



Features of studying the category of tense of the verb in schools with the Uzbek language of instruction

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ABSTRACT

The task of the subject of the Russian language in schools with the Uzbek language of instruction is the acquisition by students of strong oral and written skills.

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A necessary condition for communication is the mastery of the verb - the most important constructive element of the sentence. According to, for example, "Frequent Dictionary of the Modern Russian Language" by E. A. Steinfeldt, in Russian speech the verb makes up 24% of the active dictionary and, in terms of usage, is in second place after the noun. In the speech flow, the verb occurs most often in the indicative mood (78.5%), which is expressed in the forms of the past, present and future tense. Therefore, without a good knowledge of the verb, it is impossible to further assimilate the syntax of a simple sentence, successful mastering the skills of oral and written speech; with the study of the verb, the assimilation of a number of important rules of spelling is connected.

Practical mastery of the forms of time of the Russian verb is associated with difficulties, which are predetermined by the following reasons:

- the complexity of the system of form and word formation of the Russian verb, the presence of two stems, two types of conjugation, the alternation of sounds during conjugation, the close interweaving of aspectual meanings and forms;

- features of coordination of the verb-predicate with the subject;
- the interfering influence of the students' native language.

One of the difficulties that students of Uzbek schools encounter when studying the tense forms of a Russian verb is the assimilation of Russian stress.

Comparison of the forms of Russian and Uzbek verbs of the past, present and future tense makes it possible to identify the difficulties of mastering Russian forms by Uzbek students and is a necessary condition for foreseeing and preventing students' mistakes.

Without identifying the difficulties that arise before non-Russian students in the study of aspectual forms of the Russian language, without taking into account these difficulties, it is impossible to build a rational system for teaching these forms in the national audience.

Based on the systems, the vice-time foramm of Russian, the following Komplex, will include the following Komplex, the submarous Outbore, and the meter of the United States, Исходя из того, что обучение практическому употреблению форм времени глагола должно осуществляться на определенной лексической базе, и

учитывая, что в настоящее время нет единого глагольного минимума для узбекских классов школ, мы предлагаем составить рабочий словарь для учащихся, включающий часто употребляемые глаголы.

The study of the structure of teaching temporary verbal forms made it possible to make a number of proposals for its improvement. It seems to us expedient, for example, the need for an interconnected study of the categories of species and time, since the practical mastery of the forms of time cannot be carried out without connection with species semantics and form formation.

It is also advisable to have a comprehensive presentation of educational material, assuming the actualization of the tense forms of the Russian verb, not only in the process of directly studying this section of the program, but also during the passage of other topics.

We believe that in Uzbek schools it is more expedient to start the study of temporary forms from the past tense, since, firstly, it has fewer grammatical forms than the present, and secondly, its study is easier to link with the presentation of the gender of nouns. In addition, on the verbs of the past tense, it is better to show the specific differences in verbs denoting the completion and incompleteness of actions.

When passing the paradigm of conjugation, acquaintance with the personal endings of verbs I and II of conjugation should be carried out on verbs that make up the species correlation (finish-finish, get-get).

Work on teaching students the patterns of Russian stress should become an integral part of the study of aspectual forms of the Russian verb. There are no special lessons for studying the stress system in tense verb forms, but consider them along with the study of the system of education and changes in these forms.

The work on studying the time of the verb must be combined with the consolidation, deepening of practical skills in mastering the structure of the Russian sentence, as well as in mastering the skills of coherent speech.

The study and assimilation of aspectual forms of the Russian verb by Uzbek students in order to develop their communicative Russian speech according to the system we offer is achieved by performing various types of exercises.

We believe that the correct application of this material, its careful study, will help teachers effectively teach children in Uzbek schools, where the main goal of education is the practical mastery of the Russian language, a communicative goal.

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