

**THE USE OF INTERROGATIVE SENTENCES AND ANSWERS TO THEM IN EDUCATIONAL SITUATIONS AT RUSSIAN LANGUAGE LESSONS IN AN UZBEK SCHOOL**

Khudayberdiyeva Muazzam Zaynobidinovna

Senior Lecturer of the Department of Methods of Teaching Languages of the National Center for Teaching New Methods to Teachers of Andijan Region

<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>The article deals with the question of the use of interrogative sentences and answers to them in educational situations. For the effective use of question-answer structures in the lessons of the Russian language and literature, it is necessary to consider educational situations from the point of view of the use of interrogative sentences for organizing a lesson.</p>	<p>types of sentences, dialogue, monologue, motivation, cognitive activity, content components.</p>

**INTRODUCTION**

Russian has now become one of the conditions for the success of the young generation. So, teachers of the Russian language and literary reading actively use question-answer constructions in their lessons, which are realized through the speech activity of the teacher and students. At the same time, various communicative types of sentences are used in speech, these are declarative, interrogative and exclamatory sentences.

We are more, as noted above, interested in interrogative sentences and answers to their organization, which are the core of both dialogic and monologues in oral and written form. The interrogative words of the sentence are characterized by the fact that they always stimulate and direct the process of communication in various life situations, including in the lessons of the Russian language and literary reading. A question is always a motivator of a response speech reaction, i.e. The question is the cause, the effect of the dialogical speech. An answer without the use of question-answer constructions, the full implementation of educational goals in the lessons of the Russian language seems impossible.

In the course of the study, we managed to find out that in educational speech situations, question-answer constructions are mainly used in two cases: 1) to organize a lesson, such as "Who is on duty today?" "What date is it today?" "Where is the chalk, rag?" 2) and to study the subject, for example, "What are the main parts of the sentence?" "What parts of speech can the subject express?" and so on. Such an analysis of learning situations will allow further methods of applied linguistics to use techniques when the core structure of the question-answer construction used to organize the lesson is superimposed on the structure of the question-answer sentences used to study the subject. For example, a question-answer construction for organizing a lesson: "Anvar, tell me, how many lessons do you have today?" "We have five lessons today." This is a question-answer construction with an interrogative pronoun: "Anvar, do you have five lessons today?" - "Yes, we have five lessons today."

This is a question-answer sentence without an interrogative pronoun. The question is conveyed intonation which

to study the subject: "Anvar, tell me, how many in this sentence are the main members?" "There are five parts of the sentence in this proposal"; "Anvar, tell me, are there five parts of a sentence in this sentence?" "Yes, there are five parts of the sentence in this sentence. This technique can also be used when comparing interrogative sentences of the students' native language with interrogative sentences of the Russian language, which contributes to a better and faster understanding of the content of the dialogue.

This approach of syntactic constructions will allow recognizing common and different structures of interrogative sentences of different languages. This example makes it possible to predict interference and transposition in the speech of students, which gives its positive results in the process of Russian language teaching in a national school.

To identify the causes that generate errors in the Russian speech of the students of the national schools teachers should focus on the importance of the linguistic characteristics of grammatical categories and forms to be mastered at school and they should consider that textbook materials in Russian is only source of information for the students in Russian language, especially in rural places.

There is a certain relationship and interdependence between the various components of the content of the entire Russian language course. The educational situations considered in the work and the interrogative constructions used in them and the answers to them have stable repetition during the entire educational period at school. These include, for example, interrogative sentences like: "What is the date today?" , "What was the homework?" , etc. These sentences are often used in both junior and senior grades. In addition, the establishment of links between the various components of the content of the Russian language course and the determination of the range of interrogative sentences and answers to them, characteristic of a particular educational situation, makes it possible to predict the speech content of educational situations.

Thus, we can conclude that the specifics of the functioning of questions in the Russian speech of students of the national school and the difficulty of understanding and using them depend on many factors, including the linguistic properties of interrogative sentences in Russian and their correlation with equivalent constructions in the native language of students, and also on the use of interrogative constructions and answers to them in educational situations in the lessons of the Russian language and literary reading in the national Uzbek school.

## Literature

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