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# PRINCIPLES OF SELECTION OF RUSSIAN ARTICLES FOR A PRACTICAL COURSE IN THE RUSSIAN LANGUAGE

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#### **ABSTRACT**

Each language has a certain amount of proverbs and sayings that give it a unique flavor, but make it difficult to master. In teaching Russian to Russian students, we placed great emphasis on increasing the vocabulary, one of the most effective ways to increase the vocabulary is to work with proverbs and sayings. Assimilation of any foreign language, including Russian, certainly means getting acquainted with its proverbs and proverbial fund. In addition, the need to study Russian proverbs and sayings outside the linguistic and cultural environment is explained because these units are a rich source of regional and cultural information, not only satisfying the cognitive interest of Iranian students but also a strong motivating factor in learning stages.

## Keywords

Russian, proverb, proverb, study, scene, culture, customs, and iversity, foreign language, lexical and grammatical, phraseological.

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### Introduction

Teaching proverbs and sayings to Persianspeaking students studying Russian in Iran comes with difficulties because they are not in a language environment and this leads to limited communication opportunities. The principle of communicativeness is one of the guiding principles of learning, which implies the practical acquisition of language as a means communication [1, p. 33]. In the process of communication, many actively use proverbs and sayings in their speech. Proverbs and sayings born of folk wisdom are not just a phrase, but miniature artistic images, and artistic pictures. Like any artistic medium, proverbs and sayings require skillful and even skillful use in speech. Proverbs and sayings are called "golden grain", "golden peak", and "pearl of thought". The skillful use of proverbs and sayings in Russian speech demonstrates the knowledge, development, ingenuity, and sharp wit of the speaker [1, p. 93].

Ignorance of these units leads to communicative failure in communicating in Russian. It is, therefore, necessary to know proverbs and savings in order to fully communicate in this language. Proverbs and sayings are a mandatory part of the lexical and cultural minimum that Iranian students must master in order to communicate adequately in Russian. The student of philology should have a good knowledge of the culture, customs, and diversity of the country in which he or she is studying, as well as the knowledge about that country and its people. Learning a foreign language, including Russian,

cannot be a goal[2,36]. It always comes with an understanding of the national reality: customs, beliefs, history, and so on. Proverbs and sayings of the Russian language, like any other, reflect its national identity and uniqueness. Proverbs and sayings reflect the ideas related to the labor activity, life, and culture of these people. Therefore, by getting acquainted with the richness of proverbs in the Russian language, Iranian students get an idea of the culture, life, customs and so on. Of the country where the language is studied. Proverbs and sayings are also important components of the artistic world. These units used in the speech of the heroes of literary work help to reveal the character of these characters in every way. Many writers use proverbs and sayings in their writings to convey the sharpness of their words. The works of art are saturated with these units. It is these works that give us the most complete picture of the enormous role of "clear" words and phrases in figurative speech. It follows that reading literary texts, which are very important for students of Iranian philology in the first place, as well as speaking and understanding someone's speech listening requires knowing and understanding the proverbial richness of the Russian language. In the methodology of teaching Russian to foreigners, the idea of creating a phraseological minimum, which includes proverbs and sayings that correspond to a certain audience and level of knowledge, as well as lexical, has been repeatedly put forward. a number of students. The minimization of phraseological content should be

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done with a focus on the specific educational conditions of Iranian students, which means that a number of specific linguistic and extra linguistic factors need to be taken into account. Also, the phraseological minimum should be wellcoordinated with the grammatical, lexical, thematic-situational, and regional minimums created for the same learning conditions[3,85]. Any organizational teaching of a foreign language is divided into certain stages. Accordingly, the training tools that provide these stages are also identified. In other words, we are talking about creating minimal phraseological units that include proverbs and sayings that focus on a specific stage of learning in an Iranian audience. In the early and middle stages of teaching Russian as a foreign language, lexical and grammatical material is strictly limited, and the use of phraseological units in the learning process may seem redundant. As a rule, phraseological units are introduced at an advanced stage of learning, as Iranian students who do not have sufficient knowledge of the grammatical system of the Russian language and have limited basic knowledge may have difficulty accepting them. But it is possible to start from the very beginning of the study of proverbs and sayings, following the basic methodological principles from easy to difficult, from known to unknown, and from simple to complex. For example, in the beginning, you can include proverbs and savings about the environment or situation that Iranian students face. For example, proverbs and savings about knowledge: Live a century, learn a century; Learning from mistakes: Repetition is the mother of learning; Learning is always helpful; Learning

is light, and ignorance is darkness; Learning is better than wealth and so on. As students move into a new environment and make friends, you can include proverbs and sayings about friendship and camaraderie: we know A friend in difficulty; Don't have a hundred rubles, but you have a hundred friends; Make new friends, but don't lose old friends; No friend - search, but found - be careful; An old friend is better than two and so on. Thus, we can include proverbs and sayings in the curriculum at the initial stage of teaching Russian as a foreign language to the Iranian audience with the following conditions: 1) the units studied should be widely used in the Russian spoken language. Speech; 2) the units under study must have a situational value; 3) the general use of the units under study should be taken into account[4,26].

We can start the middle stage of education with proverbs and sayings that are simple in structure and understandable to students. i.e. simultaneously with the study of various grammatical and syntactic structures of language. For example, in the study of simple and complex sentences. A simple suggestion: everything has its time; gold and clay glitter; appetite comes with eating; look for the wind in the field; do not look outside your nose; Moscow was not built in a day. Complex sentence: everything that ends well is good; where there is a lot of talk, there is little work; poverty leads to sin, not sin; do more, talk less: Man offers, but God wills. In the Iranian audience, it is recommended to include full and partially equal proverbs and sayings even in the middle stages of training, for example: Do not sell

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the skin of an unkilled bear, lit." The above articles easily translated into Persian, translation is the same in both languages and is therefore easily mastered by Iranian students. The work of the master is feared, adequate. translation. A single swallow does not spring, adequately. translation. in Persian: Beak goal spring and others. If there are partially equivalent proverbs and sayings, the teacher explains the meaning of these units, students find similar units in Persian and analyze proverbs and sayings in Russian and Persian together (how they are pronounced in Russian, how they are pronounced in Persian). compare what is said. what words are used in the Russian article or proverb and which words are in the Persian language, etc.). Thus, in the middle stage of teaching Russian as a foreign language to the Iranian audience, we propose to include the following: 1) proverbs and savings, the structure of which should be simple and understandable at the stage of their introduction; 2) fully and partially equivalent proverbs and sayings[5,56]. After mastering and compiling a certain number of proverbs and sayings of the initial and intermediate stages, you can begin to study non-equivalent proverbs and sayings at an advanced stage. In non-equivalent proverbs and sayings, the teacher gives an explanation of the unit in Russian, explaining how the unit can be used in the situation, and after all this, the students find a proverb or saying in Persian that corresponds to Russian. In turn, when reading classical Russian works, it is necessary to draw the attention of Iranian students to proverbs or savings used in the brilliant creation of the artistic word. The teacher asks students to identify, write,

and analyze proverbs or sayings from literary works, as well as give examples from Persian literature and proverbs and explain their meaning. Proverbs and sayings that require national-cultural. historical and other interpretations should not be avoided. If you tell students what circumstances gave life to this or that phrase, you can introduce them not only to the national-cultural semantics of the language sign but also to the folk culture mentioned in this sign. Shelf - an indefinitely long delay: The origin of this cycle is explained: In the time of Tsar Alexander, the father of Peter I, along ("long") box was attached to the palace wall, where residents could put their applications, complaints, etc. d. These letters were passed into the hands of the boys (large farmers in ancient Russia), selected, and the decision on them was postponed for a long time. In the "long box." Here, proverbs or sayings become another source of countryspecific information in language lessons, and the teacher's story of why Russians say so becomes a listening text that not only helps remember these units but also enhances the cognitive value of the lesson., because the essence of the speech is about the national characteristics of the Russian people and is reflected in the language. Some historical national-cultural facts. interpretations related to the plot, are, first, always interesting, and second, help students to use such units correctly in their speech. At the advanced stage of teaching Russian as a foreign language in the Iranian audience, it is better not to translate proverbs and sayings into the native language of the students, but to give explanations in Russian and not to use the native Persian

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language often. The use of Russian in Russian classes in the Iranian audience is very important, because the teaching of this language is carried out outside the language environment, and we ourselves need to create an environment as close as possible to the Russian language. Thus, at the advanced stage of teaching Russian as a foreign language to the Iranian audience, the curriculum may include: 1) non-equivalent proverbs and savings; 2) proverbs and savings found in fiction; 3) proverbs and sayings that require nationalcultural or historical interpretation[6,74]. The figurative semantic content of Russian proverbs and sayings and the comparative analysis of the corresponding units in Persian are of great importance to the Iranian audience for the practice of teaching Russian as a foreign language. For the practical study of proverbs and sayings in the Iranian audience, it is necessary to suggest the most traditional and common units in Russian. There are also proverbs and sayings used in works of art that are growing in interest by Russian language students. Students should also be taught to identify, write, and analyze proverbs and sayings found in classics. In practical classes on teaching Russian to students, the teacher must perform phraseological work: comment on proverbs, sayings, phrases found in the texts, suggest writing, remember, use them in different situations, and compare them with similar units. in Persian and others. The teacher can also prepare simple texts in the form of short stories using proverbs and sayings in Russian, and then ask students to write and interpret them, or write a short essay on a specific topic given by the teacher. Russian proverbs and sayings. There are

many proverbs and sayings in Russian folk tales ("The Frog Princess", "Ivan Tsarevich and the Miraculous Judas", "The Wise Vasilisa, etc.)." can read, stop and analyze proverbs or sayings, and then instruct students to retell the tale without missing these units and find a Persian proverb or saying that matches it. Find a short story in Persian using the equivalents found. The teacher instructs the students to write units from the Russian dictionary of proverbs and sayings, including animals or words such as head, eye, hand, and then comment. and you can suggest a few articles to the students and then ask them to tell you about any situation that confirms the meaning of this or that article, may suggest topics for lectures to the abbots, which they prepare to read in class. Let us give the approximate subject of the lectures: Proverbs and sayings about Russian life. Proverbs and savings about labor. Proverbs and sayings about learning. Proverbs and sayings about friendship. We found proverbs and sayings in Russian folk tales and others. We can complete orally many of the above tasks in writing, both during class and at home. The choice of material and the nature of the assignments largely depend on the level of development of Iranian students, their preparation, and the stage of teaching Russian. The study of proverbs and sayings expands the knowledge of Iranian students about the language and develops their aesthetic taste and desire to enrich their vocabulary. Through proverbs and sayings, students' speech culture increases. The active development and skillful use of these units of language significantly enrich their oral and written speech. The correct use of proverbs and

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sayings gives the speech a unique character, expressiveness, imagery, and clarity. Therefore, learning Russian by Iranian students is not possible without resorting to figurative units, which is one of the most difficult levels of Russian. Students studying Russian in an Iranian audience must know at least proverbs and sayings in order to understand Russian by ear, read fiction in Russian, and use these units correctly in speech dialogue, storytelling, repetition, and analysis of the texts studied.

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