

## COMPARATIVE METHOD IN TEACHING THE RUSSIAN LANGUAGE

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**Annotation:** *This article describes the methodology for using the comparative method in the process of teaching the Russian language. The comparative method provides students with awareness of the meaning of linguistic phenomena and ways of their application in speech activity, as well as reliance on their native language for deeper penetration into their native and studied languages.*

**Keywords:** *Consciously-practical method, language, comparative method, comparative analysis, phonetic system, imperfective and perfective forms of the verb.*

**Introduction.** One of the leading methods of teaching the Russian language in the classroom, including in the presence of a language environment, is a conscious-practical method, which can be considered as a kind of concretization of the comparative method.

The comparative method provides students with awareness of the meaning of linguistic phenomena and ways of their application in speech activity, as well as relying on their native language for deeper penetration into their native and studied languages.

Despite the fact that in the process of teaching the native language at school, attention is paid to theoretical issues, over time, this unclaimed knowledge is forgotten, so that students often find themselves in a difficult

situation, not having the necessary background knowledge to perceive the main characteristics of the language being studied.

The researchers, noting the peculiarities of using the comparative method, pay attention to the need to detect not so much similarities in the systems of the native and studied languages, but rather the differences that exist in the languages and become the cause of some kind of “pressure” exerted by the facts of the native language.

**Methods and methodology.** Comparison of the native and studied languages is carried out at all levels - from the sound composition to the construction of a coherent text. At the same time, it seems that one should pay attention to the similarities and differences in the systems of languages, which makes it possible not to explain the understandable, not to waste precious time on the unimportant.

In this regard, the formation of pronunciation skills is indicative and the use of comparative analysis makes it possible to detect several groups of sounds: those that are as similar as possible in terms of articulation characteristics, differ in one way or another and do not exist in the native language of students - and determine the best ways to form an acceptable pronunciation, which is quite acceptable in an audience where knowledge of the Russian language is not the goal, but a means of obtaining a specialty.

It should also be borne in mind the rules for pronouncing Russian sounds as part of a word, for example, stunning and voicing them in certain positions, which requires knowledge of the phonetic system, in particular, the opposition of sounds by deafness-voicedness.

The main task of teaching the Russian language to students is to familiarize themselves with the basics of grammar and the formation of practical skills.

There is no doubt that relying on the native language of students can significantly alleviate the difficulties that students face when studying certain grammatical topics. However, the differences in the grammatical systems of the Russian and native languages of students, the lack in most cases of systematic knowledge of the theoretical foundations of the grammar of the native language of students, can cause certain problems in explaining certain categories that are available in the Russian language, but are absent or differently presented in the native language. students' language.

Thus, it is difficult for native speakers of the Uzbek language to grasp the existence of the category of noun gender in the Russian language, especially its three meanings. The presence of inflection, characteristic of the masculine, feminine and neuter gender, greatly simplifies the assignment of a word to a particular gender, the declension of nouns, the creation of phrases adjective + noun, but does not remove the difficulties due to the presence of masculine and feminine nouns with a zero ending ( dictionary, notebook), nouns of the “general gender” (sneak, ignoramus) and the preposition of the adjective in relation to the noun.

However, it is hardly possible to talk about significant problems in the study of these grammatical categories: the skills of using the correct forms are formed when observing them in texts for reading, when performing special exercises.

The process of studying the verbal system of the Russian language and such grammatical categories as tense and aspect is developing differently.

**Results and Discussions.** The history of the development of the Russian literary language indicates that the previously existing system of tenses was gradually simplified; however, at the same time, the opposition of imperfective and perfective verbs developed.

Difficulties in the method of presenting the verb form and the aspect tense system are generally associated with a number of reasons, which, relatively speaking, are theoretical in nature or are determined by significant differences in the structures of the Russian and the target language.

Native speakers, assimilating the verb system from birth, do not realize its complexity and, as a rule, accurately, automatically choose the form necessary to convey the meaning.

Students of the Russian language on a conscious level should get a clear idea of what are the differences in meaning between imperfective and perfective verbs, how a context is formed with the participation of a verb of a

certain type, what are aspect pairs and how they are formed, how aspect and time are related, and much more. other.

Until now, in aspectology, and after that in applied disciplines, there has not been a unified approach to the idea of what an aspect pair is (this phrase is quite often used in the methodology of teaching Russian as a foreign language), is there a purely grammatical opposition of verbs within pairs, which, when applied to the species - temporal system, are such concepts as “length / limit”, “unlimitation / limit”, “mode of verbal action”, etc.

Leaving theoretical disputes aside, we will try to determine the most rational ways for students to study national groups of the aspect category in Russian.

First of all, verbs of motion and modal verbs should be “derived” from the verb system, since aspectual opposition in these d -systems is specific and cannot be considered on the same grounds as with other verbs. further attention should be paid to the most frequently used pairs of verbs from the lexical minimum, in which aspectual opposition occurs in a more or less “pure” form.

It seems to us that it is most productive to demonstrate the opposition of perfective verbs with the meaning of the result of an action to the three main meanings of imperfective verbs: concrete-process, unlimited-multiple, and general-actual.

At the same time, the opposition “process - result of the process” will be the simplest for students of national groups to perceive: are you writing a letter now? No, I already wrote. and it is the concrete-process meaning, which is always conveyed by an imperfective verb, that is most understandable to students.

Undoubtedly, the difficulties of choosing the form of the verb are removed by lexical “markers”, which are used to kind of explain the meaning of the action conveyed by the verb. This is especially true in a situation where the sentence is “torn out” of context and the absence of lexical additions can lead to an incorrect interpretation of the meaning of the verb. So, when using a verb in the present tense, words can be used that confirm that the action is unfolding now, at the present moment: Look, Anton is writing on the blackboard; I can hear the engine running. When using the verb in the past tense, and also in some cases in the present tense, which indicate either the period of an completed but not completed action in the past, or indicate the fact of the beginning of the action, but the absence of its completion: I read a book for three hours; We've been working for half a day.

The absence of lexical markers for verbs in the past tense indicates its general factual meaning: the speaker denotes only the fact of the action, not meaning the presence or absence of its result: Yesterday I read a book (did not watch TV, did not write a letter ...). It is perhaps more difficult to explain to students the use of the imperfective verb in sentences like I have read this book. Very interesting! Here, too, a general factual meaning is presented, although it is obvious that the book has been read and the result is the speaker 's reaction to its content. Curiously, in another situation, the perfective verb can also be used in this context: Take a book, I read it. Very interesting.

In most cases, an unlimited multiple meaning is conveyed by imperfective verbs when using lexical additions or verbs, the meaning of which already includes the repetition of an action: He often writes letters; I have spoken to her about this several times; She has been to Samarkand. It should not be forgotten that the repetition of an action can also be conveyed by a perfective verb (I tried several times to solve this theorem, but could not), but such examples should be demonstrated when the first skills in using imperfective and perfective verbs have already been formed.

The meaning of the completion of an action, its result is usually expressed by perfective verbs; at the same time, its use is associated with the performance of a certain communicative task: we want to give or receive information about the result of the action: have you read this book? now I can take it; I will definitely write a letter home tomorrow.

In a number of cases, the assimilation of specific opposition is facilitated by comparison with how the corresponding meanings are formed in the native language of students. Species pair can be represented:

- 1) non-prefixed and prefixed verbs (to do - to do);
- 2) verbs formed in a suffixal way (to decide - to decide);
- 3) suppletive forms (to speak - to say).

The most "pure", differing only in their own grammatical meaning, are recognized as pairs that differ in suffixes. Prefixes in the vast majority of cases bring additional semantics to the verb. Given this circumstance, experts suggest, when studying aspectual opposition, to pay attention to the so-called ways of verbal action, among which there are, for example, an initiatory way (sing - sing), restrictive (sleep - sleep, speak - talk) and a number of others.

**Conclusions.** A special group is made up of verbs of motion. Considering them from the point of view of species opposition is extremely important in the national audience.

So, verbs like walk, ride, fly are used in three meanings:

– unlimited-multiple (the meaning of a repeated action, as a rule, with lexical markers): I go / went / will go to classes every day;

- general factual - as multidirectional, chaotic movement: Birds fly / flew / will fly over the square;

- general factual - as a movement "back and forth": Yesterday I went to the store. Adding prefixes to these verbs does not change their appearance, but it significantly affects their lexical meaning (compare: he often came to me in the evening; Birds fly freely over a water barrier).

In contrast to the considered verbs like go, go, fly, denoting unidirectional movement, with the addition of a prefix they become perfective verbs and acquire a lexical meaning determined by the meaning of the prefix (reach, call in, fly over). The use of frequently used examples in the exercises is indicative: I visited you yesterday, but you had already left for work; Come in the evening - let's play chess; My friend and others liked to come to this hotel.

Observation and analysis of the types of tense forms used in texts, including (if possible) their comparison with the facts of the native language, where the meanings corresponding to the Russian language are transmitted, as a rule, by lexical means, serves as the basis for the development of productive skills proper.

The formation of grammatical skills and the development of skills in using the verbal system of the Russian language is one of the essential components of the formation of language competencies of students of national groups.

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