the Kamchik Pass), on the south-west by the Sogd Oblast of the Republic of Tajikistan, on the east by the Andijan Oblast, on the south by the Tshergan Oblast, on the north by the Alabuk Oblast of Jalal-Abad of Kyrgyzstan.

The climate is continental, with dry summers and mild, wet winters.

The population of the region is 2,810,900 inhabitants (as of 1 January 2020. The largest city, Namangan, has 626,200 inhabitants.

The administrative center of the region is the city of Namangan. Until 1941 it was subordinated to the city of Fergana, and from January 1960 to December 1967 it was part of the Andijan region with direct subordination to the city of Andijan.

The region has developed silk, textile, footwear and cotton processing. The main agricultural products of the region are wine, cotton, fruits and raw materials for silk production.

There is a car repair shop, chemical factories and electromechanical factories, a dry fruit factory in the city of Turakurgan.

The Chusta factory for the manufacture of Uzbek knives is notable among folk crafts. Plague knives are very popular with tourists.

The length of railways in the territory of the region is about 140 km. In 2016, the Angren-Papp Railway was completed with a length of 120 km (\$2.5 billion), and the new Pap-Namangan Railway is under construction.

The length of roads is 11,800 km (including asphalt concrete - about 4,000 km). Movement towards Tashkent is through the Kamchik Pass). (The area contains 27 historical sites and holy sites, many of which are protected by the State. These include the following:

Mullah Madrasah Kirghiz (built in 1910),

Ota Walihon Tura Mosque

Sheikh Iskhok Ashon Mosque

Hazrati Mavlono Lutfulloh Chustiy complex,

The mausoleum of Mullah Bosor Ohund,

The holy site of Baliklik Mosor,

The holy place of Bullocks Mosor,

birthplace of Bebe Ona.

Immediate textual work should be preceded by pretext exercises and tasks that help to refine numerical pronunciation, reinforce spelling skills, and use numeric nouns in various case forms. In this regard, the text work can be organized according to the following plan: vocabulary, introductory conversation, reading or auditing text, tasks and textual information assimilation exercises, post-text assignments and exercises.

For dictionary work can be chosen words of valley, climate, length, administrative attractions, silk and textile production, industry. After explaining the meaning of these words, it is recommended that they be worded and entered in the sentence.

In the next stage of the work, it is possible to start reading the text or listening to the audio recording of the text. After the audition, an interview should be arranged to determine the degree of comprehension of the content of the text, for which students, under the supervision of the teacher, prepare and answer questions to the text.

When was the Namangan Region formed?

2.2 Which territorial entities are it bordered by?

3. Which city is the administrative center of the region?

4.4 What is the length of the region's railways and roads?

5. Name the main attractions of the area.

The next stage of the work is to dissect the text into semantic sections, i.e.

The outline may look like this

Time of oblast education.

Administrative centre of the region.

Neighbouring with other territorial entities.

Namangan Region Roads.

Attractions.

After that, you can start grammatical exercises on the vocabulary of the text. Here are some examples of such exercises.

Exercise 1. Read the following numbers, noting the relation of numerals to nouns: March 6, 1941, 7900 km², 140 km. 11 800 km.,

Exercise 2. Write numerical words. Complete the endings of numbers and nouns, define their cases: from January. 1960... year. to December 1967.... year..., 27 historically... an object... and holy places.

Exercise 3. A friend of yours has arrived, he's never been to Namangan before. Show him around town. Try telling him so he likes him.

Exercise 4. Compose the words with the following numbers, read them and add each sentence 6, 15, 21, 140.

Exercise 5. Write a letter to your friend, share your impressions of Namangan using numerical.

Exercise 6. Using the digital material of the text, as well as the quoted excerpt, write a 10-minute talk on the topic »Modern Namangan«.

«Namangan» is considered to have originated from the Persian «Namak Kan³ - «Salt Spear». Archaeological excavations have shown the presence of a settlement on the territory of the modern city (in the area of the stone bridge over Namangansai) in the first centuries of AD. According to legend, there was a lake in the territory of the settlement where salt was extracted

The first mention of the settlement of Namangan dates back to the end of the 15th century, and from 1610 Namangan became a city [4]. In 1620, the inhabitants of the devastated Akhsikent were resettled in Namangan».

Syntactic-based grammar teaching will contribute significantly to the development and improvement of students' oral and written speech and communication skills

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