

**FEATURES OF TEACHING RUSSIAN IN NATIONAL GROUPS OF UNIVERSITIES
OF UZBEKISTAN**

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Abstract. The article discusses how students of Russian have difficulties in phonetic, grammatical and lexical terms and how to find ways to prevent them, study the causes of lexical errors.

Key words: fluent vowels, consonant clusters, pronunciation, vocabulary enrichment.

Language is the most important means of communication between people, it is a tool of thought and culture, it is a support for each of us in production and social activities.

One of the main tasks of teaching Russian in national groups is teaching oral and written speech. In the process of teaching Russian, students experience certain difficulties in phonetic, grammatical and lexical terms. Here, of course, it is appropriate to pay attention to the features of both languages. Difficulties arise when pronouncing the letters -щ, -ы, since these letters are absent in the Uzbek language. For example: dormitory, meeting, interesting, round, etc. In this regard, certain tasks on the pronunciation of hard and soft sounds т - ть, л - лб are very useful:

ты-ти, то-те, та-тя, ту-тью, Тома-тётя, тарелька-тьпка, тыйа кварята, ушки, коестом;

лы-лн ла-ля, Ло-ле, лу-лго: эл-ель, столи-лайн, ласточка-лягушка, люк-люк. Difficulties also arise when using the fluent vowels -о, -е when using case forms.

For example: singer (nom. p.) singer (genitive fall.)

child (nom. p.) child (r. fall.)

puppy (nom. p.) puppy (r. m.)

In the Russian language there are also a combination of several consonants, when pronouncing which students also make phonetic errors, In the grammar board, great difficulties arise when studying verb types. Verb types are one of the most difficult topics in Russian grammar, the study of which is associated with great difficulties for non-Russian students. Quite often, not only school graduates, but also university graduates and even people who have a good command of Russian use verb types incorrectly. Professor A.M. Teshkovsky wrote about this: "Verb types are the main grammatical and stylistic wealth of our language, and their conscious use, firstly, will enrich and clarify the student's style and his understanding of the literary text, and secondly, will raise him to such a grammatical height, from which all other grammatical differences will seem elementary to him, because types are undoubtedly the most difficult of them." Students often make mistakes in word usage, in choosing a word: inaccuracy of the chosen word, unmotivated use of words of different stylistic affiliation, repetitions of the same word, incorrect use of words with phraseologically related meanings.

"First of all, much attention is paid to vocabulary work, since here specifically those words that relate to a particular profession are studied." In this regard, it is necessary to study the causes of students' lexical errors. More assignments on vocabulary need to be completed in order to enrich students' speech. Enrichment of the student's vocabulary is one of the main tasks of language teaching, a condition for successful speech development and acquisition of knowledge and skills

in the language. Vocabulary helps students of the Russian language to use the riches of the Russian language, its vocabulary more freely.

In other words, this phenomenon is usually called vocabulary work and is considered as an integral part of the development of students' speech, for this purpose, theoretical material on vocabulary is studied: the lexical and grammatical meaning of a word, polysemy, direct and figurative meaning of words, homonyms, synonyms, antonyms, dialectal words, professional, borrowed, obsolete and new. "The most important process is working on the word - overtaking the vocabulary drift, the ability to freely and smoothly your and speech asset". Targeted materials and tasks on vocabulary are various types of exercises on synonyms, antonyms, exercises on the use of words in certain communicative situations, in texts on the specialty, etc. And, of course, lexical work is carried out primarily practically, with the involvement of dictionaries carriers - as a type of independent extracurricular work.

FAIRY TALES. In its origin, the fairy tale bears the stamp of great archaism: initially, its plots were based on the antagonism of the human race with the elemental forces hostile to man, so the fairy tale was associated with primitive mythology and rituals. But as its historical development progressed, the fairy tale changed to conflicts within society and human. It loses its direct connection with mythology and becomes a poetic work. Researcher E.M. Meletinsky managed to prove that the first heroes of fairy tales were not only mythological images, but also socially disadvantaged characters (an orphan, a stepdaughter, a younger son). Idealization of the socially disadvantaged determined the basis of the aesthetics of the fairy tale. A fairy tale is not only a dull memory of the past, not only a bizarre reflection of ancient social relations and religious ideas, it is, first of all, an expression of the dream of the people who created it, addressed to a bright future, to social justice. Some of the characters of the fairy tale that have come down to us were associated with mythological ideas. Such characters as Morozko, Vodyanoy, Moos, Veter, Oryol, Sokol, Voron, etc. carry features of an animistic worldview and are associated with the deification of the forces of nature and the veneration of the totem animal.

The following remnants of ancient beliefs are reflected in fairy tales: 1) animism (animation of nature); 2) totemism (belief in the origin of a family from an animal or plant); 3) magic (supernatural influence on people and nature with the help of magical techniques, usually with evil spirits). Echoes of magic in fairy tales are the belief in death from the evil eye, from food, drink; belief in prophetic words, belief in living and dead water, etc. are also added to magic. Some fairy tale images arose under the influence of the cult of ancestors and veneration of the dead, but all these remnants of ancient beliefs do not represent a complete mythological system.

Ancient sayings and proverbs are also reflected in fairy tales. Ancient life is also reflected in fairy tales.