

TEACHING THE RUSSIAN VERB SYSTEM TO NATIVE UZBEK SPEAKERS USING INTER- LINGUISTIC AND INTRA-LINGUISTIC ANALOGIES

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Abstract

This article examines the teaching of the Russian verb system to native Uzbek speakers using inter-lingual and intra-lingual analogies. A classification of Russian verbs, organized into models, is proposed, along with a system of exercises to facilitate the acquisition of Russian verbs in the practice of teaching Russian as a foreign language, covering linguistic, speech, and communicative aspects at the initial stage of learning.

Keywords: System, Russian verb, verb modeling, Russian as a foreign language, aspects: linguistic, speech, and communicative, system of exercises, translation direction.

Introduction

The process of mastering the Russian verb system by native Uzbek speakers – first-year students of the translation department of the Tashkent State University of the Uzbek Language and Literature named after Alisher Navoiy – causes a number of difficulties due to the fact that the paradigm of the most frequently used and communicatively significant part of speech is characterized by a variety of forms, the presence of alternations, as well as the mobility of stress.

It should be noted that, in the methodology of Russian as a Foreign Language (RFL), there is currently no unified approach to teaching the Russian verb system. RFL teachers face the challenge of maximally facilitating students' understanding of grammar material, reinforcing it, and applying it in practice. "Some teachers describe the verb system by limiting it to information on conjugation types. Others rely on verb modeling, which... optimizes the learning process and facilitates the acquisition of the most difficult grammar material."¹

"There are various model-based classifications of Russian verbs. All model systems are based on an algorithm for inflecting verbs in the present (simple future) tense: truncating the infinitive

¹ Muzychenko N.G., Cherkes T.V. Verb Modeling in Teaching Russian as a Foreign Language. *Studia Rossica Gedanensia*. 2015. No. 2, p. 2.

marker or the infinitive marker with a preceding suffix, alternating verb roots or suffixes, and accumulating personal endings in verbs of the first or second conjugation."2

The Russian verb system we developed, presented in the textbook "Russian Language" (as a Foreign Language) by D.N. Zaripova, edited by M.B. Chikov, differs somewhat from those currently in use. The textbook is designed to develop the conversational Russian skills of students - future translators - in the Uzbek/English dual-language program "Theory and Practice of Translation" (English) - for whom English is their first foreign language. The purpose of this textbook is to teach Russian to native Uzbek speakers using intra- and inter-lingual analogies, including English as an intermediary language. This language, however, is not considered a language of communication, but rather a language whose system helps students understand the system of the Russian language they are studying. Now a little about the teaching material in this textbook: it is designed for mastering Russian as a foreign language at level A2. The volume of vocabulary units learned during the study period, which includes verbs, nouns, adjectives, numerals, prepositions, and adverbs, is 1414. At this stage of learning Russian, students must learn the proposed 1414 words and avoid grammatical errors in verb conjugation. The material, structured around constant repetition and pronunciation of the Russian verbs covered, will allow you to consolidate your knowledge of Russian as a foreign language and develop conversational skills through constant repetition with increasing difficulty.

Each lesson in this educational publication contains 5-6 assignments. The first task focuses on learning and memorizing new vocabulary (including verbs). The second focuses on verb conjugation in the present, past, and future tenses for individual chapters. Conjugation algorithms for the verbs studied in the lesson are provided. The third task contains questions and answers omitting the personal endings of the verbs studied in the lesson.

In the fourth task, students must complete exercises to practice the personal endings of verbs in the tenses covered. The fifth task consists of texts (monologues) on various topics, based on the verbs covered in previous lessons. Some lesson plans also include tasks to retell the text using a graphic diagram.

The pre-text exercises focus on vocabulary work: new lexical units are presented with translations into students' native Uzbek language, and their etymology is examined in a separate column in order to trace family connections and improve students' memorization of these words.

The main goal of the developed lessons is to practice similar forms with students for their better mastery.

Tasks 1 through 3 are aimed at practicing conjugation analogies of Russian verbs, beginning with the present tense. The post-text exercises (tasks 5 and 6) focus on various types of retelling (third-person in monologues, first-person in texts (task 5), and dialogues (task 6) using special diagrams, in which verbs from the text are given as keywords only in the infinitive form. Students' task is to structure their retellings in a clear sequence, using infinitive verbs as supporting elements. Since we believe that the verb is the most important part of sentence

2 Muzychenko N.G., Cherkes T.V. Verb Modeling in Teaching Russian as a Foreign Language. *Studia Rossica Gedanensia*. 2015. No. 2, p. 2. Ibid.



construction, we emphasized this part of speech when creating training exercises aimed at developing communication skills. We provide a verb in its infinitive form, followed by a word of any part of speech dependent on the verb. These texts for retelling are presented in graphic drawings, which allows the teacher to conduct the survey in parts, and students to carefully follow the sequence of the speech of the previous student.

Within each topic, the texts are designed to practice and reinforce newly covered vocabulary and analogies to new verbs. The texts are designed with increasing difficulty and a constant repetition of similar verbs covered from the beginning of the lesson, with the addition of new ones learned in the current lesson.

The purpose of the lessons being developed is to practice Russian verbs. To this end, active verbs (the most common ones) are grouped into analogically conjugated groups.

The textbook sequentially studies verbs of the imperfective present tense, imperfective past tense, perfective past tense, and perfective future tense.

Before beginning the work on the textbook, the following work was carried out: Russian verbs were grouped into separate groups. All verbs were collected according to analogous conjugation, i.e., conjugated by analogy.

The textbook tasks focus on practicing the conjugation of imperfective verbs of the first conjugation in the present tense, followed by imperfective reflexive verbs of the first conjugation. Next, imperfective verbs of the second conjugation in the present tense, verbs of motion, and then the imperfective past tense of the first conjugation, followed by the imperfective past tense of the second conjugation. Finally, the perfective past tense of verbs of the first and second conjugations and the perfective future tense of verbs of the first and second conjugations are practiced.

The lesson plans also include songs, which the author of this textbook considers one of the tools for practicing and reinforcing analogies. The textbook includes listening exercises that include the verbs covered in the correct aspect and tense. While listening, students fill in the missing verb endings and adjectives in the song lyrics on a sheet of paper printed out for each student. They mark the stress marks in words and then read the song lyrics aloud line by line, highlighting the stressed syllables. The songs included in the textbook are selected based on students' preferences, so they enjoy singing them, practicing the analogies they've learned and, among other things, developing their speaking skills.

Since each lesson was piloted in a classroom setting with four groups simultaneously, a weakness was identified after the first lesson: stress was only applied to the verbs and lexical units being studied. After the first lesson, this weakness was corrected: stress was applied to all words, including the task conditions.

To avoid typical mistakes made by students due to the fact that in all forms of verbs in the Uzbek language the stress is placed on the last syllable - I do – qilamán - students are given tasks to independently place the stress.

In the classroom, all assignments are completed orally: each student, in turn, reads aloud the sentences included in all assignments, except for the note given in the development of each lesson (in the 3rd column) when studying new forms of verb analogies and read by the teacher with an explanation, if necessary, written on the board.



The material not only reinforces speech skills but also significantly expands the range of phonemic awareness and reading skills. Students progress from reading words – new vocabulary units – to reading entire texts, developing their speed reading and reading comprehension skills. Questions after the text, requiring students to answer fully, help them achieve this.

To avoid difficulties in memorization and application in everyday situations, all verb forms are given for practice in simple sentences.

The tasks in the textbook are arranged in order of increasing difficulty and are communicatively relevant. The main principle of these tasks is reinforcement through oral communication: pronouncing and repeating each form several times.

Sentence construction tasks are provided. Students must construct sentences from the given words, i.e., they must arrange the words in parentheses in the correct order.

During the lesson, sentence construction in Russian is explained, while analogies with English are drawn due to their similarities. In Russian, the noun is given first, followed by the verb and the secondary parts of the sentence.

For example, 1. *Мама пишет письмо.*

In English the construction is the same: *The mother is writing a letter.*

But in Uzbek it is different: *Onam xat yozyapti*

2. *Квартира находится на 1-м этаже.*

The flat is situated on the first floor.

Kvartira 1-qavatda joylashgan.

In the Uzbek language, the verb is placed at the end of the sentence, so when explaining syntax, it is advisable for students majoring in “Translation Theory and Practice (English language)” to draw an analogy with the English language.

Verb coverage is monitored at each lesson in the form of a vocabulary dictation with the task of conjugating verbs from different groups. Text dictations are also available.

The number of hours for each topic is determined at the beginning of the academic year in a syllabus (60 classroom hours). This textbook contains lesson plans for 30 topics that were tested in classes at Tashkent State University of the Uzbek Language and Literature named after Alisher Navoiy in the "Theory and Practice of Translation (English Language)" program, with the addition of 15 more topics also tested in class. Thanks to the developed methodology, students quickly mastered the algorithm for conjugating verbs grouped into separate groups, easily completed assigned tasks, and moved on to new material in the following lesson.

This method of studying verbs actively used in speech, collected into separate groups conjugated by analogy, i.e. based on intra-lingual analogies, was tested in the Russian language classes in groups of the above-mentioned program and yielded positive results.

It should also be noted that the family connections presented in the third column, based on inter-lingual analogies, contributed to the students’ rapid memorization of new lexical units thanks to mnemonic devices based on associations evoked by already familiar words from the English language.



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