

## THE USE OF THE COMPARATIVE-COMPARATIVE METHOD IN TEACHING THE RUSSIAN LANGUAGE

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### ABSTRACT

This article describes the method of using the comparative method in the process of teaching the Russian language. The comparative method provides for the students' awareness of the meaning of linguistic phenomena and the ways of their application in speech activity, as well as reliance on the native language for a deeper penetration into the native and studied languages.

**Keywords** : Consciously practical method, language, comparative method, comparative analysis, phonetic system, imperfect and perfect types of the verb.

### INTRODUCTION

One of the leading methods of teaching Russian in the classroom, including in the presence of a language environment, is a consciously practical method, which can be considered as a kind of concretization of the comparative method.

The comparative method provides for the students' awareness of the meaning of linguistic phenomena and the ways of their application in speech activity, as well as reliance on the native language for a deeper penetration into the native and studied languages.

Despite the fact that in the process of teaching the native language at school, attention is paid to theoretical issues, over time this unclaimed knowledge is forgotten, so that students often find themselves in a difficult situation, not having the necessary background knowledge to perceive the main characteristics of the language being studied.

Researchers, noting the peculiarities of using the comparative method, pay attention to the need to find not so much the similarities in the systems of the native and studied languages, but the differences that exist in languages and become the cause of a kind of “pressure” exerted by the facts of the native language.

Comparison of the native language and the target language is carried out at all levels - from the sound composition to the construction of a coherent text. At the same time, it seems, one should pay attention to the similarities and differences in the systems of languages, which makes it possible not to explain the understandable, not to waste precious time on the insignificant.

In this regard, the formation of pronunciation skills is significant. the use of comparative analysis allows us to detect several groups of sounds: the most similar in articulatory

characteristics, differ in one way or another and do not exist in the students' native language - and to determine the optimal ways of forming an acceptable pronunciation, which is quite acceptable in an audience where command of Russian is not a goal, but a means of obtaining a specialty.

You should also bear in mind the rules for the pronunciation of Russian sounds in the composition of a word, for example, stunning and voicing them in certain positions, which requires knowledge of the phonetic system, in particular, the opposition of sounds by deafness-voicedness.

The main task of teaching Russian to students is to familiarize themselves with the basics of grammar and the formation of practical skills.

Undoubtedly, reliance on the native language of students can significantly alleviate the difficulties that students face when studying certain grammatical topics. However, the differences in the grammatical systems of the Russian and the native language of students, the absence in most cases of systematized knowledge of the theoretical foundations of the grammar of the native language of students, can cause certain problems when explaining certain categories that exist in Russian, but are absent or otherwise represented in the native language students.

Thus, it is difficult for native speakers of the Uzbek language to assimilate the existence in the Russian language of the category of the gender of nouns, especially its three meanings. The presence of inflection, characteristic of the masculine, feminine and neuter gender, greatly simplifies the assignment of a word to one gender or another, the declension of nouns, the creation of adjective + noun phrases, but does not remove the difficulties in connection with the presence of masculine and feminine nouns with a zero ending (dictionary, notebook), nouns of "general gender" (sneak, ignoramus) and the preposition of the adjective in relation to the noun.

However, one can hardly speak of significant problems in the study of these grammatical categories: the skills of using correct forms are formed when observing them in reading texts, when performing special exercises.

The process of studying the verb system of the Russian language and such grammatical categories as time and type is taking shape in a different way.

The history of the development of the Russian literary language testifies to the fact that the previously existing system of times was gradually simplified; however, at the same time, the opposition of imperfect and perfect verbs developed.

Difficulties in the method of presenting the verb form and the temporal system in general are associated with a number of reasons that are, relatively speaking, theoretical in nature or determined by significant differences in the structures of the Russian and the studied language.

Native speakers, assimilating the verb system from birth, do not realize its complexity and, as a rule, unmistakably, automatically choose the form necessary to convey the meaning.

Students of the Russian language at a conscious level should get a clear idea of what are the differences in meanings between imperfective and perfect verbs, how the context is formed with

the participation of a certain type of verb, what species pairs are and how they are formed, how the type and time are related, and much other.

Until now, in aspectology, and after that in applied disciplines, there has not been a single approach to the idea of what a species pair is (this phrase is often used in the methodology of teaching Russian as a foreign language), is there a purely grammatical opposition of verbs inside pairs, which, as applied to the temporal system, are such concepts as “extension / limitation”, “non-limit / limit”, “way of verb action”, etc.

Leaving aside theoretical disputes, we will try to determine the most rational ways for students to study national groups of the category of species in Russian.

First of all, verbs of motion and modal verbs should be “deduced” from the verb system, since the specific opposition in these subsystems is specific and cannot be considered on the same grounds as in other verbs. Further, one should pay attention to the most frequently used pairs of verbs from the lexical minimum, in which the species opposition occurs in a more or less “pure” form.

The most productive, as it seems to us, is to demonstrate the opposition of the perfective verbs with the meaning of the result of the action to the three main meanings of the imperfective verbs: concrete-process, infinite-fold and general fact.

At the same time, the simplest for the perception by students of national groups will be the opposition “process - result of the process”: are you writing a letter now? - No, I already wrote. It is the concrete-process meaning that is always conveyed by the imperfective verb that is most understandable to students.

Undoubtedly, the difficulties of choosing the form of the verb are removed by the lexical “markers”, which are used for a kind of explanation of the meaning of the action conveyed by the verb. This is especially true in a situation where a sentence is “taken out” of context and the absence of lexical additions can lead to an incorrect interpretation of the meaning of the verb. So, when using a verb in the form of the present tense, words can be used to confirm that the action is taking place now, at the moment: Look, Anton is writing on the board; I can hear the engine running. When using the verb in the past tense, as well as in some cases in the present tense, which denote either the period of a completed but not completed action in the past, or indicate the fact of the beginning of the action, but the absence of its completion: I read the book for three hours; We have been working for half a day.

The absence of lexical markers for verbs in the past tense speaks of its general factual meaning: the speaker denotes only the fact of an action, not meaning the presence or absence of its result: Yesterday I read a book (did not watch TV, did not write a letter ...). It is perhaps more difficult to explain to students the use of the imperfective verb in sentences like I read this book. Very interesting! Here, too, the general factual meaning is presented, although it is obvious that the book was read and the result is the speaker's reaction to its content. It is curious that in another situation in this context the perfective verb can also be used: Take a book, I read it. Very interesting.

The infinite-fold meaning in most cases is conveyed by imperfect verbs when using lexical additions or verbs, in the meaning of which the repetition of the action is already laid: He often writes letters; I told her about this several times; She has been to Samarkand. It should not be



forgotten that the repetition of an action can also be conveyed by a perfect verb (I tried several times to solve this theorem, but I could not), however, such examples should be demonstrated when the first skills in using imperfect and perfect verbs have already been formed.

The meaning of the completeness of an action, its result is usually expressed by perfect verbs; at the same time, its use is associated with the performance of a certain communicative task: we want to give or receive information about the result of the action: have you read this book? now I can take it; I will definitely write a letter home tomorrow.

In a number of cases, the assimilation of species opposition is facilitated by comparison with how the corresponding meanings are formed in the students' native language. A species pair can be represented:

1) Non-prefixed and prefixed verbs (do - do);

2) Verbs formed by the suffix method (solve - solve); 3) supplementary forms (to speak - to say).

The most "pure", differing only in the proper grammatical meaning, are the pairs that differ in suffixes. In the vast majority of cases, prefixes add additional semantics to the verb. Considering this circumstance, experts propose, when studying the species opposition, to pay attention to the so-called methods of verb action, among which they distinguish, for example, an initial method (sing - sing), restrictive (sleep - sleep, talk - talk) and a number of others.

A special group is made up of verbs of movement. Considering them from the point of view of specific opposition is extremely important in the national audience.

So, verbs like walk, ride, fly are used in three meanings:

- Unlimited (meaning a repetitive action, as a rule, with lexical markers): I go / went / will go to classes every day;

- General fact - as multidirectional, chaotic movement: Birds fly / flew / will fly over the area;

- General fact - as a movement "there and back": Yesterday I went to the store. Attaching prefixes to these verbs does not change their appearance, but it has a significant effect on their lexical meaning (compare: he often came to me in the evening; Birds fly freely over a water barrier).

In contrast to the considered verbs like go, go, fly, denoting unidirectional movement, with the attachment of the prefix they become perfective verbs and acquire lexical meaning due to the meaning of the prefix (reach, enter, fly). The use of frequently used examples in the exercises is indicative: I stopped by yesterday, but you have already left for work; Come in the evening - let's play chess; My friend and others liked to visit this hotel.

Observation and analysis of the temporal forms used in the texts, including (if possible) comparing them with the facts of the native language, where the meanings corresponding to the Russian language are transmitted, as a rule, by lexical means, serves as the basis for the development of productive skills proper.

The formation of grammatical skills and the development of skills in using the verb system of the Russian language is one of the essential components of the formation of linguistic competencies of students of national groups.

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