

METHODS OF SANITIZATION OF RUSSIAN PROVERBS AND FABRICS IN A PRACTICAL COURSE ON THE RUSSIAN LANGUAGE

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ABSTRACT

These linguistic units allow implementing the principle of learning language based on the cultural component in teaching, the principle of learning language and culture together. Work on teaching foreigners the most common proverbs and sayings of the Russian language should be considered an integral part of the educational process, as well as work on vocabulary and phraseology should be considered by foreign students to read proverbs and sayings. Lasting involves, first of all, a correct understanding of their semantic content and the state of their use. So, in teaching these language units, which have a component of national-cultural meaning, the task of them comes first.

KEYWORDS: *Phraseology, Culture And Traditions Semantics Of Proverbs, National-Cultural Proverb, Cultural Interpretation.*

INTRODUCTION

Methods of the semantics of proverbs and sayings in teaching Russian to foreigners Candidate of Philological Sciences N.V.Basko, 1998 mastering the semantic space of the Russian language involves the formation of skills. We used linguistic tools for their linguistic design according to the purposes of the interaction. Any communication in a foreign language is a complex process of interaction of cultural traditions. I often associate individual semantic elements of communication situations with different cultural characteristics, which give rise to idioms in interethnic language communication [1]. Understanding the cultural features of a foreign language is always associated with difficulties, as most of them have a certain hidden meaning that is specific to the social behavior of native speakers (understood by native speakers). includes, Therefore, in order to form the language competence of foreigners, it is necessary to teach them language units that reflect the peculiarities of the national culture and the peculiarities of their behavior. Among the linguistic units that are part of the national-cultural component of semantics or have national symbols, Russian proverbs and sayings that contain clear, intellectual information about the culture and traditions of the Russian people have a special place.

The main ways to explain the meaning of proverbs and sayings to foreign students are to explain the meaning, to show the state of an application, and to provide information about the historical-

etymological analysis, cultural interpretation, and stylistic and pragmatic features. We will consider the following methods in the semantics of proverbs and sayings. TABLE OF VALUE. Almost all proverbs require interpretation of meaning, as most of them have a figurative, figurative plan in addition to the direct meaning. Only proverbs and sayings that have direct meaning and are devoid of idiomatic, hidden meaning are understandable to foreign students from the direct meaning of the proverb components. For example, ""Человек познается в труде; Скромность украшает человека; У него ни стыда, ни совести; Счастье и труд рядом идут "" Man is known in labor; Humility adorns man; He has no shame, no conscience; Happiness and hard work go hand in hand, etc. Proverbs and sayings that have a figurative, figuratively generalized meaning need to be interpreted. For example, ""В чужую душу не влезешь "" You don't fit into someone else's spirit ""you don't know the person (what he thinks, what he is, etc.)""; ""Ты щене был в моей шкуре"" Not our industry, but the berry is ""a man who is absolutely unsuitable to anyone in terms of views, character, and behavior""; You have not yet been in my place ""you have not experienced hardships like me; fish for lack of fish and cancer"" if there is nothing better or no one, then (who) does "; great honor does not live without problems" glory always brings with it troubles, experiences. ""Often in Russian proverbs and sayings, not a single word is clear, it hides the meaning of the whole proverb. In this case, you first use this incomprehensible word, then and you have to explain the meaning of the whole proverb. For example: Do not measure everyone with your throne the shirt with the world means ""from every member of society"", the whole proverb means ""from everyone, gradually, something important is taken for one person""; The reel is small, but the reel expensive ""the smallest measure of Russian weight is equal to 4,266 grams, mainly gold and used to weigh silver"", the meaning of the whole proverb is ""small in size but valuable in quality. ""Phraseological units of idioms are often found in proverbs.

It is necessary to first explain the phraseological unit, and then the meaning of the whole proverb. For example, ""Чужую беду руками разведу, а к своей ума не приложу"" I clean someone's unhappiness with my hands, but I don't use my mind for myself. I can't mean the phraseology in this article, ""I can't, I can't understand, I can't understand something, I can't guess, I don't know how to act, I don't know how to act." This proverb means: ""The difficulties and problems of others seem insignificant, easily overcome, and theirs are serious and unresolved." We used it when someone knows other people's problems are easy and advises them on how to deal with them or not to pay attention to them. Sometimes the whole structure of a proverb turns into a phraseology, then the whole proverb is a phraseological unit. For example: Only in something that keeps the soul ""barely, a little alive"". This proverb speaks of a very weak, sick, or ancient person. In the meaning of a proverb, it is important to show how it is used. Here we do not mean a situation as a set of conditions, but a verbal situation, which requires the following components: the subject of the situation (the narrator), the addressee (who they are talking to or about), the subject and the addressee of ' relationships (age, production, social, sexual, etc.), as well as the said topic. Here are some examples of the use of proverbs and sayings: Not everything that is shiny is gold, it is said that ""it is not bright, attractive, precious"", or no matter who is bright, it does not have much merit. appearance; In the absence of fish and cancer, the fish is said to be ""in a situation where you are satisfied and not very fit, one who does what (what) if nothing or no one is better; The egg does not teach the hen, it is usually said to disregard the advice of someone who thinks she is younger and inexperienced; The mouse's tears

are shed on the cat “insult, for the misfortunes done to the weak, the criminal takes revenge,” which is said as a threat or warning. Sometimes an explanation of the use situation ends the meaning of the whole proverb, for example: Chasing two rabbits and not catching one, the proverb warns that two things (or more) are impossible. achieve two or more goals at the same time. The next component of proverbs that requires explanation in class with foreign students is to explain the origin of the proverb or saying. The etymological description of proverbs and sayings should follow the general requirements of the etymological analysis of phraseological units. The etymological interpretation should be accompanied by units that are not originally Russian or have been separated from the etymology and have changed their original composition and structure [2]. The main thing in the etymological interpretation of proverbs and sayings is information about the image based on the proverb or proverb, as well as information about the initial state of use. For example, the etymological interpretation of the phrase grandmother, and St. George's Day, proposed by V. I. Dahl, is known, according to which in the late 16th century peasants were forbidden to move from one landowner to another. (A week before and a week after St. George's Day). Other proverbs and sayings about Russian history are also known: Moscow does not believe in tears “You cannot feel sorry for the people of Moscow we do not believe that you are unhappy (a cry about crying and crying in vain). It is true that at that time the princes of Moscow were cruel to the conquered. The article "fits his position" that the sign at the height of the hat is reflected as evidence of class service in Ancient Russia, and Senka is named after him. Yes, everything is in place. ”In the spring, shepherds deliberately underestimated the number of ewes in the herd even if they ate a portion, their number was the same. When explaining the etymology of proverbs and sayings to students in class, the teacher should rely on information from relevant lexicographic sources. The cultural interpretation of proverbs and sayings is etymologically close. Its tasks are to explain the Russian reality, historical facts, events, customs, traditions and behavior of the Russian people [3]. Here are some examples of cultural interpretations of proverbs and sayings that can be used in classes with international students. The saying that butter doesn't spoil the porridge means “useful will never be superfluous”. The meaning of this proverb is based on the literal meanings of the words that make up the proverb. porridge Russian national dish, national Russian cuisine.

From ancient times in Russia, they ate mashed potatoes with butter. They believed that if you put more fat in the porridge, it would be more delicious. Meli, Emelya, your week has a lot of linguistic and cultural information in the article “about nonsense or a lying liar”. This is actually a Russian proverb. In Russian families, it has become customary for family members to perform various household tasks on a weekly basis. Each member of the family was involved in a variety of activities, including grinding grain at home. The phrase influenced the proverb, "to talk, to talk nonsense." An important way to semantic Russian proverbs and sayings is their stylistic features [4]. Of course, all proverbs and sayings belong to the spoken word. However, there are neutrals and rudeness or conversations between them. For example, Husband and wife are a devil "husband and wife are united by criminal thoughts, desires". Usually, this proverb is used in a humorous form. Proverbs Two pairs of ethics You can't say that about respectable, good people. The methodological features of the use of proverbs and sayings are directly related to the pragmatic conditions of their use. Pragmatics is the field of linguistics that establishes the connection between the speaking subject, the state of communication, and the linguistic units - words, phraseological units, proverbs, and proverbs. It is very difficult for a non-Russian to

“feel” the pragmatism of Russian proverbs and sayings. It is, therefore, necessary to carefully explain to foreign students the pragmatic features of the use of Russian proverbs and sayings. We give examples of such an explanation. The proverb that does not fall far from the apple tree only speaks of the similarity between children and parents, they emphasize the recurrence of parental shortcomings and defects in children, and the proverb is uttered with condemnation. Of course, this determines both the address of the article and the general terms of its use. Usually, foreigners studying Russian do not make mistakes in the use of proverbs and sayings, the pragmatic conditions of their use are sharply indicated. For example, there is no bottom, no tires (for anyone), in this conversation, something is bad, someone is bad. Initially, this was a simple desire of the man not to bury (not even the bottom and top of the coffin). Or my dear there! "Everyone deserves it, there's nothing to regret." This proverb is often said about an evil man, not with his own death. However, it is much more difficult to study proverbs and sayings that have less clearly defined pragmatic usage features. For example, the phrase "When a fisherman sees a fisherman from afar" means "People who have similar characters or interests get closer to each other faster and understand each other better." It should be noted that this article contains a protest, a reference to the negative qualities of people, their behavior. The use of different methods of cementing Russian proverbs and sayings in a lesson with foreigners provides a basis for a multifaceted study of language based on the cultural component of meaning and allows students to form and develop both linguistic and cultural competence. And this, in turn, helps foreign students to actively communicate in Russian, which is one of the main goals of the methodology and practice of teaching a foreign language.

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