



PROBLEMS ENCOUNTERED IN STUDYING THE RUSSIAN LANGUAGE

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ABSTRACT

The article under discussion depicts analysis of difficulties and typical mistakes of the Uzbek students when studying Russian as a foreign language. The main difficulties of studying the Russian language caused by an interlingual interference, connected with the influence of graphic, phonetic, grammatical features of the Uzbek language. The author describes the typical spelling and grammatical errors capable to create serious barriers in the course of communication with native speakers of Russian.

KEY WORDS: Russian as a foreign language, communicative skills, the Uzbek students, interlingual interference, orthographical mistakes, grammatical mistakes, professionally focused training.

DISCUSSION

The issue of teaching Russian is quite complex. In Russian lessons, the student's mental activity should be stimulated and supported. The Russian language should be taught on the basis of texts, not only rules. Practice shows that, knowing the rule, the student often fails to use it in the text [2].

Particular attention should be paid to the linguistic difficulties that Uzbek students encounter in the field of phonetics, grammar and orthography. They are mainly due to the significant differences in the systems of the studied Russian and the native Uzbek language, which belongs to the Turkic group. Besides, Latin script, which is quite mastered by the young Uzbek generation, creates additional difficulties in reading and writing in Russian at the initial stage. For example, students often read the Russian "r" as [p], the handwritten "t" as [m]. In writing, it is not uncommon for students to write "i" instead of "u" (подимайте), "v" instead of "b" (выли, вить). Such mistakes are usually eliminated through a lot of training, reading and writing exercises.

Teaching Uzbek students to pronounce sounds and sound combinations correctly in Russian is a complicated task. It should be remembered that correcting incorrect pronunciation is more difficult than immediately teaching them how to pronounce the sounds correctly from the moment they start learning Russian.

Special phonetic exercises are an effective method of helping to consolidate the skills of correct Russian pronunciation. Under phonetic exercises we propose training in listening (perception) and pronunciation (reproduction) of Russian sounds that are difficult for Uzbek students.

The phonetics of the Russian language constantly needs to be practiced during the learning process. Particular attention is needed for words with sizzling [ш], [щ], [ж]. Listeners often make mistakes in words with these letters: ковришка, женщин, курящий, помощник, шили, младшего, куцат, etc. A number of exercises should be aimed at distinguishing the letters ш - щ when reading and writing, because the Uzbek students confuse them (the use of the present and past participles of пишущий - писавший). The hard pronunciation of [zh] in the words жизнь, живот etc. requires training.

Listening has been shown to be effective in solving a variety of phonetic and orthoepic problems. "It is advisable to teach listening in RLI classes with the involvement of interesting professionally relevant audio texts for students through the gradual introduction of difficulties related to the language form, content of the message, the conditions of its presentation and sources of information". [3].

A very common mistake made by Uzbek students is to spell words with a soft sign. Especially common mistakes are made in words where the soft sign is in the middle of the word (ночью instead of



ночью, серьезной instead of серьезной, стуля instead of стулья, пють instead of пьют, etc.), less frequent are mistakes in writing words with the soft sign at the end of the word (звер, медвед, огон, пит, рассказат). This is explained by the fact that there is no such letter in the Uzbek alphabet. The teacher shall explain the main cases of using the soft sign in the middle of a word, at the end of nouns and verbs and usually list the grammatical forms where it is absent. The verb combinations -ться, -тся are practically not distinguished between students and with the -ца of nouns: mispronunciations such as учица (instead of учится), преподавательнится (instead of преподавательница), улица (instead of улица), полотенсе (instead of полотенце).

At the first stage, it is also of great importance to study Russian morphology in parallel with other aspects. Particular attention should be paid to the gender category, as this grammatical category is completely absent in Uzbek. Names of males and females and of some animals are only lexical-semantic and have no grammatical meaning of gender. It has no effect either on declension or on the case suffixes of these nouns.

That is why, when nouns are used, mistakes are often made in concordance, for example, masculine and feminine in -ль, and mistakes in gender determination are also common, including comical mistakes from the Russian point of view, for example, when a boy says я родилась, and a girl says я родился. Corresponding mistakes occur in the use of adjectival lexemes, which in Russian require obligatory agreement by gender with the definite word and are semantically dependent on the nouns they define [2].

Russian prepositions used with certain cases also cause difficulties foreign students from Uzbekistan (mistakes such as на больнице, в рынке, вы сейчас на университете, привезла на деканат etc.)

In the Russian verb system for Uzbek students, as well as for other non-native speakers, notions of the form [10], infinitive, and imperative inclination are very problematic, as these grammatical phenomena are absent in their native Uzbek language, as well as cases of the use of verbs of motion [1]. The students have difficulties in comprehending these linguistic phenomena and make numerous mistakes in the use of these verbal forms in their speech. Even if the students cope with such tasks during control, many of them make mistakes when incorporating them into the text and their own speech (Я медленно ходил домой. Потом я опять начинал ходить дальше).

In the field of syntax, the Russian language teacher should focus on such types of links in Russian as agreement and control. Since Uzbek is

agglutinative, whereas Russian is inflective, these syntactic links are poorly mastered by the students. This problem can be solved not only through reproductive exercises but also through creative tasks which stimulate the production of independent statements by the learners. Such traditional forms of written work as essays and essays are very effective.

Constant work on the spelling of the Russian language must be carried out in the classroom. The discrepancy between the written and spoken word generates a large number of errors. The analysis of the written work of Uzbek students shows the predominance of this kind of errors over all others for obvious reasons (узкий, позно, спасибо, счастливый, мягкий, мяккий, дастают, похучие, трапинке, ийти, духофки, приставте, поемите, etc.).

Scientific style of speech, language of speciality shall also be introduced as early when studying Russian as a foreign language, a future student gets acquainted with lexicon and terminology of special disciplines, complicated grammatical constructions of book language. As it is known, the Russian language of professional communication has peculiarities characteristic of this sphere [4].

Thus, the experience of working as the Russian language teacher has shown that the main difficulties for Uzbek students in mastering the Russian language and their communicative mistakes are related primarily to the mismatch of the two language systems, the absence of a number of grammatical phenomena in the native language of students, with which they constantly unconsciously correlate the language material they are acquiring on an intuitive level. "Cultural archetypes are deep attitudes of the collective unconscious, so people, as a rule, are not aware of their ethno-cultural archetypes, which "work" to preserve the cultural genotype of this or that nation. Cultural archetypes are evident in all spheres of human life, but most of all they are manifested in their everyday life" [6]. Taking into account the above features of the Uzbek language and culture in comparison with the Russian linguistic culture will allow working productively on the elimination of errors in the speech of Uzbek students.

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