

**FEATURES OF STUDYING THE NOMINAL PARTS OF SPEECH OF THE
RUSSIAN LANGUAGE IN THE NATIONAL SCHOOL**

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ANNOTATION

The article discusses the difficulties of assimilating the category of gender, the development of skills for using the category of gender, provided it is absent in the native language, the study of generic endings, the category of case. And also the assimilation of prepositional-case constructions and the study of the category of case in the conditions of the dissimilarity of the case systems of Russian and native languages.

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Among the significant parts of speech, both in Russian and in the native language of students, one of the main places belongs to the noun.

The most characteristic morphological feature of nouns in Russian is the grammatical category of gender. As you know, in the singular, nouns belong to one of three genders: masculine, feminine and neuter. There is no gender category in the plural, and therefore nouns used only in the plural do not have a gender category.

The assignment of animate nouns (names of males and females) to the masculine or feminine gender is associated with real generic notions, that is, many animate nouns have the same concepts of gender and gender. However, not all. So, the names of a number of animals, birds, fish in one form, either masculine or feminine, are used to designate both the male and the female (for example: crucian carp - masculine; pike - feminine).

As for inanimate nouns, their gender is not associated with real ideas, but has only grammatical meaning.

The gender category presents great difficulties for students of the national school, caused primarily by the peculiarities of the grammatical structure of the students' native language. So, for example, in the Türkic or Finno-Ugric languages there is no gender category.

Many mistakes in the Russian speech of students are explained by ignorance of the gender of nouns. These errors are in the agreement of adjectives, ordinal numbers, possessive and other agreed pronouns, as well as past tense verbs. Not being able to determine the gender of nouns, students, when composing sentences, make mistakes in agreeing with these nouns of other parts of speech. This also explains many of the mistakes students make in the use of nouns in various grammatical forms.

The difficulty of assimilating the gender is due not only to the peculiarities of the students' native language, but also to the difficulty of expressing the category of the gender of nouns in Russian.

Generic differences of Russian nouns are expressed in different ways: a) lexically, that is, in different words: father - mother, rooster - chicken; b) word-formative affixes: old man - old woman, lion - lioness; c) grammatically (morphologically: boy, edge, steering wheel; syntactically: new headman, etc.).

The difficulties of agreeing with the nouns of other words are overcome by students very slowly and only after the gender of many nouns has been mastered, therefore, the study of the grammatical category of the gender of the Russian language in the national school requires the most close attention.

When explaining a category that is not in the native language of students or that differs from the category of the native language, all possibilities should be sought to facilitate the comprehension of this material, its complete assimilation and the development of practical skills for using this category in Russian speech. One of the proven techniques in such cases is to rely on students' knowledge of their native language. So, in the absence of a gender category in the Uzbek language, there are words that distinguish people and animals by their natural sex (for example, ota (father) - ona (mother), khuros (rooster) - tovuk (chicken); surnames Abdullaev - Abdullaev, as well as combinations with words - gender determinants ota ayik (bear) - ona ayik (bear), which should be relied on when initially explaining the gender of nouns in Russian.

The ability to establish the gender of nouns by grammatical features, in particular by endings, is important. It is advisable to begin the explanation of the topic "Gender of nouns" with nouns, the gender of which can be determined by meaning (by gender). For this purpose, you can use the surnames and paired names of students: Ivanov - Ivanova; Evgeny - Evgenia. Then you can take common nouns and select the ending -a in them; the old man is the old woman, the teacher is the teacher. Using such examples, students better remember that animate feminine nouns have the ending -a, while masculine nouns in most cases do not.

The assimilation of the gender of nouns ending in a soft consonant is facilitated by their distribution into groups by meaning, but taking into account formal indicators. For example, soft-ended month names: January, February, April, etc .; names of people by profession with the suffix -tel: driver, educator, etc .; with a suffix - ar: plowman, librarian. Pupils memorize feminine words with the suffix - awn: joy, news; or having at the end -st.

When working on such nouns, it is useful to compose sentences with them (early autumn has come.) Or phrases, which will contribute not only to the assimilation of the genus of the nouns being studied, but also to consolidate the skills of coordination, their use in speech.

Gender differences appear in other categories of words, forming a complex grammatical system. The gender category is inherent in adjectives, some categories of pronouns, numerals, some verb forms (past tense forms, conditional mood and participles). However, in the indicated categories of words, generic differences are not self-sufficient and are only a syntactic form of agreement, since they are completely subordinate to the genus of the noun with which they are used. Gender appears here only as a means of agreement with the noun.

When starting to study the generic endings of the agreed parts of speech, it should be borne in mind that already at the initial stage of teaching the Russian language, students learn in practice the coordination of adjectives, pronouns and past verbs with nouns of all three genders. Students must firmly master the generic endings of the studied parts of speech (of course, those that have a gender category) with all their variants (hard, soft, etc.). Reference tables and other visual aids make it easier to memorize generic endings.

To consolidate this difficult material and improve the ability to distinguish the gender of nouns, the correct combination of various agreed words with them and the use in speech, the following exercises can be carried out:

- a) Determination of the gender of nouns in the read or written off text. Writing out in three columns of masculine, feminine and neuter nouns and making sentences with them.
- b) Compilation of thematic dictionaries with the division of words into groups by gender.
- c) It is very useful to compile dictionaries based on grammar. For example: neuter nouns in - name; name, time,; feminine nouns: night, mouse, rye, ...; masculine nouns: ray, knife,
- d) Particular attention should be paid to the development of gender matching skills.

Students often experience significant difficulties and make numerous mistakes in the use of plural forms in speech. It may be due to the fact that in the native language the plural is always formed uniformly (in the Uzbek language using the affix -lar). Knowing from elementary school about the different endings of Russian nouns in the plural, they cannot determine which ending should be in this particular case, since nouns of different kinds have the same endings in some cases, in other cases, different endings. It is especially difficult for students when phonetic changes occur in the formation of the plural form in a word, for example: alternation of sounds (friend - friends), loss of fluent vowels (day - days), shifting stress (window - windows).

The assimilation of the prepositional-case system of the Russian language causes certain difficulties among students of the national school.

This is explained, firstly, by the complexity of the category of case and declension in the Russian language (polysemy of cases, different types of declension, the action of some phonetic laws when nouns change in cases, etc.); secondly, the discrepancies between Russian and native languages in the meanings and use of cases and in the entire declension system.

There are also significant differences in the use of cases. One and the same verb in Russian and native languages often governs different cases of nouns.

The study of combinations of nouns with prepositions is closely associated with the assimilation of the use of prefix verbs. In addition, it is necessary to acquaint students with verbs that govern one case or another and are united by some common meaning. For example, verbs that have the meaning of an action associated with a positive emotional assessment of a phenomenon (admire, admire, admire) are used with the instrumental case without a preposition, etc.

In order to consolidate knowledge about the meanings of all cases with and without prepositions and to develop the skills of using them in speech, it is necessary to carry out various exercises: observations over the text (finding nouns with given prepositions in it, explaining their meaning, posing a question); writing out nouns in various cases with and without prepositions, determining the initial form of a noun; characterization of the meanings of prepositions; insertion of missing prepositions, nouns with prepositions (first from these examples, then nouns independently selected by students); replacing one preposition with another, close in meaning, for example: y - about, near; construction of sentences with given nouns with prepositions; translations from the native language into Russian; answers on questions. At first, the question should suggest which case should be used in the answer, for example: What are you reading? Who did you send the letter to? Who will you go to in the summer? And etc.

Studying the cases of nouns, it must be remembered that the assimilation of the prepositional-case forms of nouns will be effective only if the assimilation of the forms and meanings of the cases is based on active speech practice.

In the subsequent work on the Russian language, it is necessary to show maximum care to ensure that all the questions studied are repeated in all new and new lexical material, assimilated by students, and included in their Russian speech.

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