



METHODS OF TEACHING THE STYLISTIC PROPERTIES OF THE DIALECT OF THE RUSSIAN LANGUAGE OF STUDENTS OF THE UZBEK AUDIENCE

Khamraeva Gulshod Arslanovna

Ph.D., Associate Professor of the Department of Modern Russian Language, Uzbekistan State World Languages University

ANNOTATION

The scientific article discusses a system of exercises for teaching the stylistic properties of the adverbs of the Russian language to students of foreign language groups. The purpose of developing a special system of exercises is to develop stylistic skills and abilities in Uzbek students, knowledge about functional stylistics and stylistic properties of Russian adverbs. The whole system of exercises is aimed at the solid assimilation by students of foreign language groups of the stylistic properties of the adverbs of the Russian language, their skillful and appropriate use of stylistically neutral and stylistically marked adverbs in speech.

KEY WORDS: *stylistics, stylistics of the Russian language, stylistics of adverbs, stylistic properties of adverbs, teaching methods, classification of exercises, language system, language material, speech activity.*

INTRODUCTION

The development of a system of exercises is an important issue in teaching the stylistics and stylistic properties of the adverbs of the Russian language to students who study Russian as a non-native language.

All exercise typologies "... are based on the dichotomy of language and speech, on the distinction between language statics and language dynamics, that is, the statics and dynamics of the language, which are closely interconnected, should be reflected in the minds of students. ... To master the Russian language as a means of professional activity, it is necessary that the statics (language theory, language structure, language structure, system of means of communication) and the dynamics of the language (implementation of this system, the actual process of speech activity) be fully reflected (formed) in the mind of the individual" [1, p. 196].

When developing a system of exercises for teaching the style and stylistic properties of the adverbs of the Russian language to students of the Uzbek audience who study Russian as a non-native language, a system of exercises was taken as a basis, compiled on the basis of the concept of L.V. Shcherby and includes three types:

1) *Exercises for the formation and development of knowledge about the language system;*

2) *Exercises for the formation and development of skills in the analysis of language material;*

3) *Exercises for the formation and development of skills and abilities of speech activity [1, p. 196-199].*

The typology of M. Dzhusupov's exercises, in our opinion, is most appropriate in teaching a non-native language in the CIS, where students to one degree or another know the Russian language or have a formed desire to master it. This system of exercises involves:

1) Teaching the language as a whole (statics, dynamics);
2) Teaching the types of speech activity (reading, writing, listening, speaking, translation, inner speech); communication training.

Let us dwell on the features of this typology of exercises, which will be used in scientific work to compile specific exercises (tasks) for teaching the stylistic properties of the adverbs of the Russian language in the Uzbek audience. Exercises *for the formation and development of knowledge about the language system include both tasks in the form of questions and exercises (tasks)*, the main purpose of which is learning (acquaintance with the language material, training, use, correction and self-correction). Tasks-questions are built according to increasing complexity, that is, from simpler questions to more complex ones.



Students are familiar with functional speech styles from the school curriculum. They are able to distinguish between texts related to the scientific style (abstract, report), journalistic style (informational note), official business style (statement, summary, description), colloquial style of speech, as well as literary and artistic style.

Exercises (tasks) built in the form of questions contribute to the reproduction of the topics studied in the school curriculum, for example:

1. Name the main functional styles of the modern Russian literary language.
2. Define the adverb.
3. Give examples of adverbs.
4. What categories are adverbs divided into?

Further questions become more complicated, for example:

1. What do you know about conversational style? Discuss the difference between this style and other styles of speech.

2. Name the main morphological properties and syntactic functions of adverbs in Russian and Uzbek.

3. Do you know how to form adverbs of the Russian language? What prefixes and suffixes are used to form them? What stylistic features do you think they have? Give examples.

Answers to such tasks in the form of questions require students to generalize, compare, compare certain features and are classified as tasks of a problematic nature. Exercises (tasks) of such a plan help to determine the level of knowledge of students at the initial and preparatory stages of education.

Exercises (tasks) in the form of questions are also accompanied by practical tasks of the following nature:

1. Determine a number of stylistic marks that characterize the emotionally expressive and functional stylistic coloring:

lofty, ironic, contemptuous, scolding, disapproving, jocular, rude; book, colloquial, regional, official, simple, special

2. Write out from the "Explanatory Dictionary of the Russian Language" S.I. Ozhegova and N.Yu. Shvedova several adverbs with the marks "colloquial", "bookish".

3. What adverbs are used in the scientific style of speech: stylistically neutral, bookish, colloquial? Give examples.

Exercises (tasks) of this type are necessary to identify students' knowledge of theoretical material, to consolidate the material being studied and to prepare students for the next, more complex tasks.

Exercises for the formation and development of skills in the analysis of language material are compiled on the basis of proven and acquired knowledge of functional stylistics and stylistic properties of Russian adverbs. Exercises (tasks) of this type include: the correct definition of the stylistic characteristics of a given grammatical category; correct substitution of adverbs in the construction depending on the style; distribution of lexical and stylistic units by types of stylistic coloring; adding synonymous rows of adverbs according to the types of stylistic coloring; selection of synonyms for the dialects of the Russian and Uzbek languages, comparison of their stylistic characteristics; translation of adverbs of the Russian language with suffixes of subjective assessment into Uzbek, their comparison; compiling sentences with adverbs of various stylistic coloring. These are also exercises (tasks), like:

1. Choose synonyms for adverbs. Determine their stylistic coloring according to the Explanatory Dictionary of the Russian Language by S.I. Ozhegova and N.Yu. Shvedova (TSOSH).

Forever, for a long time, sometimes, for a long time.

2. Divide adverbs-synonyms into stylistically neutral, bookish, colloquial:

gradually, gradually, little by little, little by little, little by little, little by little, little by little, little by little; really, actually, really.

3. Choose synonyms for the following dialects of the Russian and Uzbek languages, determine their stylistic coloring.

а) сегодня – today;

в) совсем – at all;

б) тихонько – quietly;

г) иногда – sometimes.

4. Write down the sentences by opening brackets. Specify adverbs, translate into Uzbek. Determine their stylistic coloring in Russian and Uzbek.
*She never forced me to do anything. (Paust.)
There was no (when) to think, there was no (where) to leave.*

Exercises (tasks) of this kind are preparatory and are performed in writing.



Exercises for the formation and development of skills and abilities of speech activity include: exercises for the formation and development of skills of speech activity; exercises for the formation and development of communication skills (combined exercises), i.e. combining the formation of skills of speech and communication activities. This type of exercise is basic and includes exercises (tasks) that are mostly performed independently. The acquired skills in the first two types of exercises help students to cope with exercises (tasks) aimed at the formation of speech activity, for example: make a dialogue by analogy; write a mini-essay on a specific topic using adverbs; determine the stylistic affiliation of the text; compose a story using this grammatical category; write a story about the family traditions of your family using adverbs, etc.

The skills acquired in the first two types of exercises (tasks) turn into monologue and dialogic speech skills, so this type of exercise is the most difficult. The main objective of exercises of this type is to connect speech skills for the development of speech skills. Exercises (tasks) of this nature include the following:

- 1. Congratulate your friend (girlfriend) on his birthday, using adverbs always, sincerely, beautifully, infinitely many, very much.*
- 2. Write a description of your classmate. Mark his business and personal qualities of character by using these adverbs: successfully, actively, constantly, always, responsibly, in Russian, in English, very, disinterestedly, regularly, diligently. What style of speech would you classify the resulting text as?*

It should be noted that this system of exercises involves their use in textual material, since working with text will give more effective results in teaching Russian as a non-native language. Texts must be selected in such a way that they introduce students to the history, culture, mentality of the people whose language they are learning.

The proposed system of exercises was developed taking into account the similarities and differences in the stylistic properties of the dialects of the Russian and Uzbek languages and provides for overcoming stylistic interference in the Russian speech of students of foreign language groups.

REFERENCES

- 1. Dzhusupov M. Sound systems of the Russian and Cossack languages. Syllable. Interference. Pronunciation training. - T.: Fan, 1991. - 240 p.*
- 2. Khamrayeva G.A. Linguistic and didactic foundations for teaching the stylistic properties of the adverbs of the Russian language of students of Uzbek groups: Diss. ... cand. ped. Sciences. - T., 2008. - 192 p.*