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TRAINING STUDENTS OF UZBEK GROUPS OF NONPHILOLOGICAL DIRECTIONS CONJUGATION OF THE IMPERFECT VERB OF THE RUSSIAN LANGUAGE BASED ON A GRAMMATIC MODEL

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ABSTRACT

The article highlights one of the easy ways of teaching the conjugation of an imperfect verb on the basis of grammatical models of students of Uzbek groups of non-philological directions.

KEY WORDS: *verb, model, grammatical model, conjugation, imperfect form of the verb, speaking, communication, inofon, native speaker.*

In every language, the action of someone or something plays a dominant role. And, of course, this action is indicated by a verb. Without knowing the verb of the native language, a person cannot learn to speak a foreign language. Because all our dialogues are about action. It should also be specially noted here that mostly (80%) people who are familiar with each other enter into the dialogue. For example, when we enter into a dialogue with someone, we must ask such questions as: - *Откуда ты идешь?* - *Где ты была?* - *Ты поступил(а) в университет?* etc. (dialogue between acquaintances). - *Где вы живете?* - *Откуда ты приехал(а)?* - *Кто вас пригласил?* etc. (dialogue between strangers). In all languages of the world, verbs are written and pronounced differently, but they mean the same action. For example, the verb *читать* in different languages is spelled differently, but it means reading something (read a newspaper, magazine, etc.) or someone (read A. Pushkin, Ch. Aitmatov, etc.). It cannot be that the verb read would mean another action. Therefore, we propose to start teaching speaking with a verb and consider 15-20 verbs in each lesson. This is necessary important, as we said already, verbs play an important role in the decree of speech.

When teaching speaking, two circumstances should be taken into account: a) training in prepared or unprepared speaking is carried out and b) skills and abilities of dialogic or monologic speech are formed [1,49]. In order to speak a non-native

language, a person must first of all know his native language well and be able to compare his native language with the target language. If a person thinks critically in relation to comparison, then it will be easier for him to study a non-native language, in particular Russian.

In both Russian and Uzbek languages, the verb is considered the largest and most difficult grammatical category to study. This is due to the fact that in the Russian language the verb as a part of speech is characterized by certain categories: type, time, person, voice, mood, gender and number.

Verb categories of kind, tense, person, voice, mood, gender and number exist in the Uzbek language, but in this language verbs do not have categories of kind and gender.

In the Uzbek language, the indefinite form of the verb is denoted by the ending *-моқ*. For example, *ўқи-моқ* (read), *гапир-моқ* (to speak), *юр-моқ* (to walk), etc. And in Russian, the indefinite form of the verb is indicated by the suffixes *-ть, -ти, -чь*. For example, *чита[ть], говори[ть], нес[ти], вез[ти], се[чь], пе[чь]*, etc. A large number of indefinite forms of verbs are indicated by the suffix *-ть*. Non-philological students change the form of the verb in their native language as:

Мен ўқи-япман (I read)

Сен ўқи-япсан (You read)

У ўқи-япти (He (she) reads),

and this seems to them as a common occurrence, and when they learn another language, in our case



Russian, they pay almost no attention to it and make gross mistakes. For example, instead of – Я читаю. use – Я читает. And, of course, these mistakes also lead to the incorrect use of the verb in the tense category. A person who cannot correctly change the form of a verb cannot correctly use it in the category of tense.

In order to form speech competence for the conjugation of the imperfect form of the Russian verb among students of Uzbek groups of non-philological directions, it is necessary to use grammatical models. There are various interpretations of the term "model" in both linguistic and other sciences. For example, E.G.Azimov and A.N.Shchukin give the following definition of the term: "A model in linguistics is an illustration of the use of a structure in language lessons, which has a specific lexical content; a speech or linguistic sample given in order to facilitate the completion of the task" [1,145].

Our proposed grammatical model allows students of Uzbek groups of non-philological directions to simultaneously study the change in the forms of verbs and their use in tenses.

Before completing Table 1, the teacher explains that in any language a verb has three main tenses. These are present, past and future tenses. And in any language there are three main types of sentences: affirmative, interrogative and negative.

In the first lesson, it is proposed to consider changing the forms of verbs only with personal pronouns я, ты, он (она). Because mostly masculine and feminine nouns are animate. There are very few animated neuter nouns, and they are used very rarely in the oral speech of foreigners. This is an animal, a face (meaning "man"), an insect, a child, a mammal, a creature ("living organism"), a monster, a monster, a bogeyman, and others.

Table 1

Interrogative sentence	Affirmative sentence	Negative sentence	
Я читал(а)? Ты читал(а)? Он (она) читал(а)?	Я читал (а) Ты читал(а) Он (она) читал(а)	Я не читал (а) Ты не читал(а) Он (она) не читал(а)	Past tense
Я читаю? Ты читаешь? Он (она) читает?	Я читаю Ты читаешь Он (она) читает	Я не читаю Ты не читаешь Он (она) не читает	Present tense
Я буду читать? Ты будешь читать? Он (она) будет читать?	Я буду читать Ты будешь читать Он (она) будет читать	Я не буду читать Ты не будешь читать Он (она) не будет читать	Future tense

It is proposed to start work with Table 1 with an affirmative proposal of the present tense. Because the main complex construction for a foreign student is found here. The teacher also explains that the first person singular of almost all the verbs in –ать and –ять take the ending —ю, the second person is –ешь, the third person is –ет. For example, думать – я думаю, копать – ты копаешь, открывать – он открывает, гулять – я гуляю, кашлять – ты кашляешь, примерять – он примеряет, etc.

After that, in order to obtain the desired result, the teacher must conduct a survey using some verbs in –ать and –ять. For example, it can be such verbs as думать, открывать, копать, делать, стирать, отдыхать, закрывать, гулять, примерять, кашлять, кушать, купать.

Studying the past tense of Russian verbs is much easier. Here, the teacher must explain that all verbs ending in –ть take the ending –л or –ла. This is very easily perceived by foreign students, where –ть is removed and instead of it is written –л or –ла. This is determined by the fact that in the Russian

language there is a category of gender, but in the Uzbek language this category does not exist. For example, закрывать – я закрывала, готовить – ты готовила, любить – он любил, писать – она писала etc. This means that men use – Я включал, and women – Я включала.

After explaining the past tense of the verbs, the teacher should again conduct a frontal survey using some verbs. Here you can use verbs such as писать, рисовать, копать, делать, стирать, выключать, жить, бегать, ходить, танцевать, искать, пить.

The future tense remains. In Russian, there are two forms of the future tense - a simple and complex future tense. In the first lesson, only the rules for using a complex future tense should be explained to students.

In order to form a future complex tense, you need a verb быть, which in the future tense has a completely different form -

Я буду
Ты будешь
Он (она) будет



and in the present tense also has a generally different form - **есть**, but this verb with personal pronouns is not used at all in modern Russian. In the present

tense, this verb is actively used in English and Czech. And in Uzbek (in other Turkic languages too), it is used in exactly the same way as in Russian.

Table 2

Interrogative sentence	Interrogative sentence	
Я был(а) Ты был(а) Он (она) был(а)	Мен бўлдим Сен бўлдинг У бўлди	Past tense
Not used		Present tense
Я буду Ты будешь Он (она) будет	Мен бўламан Сен бўласан У бўлади	Future tense

Thus, the future complex tense is formed with the help of the auxiliary verb be + infinitive. For example, **Я буду читать, Ты будешь читать, Он (она) будет читать.**

As examples for conducting a frontal survey, the following verbs can be given: **плавать, рисовать, копировать, делать, стирать, танцевать, целовать, держать, ходить, танцевать, искать, пить.**

The interrogative and negative sentences remain. Negative sentences are formed by adding a **НЕ** particle in front of verbs. And this particle always gives them a negative meaning. It is important to note that in negative sentences, verbs are conjugated exactly as in an affirmative sentence. Only the particle **НЕ** is written between the person and the verb. For instance,

- Я читаю. - Я не читаю.

In Russian, an interrogative sentence is formed using intonation and an interrogative word. For instance,

Ты читаешь? (using intonation)

Где ты читаешь? (using a question word).

After filling out the table, the teacher dictates examples in the native language of the students, and the students translate them into Russian. And here errors appear in the use of some verbs.

Other examples can be cited:

Рисовать	танцевать	целовать	копировать
Я ри-сую	я тан-цую	я це-лую	я копи-рую
Ты ри-суеть	ты тан-цуеть	ты це-луешь	ты копи-руешь
Он (она) ри-сует	он(она) тан-цует	он (она) це-лует	он (она) копи-рует

Still such verbs can be divided into classes as in Table 3.

Just to make it clear, the teacher needs to give more examples to the above. And explain that in Russian there are regular and irregular verbs like in English (this is due to the fact that today everyone knows about the easy-to-remember rules of the English verb). By giving such a name, the teacher will greatly improve the process of learning the Russian language. Because when teaching speaking, purely grammatical terminologies such as “multi-conjugated verbs”, “especially conjugated verbs”, “I type of conjugation”, “II type of conjugation” and a number of others are not needed.

First, it is impossible to study them in a short time.

Secondly, students have a lack of confidence in their strength.

Third, a native speaker of another language will quickly become confused and lose interest in learning the language.)

Instead of such complex grammatical phenomena, the teacher should draw the students' attention to the same conjugation of similar verbs. For instance,

Шить	Бить	
Я шью	Я бью	
Ты шьешь		Ты бьешь
Он (она) шьет		Он (она) бьет



Table 3

<i>Писать</i>	<i>Ходить</i>	<i>Рисовать</i>	<i>Пить</i>	<i>Мыть</i>	<i>Жить</i>
<i>Искать</i>	<i>Водить</i>	<i>Копировать</i>	<i>Шить</i>	<i>Петь</i>	
	<i>Возить</i>	<i>Танцевать</i>	<i>Бить</i>		
		<i>целовать</i>	<i>Лить</i>		

Thus, it is much easier for a native speaker of another language to learn what they see and hear than specific grammatical rules.

In the next lesson, the teacher gives conjugation of plural verbs in 1, 2 and 3 persons

according to Table 1 and adds verbs in *-ти* to the dictionary. And after that, for the appearance of a deeper interest in the rapid learning of the language among students, the teacher gives the table below.

Table 4

	-га	-ни	билан	хақида	-да,	учун	Олдига, яқинига
	Себе	Себя	С собой	О себе	У себя	Для себя	К себе
Я	Мне	Меня	Со мной	Обо мне	У меня	Для меня	Ко мне
Ты	Тебе	Тебя	С тобой	О тебе	У тебя	Для тебя	К тебе
Он(она)	Ему(ей)	Его(её)	С ним (ней)	О нём (ней)	У него (неё)	Для него (неё)	К нему (ней)
Мы	Нам	Нас	С нами	О нас	У нас	Для нас	К нам
Вы	Вам	Вас	С вами	О вас	У вас	Для вас	К вам
Они	Им	Их	С ними	О них	У них	Для них	К ним

This is due to the fact that the speakers of the Turkic languages and other languages in general also find it much more difficult when declining personal pronouns in cases. Because the declension of pronouns in cases overlaps. Therefore, the above table gives specific results, as it is easy to remember. And then the placement of such active offers begins as:

Я читаю тебе

Ты говоришь мне

Он любит меня

Мы любим их

Они видели у вас и т.д.

Starting from the second lesson, the teacher gives ten test assignments, and from the third he adds small exercises.

LITERATURE

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