



DOI: [10.5958/2249-7137.2021.01896.6](https://doi.org/10.5958/2249-7137.2021.01896.6)

TYOLOGY OF EXERCISES AND EXPERIMENTAL TRAINING ON TEACHING METHODOLOGICAL FEATURES OF THE RUSSIAN LANGUAGE

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ABSTRACT

This scientific article is devoted to the method of teaching the stylistic properties of the Russian dialects of the students of the Uzbek groups. Analysis of the linguistic and methodological literature in the aspect of the problem under study, the results of the ascertaining section confirmed the need to develop a special system of exercises for teaching the stylistic properties of Russian dialects to students of Uzbek groups. The system of exercises for teaching the stylistic properties of the Russian adverbs of the students of the Uzbek groups was compiled on the basis of the following working hypothesis: the methodology of teaching the stylistics of the Russian adverbs of the students of the Uzbek groups will be more effective and scientifically substantiated if it is built on the basis of taking into account the peculiarities of the stylistic properties of the adverbs of the Russian and Uzbek languages; based on the results of a comparative analysis of the stylistic properties of the dialects of the Russian and Uzbek languages. To test the effectiveness of the developed system of exercises for teaching students of Uzbek groups to the stylistic properties of the adverbs of the Russian language, a training experiment was carried out.

KEYWORDS: *Teaching Method, Teaching Experiment, System Of Exercises, Functional Stylistics, Stylistic Properties Of Adverbs, Functional And Stylistic Vocabulary, Emotionally Expressive Vocabulary.*

INTRODUCTION

This article considers a series of exercises based on the concept of LV Sherba's three aspects of language phenomena. On creating tasks, to teach the styles and stylistic features of adverb to Uzbek students who do not study Russian as a mother tongue, Djusupov's LV typological exercises based on the concept of Sherba were taken as a basis. They consist of three types:

- formation and development of knowledge of the language system;
- formation and development of knowledge and skills on language material analysis;
- Exercises aimed at the formation and development of speech activities [Djusupov M., 196-199 pg.].

Exercises for the formation and development of knowledge of the language system can be both in the form of questions and in the form of exercises. The main purpose of conducting them is learning and acquiring the language material. Task-questions are gradually becoming complicated, that is, from the simple to complex questions.

The tasks of the formation and development of the knowledge and skills of the analysis of the material have been tested and studied on the basis of the functional methodology and methodological features of the Russian language adverb. These assignments include:

- correctly define the methodological nature of the given grammar category;
- methodical adjustment of adverb designs;
- proper distribution of lexical-methodical units in terms of methodological competence;
- filling a synonymic line of adverbs according to methodological perfection;
- comparison and finding synonyms of Russian and Uzbek languages adverbs;
- translate and compare the adverbs into Uzbek language with the use of subjective priced suffix;
- Making sentences with the various methodological adverb.

Exercises for developing and developing speech activities include: exercises for formulating and developing vocabulary activities; exercises on combating and developing communicative activities (combined exercises), and exercises for the formulation and development of the combination of speaking and communicative skills.

The Uzbek audience has an experimental analysis, pedagogical analysis and its results, which are developed for the teaching of the Russian language adverb teaching methodology. Experimental training was conducted. There were 110 informants from philology and social faculties (except for the specialty "Russian philology"). Of these, 55 students consisted of an experimental group and 55 supervisory teams. All the students who participated in the experimental education were taught at the school in Uzbek.

The training experiment was conducted on the basis of an exercise system designed to teach the teaching process of the Russian language adverb to help Uzbek audiences to eliminate interference in their speech. The methodology developed is different from traditional teaching

methods which offered by the authors of current textbooks and manuals. Lexical-grammatical tasks were put together in the style of work. Interactive methods of teaching were used in the classroom, translation of words and phrases, interactive methods ("brainstorming", cluster) were used to describe new material.

Controlled groups were taught by traditional methodology. In experimental groups - based on the proposed methodology.

The proposed exercise system can be used to master all topics presented in the work program. The topics for the teaching experiment are defined and the exercises that are designed to teach them are particularly effective. In the material "Conveying time interaction in simple sentence" section, fragments of educational experiment are provided. Exercise assignments were made in writing to calculate correct and incorrect answers.

The final phase of the training experiment was conducted in two stages, as the test experiment. At the first stage, training and exercises for formulating and developing knowledge about the language system and the formation of knowledge and skills for analyzing language material (questions and exercises) were given. At the second stage, assignments were given to formulate and develop speech activities.

Computerized test tasks are also provided. The main goal of them is to: control students' knowledge; repetition, strengthening and summarizing the topic.

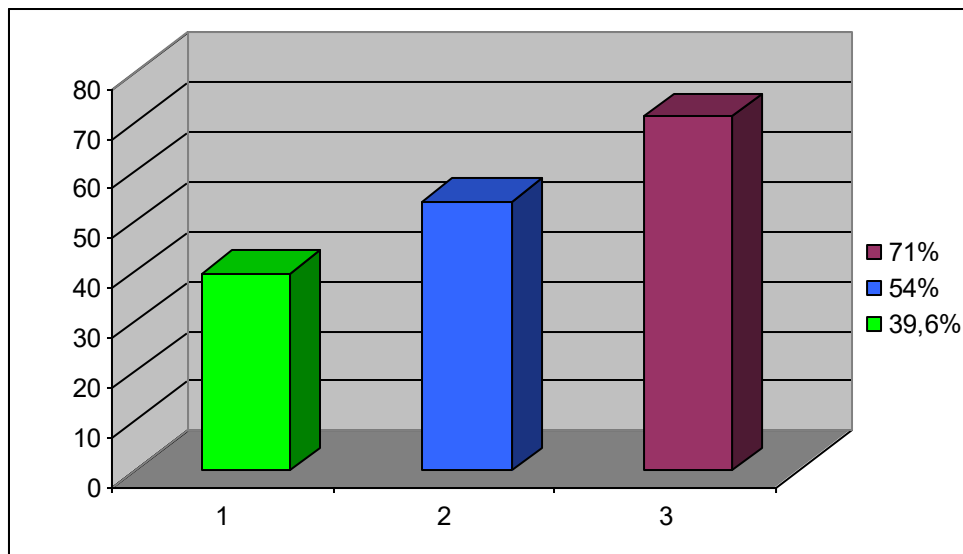
Results of the qualitative analysis of the teaching experiment showed that: the students of the experimental group acquired a solid knowledge of the methodology of the functional methodology and the Russian language adverb; they are able to determine the style and style of the Russian language adverb; correctly apply methodic neutral and meticulous lexical adverb for understanding the lexical meaning; distinguish functional-methodological and emotional-effective lexicon; they can make conclusions about this situation. All of this testifies to the increase in vocabulary, methodological literacy of students.

Students of the control group are quite knowledgeable about the methodology of functional methodology and the Russian language. Control group students use more neutral lexicon, but they cannot distinguish between grammatical categories in the context. It also indicates the linguistic meaning of the word, the lack of knowledge of the methodology of the Russian language, and the limited vocabulary.

CONCLUSION

The results of the experimental education allow for such conclusions that in the Uzbek groups the functional methodology, in particular the exercise system developed to teach the methodology of the Russian language, is quite effective. The new method of teaching has led to the increase of students' vocabulary, understanding and application of this grammar category in the Russian language as well as the improvement of the learning process.

Comparative description of overall results of experimental and educational experiments



1. Recorded experimental results.
2. Experimental education outcomes (control groups).
3. Experimental education outcomes (experimental groups).

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