

Den Schülern die Ausdrucksmittel der usbekischen Sprache beibringen

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Abstrakt: Dieser Artikel ist einem System von Übungen gewidmet, die den Schülern die Mittel der sprachlichen Ausdrucksfähigkeit der usbekischen Sprache vermitteln. Die Autoren schlagen ein System von Sprachübungen vor, das Tropen und Stilfiguren verwendet. Durch Sprachübungen lernen, lernen die Studierenden solche Phänomene des Sprachsystems als Mittel der Sprachausdruckskraft, d. Diese Übungen regen die Schüler an, die Mittel der Sprachausdruckskraft in der Sprachpraxis zu nutzen.

Stichwörter: künstlerisches Ausdrucksmittel (SRV), bildliche Bedeutung, Übung, Metapher, Vergleich, Metonymie.

Teaching students the means of speech expressiveness of the Uzbek language

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Abstrakt: This article is devoted to a system of exercises that teach students the means of speech expressiveness of the Uzbek language. The authors propose a system of language exercises using tropes and stylistic figures. Through language exercises, students study, memorize such phenomena of the language system as means of speech expressiveness, i.e. trails and figures, and also learn to use them in speech exercises and in speech. These exercises stimulate students to use the means of speech expressiveness in speech practice.

Keywords: means of artistic expression (SRV), figurative meaning, exercise, metaphor, comparison, metonymy.

Introduction.

There are different ways to learn a language. The main ones are two: 1) the introduction of language tools in exercises that prepare for communication;

2) combining language learning with communication from the very beginning of language acquisition.

The study of the literature on this issue has led us to the conclusion that each researcher justifies the typology of exercises and tasks in his own way, distinguishing among them more and less effective.

For the most effective mastery of foreign language speech and assimilation of speech material, a selection and a special organized system of exercises and tasks for speech development are necessary. E.I. Passov in his classification identifies the following exercises: language, exercises for the development of translation skills, stand-up, translational, speech, question-and-answer, constructive [2, 270].

When teaching the means of speech expressiveness of the Uzbek language to Russian-speaking students, we formulated the basic requirements for the development of a system of exercises. These requirements include:

- taking into account the national environment and abilities;
- communicative expediency;
- the sequence of introduction;
- educational and educational value.

The main part. Methods.

The specificity of teaching the means of speech expressiveness determines its typology of exercises, which is predetermined by their linguistic features. Exercises can be divided into linguistic and communicative (in the scientific literature they are also called communicative-situational) [1,99]. Language exercises are the very first step to mastering the means of speech expressiveness of the language being studied. After explaining the units of the means of speech expressiveness of the Uzbek language for Russian-speaking students, their consolidation should follow, which is achieved by performing special language exercises. They are used at the initial stage of teaching Uzbek means of speech expressiveness. Through language exercises,

students study, memorize such phenomena of the language system as means of speech expressiveness, i.e. trails and figures, and also learn to use them in speech exercises and in speech. These exercises stimulate students to use the means of speech expressiveness in speech practice. Such exercises include tasks for recognizing and determining the means of speech expressiveness in the context of their translation into the native language of students, which were first proposed by E.I. Passov. For example:

1-exercise. Explain the meaning of these proverbs. Write down words with a direct meaning in the 1-column, and words with a figurative meaning in the 2-column.

1. *Oltin olma, duo ol. Bu yo'llarni oltin qo'llar yaratadi.*
2. *Yo'l azobi – go'r azobi. Poytaxtimiz yo'llari tekis va ravon.*
3. *Toza qalbda dog' bo'lmas. Daftirimni toza tutaman.*
4. *Ona qalbi – mehr bulog'i. Sayyohlar buloq tomon yo'l oldilar.*

2-exercise. Read it. What means of speech expressiveness are used in this poem?

Bunda bulbul kitob o'qiydi,

Bunda qurtlar ipak to'qiydi.

Bunda ari keltiradi bol,

Bunda qushlar topadi iqbol.

Bunda qorning taglarida qish,

Bahor uchun so'ylaydi olqish. (H.Olimjon).

3-exercise. From the examples given, find metaphors and explain their meaning.

1. *Tikansiz gul, mashaqqatsiz hunar bo'lmas. Sen bu xonadonning cho'risi emas, guli bo'l, guli.* 2. *Allo, salom, menga Toshkentni ulab bering! Qizlar har xil voqealar haqida tinimsiz gapirib, gapni gapga ulab yubordilar.* 3. *"Farzandsizlar tirnoqqa zor, axir, o'g'lim,"- dedi ona. Burgutning tirnoqlari juda o'tkir.* 4. *Qaldirg'och – bahor elchisi. Sizlar universitetimizning ilk qaldirg'ochlarisiz!*

4-exercise. What do you know about impersonation? Give examples.

Carefully read the excerpts from the poems, explain the meaning of the highlighted words and phrases.

Yuzlarimni silab-siypalab,

Baxting bor, deb esadi yellar.

Etgan kabi go 'yo bir talab,

Baxting bor deb qushlar chiyillar. (H.Olimjon)

5-exercise. In the examples given, find comparisons and explain the meaning of these words.

1. *Uning lablari bamisoli g'uncha, qomati esa novdadek edi.* 2. *Ko'chada oppoq, momiq qor misoli kapalakdek yog'ar edi.* 3. *"O'ziniyam arslondek kuchi bor ekan-da", - dedi kurash murabbiyi shogirdlariga.* 4. *"Nondek aziz bo'l, bolam," dedi kampir.*

6-exercise. In the examples given, find the metonymies and explain the meaning of these words. Give your examples of metonymy.

Biz bugun butun sinf bilan Muqimiya boramiz. Ra'no Anvarga xat yozib yuboradi va "gapning qolganini Fuzuliydan o'qirsiz"- deydi. (A.Qodiriy).

Men bir o'zim Danteni tarjima qildim. "Bir kosani ichib bo'ldim, endi ketmaydi". Muhammad Yusufni qo'lga olganimda, tong yorisha boshlagan edi. "Farhod va Shirin"dan keyin "Saddi Iskandariy"ni tugatdim. Yeseninni izlab, Navoiy kutubxonasi bordim. Mazkur gaplarning hammasi ustoz Ozod Sharafutdinov qalamiga tegishli.

7-exercise. Write a mini-sentence on the topic "Navruz" using the means of speech expressiveness.

8-exercise. Compose a story on a free topic (about nature, sports, professions, etc.) using the studied types of SRV of the Uzbek language.

9-exercise. Write an annotation on a watched movie (advertisement) or listened to a radio program (radio advertisement), in which the means of speech expressiveness were widely used. Interpret the data in the text of the SRV, evaluate their communicative value.

10-exercise. Tell us about your fellow students, about the lives of wonderful people, using metaphors, metonymies, epithets, rhetorical questions.

11-exercise. Compose a story about the summer holidays using the means of speech expressiveness.

The peculiarity of the proposed set of tasks and exercises is that already at the first stage of mastering certain expressive means of speech, the student takes an active mental part in solving the speech task assigned to him.

When performing a set of tasks, full freedom of choice of means of speech expressiveness for expressing thoughts in the Uzbek language is provided. The result of the exercises are the final products of speech independently created by students, enriched with expressive means.

However, we must not forget that the main purpose of learning a non-native (Uzbek) language is the ability to communicate in this language with its native speakers. And for this, exercises that develop the communicative abilities of students are very important.

Communication involves the practical use of language. This attitude to the language being studied turns learning into the most interesting and attractive process, because it coincides with the ultimate goal, namely, fluency in the state language of our republic.

Communicative exercises form speech skills that involve:

- - the formulation and use of the speaker's speech task, which, in turn, provides conditional motivation of the speech act;
- - situativeness of exercises, i.e. literally every remark correlates with the situation as with the system of mutual relations of the interlocutors;
- - communication in each phrase.

In order for the transfer to real life from the educational process to be truly successful, work in the classroom should simulate the conditions of real language communication as accurately as possible.

In order to form the skills and abilities of recognizing and finding SRV, it is proposed to work with texts.

The following requirements are imposed on texts intended for work in the audience:

- Accessibility that removes the difficulty of understanding.
- Compliance with the studied grammatical and lexical material.
- Aesthetic value.
- Entertaining, contributing to a better understanding of texts and activating the assimilation of the studied educational information.
- Educational significance.
- Thematic and semantic unity.

The selection of literary and journalistic texts for the purposes of language teaching is predetermined by both linguistic and extralinguistic features of the text, learning goals, and the general level of development of students.

Exercise. Read the text, translate it into Russian. Explain the meaning of the highlighted words.

Har bir fasl o'ziga xos chiroy, tarovatga ega. Lekin fasllarning go'zali kuz bo'lsa kerak. Uni oltin kuz, deb bejiz aytishmaydi. Atrofga qarang, daraxt barglari oltinday tovlanadi. Barglarning ayrimlari daraxt tagidagi maysalar ustiga oltin tangalardek to'kiladi. Havo iliq, yoqimli shabada yuz-ko'zingizni silab o'tadi. Ariqlarda billurday zilol suv. Osmonda oppoq paxta g'aramlari kabi pag'a – pag'a bulutlar suzib yuradi. Kuz haqiqatdan ham oltin fasl.

To activate the SRV in speech, a number of other exercises can be offered. For example:

Exercise. Read the phrases, explain what they mean.

Fasllar kelinchagi, umid g'unchalari, zumrad bahor, zangori olov, qanotli do'stlar

Students performed exercises of this nature with great interest.

Creative exercises include the following:

- compose a text based on a sample: ...

- to compose a text on the situation using SRV...

- rearrange the sentences in such a logical sequence to get a coherent text.

When using the means of speech expressiveness in the Uzbek speech of Russian-speaking students, special attention should be paid to interference. Overcoming, weakening of interference is achieved through exercises of a contrasting nature. They provide for the following actions and operations:

1) recognition of the means of speech expressiveness by certain signs and their analysis at the level of expression and content.

2) contrastive analysis of the form and meaning of the SRV of the Uzbek and Russian languages.

3) translation of texts, separate SRV in the text into Russian.

Students should master the SRV language well enough to apply them in speech activity. Observations show that individual teachers limit all work, focusing only on vocabulary, its introduction and primary consolidation. However, they underestimate the need to organize students' activities on the use of SRV in speech. It is known that difficulties in mastering the means of speech expressiveness of the Uzbek language consist not so much in memorizing and storing them in memory, as in being able to use them in accordance with the situation.

For these purposes, it is necessary to carry out operations of search and selection of means of speech expressiveness for a specific speech utterance, its replacement, transformation. Such operations form the ability to express the same thought by various expressive means, combine various stylistic techniques, as well as operations of comparing the chosen means of speech expressiveness with the tasks of utterance.

By performing these exercises, Russian-speaking students are faced with the need to solve two tasks: first, the planning of the utterance and, secondly, the selection of appropriate SRV.

Next, exercises are offered that contribute to the formation of an appropriate national-linguistic picture using the SRV of the Uzbek speech.

For example:

1) describe a trip to the mountains using trails and figures (*ariq labi, so 'lim go 'sha, yashil gilam, qizil gilam singari, zar olam, va b.*).

2) to characterize a person: stingy, generous, hardworking, handsome, elderly, talkative, using the following paths:

chumolidek mehnatkash, qo 'ydek yuvvosh, ilondek zahar, qovurg 'alari sanaladigan, tulkidek ayyor , farishtadek, va h.k.

3) Write a humorous story about the tricks of a pet, using expressive and emotionally colored words.

4) Write a story about the life of a friend (relative).

The introduction into the educational process of the developed system of exercises for teaching the means of speech expressiveness of Uzbek speech involves appropriate preparation and planning of educational work, as well as the distribution of educational and linguistic material and methodically competent organization of classes in order to achieve the greatest productivity.

This means that when preparing for each lesson, the teacher needs to set specific goals and objectives that are realistically achievable during the lesson. All types of work, methods and techniques of conducting classes should be directed to their solution. In accordance with this, the types and types of tasks and exercises performed should also be correctly alternated. According to many researchers, consistency in the presentation of language and communication exercises is of great methodological importance [3, 11]. The main task of such exercises is to form normative speech actions for the use of SRV in speech. With the help of such exercises, speech activity is trained in the correct orientation and formulation of speech actions using the means of speech expressiveness, the ability to carry out speech activity in the Uzbek language is developed.

The peculiarities of this type of exercises are manifested in the need for the presentability of the content of the language material during the intended speech act. Nevertheless, work on them requires Russian-speaking students to make a relatively

independent choice of units of means of speech expressiveness, which is associated with the implementation of more complex, mental operations that were carried out by students in the process of their primary consolidation. It is assumed that by the end of this stage, the skills and abilities of using the means of speech expressiveness of the Uzbek language should be sufficiently strong and stable.

Conclusion.

Thus, in order to master the means of speech expressiveness necessary for the construction of a speech utterance, it is necessary to teach students to perceive, interpret them adequately to the speaker's intention and transmit certain information with their wide use.

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