



Specific Values of Verbs of Movement

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ABSTRACT

This article discusses the features of the study of action verbs. In the article, we present an analysis of some of the mistakes made by students in the study of this topic, and give recommendations for their elimination.

Keywords:

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It is known that the main goal of studying the Russian language is not only the mastery of a certain system of knowledge, but also the practical mastery of the language as a means of communication and expression of thought. According to methodologists, as the main category of communicative methodology, it includes the use of the language being studied from its initial stages in situations that are natural or as close as possible to communication.

This goal is achieved through the communicative organization of the entire educational process. In order to increase the effectiveness of teaching, all methods of teaching and encouraging the speech activity of students, assisting them in the use of language tools to improve speech, become relevant.

Communicative grammar is aimed at the development of oral and written speech of students, and teaching grammar is combined with the development of speech, which provides a communicative orientation in the formation of language competence. In this case, we are talking about functional grammar.

The development of communication skills is impossible without mastering the phonetic, graphic, lexical and grammatical norms of the modern Russian language. The famous scientist B.N. Golovin says: "If the speech is not constructed correctly, other communicative qualities will not work - accuracy, logic, etc." Ignorance of the norms leads to a breakdown in communication. Foreign students are active participants in any speech act and are witnesses of various language processes taking place in modern Russian society (the processes have positive and negative dynamics). And they do not always have enough language skills to understand what a violation of the norm is. The educational program for students states: "Statements of students must be formatted in accordance with the norms of the modern Russian language..."[1].

According to many linguists and methodologists, the verb is the most difficult grammatical category of the Russian language. It occupies a central place in the semantic structure of the sentence, and V.V. Vinogradov

"is the most constructive in comparison with all other categories of parts of speech"[2], which is emphasized by the extreme complexity of its content, the variety of grammatical categories and forms, the richness of paradigmatic and syntagmatic combinations. The verb has a complex semantic structure, in which lexical, derivational and grammatical meanings are interconnected. The vocabulary of the Russian language is clearly dominated by systematic polysemantic verbs of direct, metaphorical and metonymic complicated nature.

"Verb constructions are crucial in phrases and sentences"[3]. Oral vocabulary occupies a special place in the entire system of the language and is an important object for learning. Groups such as speech verbs, emotions, actions, etc., have long been distinguished and studied as part of the oral vocabulary.

The topic "Verbs of action" presents great difficulties for students of the Russian language. These difficulties can be explained by the following reasons:

1) a wealth of lexical meanings of action verbs;

2) the need to distinguish between traffic with and without traffic;

3) the presence of non-prefix and preceding verbs;

4) the presence of an imperfect form of verbs denoting one-sided and non-directional, single and multiple action among verbs with prefixes;

5) among prefixed verbs - the use of paired and incompatible verbs, often verbs with different prefixes, very close in meaning.

Difficulties arise when studying this topic at an advanced stage, as there are often cases of inconsistency between previously studied theoretical material and practical use cases. The foregoing explains why this group of verbs has long attracted the attention of methodologists involved in teaching Russian as a foreign language, but, despite this, it is difficult to say that the methodology for presenting this topic has been finally developed. It is necessary to further improve the methodology for studying the subject in relation to a specific audience and educational stage.

Action verbs have specific features of use in speech and are associated with the specifics of the formation of specific forms. So, some prefixes add meanings to verbs (down, up, inside, etc.), others - to temporary meanings. They determine the way the subject is presented, comment on the misuse of action verbs. Action verbs are the subject of extensive research by linguists, who note the richness and variety of grammatical forms of action verbs, their stylistic possibilities, and a wide connection with other lexical and grammatical categories of words. Interest in action verbs is explained by their use in different functional styles. The question of the quantitative composition of paired verbs of action in modern Russian remains controversial. So, A. V. Isachenkoshi. [4] verbs of action are represented by 17 correlative pairs: бежать — бегать, везти — возить, гнать — гонять, ехать — ездить, идти — ходить, катить — катать, катиться — кататься, лезть — лазить, лететь — летать, нести — носить, нестись — носиться, плыть — плавать, ползти — ползать, тащить — таскать, тащиться — таскаться, вести — водить. Другие языковеды традиционно указывают 14 типов: бежать — бегать, брести — бродить, везти — возить, вести — водить, гнать — гонять, ехать — ездить, идти — ходить, катит — катать, лезть — лазить, лететь — летать нести — носить, плыть — плавать, ползти — ползать, тащить — таскать. Some researchers (N.S. Avilova, G.A. Bagdasarova, Yu.M. Gordeev, V.L. Ibragimova, L.A. Telegin and others) expand the scope of these verbs, including here "verbs expressing the meaning of action, but non-group linking verbs. action type go - walks (for example, walk, wander, trot, mince, etc.)

By definition, N.S. Avilov, they represent an archaic and structural-semantic type of the Russian verb.

T. V. Popova Verbs of action are at the origins of word formation and stimulate many types of word formation, others have already been formed and are being formed according to their model, including new words are being formed, for example, "«присеменить»" - in the

sense of "прийти", "ухромать" - in sense of "уйти", etc.

One of the remarkable features of Russian vocabulary is the widespread phenomenon of polysemy. A variety of meanings, which is confirmed by the data of dictionaries also characterized action verbs. For example, the 17-volume dictionary of the modern Russian literary language shows the following number of meanings for action verbs: бежать (6) — бежать (4); вести (6) — водить (6); вести (2) — транспортное средство (3); гнать (6) — гонять (5); ехать (3) — ездить (3); идти (26) — ходить (14); катить (3) — катать (7); лезть (10) — лазить (3); нести (12) — носить (9); ползти (7) — ползать (2); тащить (5) — таскать (8); гнаться (3) — гоняться (2); катиться (2) — кататься (1); тащиться (2) — таскается (1); нестись (3) — носится (3).

Therefore, when studying verbs, it is necessary to rely on sentences (context) and text as the main units of learning.

In modern Russian, about 20 effective prefixes interact with paired action verbs: в-, вз-, вы-, за-, из-, до-, над-, недо-, на-, от-, пере-, под-, по-, про-, при-, у-, с-, раз-

According to some researchers, on the basis of action verbs, there are about two hundred prefixed formations. The role of prefixes in derivational action verbs is not the same, because the agreement possibilities of prefix action verbs mainly depend on the specific properties of the prefix. Action verbs, along with other important grammatical topics, are always in the focus of the teacher's attention throughout the entire period of student learning.

The teacher is constantly faced with various errors due to the peculiarities of these verbs, the Slavic nature preserved from ancient times, and the peculiarities of the student's native language. The experience of working with students showed that errors do not come from a misunderstanding of the meaning of the form of action verbs but from a mixture of forms that are close at first glance, but completely different in use.

Analyzing students' mistakes, we can conclude that there is often a mixture of forms: verbs with two prefixes of action (came - left); verbs with the same type of prefixes and

without them (came - went); The most important morphological feature is the specific activity of the category of verbs with and without prefixes of different types (went - went; did not go - did not go).

We can explain the use of action verbs of both stems by showing in the sentence the target points of unidirectional and multidirectional action verbs (these can also be implied). By plotting the movement of an object graphically, in the first column we get movement in the same direction in all cases, which represents how much it has changed.

In all cases, a single target point is assumed, where the movement ends. In the second column, the verbs denote a movement that is not directed at all, and therefore each of its segments is independent, has its own direction, or we indicate several target points

The above comments and experience show that using the term "single- and multi-action verbs" when explaining to students the difference between the verbs go and come is both o and appropriate for developing verb usage skills. If we dwell on the consideration of the lexical meaning of action verbs, then the attention of readers should be focused on one important aspect: the richness, diversity and accuracy of the lexical meanings of action verbs in Russian. and not always different in meaning, just as not in the mind.

In Russian, these verbs combine the verb to go and the verb to arrive, as well as to swim, crawl, fly, and other action verbs. According to many methodologists, four stages can be distinguished in teaching action verbs.

In the first stage, we introduce additional verbs as students learn to lead.

In the second stage, the main verbs of action without a prefix are studied. It is advisable to introduce this topic at the end of the initial course after the main meanings of cases have been completed.

To achieve the main goal in teaching the Russian language in oral and written forms, we should use a functional approach that considers the language in its real use. We build functional grammar because of a description of the system of grammatical units, classes, and categories, as well as a completely new scientific discipline: a

special development of the functional aspect of grammar. Functional grammar as the type and directions of grammar in a broad sense is to develop the dynamic side of grammatical units in their interaction with linguistic elements of different levels involved in expressing the meaning of speech. Therefore, one of the main tasks of functional-grammatical research is to identify various types and ways of interaction between the grammatical form and the semantics of the context, as a result of which something new appears in the content of the sentence. The functional approach is mainly defined as the implementation of the communicative principle, which is reflected in the consideration of such problems as the functional-communicative approach, the functional-communicative description of the Russian language, and the functional-communicative type of applied grammar.

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