

DIFFICULTIES OF ASSIGNMENT OF PHRASEOLOGICAL CIRCUMSTANCES AND RUSSIAN WORDS BY UZBEK STUDENTS

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ANNOTATION

In this article, special attention is paid to the peculiarities of the fact that in many non-Russian-language schools the requirements for reinforcement, repetition of the student's lexical minimum are not fulfilled. On the difficulty in the assimilation of Russian words by students. An important role is played by constant speech training, which is practically absent in the classroom of the Russian language.

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The difficulties of phraseological phrases and Russian words are very diverse and reflect the problem of the continuity of vocabulary work in various educational centers and, above all, the actual assimilation of compulsory norms of active vocabulary by classes, which has not yet been solved in school practice.

For a long time already, in many schools the requirement of the curriculum regarding the consolidation of the lexical minimum has not been practically fulfilled. There are a number of reasons for this: the lack of qualified language specialists in the elementary school, the absence of a system of vocabulary exercises in "Books for Reading" and textbooks on the Russian language, and poor repetition in textbooks.

Significant difficulties arise from the difference between the lexical and grammatical systems of the Russian and Uzbek languages (1). This complicates the activation of Russian words with external and internal inflection: prefixes, suffixes, endings added to the base of the word - external inflection; changing the vowel phoneme within the word stem - internal inflection; and also: in cases of regular alternations of consonant phonemes at the base of a word, stress of a word-distinguishing character, the formation of forms of a given word from another root morpheme (i-me) (2). These phenomena make it difficult to determine the meaning of a word by its composition, meaningful parts, since the student here deals with derivational means that are absent in his native language.

These difficulties can be overcome only with constant speech training under the guidance of a teacher who must know well the comparative grammar of the Russian and Uzbek languages. In this regard, the work of the well-known linguist I.A. Kissen.

The assimilation of Russian words is hampered by the insufficient development of the phonemic hearing of students, for whom completely different words sound similar and therefore do not differ in meaning (weapon-weapon, enter-exit, bring in-take out, slow down-save, give-pass, meek-short, pass and to build (3), jumped up, jumped out.

Words that are difficult for Uzbek students are concepts that denote the specifics of everyday life, nature, culture and the past of the Russian people. "Wed godfather, berry, okroshka, estate." Sometimes this difficulty becomes double: on the one hand, the awareness of the word - the concept cannot rely on associations associated with thinking in the native language, and therefore rely on the native language; on the other hand, this group of words is not sufficiently repeated in the "Book for Reading" texts, and therefore is quickly forgotten and almost every time we meet each of the words is perceived as new, unknown.

At the first meeting with the phrase hunting for dogs (grade 6, biography of Nekrasov). Two years will pass between the first and second meeting with the word serf (grade 6, biography of Nekrasov - grade 8, IS Turgenev, "Mumu").

The polysemy of words and its discrepancy in the studied and native languages, in turn, require additional efforts from students in the assimilation of Russian vocabulary.

The very polysemy of a word, even without its correlation in two languages, is very difficult. As Academician L.A. Bulokhovskiy notes, "the meanings of words do not represent facts of great stability and limitedness: the nature of the word in almost every new phrase makes itself felt in new shades in relation to other combinations in which the word was already perceived" (4). It is known, for example, that the verb go in Russian has 40 meanings. This is difficult even for Russian schoolchildren to grasp. But the ambiguity of the word does not always coincide in the Russian and Uzbek languages. In any of them, it is wider (narrower) in comparison with the given lexical range of another language.

Thus, the Russian word mir is broader in its polysemy of the Uzbek equivalent, and therefore each meeting of a student with the Russian context, where the given word is, requires new efforts to understand it. Also in relation to many words, live (in the city) - (shaharda) yashamok; live (forever) - (milk) yashamok; dumb-goong, IS Turgenev, "Mumu". But the dumb (silent person) - kamgap, suzsiz, dumb quiet(night) - sokin tun.

Polysemy makes it difficult for a student to work independently with the alphabet dictionary of a textbook, where only the basic meaning of a word is transmitted, complicates the methods of its simantization, requiring not only the interpretation of the meaning of the word, but often work on the whole context or part of it.

For example, a 5th grade student knows the word real (th, -ee), which denotes an action that occurs simultaneously about him (the present tense is in grammar). But now the children met in V. Oseeva's story "Sons" with a new meaning of this word "real is the best example). This meaning of the word can be understood with sufficient completeness only after reading and analyzing the whole story, when the comparison of all three sons is completed.

Difficulties also arise in the assimilation of pictorial vocabulary (metaphors, epithets, comparisons). Its awareness requires a developed imagination, is perceived only in context, and is often difficult to translate. The latter in particular. It is explained by the discrepancy in the metaphorization of words, the main meaning of which is common for the two languages. From the point of view of an Uzbek student who thinks in his native language, the verb goes cannot become a metaphor. Such a student has difficulty in finding phrases; trouble is coming, it is raining, spring has come.

A student must make significant efforts, to perceive the meaning of such Russian phrases as greasy vapors of the earth, scraps of clouds wandered, patches of the sky glittered affectionately (M. Gorky, "Old Woman Izergil"), since in his native language these epithets and metaphors cannot enter into a phrase followed by a series of words in our example.

This fact, like others, speaks of the need to address as much as possible the semantization of Russian words by means of the Russian language itself, and not be limited to an approximate translation into the Uzbek language. This way of explaining metaphorical vocabulary is fraught with rich opportunities for the linguistic development of students, their aesthetic education, the development of a recreational imagination in children, consolidation of previously neutral vocabulary, awareness of the polysemy of a word, and finally, strengthening the skills of coherent speech.

If we take one difficult line from the poem by A.S. Pushkin's "Autumn" - "The mysterious canopy of the forest was bare with a sad noise." How to explain the meaning of its lexical composition? If you try to do this only by translating each word into Uzbek. At best, it will be a passive awareness of the meanings of individual words, and not a joyful, emotional encounter with them. And the teacher needs to ensure that the combination of these words evokes in the students a picture of an autumn forest, and they would feel sad because they lost all their blooming paint.

And for this it is necessary to look for special ways of explaining metaphorical vocabulary and exercises with it.

The teacher can ask the students which of them was in the forest in late autumn, what the forest is in the fall, what mood a person has when he gets into the forest in summer. You can show the painting "Ivan Tsarevich on the Gray Wolf" so that students can visually imagine the line "The forest is a mysterious canopy."

The phenomenon of synonymy is also difficult, especially mastering the shades of differences between synonyms, for example: work, labor, activity, business, service.

Comprehension of synonyms is also complicated by polysemy and polysemy of many Russian words. In these cases, the same word may have a number of synonyms that will not be synonymous with each other. For example, synonyms for the word heavy in different meanings will be the words difficult (hard, hard work), gloomy, joyless (heavy. Gloomy, joyless thoughts), harsh (heavy, severe punishment), dangerous (serious, dangerous disease), grumpy, grumpy character). These words are not synonymous with each other. (5)

The above influence of polysemy on the character of members of the synonymous series is also inherent in the Uzbek language. However, in each specific case, there may be discrepancies (in comparison with the Russian language) in the lexical meaning of individual words of the synonymous series. So the word heavy (orir) in the Uzbek language has a negative and positive connotation, which is realized in the context or conveyed by the appropriate intonation (orir odam is a heavy, unpleasant person and: calm person). Naturally, it enters into such a synonymous series of words that is not formed in Russian: orir, vazmin odam - a calm, self-possessed person.

LITERATURE

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