

TEACHING METHODS FOR THE GRAMMAR OF THE RUSSIAN LANGUAGE ON THE EXAMPLE OF THE GRAMMATICAL CATEGORY - GENDER

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ANNOTATION

This paper discusses the role and significance of foreign languages. The author notes that proficiency in a second language is based on an understanding of the fact that grammar is a necessary basis for the full use of the Russian language both in scientific activity and in everyday life.

Keywords: globalization, receptive, productive, mediating language, communication, foreigners, correlation.

INTRODUCTION

In today's time, in the context of globalization, the role of knowledge of foreign languages has reached incredible heights. Personnel with foreign languages are highly valued by employers, and in recent years the demand for them in the labor market has grown significantly not only in Uzbekistan, but throughout the world as a whole. Such a demand for such personnel in the country was reflected in the state policy of Uzbekistan in the field of education. A number of regulatory legal acts were adopted to improve the system of teaching foreign languages, including the Russian language, and measures were taken to improve the material and technical base of educational institutions specialized in teaching foreign languages, thereby creating favorable conditions for effective teaching of students. to languages. In this regard, dated May 19, 2021, No. PP-5117, the Resolution of the President of the Republic of Uzbekistan "on measures to raise the quality level of activities to popularize the study of foreign languages in the Republic of Uzbekistan" was adopted. Based on the geographical characteristics of Uzbekistan, Russian is the most advanced language among foreign languages. ... In our opinion, the study of this language is necessary relative to other languages, since the demand for this language is large and the geography of this language, which is used in all CIS countries and in Eastern Europe, also confirms the importance of learning this language.

The great demand for the Russian language generates a demand for new, simple and effective teaching methods, since mastering this language is a very difficult process. Teaching the student to the grammatical phenomena of the Russian language in the conditions of primary bilingualism, i.e. when a student is at an elementary level of proficiency in a second language, it is based on an understanding of the fact that grammar is a necessary basis for the full use of the Russian language both in scientific activity and in everyday life. Traditionally, in the methodology of teaching Russian as a foreign language, passive (receptive) and active (productive) grammar are distinguished. The first involves the description of grammatical material from the system of standard forms to their meanings. For example, the case paradigm

is first studied, and then their meanings and functions are explained. And active grammar, according to the linguist, L.V. Shcherba, when describing the phenomena of language, it goes from meaning to form, i.e. explains meaning through form. Because of this, active grammar is designed to serve the productive types of speech activities, which include speaking and writing. In modern practice of teaching the Russian language, it is appropriate to combine these methods. Each phenomenon of the language must be studied in a system, and not in isolation, because knowledge of only grammatical forms is not enough for the implementation of successful communication. Therefore, it is desirable to introduce grammar through the situational-thematic organization of the educational process. Speech practice makes it possible to formulate and express a thought, convey specific information, an idea; grammar in this case is only a tool with which this goal is achieved. Without knowledge of the grammatical nuances of the Russian language, it is almost impossible to master speech competence. Foreign students should ideally learn to construct speech according to the rules of grammar. The presence of grammatical errors in the speech of the speaker is inevitable. But this does not mean that the teacher must correct the student every second - the speaker at the first stages of training has the right to make mistakes.

The Russian language, which belongs to the group of inflectional languages, has a complex case system, species-temporal forms of the verb, a branched syntactic structure; that is why the grammatical structure of the language is difficult to master without learning the rules. If the grammar of a native language can be mastered without relying on a model, then the grammatical structure of a non-native language cannot be comprehended only through practice in speech, since it will take quite a long time. Knowledge of the rules shortens the path to the practical assimilation of a foreign language. The difficulty of teaching the grammar of the Russian language lies in the fact that the speech activity of students is limited by the framework of the lesson and the classroom, outside of which students, as a rule, continue to communicate in their native language. This does not provide optimal conditions for the automation of language and speech skills and, in particular, seriously affects the formation of grammatical skills. The optimal situation is when a student finds himself in a linguistic environment that is alien to him (for example, students from different languages are gathered in a group), because immersion in it will stimulate the earliest possible study of the intermediate language, in this case Russian.

One of the most difficult topics in Russian for foreign students and course participants is the gender category. Gender distribution in different languages may not be the same or this category may not be present in the native language. Without understanding this topic, further effective study of grammar is impossible. The grammatical category of gender in Russian has an ambiguous interpretation. Gender is that grammatical category, the general meaning of which is very difficult to establish. A.A. Potebnya noted that the genus is one of the general humanoid concepts. Some researchers understand the term "gender" as a classifying grammatical category of Russian subject words. Gender is inherent in all nouns of the Russian language and is for them an independent category from the point of view of syntax, therefore, many authors consider it as one of the main grammatical categories of a noun. A noun cannot change in gender; it contains an original generic meaning.

The Russian language is characterized by a relatively stable correlation between the gender of a noun and its formal indicator. At first, terms such as "ending", "suffix", "word stem" should not be introduced, a foreign student can be taught to determine the gender of nouns by the final letter (final sound): zero ending is masculine, inflection -а / я is inherent female gender, -о / е - middle. The grammar tables and pictures that the teacher should use in the lesson are designed to illustrate this material and help to understand it, since the visual channel of perception is included in the work. At this stage of training, we also clarify that it is necessary to remember the following information:

nouns with a soft consonant can refer to both masculine and feminine gender (day, bed, notebook, salt);

nouns ending in -ж, -ш, -ч, -щ can refer to masculine or feminine gender (borscht, night, pencil, ink).

Later, when the teaching of the Russian language moves to the next level, it is possible to introduce derivative formations such as a hare, a house or a brother, found in Russian fairy tales and stories. At the same time, the students should form the consciousness that these names belong to the same genus as the words from which they are formed: hare is a hare, a house is a house, a brother is a brother. Then it will be considered justified to introduce as exceptions some of the ten nouns in -name (more often than others found in works or everyday speech): tribe, seed, burden, flame, name, time.

It is well known that the category of gender in Russian is inextricably linked with the category of animate - inanimate. It is desirable for the teacher to take this connection into account from the very beginning of training. Words like "country, city, class, letter, window" are inanimate nouns. But they all belong to a specific genus. As for the gender-gender relationship, in this case it is easier to explain the generic differentiation: the names of males in Russian refer to the male gender (father, son, dad), the female gender - to the female gender (sister, aunt). As an example, you can take the words "boy, girl" and explain that they mean living people. Practice shows that difficulties in determining the gender of such words arise extremely rarely, because the correlation of the masculine gender with males, and the feminine with females is characteristic of many languages. Sometimes, however, it is required to clarify that the words teacher, lecturer, doctor, rector, associate professor and others, without indicating the person, traditionally refer to the masculine gender. Their real gender is usually clear from the context. For example, the doctor came / the doctor Sevastyanova came; Rector spoke / Rector Samoilova spoke.

In general, from our point of view, in the educational process it is necessary to use more exercises that form the skill of the ratio of a pronoun and a noun. Sometimes difficulties arise in determining the gender of seemingly well-known words. It's about internationalism. The vocabulary may be familiar to students, but the gender of a particular lexical unit in the native language may not coincide with the gender in the recipient language. In French, words in -gramme (Russian program, telegram) are masculine, in Russian - feminine. Anglophones, having learned the rule that nouns with a strong consonant belong to the masculine gender, by analogy with the English equivalents, they omit the final vowel, guided by the grammatical gender of their native language: my forms, one minute. The teacher is advised to constantly

focus on this problem and correct mistakes. Linguistic interference is inherent in bilinguals, since they find themselves in a genetically unrelated language environment.

Thus, grammar is the foundation on which vocabulary is based and a speech utterance is formed in oral or written form. When studying the grammar of the Russian language, it is necessary to focus the attention of students on the universal and various phenomena inherent in both their native and Russian languages. The teacher should ultimately achieve such results when students begin to consciously use speech forms and consciously choose appropriate grammatical models. The grammatical category of gender should be learned meaningfully, since it is closely related to other topics, for example, with the declension system of nouns in the singular.

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