



FEATURES OF TEACHING PREPOSITIONAL CONTROL TO STUDENTS IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract:

The article considers the problem of methods of teaching Russian prepositions in the process of teaching Russian to students. The main objective of the article is to determine the most productive methods of studying Russian prepositions in Russian as a foreign language classes. The article shows that the semantics of a preposition is revealed in the process of its combination with various lexemes. Since words combined with prepositions can affect their meaning, it is necessary to study the semantics of the prepositional-case construction as a whole.

Keywords: Frequency of use, spatial relations, lexeme, semantics of prepositions, optimization of the learning process, typical models.

Introduction

Prepositional control in Russian is a complex and extremely important aspect of the grammatical system, which often causes difficulties for students for whom Russian is a foreign language. One of the main reasons for these difficulties is the richness of the case system of the Russian language and the variety of prepositions used in prepositional control. This article examines approaches to teaching prepositional control in Russian with an emphasis on the features of interference and methodological principles used in teaching Russian as a foreign language.

Prepositional control with spatial meaning is a great difficulty for students of the national audience studying Russian.

Prepositional control in Russian is a connection between nouns, adjectives, pronouns in the structure of a phrase, which are controlled by a preposition and determine its case. It is important to note that in Russian grammar, prepositions play a key role in the formation of structural and semantic connections between words in a sentence.

In the process of learning Russian, foreign students often face several difficulties. One of them is the interference of the native language, which may differ both in structure and in the rules for using prepositions, which can lead to errors in the use of prepositions and corresponding cases.

Already at the initial stage, students are introduced to the most commonly used prepositions. The reasons that make it difficult for Uzbek students to learn Russian prepositions are the following: the semantics of Russian and Uzbek prepositions (postpositions) do not always coincide, most Russian prepositions are polysemantic, there is a systematic difference between languages, and in some cases, the use of Russian prepositions is unmotivated. It is known that many verbs have a fixed prepositional control: играть на гитаре, играть в шахматы, надеяться на помощь. Let's look at some techniques for teaching students prepositions with contrasting meanings. In practice, typical models of phrases are usually used to teach this topic на земле, на небе, в школе, в университете. The use of typical models does not allow students to identify the meaning of prepositions and their functions, and they mechanically memorize text phrases with prepositional-case forms that have different meanings. The difficulties in learning and mastering grammatical norms are also caused by the insufficient explanation of the entire system of meanings and the role of prepositional-case forms.

Taking into account the above, a linguistic substantiation of this topic is appropriate and relevant. A correct and adequate presentation of the grammar topic, in particular the grammar of prepositions, can guarantee the optimization of teaching this material.

The main meaning of prepositions is that they mostly express spatial relationships. The emergence of other meanings (temporal, causal, etc.) occurs on the basis of spatial meanings. Based on this, it is necessary to pay attention to the study of the spatial meanings of prepositions using a systemic approach. These meanings of prepositions are most often expressed in nominal phrases: книги на столе, цветы в вазе, солнце на небе. In phrases with spatial relations,

prepositions denote a relationship of place, which can be determined by asking a question, in this case, где? This group of phrases also includes phrases that answer questions куда? откуда?: прибытие домой, возвращение из командировки, приезд в город, выход из окружения. In phrases with the meaning of place, there is a controlling word denoting the object-theme and the controlled one - the object-landmark. Conventionally, it is possible to make a diagram of this construction: what is located where. But such a diagram may not always be present in the text. Sometimes its structural parts may be absent, may be folded or implied: в путь, за горами, в селе.

It is advisable to begin work on the topic «Предлоги с пространственными значениями» with an analysis of simple, verbless phrases. In such phrases, it is easier to identify the theme and reference point. It is more appropriate to move on to verb phrases sequentially, gradually adding verbs of location, then verbs of motion. The system of prepositions in the Russian language is a set of rules that differentiate the meanings of individual prepositions. Of the 70 prepositions, the most common на, в, за, при, у, с, из, от, etc. Adverbial prepositions are also common: мимо, вокруг, около, рядом с, напротив, навстречу. All these prepositions represent a network of different polar oppositions: под-над (Тв.п.); перед-за (Тв.п.); в-на (П.п.): под деревом - над деревом, перед домом - за домом, в столе - на столе. Prepositions are divided into prepositions denoting directionality (откуда? куда?) and non-directionality (где?). The same meanings of oppositions are observed in pronominal adverbs. In this case, the division into directionality and non-directionality occurs through the indication of the limit, the boundary of space: directionality – откуда (начальный предел) – докуда (конечный предел), неопределенность – куда, не направленность – где. Distinctions between the features of direction and limit are also observed in non-pronominal adverbs: сверху-снизу; доверху-донизу – marginal; вверх-вниз – non-limiting. The distinction between directionality and limiting in the meanings of prepositions is the basis in the system of prepositions.

Let's consider some principles of using contrastive grammar of prepositions. The principle of step-by-step study of prepositions and their compatibility with verbs and names suggests starting the study of the material with verbless combinations. The system of prepositions is worked out in combination with names, and then with verbs. Verbs of location interact with prepositions of the group где?, and verbs of movement interact with prepositions of the group куда?, откуда?

At the end, prefixed verbs are introduced. Many verb prefixes coincide in meaning with the meanings of prepositions: над – prefix; над, под - prefix под, prefix пред. Opposite meanings of prepositions reflect real relationships between objects in space. Therefore, text material should be selected taking into account the demonstration of the use of prepositions. Prepositions that denote orientation in space in a coordinate system are usually called coordinate. Non-coordinate prepositions include a preposition that is in opposition to many prepositions: над, под: над самой землёй - у самой земли; под крышей - у самой крыши.

Contrastive grammar involves a number of learning exercises. Here are some of them:

Exercise #1. What preposition should be inserted to make a meaningful phrase? (над или под). Put the second noun in the correct case: Лампа...диван. Туфли...диван. Картина ...стол. Дом...гора. Дом...река. Самолет...лес. Речка ... гора. Самолет...облака Залежи угля... земля. Усы... нос.

Exercise #2. Make sentences from words using one of the prepositions (над-под). Фотография, стол. Ведро, скамейка. Полка, диван. Волосы, лоб. Зонтик голова. Птицы, деревья. Рыба, вода. Тучи, земля. Глаза, брови. Небо, земля.

Exercise #3. Answer the questions by opening the brackets and choosing one of the prepositions (над or на) Где находятся брови? (глаза). Где носят медаль? (грудь). Где видны звезды? (небо) Где летают птицы? (небо) Где появился корабль? (горизонт). Где заметили пар? (кастрюля). Где расположена тундра? (север).

These exercises are aimed at developing the skills of using the prepositions "над" and "под", which is an important aspect of formulating grammatically correct and meaningful sentences in Russian. Each exercise has its own specific purpose and promotes the acquisition of various aspects of the language.

Overall, these exercises are aimed at strengthening students' grammar skills and confidence in using prepositions in different situations, which ultimately helps improve their written and spoken language.

The usefulness of such exercises is that they help develop the ability to analyze language material with prepositions, which will allow students to form a conscious attitude towards them and improve their literacy.

Effective teaching of prepositional control requires the use of a variety of methodological approaches, including both theoretical and practical training.



The communicative approach involves active interaction of students in the learning process. The use of role-playing games, dialogues and situational tasks can help students better master the ways of using prepositions and their corresponding cases.

Thus, teaching prepositional control in Russian for students of a foreign language audience is a complex and multifaceted process that requires attention to both the lexical and grammatical aspects of the language. The use of a variety of methodological approaches - from communicative and contextual teaching to game technologies - can significantly simplify the process of mastering prepositional control. Successful overcoming of difficulties associated with interference will lead not only to an increase in the level of proficiency in the Russian language, but also to a deeper understanding of its structure.

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