

# **PROBLEMS OF STUDYING POLYSEMOUS VERBS OF THE RUSSIAN LANGUAGE IN FOREIGN LANGUAGE GROUPS OF HIGHER EDUCATIONAL INSTITUTIONS (ON THE EXAMPLE OF INTERACTIVE METHODS)**

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## **Abstract:**

This article is devoted to the problems of studying polysemous verbs by students of foreign language groups, the relevance of this issue. Attention is paid to the types of innovations that contribute to the effective study of these verbs, special attention is paid to the technology "Thick and Thin Questions".

## **Introduction**

At present, positive changes are taking place in the field of public education in the Republic of Uzbekistan. They are the foundation on which the new building of the system of education and professional training of personnel is being built. The problems of polysemy of verbs are not given certain attention. Polysemous verbs always cause significant difficulties in mastering it by students. Lack of mastery of lexical polysemy of words, ignorance of the means and methods of differentiation of individual meanings of a polysemous word, lack of understanding of the specifics of lexical polysemy of words of different parts of speech, inability to understand the complex aspect of problems related to the polysemy of a word, leads to the impoverishment of students' speech. [2, p.124] The task of forming various language skills based on the theory under study is still relevant. The implementation of this task involves the allocation of specific skills that should be formed in students as a result of performing certain exercises.

Polysemous words (especially those with increased polysemy) have a wide semantic potential, form the core of the lexical-semantic system of the language, they also determine the stylistic diversity of words, usually create branched word-formation nests, large lexical-semantic groups, gravitate towards wide synonymous connections, and antonymic oppositions. [4, c.26]

The verb is the organizing center of the sentence. Many linguists rightly consider it to be the most difficult category. In addition, the verb occupies one of the first places in terms of the frequency of use in speech.

Pedagogical technology is a well-thought-out model of joint educational and pedagogical activities for the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers. This technology involves the implementation of the idea of complete controllability of the educational process.

Innovations caused by the internal needs of an educational institution are better mastered, and it makes sense to introduce a new pedagogical technology only when its results are obviously higher than the results of the old one. But it has been noticed: the more effective the educational technology, the higher its labor intensity for the teacher and the more resources it requires. [3, p.112]

As for interactive teaching methods, we suggest using the **"Thick and Thin Questions" technique**.

"Thick and thin questions" is a way of organizing a mutual survey of students on a topic, in which a "thin" question involves a reproductive unambiguous answer (more often it is "yes" or "no"), and a "thick" (problem) question requires a deep understanding of the task, rational reasoning, search for additional knowledge and analysis of information. [3, p.164]

In the lesson, the technique is presented in the form of a table, which students fill out and announce to each other in order to get answers to the questions posed:

"Subtle" questions	"Thick" questions
Who?	Explain why...?
A what?	Why do you think
When?	Why do you think...?
What for?	What's the difference...?
Why?	Guess what will happen if...?
Was it ... ?	What if...?
	Can...?
	Will...?
	Could I...?
	Do you agree...?
	Is it true...?

The technique is aimed at the implementation of three goals at once, which are set in any lesson:

- teaches the student to apply new knowledge in practice and correlate it with the already acquired knowledge;
- works out the ability to formulate questions;
- fosters respect for different opinions and views on the same problem.

The question formulated by the student allows us to draw a conclusion about the level of development:

- the ability to immerse yourself in the text;
- the ability to analyze information in the context of personal experience;
- the ability to work in small and large groups, listen to the opponent and express one's point of view with evidence.

"Thick and thin questions" fit perfectly into any stage of the lesson:

- At the stage of actualization of the acquired knowledge, the technique helps to remember the material studied.
- At the stage of comprehension, questions serve to assimilate knowledge in the course of their presentation (for example, in the process of reading a text or compiling a note).
- In the process of consolidating information with the help of reflections within the framework of "Thick and Thin Questions", students can successfully demonstrate the knowledge, skills and abilities gained.

The technique can be used in classes of any cycle. Work with its use is built in 3 stages:

- Stage I. Students learn to formulate "thin" questions, then "thick" ones.
- Stage II. At this stage, students write down the formulations.
- Stage III. In the process of working with the text, students enter questions into the table, and then ask them to each other. The teacher is required to make semantic pauses if the material is presented orally.

The task of the teacher is to show the difference between "thin" (unambiguous) questions and "thick" ones, which have several aspects of consideration. To do this, when introducing the technique into the work, the teacher first formulates the questions himself, then with the help of students. When using this technique, you can additionally ask students to find polysemous verbs and explain their meanings.

## Examples of use

"Subtle" questions	"Thick" questions
<p>Who is studying?</p> <p>What will he learn?</p> <p>When do you need to study?</p> <p>Why do you need to study?</p> <p>Why do we need knowledge?</p> <p>How many years have you been studying?</p>	<p>1. Explain why you need to study...?</p> <p>2. Why do you think that you should love learning?</p> <p>3. Why do you think that knowledge is always needed?</p> <p>4. What is the difference between knowledge and ignorance?</p> <p>5. Suppose what would happen if no one studied?</p> <p>6. What if a person has never rested?</p> <p>7. Can a person start studying in old age?</p> <p>8. Do you agree that you need to study all your life?</p> <p>9. Is it true that learning is light, and not learning is darkness?</p>

Exercises like these are not easy for students to perform: they require a good knowledge of the derived meanings of verbs. The whole difficulty actually lies in the fact that some verbs develop these meanings, while others, very close in meaning or even synonymous, do not develop. Such exercises require long training.

## References

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