

INCENTIVE SUGGESTIONS OF THE RUSSIAN LANGUAGE AS A MEANS OF DEVELOPING THE SPEECH OF STUDENTS OF THE NATIONAL SCHOOL.

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Annotation

This article deals with the study of the motivational sentences of the Russian language in the national school. From a methodological point of view, for the successful study of a foreign language, it is necessary for students to use knowledge of their native language. The learning situations of the Russian language and literary reading lessons are full of incentive sentences, which are mainly used to organize the lesson and study the subject.

Keywords: intercultural relations, types of sentences, incentive sentences, educational situations, verb.

Knowledge of foreign languages, including Russian, has now become one of the conditions for the success of young people. In this regard, teachers of the Russian language and literary reading in their lessons actively use question-answer constructions, which are implemented through the speech activity of the teacher and students. At the same time, various communicative types of proposals are used in speech. are narrative, persuasive and interrogative sentences.

The younger generation cannot be harmoniously developed without knowledge of foreign languages, including Russian - the language of intercultural relations.

It is important for students of the national school to be able to use incentive sentences in Russian speech, because they stimulate students to action. The quality of the teacher's various assignments shows the degree of students' understanding of the language material.

According to M.V. Matyukhina, there are two main groups of motives. I. Motives inherent in the learning activity itself. These are motives related to the learning process itself: the student is encouraged to learn by the desire to show intellectual activity, to reason, to overcome obstacles in the process of solving problems.

II. Motives related to what lies outside the learning activity itself: 1). Broad social motives. These are the motives of duty and responsibility to society, class, mentor, parents, etc.; 2). Motives of self-determination (the desire to prepare for the future kind of activity, etc.) and self-development (to improve as a result of training); 3). Narrow personal motives: the desire to earn approval, to get good marks, the desire to be the first student, (prestigious motivation) [2, p. 30].

The above-mentioned motives in both Russian and Uzbek languages are provided by incentive sentences.

Since we are interested in incentive offers, we will take a closer look at these types of proposals. From special literature we will learn what are incentive sentences in Russian language?

And so, what are incentive sentences? A stimulus is a sentence in which a speaker induces someone to perform a certain action.

In Uzbek, incentive sentences perform the same function as in Russian. For example:

Be wary! – Ekhtyot Blvd.

Oinakni yoping! - Close the window!

Kizim, aitganimni kil! "Daughter, do what I tell you!"

From the above, it should be concluded that through the verbs of the imperative mood, students better perceive Russian speech, since there is a motivation for motivation to act.

From a methodological point of view, for the successful study of a foreign language, it is necessary for students to use knowledge of their native language.

For example, students with the help of their native language or interpretation get acquainted and memorize the meaning of the Russian verb of the imperative mood, and consequently, with the meaning of the incentive sentence.

It should be noted that the learning situations of the lessons in the Russian language and literary reading are full of incentive sentences, which are mainly used to organize the lesson and study the subject. For example, "Open the notebooks and write down today's number. Get up, sit down. Find the main members of the proposal in the proposal. Emphasize the secondary members of the sentence," etc. Using examples of imperative structures used in educational situations that are more or less familiar to students, it is necessary to proceed to the construction of everyday speech situations. For educational purposes, the teacher must necessarily use the knowledge base that schoolchildren have.

A special type of motivational proposals should include provocative sentences designed to encourage animals and birds to act: "Splash!- Pisht!"; " Kis-kis! - Ps-ps!"; "Chick-chick! "Tu-tu-tu!" Students of the national school are forced first to translate the order, the request into their native language, and then, after analyzing it, to fulfill the assignment. This reinforces the skills of learning Russian through action. The verb of the imperative mood plays an important role in this case. For consolidation, you can perform exercises with verbs in the imperative mood in the form of a request, an order, etc.

Depending on the form of the expressed motivation, the intonation of speech also changes. If it is said in a soft form (request, plea, wish, parting words, advice), then the intonation of the incentive sentence is close to the intonation of the narrative sentence. The incentive sentence is pronounced calmly and smoothly: Listen to this melody. - Ushbu Musikani Tinglang. Sleep well, son. - Tinch uhla, uglima. Come to us better in autumn.- Yahshilok bizga kuzda keling. We go to the forest for mushrooms. - Kozikorin uchun urmonga boraylik. Bring chalk. - Melni olib kel.

A ban, a protest, an indignation, an order cannot be expressed without appropriate expression. In these cases, an emotional background is necessarily present in the expressed motivation. The emotive suggestion becomes exclamatory. For example:

Не заставляйте меня ждать! – Мени кутишга мажбур килманг!

Shame!- Wyaling!

Stand still! - Joyida Touring!

Such mixed sentences (imperative-emotional) are quite common in both languages.

It is difficult for Uzbek students to express the motivation for the first and third persons in Russian speech, since the means used to convey this meaning are very different from each other in structure [1, p. 55]. Of course, intonation and some lexical means play an important role. This problem will be considered by us in further studies.

If the incentive proposal is expressed in the form of an order, protest, ban, then the tone of the statement becomes elevated, exclamatory.

And so, motivation, as a set of psychological causes, explains the behavior of a person, its beginning, orientation, activity, organization and stability of holistic activities aimed at achieving a certain goal, contributes to the effectiveness of activities, including educational.

Literature:

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