

**MODERN STATE DEGREE OF STUDYING LINGUA-DIDACTIC
FOUNDATIONS OF TEACHING RUSSIAN PROVERBS AND SAYINGS
IN THE PRACTICAL RUSSIAN LANGUAGE**

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ABSTRACT

This article discusses the current state of the study of the lingua didactic basis for preparing Russian proverbs and sayings in practical Russian. In the system of school education, it was the Russian language that played the primary role, since thanks to the development of the language by students, we carry out the study of other subjects, and the cognitive abilities of students develop.

KEYWORDS: *Knowledge, Lingua-Didactic Russian As A Foreign Language, Communication, Practical Russian Language, Interactive Teaching Methods.*

INTRODUCTION

At present, when there is a process of revival in the spiritual life of national and cultural values and in connection with this there are changes in the language orientation, education is faced with the need to determine new approaches to the study of the Russian language, the need to increase the effectiveness of its teaching. In the system of school education, it was the Russian language that played the primary role, since thanks to the development of the language by students, we carry out the study of other subjects, and the cognitive abilities of students develop. Mastering the methodology of teaching Russian as a non-native language becomes an important condition and an integral part of preparing students of Russian pedagogical universities for their future professional activities. The urgency of this problem is explained primarily by the fact that Russia has become an open country, the influx of migrants into it, mainly labor, has increased. Such a situation obviously belongs to long-term phenomena.

World experience (primarily European) clearly shows that the linguistic (more broadly, civilizational and cultural) barrier that inevitably arises between the population of the host country and immigrants can cause deep contradictions. Under these conditions, education, in particular the development of the Russian language as a new one, turns out to be a means capable of "transforming" our new compatriots into an organic part of the multinational Russian society. At the same time, teaching Russian as a new language (in conditions of situational bilingualism) can fulfill another key task: to form a tolerant consciousness of new citizens of Russia. The most important practical task is the creation of a system of Russian language courses and Russian

regional studies for immigrants, the integration of their children in preschool and school educational institutions, the relevance of the issue of intercultural dialogue is increasing, and there is a need for special methodological support for schools working with migrant families, in creating programs for studying the Russian language, in targeted training of teachers, etc. The methodology of teaching Russian as a non-native language in the new geopolitical conditions is only being formed, based on the developments in the theory of teaching (and educating) Russian as a foreign language, the Russian language in the national school. Experience should show in the near future the continuity and complementarity of these theories and methods. It is clear that the basic principle of teaching Russian as a non-native language remains: taking into account the peculiarities of the native language and native culture in the educational process is necessary in the same way as maintaining the basic mental historical connections of the individual with the origins of his nation through the national (native) language and culture. This manual aims to form future teachers' knowledge, and ideas about the methodological theory of teaching Russian as a non-native language from the standpoint of its basic disciplines: pedagogy, psychology, linguistics, sociology, cultural studies, as well as linguodidactics.

In the study of the Russian language, the mastery of phraseological and paremiological wealth plays an important role. Without mastering phraseological units, proverbs and sayings, it is impossible to correctly understand native speech both orally and in writing. The significance of phraseology and paremiology for the practical mastery of the language is due to the fact that many stable turns containing an emotionally expressive assessment of facts, and processes, used in speech, serve as communicative units, while others, being nominative units, are sometimes indispensable in designating the phenomena of reality.

The use of stable turns makes speech richer, more expressive and even "foreign" (E.A. Bystrova, N.M. Shansky). Stable language units, being the result of a long development, fix and transmit social experience from one generation to another; they are important not only as a means of communication but also as sources of various socially significant information. The richer the history of the people, the brighter and more meaningful the sustainability turns. The past, if it goes back to the present, remains relevant for our days; therefore, already in the primary grades, it is necessary to refer to the national-cultural semantics of the language, not only from a synchronic but also from a diachronic point of view.

Acquaintance with phraseological units, proverbs and sayings, and even more so, their conscious assimilation and understanding of the specifics of their use, can significantly expand the horizons of children. An independent creative approach to the evaluation of linguistic means is also necessary because students get acquainted with many stable expressions spontaneously, even before school, perceiving them by ear and in most cases, vaguely guessing their meaning from the context. The students themselves often used many stable phrases with bright emotional coloring in independent speech. The presence of a significant number of stable turns in modern textbooks and their relevance in the speech development of students confirms the need for special work on phraseology and paremiology in the primary grades.

Theoretical problems of phraseology and paremiology received quite detailed coverage in the works of such scientists as V.V. Vinogradov, N.M. Shansky, V.P. Zhukov, B.JI. Arkhangelsky, A.I. Molotkov, A.M. Babkin, R.N. Popov, V.N. Telia, L.B. Savenkova, N.F. Alefirenko, A.M. Chepasova, V.I. Mokienko, Yu.I. Gvozdev and others. The attention of scientists is directed to

such problems of phraseology and paremiology as the semantic structure of phraseological units of various groups, the place of phraseological units, proverbs and sayings in the language and their functioning in speech, the differentiation of stable turns, systemic properties and relationships within phraseological units and their interaction with others. units of language, problems of creative use of fixed phrases in the works of art by Russian classics, modern writers and poets, expressive-evaluative and modal functions of phraseological units in language and speech, etc.

Famous linguists and methodologists F.I. Buslaev, I.I. Sreznevsky, JI.H. Tolstoy, V.I. Chernyshev, D.I. Tikhomirov, K.B. Barkhin, M.A. Rybnikova, N.P. Kanonykin, JI.A. Gorbushina, M.R. Lvov and others.

In elementary school, a lot of attention is paid to the issue of enriching the speech of students with the vocabulary of the Russian language (A.N. Gvozdev, S.A. Bystrova, T.A. Ladyzhenskaya, T.G. Ramzaeva, etc.), and the issues of enriching speech with stable turns and their activation in speech did not find a sufficient place in the educational process, a significant number of stable turns available in textbooks remain unlearned, and an explanation of their meaning without further consolidation and activation is insufficient. In addition, episodic work with stable turns is dangerous because children do not develop the ability to perceive the originality of the language of works of art through the use of these linguistic units.

There is no definite system for the assimilation and activation of stable turns in the speech of younger students. There are almost no special developments in the methodological literature for elementary grades devoted to working on phraseology and paremiology. It is the lack of development of the problem of studying and activating sustainable turnovers in terms of improving the culture of speech and language development of students and the urgent need for a practical solution that determines the scientific and practical relevance of the topic of this study. The objective of the study is the process of speech development of primary school students based on the activation of stable turns of the Russian language. The subject of the research is the pedagogical conditions for the activation of stable turns in the speech of younger schoolchildren.

The purpose of the study is a theoretical substantiation and experimental verification of the system of pedagogical conditions for the inclusion of stable turns in the speech of younger schoolchildren and their further activation. The purpose of the study determined a working hypothesis: the level of speech culture of students will become higher if the learning process and the activation of sustainable turnovers are organized based on the use in the pedagogical practice of a specially developed methodological model that provides for the following conditions:

- Systematic introduction of children to the understanding, assimilation and use of stable turns;
- A gradual increase in the number of assimilated sustainable turnovers in each subsequent year of primary education, considering their relevance
- The complex use of activation techniques based on the assimilation by students of the unity of the connections of these units.

Under the purpose and hypothesis of the study, several scientific and methodological specific tasks are defined:

- To determine the essence of the concepts of "phraseologist", "proverb", and "saying" as language units, and their correlation;
- To establish possession of stable turnovers by primary school students, to identify the causes of the difficulties that arise in working with this language material;
- To develop principles for the selection of stable phrases in order to determine the vocabulary of phraseological units, proverbs and sayings for introduction into the active vocabulary of students;
- to develop and test an experimental model of teaching and activating stable turns in the speech of younger students.

The degree of study of the topic of the course work: an example to make it easier for the student to write this section, we will give an example of the degree of development of the problem in the course paper on pedagogy, dedicated to the dual form of education. German scientists H. Greiner, W. Gruner, G. Kershensteiner are considered "pioneers" in this direction in pedagogical science. It was in Germany that the dual education system was most developed, and these researchers formulated its methodological foundations. Subsequently, U. Beck, H. Benner, V. Klarin, E. Tereshchenkov, and Ya. Kanakin dealt with the issues of introducing a dual form of education. In their works, the pedagogical conditions necessary for the implementation of a dual approach to learning are formulated, and the key advantages that it allows to achieve are highlighted: an effective synthesis of theoretical and practical training, obtaining the necessary professional experience, and developing students' personal competencies. The analysis of scientific literature and regulatory documents in the modern scientific and educational space indicates an increase in the attention of scientists to the issue of the dual form of modern education. Modern domestic scientists are exploring various aspects of this educational approach. So, O. Bogomazova writes about the readiness of graduates of higher educational institutions for professional work in the workplace; I. Boychevskaya speaks about the significant role of the dual education system in the professional training of young people; V. Vyunov considers the dual form of vocational education one of the conditions for effectively solving the problems of modernizing education; K. Pigareva explores the dual system as one of the effective models of cooperation between education and production, L. Krymchak deals with issues of social partnership between education and production. The degree of study of the topic of a term paper or diploma work determines what place the issue studied in the work occupies in the system of scientific knowledge, and what is the need for research and study of the goals and objectives.

The degree of scientific knowledge of the topic is undoubtedly one of the most important elements of the introduction. The introduction should reflect the scientific outlook of the student as best as possible. The degree of scientific knowledge of the problem - a shortlist of gaps in the field that is being investigated, for example, the analysis of the work of the enterprise. In the work, it is necessary to list the authors who studied the above problems earlier, indirectly and directly related to the subject of the study. Moreover, the footnote is placed after listing all the initials and surnames of the authors that formed the basis of the study under consideration with links to their works that help in revealing the topic. In alphabetical order, researchers are listed who have dealt with a similar problem in the past. If the enumeration turns out to be rather long, then the list must be shortened by putting "and others."

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