

**DIFFICULTIES IN STUDYING THE RUSSIAN LANGUAGE ORDER OF WORDS
AMONG STUDENTS**

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Abstract: There are two official languages in Madagascar: Malagasy and French. More than 83% of the country's population only knows Malagasy and about 16 % knows both French and Malagasy. Since both languages play an important role in education, we decided to consider the word order of the three languages, as well as to analyze the teaching methods. The choice of methods and techniques to overcome difficulties in teaching Russian in the absence of a language environment in order to achieve the most effective result is only possible on the basis of psychological and pedagogical theory. The effective methodology shall be built on the intersection of related sciences: pedagogy, linguistics, theory of speech communication. Our purpose is to find suitable methods of teaching Russian to Malagasy students taking into account the peculiarities of French and Malagasy in comparison with Russian. The materials of the study included works of such researchers of Russian grammar as O.A. Krylova, et al; and in the field of teaching Russian as a foreign language such researchers as Yu.K. Babanskiy, M.P. Chesnokova, B.V. Belyaev, I.Y. Shechter. To achieve the set objective, we used methods of analysis and synthesis, observation and comparison. As a result, it was concluded that the difficulties caused by the fact that the norms of the word order in three languages are different can be overcome by audiolingual method of learning, the method of repeating the same techniques, conscious-comparative, emotional and semantic methods and the method of rhythmopedia.

Introduction Russian is a difficult language to learn not only because of its phonetics, but also because of the unfixed order of words both in a sentence and in a phrase. For example, in literary and spoken styles there is often an inversion, using which the author changes the meaning due to the mobility of the components of the Russian sentence.

Problem Statement The order of words in Russian is difficult to study for students, where in their native language the order of words is based on a certain scheme. In comparison between Russian and French and Malagasy, we will find more differences than similarities, which makes it difficult to explain this topic to Malagasy students.

Research Questions The study sets the following objectives: • to consider the norms of the word order in Russian, thus comparing them with the norms of the word order in French and Malagasy; • to identify difficulties in studying the word order in Russian among Malagasy students; • to find methods that help students to tackle the problems of studying the topic Word Order in Russian Language.

Purpose of the Study The word order in Russian is most complicated than in French, because the position of words in a sentence does not depend on syntactic role, the syntactic function is

determined by the case. In this regard, as Krylova and Khavronina (1976) noted, it can be concluded that in Russian the word order is unfixed or incoherent.

Research Methods The materials of the study included works of such researchers of Russian grammar as Krylova and Khavronina (1976), Kovtunova (1969), Matezius (2010), Adamets (1966) and in the field of teaching Russian as a foreign language such researchers as Babanskiy (2007), Chesnokova (2015). We also relied on pedagogical observations while teaching Russian at the University of Antananarivo to Malagasy students. The methods of analysis and synthesis, observation and comparison were used in the study.

Findings The study covers the methods of teaching Malagasy students to achieve an understanding of the peculiarities of the Russian language as a language with unfixed word order.

Conclusion At the level of a sentence There are two factors affecting the word order in a sentence in Russian: • Text stylistics. If a text style shall be emotionally neutral or objective, direct word order is most often used. Such a phenomenon can be observed in scientific and official-business texts. In spoken, literary and publicistic speech for the purpose of greater expression, the objective word order is often violated.

This topic intersects with the case endings of the names of nouns and adjectives, as the connection in French and Malagasy phrases and sentences takes place only due to prepositions, articles and word order, and in Russian also with the help of case endings. Thus, in order to overcome the above-mentioned difficulties, it is necessary to resort to the audiolingual method of teaching, the method of repeating the same techniques, the conscious-comparative, emotional and semantic method and the method of rhythmopedia.

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