



**ON THE STATE AND PROSPECTS OF RUSSIAN LANGUAGE  
PROFICIENCY**

**(ON THE EXAMPLE OF STUDENTS IN BUKHARA PROVINCE)**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
The article deals with the data on the level of knowledge of Russian language in a technical university revealed on the basis of control teaching. The methods, techniques, forms and types of work in the training of the Russian language and the special types of tasks and exercises for deeper assimilation of grammar and speech norms of the Russian language by students are determined.	Method, technique, norm, vocabulary, grammar, combination, teaching.

**Introduction**

The Russian language in Uzbekistan lost its status as an official second mother tongue after the adoption of the "State Language Law" in 1989. But despite this, it has unofficially established itself as a language of inter-ethnic communication and continues to play an important role among the adult population and young students.

According to statistical data as of 1 January 2023, there are six Russian-language schools and 28 Russian- and Uzbek-language classes in the public education system of Bukhara and Bukhara province. From 1st to 11th grades, 20,198 pupils study in Russian-language classes. And this trend is improving every year, the number of pupils in Russian-language schools is increasing.

There are currently more than 10,130 general education schools in Uzbekistan. All Uzbek- and other-language schools provide for the study of Russian as a compulsory subject of study for two hours a week.

Uzbekistan recognizes that language and language education are the most important tools for successful human life in society and part of a multi-ethnic culture.

A new education system is currently being established in Uzbekistan, oriented towards entering the world educational space. "The general strategic goal of Russian language teaching in schools with Uzbek and other languages of instruction is to create a system of education that provides mastery of language (in its main functions) as a means of communication, cognition, planning and organization of activities emotionally aesthetic and moral impact and education with priority development of communicative competence". [2.c.19].

Over the past two years, Russian has been taught as a foreign language in schools with Uzbek and other languages of instruction, which, in turn, requires Russian teachers to solve the following tasks, in particular:

- Formation of speech competence, development of skills of using Russian in the learning process to continue activities in the professional sphere and daily life of students;
- Formation of linguistic competence, aimed at developing students' oral and written literacy;
- Formation of key competences aimed at the development of students' self-education, as well as the ability to use in their activities the acquired knowledge, skills and abilities. [2.c.16].

To identify the literacy and level of Russian language proficiency in the Bukhara Institute of Natural Resources Management, we conducted a control study among first-year students of six areas of study. From each study group 10-12 students willing to participate in the experiment were selected. The following work was done to determine the programme, methods, techniques, forms, types and means of work in the experimental training:

- based on the analysis of the Russian language course programme and current course manuals, the most frequent Russian verbs were selected, and situational and speech minimums of Russian verbs were compiled;

- a group of lexical-semantic, grammatical-semantic and speech skills of using Russian verbs, which determine the formation of skills - to combine Russian verbs in the text correctly, was described;

Thus, in the training we considered a relatively independent, but very ramified, interconnected due to the nature of the Russian verb system - the Russian verb lexicon. The students were offered learning materials, which were implemented as additional ones in the organization of individual and independent work before and after the topic. In the selection of teaching materials we were guided by the following provisions:

a) in the act of communication in a non-native language it is necessary to achieve completeness of transmission of thoughts, feelings, moods, completeness of transmission of impressions about the surrounding world, the universe, i.e. to achieve that the student correctly and accurately uses the Russian verb to express his/her thoughts in a Russian utterance. For lexical work in the classroom, it was taken into account that meaning is made up of a certain set of semantic features. This qualitative characterization of the lexical meaning of a verb lies, for example, in the formulations of individual tasks and exercises. The logical method of operations was widely used: what features does the verb possess? Determine which verb would have these features: to indicate the end or beginning of an action, to express an emotional state - fear, fun, sadness, love, compassion, displeasure, etc. It was methodologically important to use a minimal vocabulary of interpretations, for example, in the opposition between being sad and not sad, rejoicing, etc.

Other techniques and methods of working on the lexical meanings of the verb word are also widely used in the training: the definition of the word (verb) is given in a broad, detailed manner, with a specific analysis of verb combinability.

The teaching materials were based on the idea of teaching to understand the meaning of a verb word in analysis and to establish in speech the semantic and grammatical relations of the Russian verb first of all with a noun, and then with other parts of speech: adverbs, adjectives, pronouns, and numerals. When working on the lexical meaning of a verb word, we took into account the representation of all grammatical forms, the recognition of which is lexicalized in the indicative, subjunctive and imperative moods; temporal forms of the verb; perfect and imperfect verbs; verbs of certain semantic groups indicating the beginning, continuation, end of action, possibility, desirability, verbs of emotional impact used as part of a verbal predicate.

There was constant work on enriching the students' active vocabulary by mastering the structures of verb phrases and phraseological turns with a verb word. The expression and perception of the meaning of the verb word by the student provides their communicative function, understanding of verbs in their lexical structure, allows them to work with the dictionary, using information at the synchronic and diachronic level, the ability to take into account paradigmatic relations, to interpret the word on the basis of antonymic relations. Enriching the student's vocabulary, we achieve semantic certainty of meaning on the basis of knowledge of characteristic paradigmatic and syntagmatic relations.

A special place is occupied by lexical work on mastering the semantics of derived verbs, when the understanding of the meaning of the verb is based on associative features with the deriving word, i.e. when lexical work is synthesized with word-formation work, since it begins with the meaning of the deriving word, i.e. noun, adjective, adverb, numeral, pronoun. Therefore, this sequence is very important, the beginning of the work is that the connection with the motivational basis is traced. Let's compare: a person blushing, a person with redness of the face, a person with a red face, etc.

Lexical work is a stage in the process of studying the verb word and its forms, taking into account this theoretical position enriches our chosen method of working on the lexical meaning of words without new additional time expenditure, but with deepening of the material, its expansion and, accordingly, enriching the student's speech.

Thus, the level of Russian verb proficiency was tested: lexical-semantic, lexico-grammatical and speech skills. The students in the study groups showed that they have poor command of the totality of skills, except for a few students, necessary for the mastery of Russian speech, in the use, in narration and text of the verb as a dynamic structural and text-forming element. Their active vocabulary of verb vocabulary does not correspond to the learning within the situational-speech minimum of "person", "work", "business", "life".

Students have a poor command of polysemous verb words, often do not understand their lexical meaning, cannot use verb meaning concertizers in the text, i.e. do not understand the laws of lexical combinability, incorrectly build verb phrases, make grammatical and lexical errors in the agreement of the subject and predicate in a two-part sentence, in the choice of forms of verb simple and verb compound predicate, in the use of temporal forms of the predicate.

The conclusions drawn from the results of the control training allowed us to determine the typology of exercises and their content: exercises that include situational-speech minimums. The tasks of such exercises could intensify the work not only on the meaning of one verb, but also on a group of verbs. Students would have formed an idea of the core and frequent periphery of a lexical-semantic group, e.g. verbs of beingness, verbs of motion, etc.

Exercises whose tasks would reflect individual ways of working on understanding the lexical meaning of the verb, its assimilation. Aspectual exercises and complex exercises should differ both in the amount of information and in their quality. In the former, individual features are worked out, by which it is possible to determine what type of lexical meaning a particular verb has; in the latter, the aim is different - it is work on the lexical meaning of a word as part of lexical-semantic groups or situational-speech minimum. A large place should be given to conditional-speech and speech exercises, the tasks of which would form the tasks of mastering the functions of a verb word in a minimal context (verb phrase and two-part sentence) and text. As we can see, each type of exercises fulfils its own role in the formation of a group of verb word usage skills, they are quite economical, characterised by increasing difficulty in their performance.

All the above-mentioned points to the fact that teaching Russian language requires a comprehensive study of all linguistic aspects (vocabulary, pronunciation, grammar, spelling), active development of all types of speech activity and cultural and attitudinal components (historical, artistic, moral and aesthetic thinking) on the basis of general didactic principles of developmental, educational and enlightenment teaching.

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