Teaching The Verbs Of The Russian Language In The System - Functional Aspect, Taking Into Account Errors Made By Non-Native Students

Yakubova Shakhnoza Ikramovna, Belykh Liliya Khamzayevna, Khamdam-Zode Leylo Khasanovna, Shakirova Dilfuza Zoidovna, Saidaliyeva Gulnoza Djambulovna

Abstract: The article discusses some issues of teaching a large stratum of vocabulary in Russian language - the verbs of movement. The analysis of errors made in the speech by non-native students of the Tashkent State Institute of Oriental Studies is carried out, importance of teaching movement verbs in the system-functional aspect is studied and made conclusions how to teach in better ways.

Index Terms: verbs of movement, speech errors, lexical-stylistic, morphological and syntactic errors, system-functional aspect of language learning.

1 INTRODUCTION

In the practical course of Russian language in the national groups of the language university, information on the logical, structural-semantic, grammatical (morphological and syntactic) features of the verbs of movement is studied not only so that students reproduce in memory the distinguishing features of these forms, but also mainly for that they possess them as the basis of active speech. The task of teaching a non-Russian student to speak Russian can be solved in a practical course, provided that the material is specially selected and grouped in accordance with the goal. Selected lexical and grammatical units should be introduced taking into account intra-linguistic and inter-language comparisons, the specifics of using lexical and grammatical categories are disclosed in a functional context, taking into account the living norms of their functioning in a certain sphere of speech.

2 THE MAIN RESULTS AND FINDINGS

Recommendations for students in a practical course should be considered as a kind of rules and norms of use that they need to know for proper orientation in the material under consideration. The wording of such rules should be based on “tangible”, “visible” guidelines for students in choosing the right language tools that provide verbal communication in a specific field of activity. In this regard, information on verbs of movement, very frequent in the language, should reveal the laws of speech production, characteristic of a particular sphere of speech activity. Thus it is necessary to consider the practical course of the Russian language as functional. A systemic-functional approach to the consideration of material when teaching Russian as a non-native language at a language university should show how it functions, “acts”, and language material manifests itself in speech. Without knowledge of grammatical and lexical norms it is impossible to master the language as a means of communication. What is important is what lexical and grammatical information it is advisable to activate, which of them are needed to build Russian speech. “The solution to this issue should be,” writes L.Z. Shakirova, “unequivocal in nature: we need a grammatical theory that shows students the functional features of linguistic norms” [1, P.217]. In order for students to comprehend the role of non-prefixed and prefixed verbs of movement in the organization and construction of coherent oral and written speech, it is important to establish the necessary volume and nature of theoretical information. The correct use of the considered verbal lexemes in speech means, first of all, the provision of skills, it is advisable, motivated, to use them in connection with the conditions and tasks of communication, which is impossible without a conscious understanding of all the essential aspects (lexical, semantic-morphological and syntactic) characteristic of this lexico - grammatical group of verbs. In Russian oral and written speech of students there are many shortcomings, incorrectnesses. Often you can observe a poorly chosen word, an incorrectly constructed sentence, a distorted morphological form.

In practice, when students used verbs of motion, students noted errors that can be divided into speech (vocabulary, grammar and others) and non-speech (compositional, logical, distortion of facts). In order to build a real system of teaching Russian verbs of movement in a national group, it is necessary to study the features of perception and reproduction of these verbs in accordance with already available verbs denoting movement in space in the native language. Such a study is possible only with an in-depth linguistic analysis of errors. The study of the types of errors and their nature makes it possible to draw a number of scientific and methodological conclusions, but it becomes an effective way to exclude the possibility of the repetition of these errors only after the work is done to systematize the degree of spread, stability and frequency of errors. The importance of such an analysis is indicated by I.V. Barannikov [1] L.Z.Shakirova [2]. In his works, I.V.Barannikov defined the concepts of the prevalence and sustainability of errors: “... the prevalence of errors can depend not only on the degree of difficulty, but also on the number of possible cases of errors embedded in one form or

| Yakubova Shakhnoza Ikramovna is a senior teacher at Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan |
| Belykh Liliya Khamzayevna is a senior teacher at Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan |
| Khamdam-Zode Leylo Khasanovna is a senior teacher at Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan |
| Shakirova Dilfuza Zoidovna is a senior teacher at Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan |
| Saidaliyeva Gulnoza Djambulovna is a senior teacher at Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan |
another of training and control work, ... and an indicator of the relative stability of a particular difficulty ... is the change in the percentage of errors" [1]. He believes that if a mistake is repeated regularly, then it should be considered persistent; if the percentage of occurrence of an error is reduced, then it can be considered unstable. In our work, we would like to consider some speech errors of Oriental students of national groups of a linguistic university. An experiment was conducted on the use of verbs of the Russian language movement in speech. The purpose of the experiment was to determine the semantic and functional features of the use of motion verbs, the presence of skills in using them in speech and the identification of the most common mistakes in the use of motion verbs in speech.

1. Finding verbs of movement in the text and determining their types.
2. Recording sentences and texts with the insertion of verbs of movement in them.
3. Adding prefixes of the verbs of motion used in the sentence.
4. Insert in the sentence prepositions and append case
cases of nouns.
5. Adding sentences by inserting verbs of motion of the desired modified form.
6. Record sentences with the insertion of verbs of motion of the desired form.
7. Differentiated use of verbs of movement according to the method of transportation without means of transport.
8. The construction of sentences with non-prefix and prefix verbs of motion, given in the infinitive.
9. Translation of sentences from Uzbek into Russian in order to identify skills of students in distinguishing verbs of movement, determining their meanings. Speech errors can be divided into lexical-stylistic, morphological and syntactic.

Analysis of students’ work allows us to conclude that lexicostylistic errors are in the first place in frequency.

- Repetition of the same words, for example: Я иду по улице, рядом со мной идет один человек. По другой стороне идут дети (Ya idu po ulitsie, ryadom so mnoy ideet odin chelovek. Po drugoi stronke idut detsi). I am walking along the street, next to me is walking one person. On the other side, the children are walking.
- Use of a word in an inaccurate or inappropriate sense, violation of the compatibility of the words can be seen. Я люблю везти машину. Я иду на машине. На проходе ехало много людей (Ya lyublyu vezti mashinu. Ya idu na mashine. Na parokhode yekhala mnogo lyudei). I love to drive a car. I’m going by car. A lot of people rode the ship.
- The use of colloquial words and phrases: “ездят” (yezdiyut) - ride, “бежат” (bezhat) - run.
- Differentiation of methods of movement: Недавно я пришел из Самарканды. Вечером я поеду в магазин за хлебом (Nedavno ya prishe iz Samar Kan dy. Vecherom ya poedu v magazin za khlebom). I recently came from Samarkand. In the evening I will go to the store for bread. (This refers to the store opposite the house).

The group of morphological errors includes incorrect the formation of words and especially the forms of words. The difficulties arising in the study of the Russian verb are associated primarily with the difficulties of speciation and the functioning of species forms in the Russian language itself. For example, in Uzbek, both members of a correlative pair прийти (to come) – приходить (to come) (prity - prikhodit) matches one verb kelmoq (to come). This causes errors like: Каждый день я пришел в институт. Вчера вечером папа приходил домой поздно (Kazhdyj den’ ya prishe v institut. Vchera vecherom papa prikhodil domoi pozdno) Every day I With these errors, an error was found: The following types of errors were found: the wrong tense, the wrong form, the wrong type of verb, the wrong phrase: (vy) Vchera my khodili svoi staryy shkol’nyy uchitel’ “(Vchera my khodili svoi staryy shkol’nyy uchitel’) “Yesterday we went to our old school teacher” / It should be: to your old school teacher /

- The use of verbs in unrelated tense and specific forms. In cases where the same time and type should be used, mistakes are made: "В среду вечером нас никого не было дома, потому что мы уходим к брату " ("V sredu vecherom nas nikogo ne bylo doma, potomu chto my ukhodim k bratu"). "On Wednesday evening, we were not at home, because we are leaving for our brother".

Some errors are related to the use of verb prefixes. As a result of improper or inattentive use of prefixes, a distortion of the semantics of the verb occurs. For example, using a prefix вы(yu)-. In combination with the verb walked, it indicates the direction of the action outside to leave the room. Therefore, the expression ridiculous sounds: "Я вышел из аудиторию" (Ya vyshel iz auditoriyu) I went to the audience (instead of восш (enter)). As a result of checking the assignments, it turned out that students of national groups often enter the university with unlearned material about the lexical-semantic group of movement verbs being studied, which, in turn, causes difficulties when using these verbs in speech. The frequency and stability of errors in the use of types of verbs of movement in the speech of students of national groups can be explained by the interfering influence of the native (Uzbek) language, intralanguage interference - the specifics of the functioning of the types of the verb of movement in speech and the shortcomings in
the methodological system for teaching verbs of the movement of the Russian language.

3 DISCUSSION

IJSTR When mastering the patterns of use of motion verbs, the main role is played by the linguo-methodically justified content and training system based on the structural-semantic and morphological-syntactic nature of these lexemes in Russian and taking into account the means of their transmission in their native (Uzbek) language. In this regard, the order and sequence of activation of non-prefixed and prefixed verbs (such as идти (idti) go – ходить (khodit) go, пройти (proyti) pass – пройдти (prokhodit) pass) is determined by their communicative significance in speech. Due to the fact that verbs of movement are an integral part of a verb as part of speech, it seems necessary to distinguish verbs of movement into a separate lexical and semantic group, which differs from other verb lexemes by specific features, without mastering which it is impossible to use them correctly in speech. Verbs of movement from the point of view of the content of a scientific concept are a multidimensional phenomenon. Firstly, they highlight the content side (meaning); secondly, the verbs of motion have an inherent form. Finally, they have a function that manifests itself in the connections of these tokens with the words surrounding them, with context. This multidimensionality of the concept dictates a multidimensional, integrated approach to their study. Teaching verbs of movement in the system-functional aspect involves the selection of educational language material corresponding to the formed skills. It is the analysis of the functioning of motion verbs in a sentence (context) and text that allows us to determine the qualitative changes that occur in the semantics of motion verbs under the influence of context and speech situation. The provision that when studying lexical and grammatical phenomena one of the main didactic means should be a text is theoretically justified and widely implemented in the practice of teaching a language. Namely, "in the text, the means of language become communicatively significant, communicatively conditioned, combined into a certain system in which each of them most fully displays its essential features and discovers new, text-forming functions" [2, p.9]. Only a reference to the context (less often - the sentence, more often - the whole text) allows us to see in the verb pairs denoting movement, their lexical difference. Appeal to the texts makes it possible to visually show students the use of verbs of movement in organizing texts of various styles and types of speech. At the same time, the principle of visualization is implemented in teaching a non-native language, since skillfully selected textual material is an example of correct coherent speech. The specifics of the text as a means to achieve a specific communicative goal dictates the need to work on the analysis of functional-semantic types of speech: description, narration, reasoning. Based on this, it is very important to find out which varieties of monological speech it is advisable to use when teaching students the lexical-semantic group of movement verbs. The typical meaning of a verb is determined in its participation in the expression of dynamic, active actions and states. These features of the verb word (and verbs of movement in particular) determine their predominance in such a functional-semantic type of speech as narration. Narration is defined as the type of speech that expresses a message about developing actions or conditions, has specific linguistic means for implementing this function [3]. This type of speech is characterized by dynamism, which is expressed by different linguistic means, including verbs of movement. In the process of working on texts where verbs of movement can act as text-forming units, students are clearly convinced of how these lexical units reveal the mechanism of integrity, connectedness and interdependence of the components of the text taken for educational purposes. In our opinion, in the process of such work, students learn to use the verbs of movement in a motivated way, clearly realizing the connection between the content of the text and language means. This develops their skills and purposeful use in speech non-prefixed and prefixed verbs of movement, increases the general language culture of students, fosters a linguistic sense, stimulates them to improve their own speech. Thus, the ultimate goal - to teach Uzbek students to build monologic speech with the motivated and deliberate use of movement verbs in it - can only be achieved in the process of working on the text. The effectiveness of comprehension of the linguistic norms of Russian language by students of national (Uzbek) groups of a language university depends on the degree to which the peculiarities of the native language are correctly taken into account. This is due to the fact that the formation of skills, the generation of speech in a foreign language can be divorced from the native speech of students. When taking into account the peculiarities of the native language, one cannot focus only on difficulties, since the experience available to students can be a facilitating factor in mastering new knowledge. However, along with updating knowledge, abilities and skills known from the mother tongue course, the process of overcoming its negative interfering influence is more laborious and important, which was rightly pointed out by L.V. Sherba, prominent orientalist N.K. Dmitriev and founder of the Russian language methodology at the national school V.M. Chistyakov.

4 CONCLUSION

Although For decades, methodologists have been arguing about whether to learn grammar when teaching a non-native language. In the study of verbs of motion (especially prefixes), in our opinion, grammar plays an important role for the meaningful use of verb categories and forms (temporary, specific). However, learning grammar cannot be reduced to memorizing rules. The question is not what theoretical information should be reported, but what exactly, when and how to communicate. All this depends on the level of students' knowledge and practical skills in using grammar units. The practical use of the language is not based on recalling the rule, but on skills. To ensure the skills and abilities to use the verbs of movement in speech, a clearly thought-out system of exercises is needed, in which all parts are connected, interdependent, like the nodes of one mechanism, when the removal of one of them leads to the cessation of the functioning of the whole. The choice of the most effective system of exercises largely determines the success of mastering the Russian language as a means of
communication.

5 REFERENCES


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