

MASTERING VERBS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO NATIVE SPEAKERS OF THE UZBEK LANGUAGE FUTURE TRANSLATION SPECIALISTS IN UZBEK/ENGLISH/RUSSIAN

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Abstract

For the Russian verbs to be studied by the future translators whose mother-tongue is Uzbek, we grouped these verbs by the analogies of conjugation forms and trained them in studying and communicative situations to make the students interiorize the algorithm. A next mechanism helping memorize the lexemes of the language of another family was using etymologically relative words in Russian and in English as an intermediary language, in some cases also Turkic and Persian words known by the students due to their presence in Uzbek. The methodology showed creating a good command of Russian verbal forms.

Keywords: Russian as a foreign language, verb modeling, communicative competence, mnemonic techniques.

Introduction

According to many methodologists, the study of Russian as a foreign language should begin not with a noun, as has been established over many years in the educational system, but with a verb, since it is this part of speech that causes difficulties in teaching students. Over many years of teaching in an audience where Uzbek is the native language, teachers have observed

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mistakes typical of native Uzbek speakers. One of the first is the use of alternating consonants in verbs such as *pisat* 'to write', relative to Latin-English *picture*. When conjugating this verb, students write and pronounce this verb as follows (the stressed vowel is marked bold):

Ya *pisayu* My *pisayem*
Ty *pisayesh'* Vy *pisayete*
On, ona *pisayet* Oni *pisayut*

We can observe the same error in the variable verb *khotet* 'to want'. However, if with *pisat* 'to write' all the forms built by a wrong analogy are wrong, with *khotet* 'to want' the singular forms are wrong, but the plural ones are correct:

Ya *khotyu* My *khotim*
Ty *khotish'* Vy *khotite*
On, ona *khotit* Oni *khotyat*

In our opinion, in order to facilitate the assimilation of this part of speech by students, it is necessary to model the verbs, i.e. combine them into appropriate groups. In their paper, N. G. Muzychenko and T. V. Cherkesh¹, having analyzed the variants of classification of verbs by models, propose their version of modeling with the developed system of exercises that help foreign students memorize Russian verbs. However, in their paper they speak out against the active use of the students' native language or an intermediary language in the classroom for a number of reasons. The authors also analyze the textbook by V. G. Buday, which "proposes to acquaint foreigners with the complex system of Russian verb models using the students' native language or an intermediary language"². We like this approach to study, although we do not agree with the inflection models proposed by Vladimir Buday, as well as with the verb modeling proposed by N. G. Muzychenko and T. V. Cherkesh.

We share V. G. Buday's position on the use of an intermediary language, and also use it in RFL classes in an audience where the first foreign language is English. Such use can be explained by the large number of new lexical units required for students to learn and the small number of hours allocated to studying a complex discipline.

Considering the conditions in which the teacher has to work, namely:

- reducing the number of classroom hours from 120 to 60;
- the need to bring students' knowledge of Russian as a foreign language to B1 level;
- the level of the first foreign language, English.

We created our own system of verbs, which was tested in classes of Russian as a foreign language at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi. This system of the most commonly used verbs was modeled on the basis of

¹ Muzychenko N. G., Cherkesh T. V. Glagol'noye modelirovaniye v obuchenii russkomu yazyku kak inostrannomu. Studia Rossica Gedanensia. 2015. # 2. P. 147–163.

² Buday V. G. Algoritim slovoizmeneniya russkikh glagolov. Nastoyachsheye (prostoye buduchsheye) vremya. Uchebno-metodicheskoye posobiye po russkomu yazyku kak inostrannomu. Sankt-Peterburg: Zlatoust, 2012.

compiled groups taking into account the increasing complexity. We were faced with a difficult task: to teach students verbs in the present, future and past tenses and, accordingly, to teach them to understand the difference between the perfective and imperfective aspect of the verb and to use the categories of time and aspect in speech. The purpose of this discipline is to form communicative competence, so we compiled tasks of the following nature:

- verb conjugation (starting with the present tense);
- working through and training verb endings in dialogues;
- inserting missing endings in sentences;
- training all consistently studied verbs in the texts with a post-text task: to answer the questions posed about the text;
- retelling a monologue text from the 3rd person, using the pronouns "he", "she" according to special schemes, in which verbs from the text were given as key words only in the infinitive form. The students' task was to build their story-retelling in a clear sequence in accordance with the infinitive verbs which help;
- playing mini-scenes based on ready-made dialogues and monologues;
- homework.

Verbs, grouped by analogy of conjugation, were very quickly learned with their personal endings by the students after the presentation of the verb conjugation algorithm given by the teacher for each verb group.

It should be noted that all verbs in the infinitive form were translated into their native (Uzbek) language, and in a separate column, the family relations of these verbs with other Russian and English, and in rare cases even with Turkic (or Persian) lexemes were indicated to create mnemonic supports. Presentation of etymological connections is a complex task that requires good mastery of these connections and skill in using them in a pedagogical communication situation for the effective use of mnemonic mechanisms.

Experimental groups of the 1st year future specialists in translation in the trio of languages Uzbek/English/Russian, who have a B1–B2 level of English, easily learned Russian verbs thanks to mnemonic supports. The system of Russian verbs that we modeled had very good results:

- students quickly and easily conjugated all the verbs collected in different groups according to ready-made algorithms;
- freely used them in written and oral speech.

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