



ON THE ISSUE OF STUDYING RUSSIAN REALITIES IN AN AUDIENCE WITH AN UZBEK LANGUAGE OF INSTRUCTION

Dildarkhon Urinbayevna Hashimova

Doctor of Pedagogical Sciences

Professor at Tashkent State

Law University

E-mail: d.xashimova@tsul.uz

Article history:

Received: 28th August 2024

Accepted: 26th September 2024

Abstract:

This article is about revealing the meaning of ethnocultural realities by translational and non-translational methods. The author refers to the translation method of semantics as translation-interpretation, in which, in addition to the equivalent in their native language, students are informed about the coincidence or discrepancy in the scope of the meaning of lacunae. We are also talking about a non-translational method of semantics, which includes: demonstration of objects, gestures, actions, paintings, drawings, slides, slides and disclosure of the meanings of realities in Russian, for which definitions can be used - descriptions of the meaning of a new word with already known words.

Keywords: reality, lacuna, semantics, visibility, interpretation, commentary, ethnocultural studies, national culture, comparison of similar phenomena, facts of Russian history and culture, passive minimum, intermediary image.

Russian Russian realities are introduced in Russian language and literature classes in groups with the Uzbek language of instruction in lyceums, technical schools and non-linguistic universities in a certain sequence and has characteristic features.

As you know, vocabulary with a cultural component belongs to the passive minimum of the language program. Methodologists V.G.Gez, M.V.Lyakhovitsky and others believe that the following features are characteristic for explaining vocabulary related to the passive minimum: the explanation of words should go from the linguistic form to the concepts that the word conveys; for each new word or phrase, different meanings are reported, fixed in the lexical minimum; for correct and quick recognition of vocabulary, the text explains its informative structural features, the difference from homonyms, the possible contextual environment; familiarization with new vocabulary can take place both on printed and on sounding text; when familiarizing with vocabulary, it is necessary to set up recognition of words when listening and reading.

The disclosure of the meaning of ethnocultural realities (semantics) can be carried out by translational and non-translational methods. The translation method of semantics includes translation-interpretation, in which, in addition to the equivalent in their native language, students are informed about the coincidence or discrepancy in the scope of the meaning of lacunae. For example: Count - count (nasldan naslga utib borgan nobleman of unvoni). Non-translational methods of semantics include:

- demonstration of objects, gestures, actions, paintings, drawings, slides, slides, which contain a variety of material to illustrate gaps, for example, in A.S.Pushkin's work "Dubrovsky" volost nobility and the life of a landowner's estate; portraits (clothes, appearance of A.S. Pushkin's contemporaries, the realities of life and work of the Russian people);

- disclosure of the meanings of realities in Russian, for which definitions can be used - descriptions of the meaning of a new word with already known words.

The method of semantics using definition is used by us when a word has no equivalent in the native language of students, at an advanced stage of learning the Russian language. For example, a maid is a worker for cleaning rooms and other household (but not kitchen) work; a cap is a man's headdress with a hard visor, a cap; a coachman is a person who drives horses in a carriage.

The teaching methodology of the Russian language and literature has firmly established the opinion that visual aids make it possible to most effectively introduce students to a new subject or phenomenon for them, to make up for what they lack for the perception of a verbal image.

Russian Russian methodologists suggest using reproductions of famous paintings by Russian artists, which facilitate students' acquaintance with the realities of life and work of the Russian people found in the studied works of Russian literature of the XIX century.

As a material for ethnocultural commentary, we consider static on-screen manuals, primarily slides, to be the most successful. Such, for example, are the



drawings of P.Sokolov's "Captain's Daughter" by A.S.Pushkin: "Belogorskaya Fortress", "Military exercises in Belogorskaya", engraving "Portrait of Pugachev" and many others.

The next method of revealing the meaning of realities is a comment.

The term "commentary" comes from the Latin word "commentaries", which means "notes", "interpretation".

Many scientists (B.V.Tomashevsky, S.A.Reiser, D.S.Likhachev, Y.M.Lotman, I.V.Arnold, etc.) have studied the commentary from different points of view. So A.G.Gurochkina [1:224] interprets the "commentary" in two ways: in a broad and narrow understanding of this concept.

By a broad understanding of this word, A.G.Gurochkina means "a variety of diverse phenomena, the common features of which are the secondary and evaluative nature of the information contained in them" [1:225]. Here the researcher includes out-of-text commentary (sentences and superphrasal units included in the narrative, in any part of the text and containing an assessment of events, people, objects) and in-text commentary (notes after chapters, individual chapters, epigraphs, page-by-page notes, prefaces). In a narrow sense, a comment, according to A.G.Gurochkina, is "an explanation /interpretation of any fragment of text, a message of additional information" [1:225]. In a comprehensive commentary on regional studies, Z.S.Smelkova identifies four stages: 1) preliminary; 2) introductory or introductory; 3) in the process of working on the text; 4) introducing students to independent commenting [2:82].

In a comprehensive commentary, V.M.Cherezova highlights:

1. Commenting on geographical conditions, which will help

non-Russian students perceive the nature of Russia (climate, Russian culture, flora, fauna, relief, etc.).

2. Commenting on national-specific everyday realities, objects of Russian everyday life, customs that do not correspond in the language and culture of the student of the Russian language and literature. The importance of everyday realities is especially important when revealing the peculiarities of national character, which are often manifested in everyday life [3:49].

The national way of life, customs, i.e. lacunae - realities occupy an important place in the work of art. It is necessary to explain to students the meanings of the words denoting these subjects of national life, to point out those of them that are living out their last

days, going into the past, to explain what socio-historical conditions contributed to the formation of these features going into the past.

3. Historical and cultural commentary, i.e. the disclosure of those or other facts of Russian history and culture reflected in the work under study, unknown to students of Uzbek groups or due to the originality of the national aesthetic system.

When overcoming ethnocultural barriers, in addition to these types of work, M.V.Cherezova advises to carry out historical and modern comparative parallels of Russian and native literature.

The role of such images can be played by images – characters reflecting national character traits, the originality of a nationally colored landscape, life, traditional for a given national culture.

In native literature, images are embodied in a familiar, national form that is close to students and therefore more understandable to them. Local images will help a person of one nationality to realize a certain type of beauty, specific, characteristic of another nationality. Local images of native literature in this case begin to play the role of "intermediary images".

The very term "mediator" or "transmitter" is put forward by modern French comparative literature. Exploring the issue of literary connections, the Russian scientist N.I. Konrad calls these connections "the penetration of one literature into the world of another" [4:41].

The method of using the "intermediary image" proposed by Z.S.Smelkova is primarily aimed at identifying the figurative specifics of Russian literature, at comprehending a foreign ethical and aesthetic tradition, and at developing skills for aesthetic evaluation of an artistic work taking into account these traditions. The methodologist does not recommend using such a technique often, since with all the purposefulness of the work, it is undoubtedly a distraction from the text [2:83].

As mentioned above, one of the intensive methods of overcoming difficulties in perceiving gaps by students of groups with the Uzbek language of instruction is the use of comparing parallels between Russian and native literature of students.

Comparing similar phenomena in native and Russian literature, commenting on the incomprehensible with the help of similar, close, known from native literature, various types of work with translations into the native language, in our opinion, are one of the effective ways to overcome ethnocultural barriers in the study of foreign literature.

In what cases can and should we rely on the "intermediary image" in the process of studying a



Russian work of art by Uzbek students? First of all, when analyzing a work of art, For example, when studying the story of A.P. Chekhov "The Man in the Case", when analyzing Belikov, after reading the description of his portrait and the passage where his characteristics are given, we propose to carry out the following work:

- Pick an Uzbek proverb that can characterize Belikov. If students find it difficult to answer, then the teacher comes to the rescue:

- "Belikov – pashadan phil yasaidigan odam" (the man who makes a mountain out of a molehill) or "chumchuk pir ets, yuragi shig etadigan odam" (if a sparrow flutters, his heart skips a beat).

A similar work can also be done after the passage: "When we returned from the cemetery, we had modest, lean faces; no one wanted to discover a feeling of pleasure – a feeling similar to what we experienced in childhood, when adults left home and we ran around the garden for an hour or two, enjoying complete freedom. Ah, freedom, freedom!" - Can an Uzbek proverb characterize the feeling of relief that people felt after Belikov's death:

- Yelkadan tog agdarilgandai buldi (As if a mountain had fallen off his shoulders); - "Engil tortdik" (It became easy), etc.

The very appeal to the intermediary image, various forms of comparison should be purposeful both in terms of a deeper understanding of the content of the elements of a literary text, and in terms of identifying the specifics of the figurative system of the studied foreign literature.

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 bakkuvvat (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 Russian literature Since schoolchildren and students get acquainted with the realities of Russian life primarily through the word,

which stands for 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 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, which, 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.

USED LITERATURE:

1. Gurochkina A.G. Commentary and its role in the interpretation of the text // Problems of teaching the Russian language in higher educational institutions of the CIS and Baltic countries: Materials of the International scientific and practical seminar. – St. Petersburg, 2005. -p. 224.
2. Smelkova B.S. Linguistic handbook in the study of state literature // Linguistics in Russia. representations of Russian as a foreign language / Edited by E.M.Veressagin and V.G.Kostomarov. - M.: Russian language, 2000. -pp.82-84.
3. Cherkezova M.V. Russian literature in the national school. - M.: Pedagogy, 2001. – 256 p.
4. Konrad N.I. West and East. – M.: Nauka, 1972. – 104 p.
5. Vereshchagin E.M., Kostomarov V.G. Language and culture. Linguistic and cultural studies in teaching Russian as a foreign language. Ed. 3-E. -M.: Russian language, 2007. -269 p.
6. Hulkar, Akhmedova, Dildora Hashimova and Nasiba Niyazova. "Teaching professionally oriented foreign language vocabulary to students of non-linguistic



- specialties on the basis of an integrated course." ASEAN Journal of Science and Technology for Development 39.4 (2022): 237-241
7. Nasirova, Umida Kamalovna. "VOCABULARY OF ENGLISH AND UZBEK LANGUAGES AS A RESULT OF INTERCULTURAL COMMUNICATION". Topical issues of modern science and education. 2022.
 8. Niyazova, Nasiba. "THE DEVELOPMENT OF MONOLOGICAL AND DIALOGICAL SPEECH IN TEACHING A FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES." International Journal of Special Education for Young Children 14.4 (2022).
 9. Shamsitdinova M., Hashimova D., Niyazova N., Nasirova U., Hikmatov N. (2024). Using artificial intelligence to improve search in digital libraries: Transforming research practices. Indian Journal of Information Sources and Services, 14(3), 102-109. <https://doi.org/10.51983/ijiss-2024.14.3.14>
 10. Niyazova, N. Y. (2023). The relevance of studying regional texts in the realization of the unity of education and upbringing of students. Economy and society, (2 (105)), 964-968.
 11. Hashimova D. et al. Russian Russian The role of electronic literature in the formation of speech skills and abilities of students and female students when teaching Russian with the Uzbek language of instruction (on the example of an electronic multimedia textbook on the Russian language) //Journal of Language and Linguistic Research. - 2021. - Vol. 17. - No. 1. - PP. 445-461.
 12. Niyazova N. Y. THE ROLE OF THE COMMUNICATIVE ACTIVITY APPROACH IN THE STUDY OF MONOLOGICAL AND DIALOGICAL SPEECH OF STUDENTS //American Journal of Research in the Humanities and Social Sciences. - 2023. - vol. 14. - pp. 22-25.
 13. Khashimova, D. U., and Niyazova, N. Z. (2023). ON THE ISSUE OF STUDYING SOMATIC PHRASEOLOGICAL UNITS AS GAPS IN THE CONTEXT OF MULTILINGUALISM. Journal of Innovation, Creativity and Art, pp. 105-107.
 14. Niyazova, N., Pulatova, U., Talipova, D. (2020). The progressive development of Uzbekistan depends on the influence of teaching staff. Journal of Advanced Research in Dynamic Systems and Control Systems, 12 (S2), 328-332. <https://orcid.org/0000-0002-6276-5178>
 15. Dzhurabekovna N. N. The role of regional texts in language learning // Problems of modern science and education. - 2020. - No. 1 (146). - pp.41-46.
 16. <https://orcid.org/0000-0002-6276-5178> 16. Nazimdzhanovich, Hikmatov Nodir. "INFORMATION

TECHNOLOGY AS A FACTOR IN INCREASING MOTIVATION FOR LEARNING" Electronic conference area. 2022.v