



**LINGUODIDACTIC PECULIARITIES OF STUDYING RUSSIAN  
REALITIES IN UZBEK LANGUAGE CLASSROOMS**

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<b>ABSTRACT</b>	<b>KEY WORDS</b>
<p>This article deals with the disclosure of the meaning of ethnocultural realities by translation and non-translation methods. To the translation method of semantization the author refers translation-interpretation, in which in addition to the equivalent in the native language students are informed about the coincidence or divergence in the scope of the meaning of lacunas. Also, we are talking about the translation-free method of semantization, which includes: demonstration of objects, gestures, actions, pictures, drawings, transparencies, slides and disclosure of the meanings of realia in Russian, for which can be used definitions - descriptions of the meaning of a new word by already known words.</p>	<p>Realia, lacuna, semantization, visualization, interpretation, commentary, ethno-cultural studies, national culture, comparison of similar phenomena, facts of Russian history and culture, passive minimum, image-mediator.</p>

**Introduction**

As it is known, when learning a language, reading a foreign text is a task of increased difficulty. And one of the obstacles to its understanding is the lack of knowledge in the field of cultural history of the country of study.

- demonstration of objects, gestures, actions, pictures, drawings, transparencies, slides, which contain a variety of material to illustrate lacunas, for example, in A.S. Pushkin's work "Dubrovsky" volost nobility and everyday life of a landowner's estate; portraits (clothes, appearance of A.S. Pushkin's contemporaries, realities of everyday life and labor of the Russian people);
- revealing the meanings of realities in Russian, for which definitions can be used - descriptions of the meaning of a new word by already known words.

We use the method of semantization by means of definitions when a word has no equivalent in the native language of students, at the advanced stage of Russian language teaching. For example, maid - a worker for cleaning rooms and other household (but not kitchen) work; cartouz - a man's hat with a hard visor, a cap; coachman - a person who rules horses in a carriage.

In the methodology of teaching Russian language and literature is firmly established the opinion that the means of visualization allow the most effective way to familiarize students with a new to them subject or phenomenon, to make up for what they lack for the perception of the verbal image.

Methodists suggest using reproductions of famous paintings by Russian artists, which make it easier for students to get acquainted with the realities of life and labor of the Russian people, found in the studied works of Russian literature of the XIX century.

As a material for ethno-cultural commentary we consider the most successful

2. Commenting on nationally specific everyday realities, objects of Russian everyday life, customs that have no correspondence in the language and culture of the student of Russian language and literature. The significance of everyday realities is especially important in revealing the peculiarities of the national character, which are often manifested in everyday life [3:49].

The national way of life, customs, i.e. lacunas - realities occupy an important place in a work of fiction. It is necessary to explain to students the meanings of the words denoting these objects of national life, to point out those of them that are living out their last days, passing into the past, to explain what socio-historical conditions contributed to the formation of these features that are passing into the past.

3. historical and cultural commenting, i.e. revealing those or other facts of Russian history and culture reflected in the work under study that are unknown to students of Uzbek groups or conditioned by the peculiarity of the national aesthetic system.

In overcoming ethno-cultural barriers, in addition to these types of work, M.V. Cherkezova advises historical and contemporary comparative parallels between Russian and native literatures.

The role of such images can be played by characters reflecting national character traits, the peculiarity of nationally colored landscape, everyday life, traditional for this national culture.

In native literature, the images are embodied in a familiar, close to the students national form and therefore more understandable to them. Local images will help a person of the same nationality to realize

To facilitate the perception of the image of Biryuk by Uzbek students (the story of I.S.Turgenev "Biryuk"), we propose the following task:

- Think about what Uzbek proverb or saying can characterize the main character of the story?

Tony Ursa is Talkon Kiladigan Kishi (the man who turns a mountain into sand). Ottek bakkuvat (healthy as a horse). Alpomishdek yigit (a guy who looks like Alpomish).

The appeal to the artistic translation of the work under study, namely the creative "intervention" of the translator, as it were, signals to the methodologist that the perception of this fragment, image or episode will be associated with certain difficulties for students. The fact of comparing the translation and the original, as our experience shows, serves as the basis for raising problematic issues in the analysis of the studied work by Uzbek schoolchildren.

Russian literature Since schoolchildren and students get acquainted with the realities of Russian life primarily through the word, which is followed by a certain phenomenon in the life and culture of the people, conditioned by the historical process of social and spiritual development of the nation and reflected artistically in literature, the ethnocultural vocabulary in the course of Russian literature should become the object of increased attention when studying the works of Russian writers in the Uzbek the audience. The task of the teacher is to form "... information available to all members of a certain ethnic and linguistic community, i.e. those background knowledge that, on the one hand, are part of the national culture and, on the other, they are its derivative" [5:53].

Recently, there has been an increased interest in the cognitive aspect of speech activity, the formation of images of personality consciousness, and the problem of reflecting the worldview in language. The transition from descriptive linguistics to anthropological linguistics became possible thanks to N. Chomsky's theory of generativism, which highlights one essential point: language must be considered as a phenomenon of mentality and the human psyche. The totality of a person's extralinguistic and linguistic knowledge makes up a picture of the world.

Thus, we have made an attempt to solve one of the problems of improving the quality of language teaching for pupils and students of the republic on the basis of innovative pedagogical conditions - computerization of language and literature teaching.

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