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## APPLICATION OF INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

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### ABSTRACT

This article discusses application of innovative technologies in teaching the Russian language and literature. The principle of application is simple: in the center of the sheet or board, a keyword is indicated that reflects the main topic of the text material, words and phrases are placed around, expressing ideas, key points suitable for this topic, which are connected by lines with the main concept, thus establishing new logical connections. Thus, a structure is obtained that graphically reflects our thoughts, determines the information field of this topic. So, one of the advantages of using innovative learning technologies is that they are easily adapted and transferred to various educational conditions.

### KEYWORDS

Knowledge, understanding, application, analysis, synthesis, evaluation, innovative technologies, Russian language, Russian literature, board, keyword, main topic, text material, words, phrases, expressing ideas, key points, main concept.

### INTRODUCTION

In the rapidly changing language policy of the state, one of the most important places in the educational space is the need to use innovative approach to teaching foreign languages.

In connection with the annually increasing flow of foreign students in all universities, it seems relevant and promising to develop innovative technologies and their active use in teaching Russian as a foreign language. The very concept of “innovation” first

appeared in scientific research in the 19th century, but it received a detailed understanding at the beginning of the 20th century in scientific research. The works of the Austrian and American economist Schumpeter J. as a result of the analysis of “innovative combinations”, changes in the development of economic systems. Since this term was first introduced into scientific use in economics, “innovation” did not mean any innovation or innovation, but only one that seriously increases the efficiency of the current system. An innovative approach to learning is, of course, a multidimensional phenomenon, which was studied at different times by scientists who made a significant contribution to the development of pedagogical innovation: Klarin M.V., Zagvyazinsky V.I., Polyakov S.D., Polonsky V.M., Yusufbekova N.R.

### THE MAIN FINDINGS AND RESULTS

Innovative technologies make it possible to realize one of the main goals of teaching Russian as a foreign language - to give an opportunity to move from studying the practical course of the Russian language as a system-structural education to studying it as means of communication and thinking, and transfer educational and cognitive activity to productive and creative level. In this regard, the use of pedagogical innovations is aimed at developing the student's abilities for self-improvement, for independent orientation in the information received and the search for solutions to problematic issues, for independent language activity in new situations. Significant emphasis is placed on activation of independent work of students, which is manifested both in the planning of the modern educational process and in the preparation of relevant documentation, such as Curricula, Basic Educational Programs and Work Programs of disciplines. Thus, currently independent

work students (SIW) is considered as an equal form of educational activity, along with practical exercises and lectures, capable of providing high-quality training of a specialist.

At the same time, the question of finding effective ways to organize IWS for teaching Russian as a foreign language, which requires the inclusion of modern innovative technologies in the educational process, is acute. Given the signs innovations, which are always: novelty, demand, feasibility, the presence of a sustainable beneficial effect; we will analyze the methods and technologies of innovative learning, as well as specific techniques used in the RFL classes.

At the current stage of the research, different methods of innovative learning are distinguished, for example, such as: modular learning, electronic-interactive learning, problem-based learning, distance learning, exploratory information learning, project method, etc. Russian as a foreign language teachers use these teaching methods to varying degrees, sometimes not separating one from the other, but rather varying them among themselves and successfully integrating them into the thematic context. So, one of the advantages of using innovative learning technologies is that they are easily adapted and transferred to various educational conditions.

Consider the essence of the most popular methods of innovative learning in teaching foreign languages and Russian language:

Modular training is based on the independent achievement of the goals of cognitive activity, on the independent selection and use of the necessary information in the process of working on a module that combines learning goals, educational material indicating tasks, recommendations for completing

these tasks. The module is considered as a functional unit that combines educational content and methods of learning activities to master this content. The construction of the module is based on the theory phased formation of mental action and the main thing is the correct structuring of students' activities: perception, understanding, comprehension, memorization, application, generalization, systematization. When conducting a modular lesson, it is necessary that each student understands the purpose of the lesson, what needs to be studied and what to focus on. The role of the teacher in modular learning comes down to managing the work of students: to motivate, organize, advise and supervise. With such an organization of work, the teacher has the opportunity to communicate with almost every student, using a differentiated and student-oriented approach. This method of teaching allows you to determine the level of assimilation of new material and quickly identify gaps in students' knowledge.

Problem-based learning is a system of teaching methods and tools based on the modeling of a real educational process by creating a problem situation and managing the search for a solution to the problem. The purpose of such training

- mastering not only the results of scientific knowledge and the system of knowledge, but also the very way of obtaining these results, the formation of cognitive independence and development creative abilities. The organization of problem-based learning is based on the principle of search educational and cognitive activity of the student. In problem-based learning, the activity of the teacher is to systematically create problem situations, provide students with information and organize their educational and cognitive activities in such a way that, based on the analysis of the material, students independently draw

conclusions, generalizations and conclusions. The use of elements of problem-based learning has a number of special advantages: it stimulates mental abilities and prepares competent specialists for life in a constantly changing world.

Electronic-interactive training involves the use of modern information network technologies. The essence of this method of learning is rather in a special form of organization of the educational process, in which almost all students are involved in the educational process, they have the opportunity to discuss and verify the reliability of what they learn and what they think. Interactive activity in RFL classes involves the organization and development of dialogue communication, which leads to interaction, mutual understanding, to the joint solution of common, but significant tasks for each participant. During this training, students learn critically think, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. Thus, the process of cross-communication takes place.

— active involvement in communication of each student. To do this, individual, pair and group work is organized in the lessons, research projects, role-playing games, work with documents and various sources of information, creative work, etc. To ensure the implementation of electronic interactive learning, multimedia, interactive, mobile, wireless classrooms are equipped. One of the advantages of this type of training is the acquisition and application of the skills of mastering modern technical means and technologies for searching and processing educational information. Among the means and tools of e-learning, as a rule, all interactive resources and



materials are distinguished, such as: electronic libraries and ELS, electronic educational resources of disciplines (EER), training courses, chats and video chats, e-mail, video conferences, online seminars and webinars, sharing software applications, interactive posters, etc. The use of electronic programs and Internet services in teaching Russian as a foreign language has a number of advantages: firstly, the possibility of distance learning for foreign students who are outside the country of study, and in addition, training visual memory, consolidating pronunciation and spelling, and the use of productive skills. In the context of the global digitalization of educational standards, this method of innovative learning is becoming an integral part of the modern education process. It should be noted that the implementation of the listed methods of innovative learning meets the principles of accessibility, flexibility and variability of use in classes with a foreign-language audience. Innovative learning is based on the technology of developing critical thinking, that is, the formation of creative unconventional thinking, using the latest achievements of scientific theory and teaching practice.

The technology for developing critical thinking through reading and writing was developed by the International Association and the Consortium of the Humanist pedagogy, in the last 15 years it has become widespread in the systems of general and vocational education in 29 countries of the world. The methodology for the development of critical thinking includes three stages: the first is a challenge; the second is comprehension; the third is reflection.

Consistent passage of all stages allows you to develop the ability not only to master the information, but also to critically evaluate, comprehend, and apply it. When using innovative technologies in teaching Russian as a

foreign language, the following techniques are successfully applied at different stages of the critical thinking development methodology:

- associative series;
- reference abstract;
- Insert (interactive writing system for effective reading and reflection);
- brain attack;
- group discussion;
- reading with stops and compiling clusters;
- Bloom's questions;
- cinquain;
- interactive lecture;
- nano-essay;
- key terms;
- confused logical chains;
- didactic game;
- linguistic maps and cards;
- linguistic allusion;
- text research;
- work with tests;
- creative and innovative forms of homework.

Let us consider in more detail the techniques that in practice arouse the greatest interest of the foreign-speaking public studying the Russian language: the



compilation of clusters, nano-essays, cinquain, insert and the formulation of answers to Bloom's questions.

When organizing work with a new text in RFL classes, it seems quite effective to draw up a cluster, which means a method of graphic organization of the material, which makes it possible to visualize those thought processes that occur when immersed in a particular topic. The cluster is a reflection of a non-linear form of thinking and characterized by hypertextual linking. The principle of application is simple: in the center of the sheet or board, a keyword is indicated that reflects the main topic of the text material, words and phrases are placed around, expressing ideas, key points suitable for this topic, which are connected by lines with the main concept, thus establishing new logical connections. Thus, a structure is obtained that graphically reflects our thoughts, determines the information field of this topic.

In order to help students summarize their knowledge on the topic studied, we use such a type of written task as a nano-essay. For the teacher, this is an opportunity to get feedback, usually students are offered two points that need to be completed in 5 minutes, usually at the end of a thematic lesson or module:

1. write briefly two phrases about what students have learned on a new topic;
2. ask one question that the students never got an answer to.

Thus, through simple actions, the processes of comprehension and reflection are launched in students about the studied material, the barrier of formulating possible difficulties and set up a channel of mutual communication with the teacher. Also, the

technique of compiling a syncwine seems to be innovative, which allows you to effectively develop critical thinking, research abilities of a foreign language audience, and activate its creative activity at the stage of reflection. Cinquain (from French cinquains, English cinquain) is a five-line poetic form that arose in the United States at the beginning of the 20th century under the influence of Japanese poetry. Later it began to be used (recently, since 1997, and in Russia) for didactic purposes, as an effective method for the development of figurative speech, which allows you to quickly get the result. Didactic cinquain is based on the content and syntactic structure of each line. The principle of creation is quite simple and accessible to students who begin to learn Russian as a foreign language.

The first line - the theme of syncwine, contains one word (usually a noun or pronoun), which denotes the object or subject that will be discussed.

The second line is two words (most often adjectives or participles), they describe the features and properties of the object or object selected in the syncwine.

The third line is formed by three verbs or gerunds, describing the actions of the object.

The fourth line is a four-word phrase expressing the personal attitude of the author of the syncwine to the described subject or object, it can be either a quote or a proverb on the topic.

The fifth line is one summary word that characterizes the essence of the subject or object.

This technique allows you to synthesize information, enrich vocabulary, formulate the main idea of what you have read and prepare a brief retelling of the text fragment.



As a result, the designations are counted and entered into a table, after which there is a discussion and analysis of what is already clear and what needs to be repeated or clarified. This technique involves an independent analysis of information, interactive discussion and comparison of the material.

In the final work with the text, it is advisable to introduce the method of Bloom's questions, which is based on the method created by the famous American psychologist and educator Benjamin Bloom taxonomy of learning objectives by levels of cognitive activity: knowledge, understanding, application, analysis, synthesis and evaluation. The experience of using this technique in practice shows that students, starting from the first language level, understand the meaning of all types of questions, that is, they can give their own examples and formulate answers. This technique can be implemented in different forms, both Bloom's cube and Bloom's chamomile are used in this way. There is only one principle - the formulation of questions with six settings: name why, explain, suggest, invent, share. Practice shows that the reception motivates students to work actively, helps develop critical thinking skills and, in an entertaining way, control the level of formation of communicative competencies.

A variety of innovative methods and techniques shows that these tools can be used at all stages of the educational process, allow students to offer dozens of types of learning activities, and help organize students' independent work in a new way. Of course, innovative teaching of Russian as a foreign language does not exclude the use of classical traditional technologies, but, according to the true interpretation of the initial definition of "innovation", is designed to effectively complement them by increase the

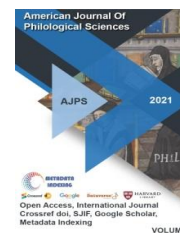
motivation of students and significantly intensify the process of mastering the Russian language.

Thus, the productivity of the developed approach is manifested in the ongoing interest in the subject and the ability to satisfy it in the conditions of learning according to the search-technological model, and the effectiveness of the methodology, supported by stable positive results of language, speech, spelling development, has been proven not only by the improvement of educational indicators by all students of the EC, but and the growth of their creative position (development of a sense of the new, sensitivity to linguistic problems, sensitivity to contradictions, connection of the seemingly unconnected, the need for creativity, etc.).

### CONCLUSION

The analysis of the results obtained, reflecting the implementation of the project of innovative study of the Russian language as a condition for the formation of educational motivation and the assimilation of knowledge simultaneously with general educational, general language, speech, spelling and innovative skills, allows us to conclude that such an organization of the educational and cognitive process changes not only the style of communication, the type of thinking and teaching methodology; the attitude of adolescents to the subject "Russian language" and the Russian language is changing, and they themselves are changing: positive motivation is growing, independence in speech and thinking activity, cognitive interests are strengthening, which is manifested in the desire and ability to learn and has a positive effect on important personality traits - observation, self-esteem, self-regulation.

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## LINGUOCOGNITIVE METHODS OF TEACHING RUSSIAN IN HIGHER EDUCATION

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### ABSTRACT

This article describes a number of innovative ways to ensure the effectiveness and quality of the use of innovative methods in higher education.

### KEYWORDS

Qualified teacher, innovative methods, motivation, interactive methods.

### INTRODUCTION

It is known that every qualified teacher uses innovative methods in the educational process, among which the most important and central issue of pedagogical activity is the effective and high-quality organization of the educational process. should be given great attention.

Lessons based on pedagogical technologies should be adapted to the needs of the student in terms of methodology and teaching methods, since the lessons are important for students. Interest, desire and desire to study educational material is important for the

internal rapprochement of the teacher and the student, the development of the student himself.

### MATERIALS AND METHODS

As in the case of other disciplines, methodology has at its disposal specific research methods that ensure the validity of conclusions and the validity of references. These methods are based on dialectics, which characterizes the methodology (methodology is the study of methods for obtaining knowledge and transforming reality). The main difficulty in conducting research in the field of methods and

teaching of the Russian language is that, as a rule, the discipline under study cannot be separated from its multifaceted connections and influences for study in its pure form. The influence of additional factors often greatly distorts the results of the study (Farisenkova, 2002).

1. Synthesis of best practices involves studying the professional achievements of a number of creative teachers and highlighting the common and most important points, the further implementation of which leads to a significant increase in learning efficiency (Farisenkova, 2003). The synthesis of experience is a more advanced stage of acquiring knowledge than a simple description of the experience of specific teachers, since the task of any methodological study is to identify learning trends, which allows you to build an effective learning system. In turn, these general trends can only be revealed by observing and analyzing multiple cases of the dependence of learning outcomes on the technical means used. It is important that these trends should be traced in the work of different teachers and under different conditions.

2. Studying the history of methodology. The study of any phenomenon must be carried out taking into account its historical development: it is impossible to understand what the phenomenon under study is today and what are its development prospects without understanding how it arose. and developed.

3. The method of analytical description (when studying and analyzing specialized literature on a given topic, in linguistics, in the methodology of teaching Russian and foreign languages and in mastering a computer language).

4. Sociological teaching methods: (a) interviews with students of preparatory courses, undergraduates

and doctoral students, aimed at identifying their communication needs when studying Russian as a foreign language; (b) surveys conducted among foreign students in order to identify their reasons for and needs to study Russian as a foreign language. Questioning meets the clear objectives of the study, corresponds to the age characteristics and capabilities of the students surveyed; some questions are multiple-choice questions and some invite the respondent to provide his or her own answer; each proposed answer gives a different number of points, which facilitates the statistical and mathematical processing of data. One of the advantages of surveying is that the data obtained during the application of this method can be easily quantitatively processed and have a high scientific value.

5. Combination of empirical and theoretical research methods: this means the study of the language activities of foreign students taking RFL courses, based on academic resources (academic articles, textbooks and professional training manuals).

### CONCLUSION

A dedicated teacher is passionate about his or her work, which is why pedagogical innovations are introduced into the educational process, pedagogical technologies are widely used in teaching, various innovative methods and techniques are used, and lesson effectiveness is increasing. Education has become a demand of today. The skills that form the knowledge of the educator to the requirements, the correct interpretation of educational technologies in the educational process, the search for new methods and techniques of teaching, new teaching methods and techniques. The application shapes the creative pedagogical experience.

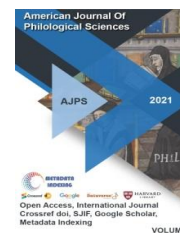
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## LINGUISTIC TEACHING METHODS OF TEACHING RUSSIAN IN HIGHER EDUCATION

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### ABSTRACT

This article discusses the methods of teaching Russian in universities, the general didactic principles of teaching Russian, the principles of Russian as a subject, the science and interdisciplinary links in the teaching of Russian.

### KEYWORDS

Russian language teaching, didactic principle, interdisciplinary communication, russian language methodology, morphology.

### INTRODUCTION

When your students are asked how they can improve their Russian, teachers often suggest: listening to many Russian, reviewing words frequently, learning the language, and understanding the meaning of grammar understand the impact. A teacher can help a lot, but not enough time in the classroom for students to really move forward; they also need a lot of exercise outside of class.

It is very important for the teacher to see what the students are doing outside of class time and to give instructions on how to improve the Russian language.

This should go beyond homework assignments and include tools and resources that students can use every day to develop their Russian language skills.

### METHODS

The teacher must be independent and proactive in choosing the most effective method and techniques. The teacher must be able to analyze and evaluate the technique or method he or she has chosen for a particular task. The principles should be highlighted:

a) general didactic, applicable to all academic disciplines. b) specific to this topic.

The general didactic principles of teaching are: the principle of scientific, systematic and coherent teaching; the principle of connection between theory and practice; the principle of interdependence of the various departments that make up the university course of the Russian language; consciousness, the principle of action; the principle of appearance, power, and convenience; the principle of individual approach to students.

The following principles specific to the Russian language can be considered as a subject of study;

- the relationship between language learning and thinking development;
- the relationship between the study of the grammatical structure of the language and the acquisition of reading skills;
- the relationship between the study of grammar and the acquisition of speaking skills, etc.

One of the major shortcomings in the organization of Russian language classes in universities is that grammar, spelling, punctuation, and sometimes styles are studied as separate, completely independent departments.

## RESULTS

Have access to smart phones that offer a variety of apps through app stores that help middle and high school students in many situations around the world.

Russian language methodology is designed to form skills in the field of language, to study the laws of mastering systems. scientific concepts in grammar and other branches of linguistics. The results of this

research form the fundamental basis for problem solving: it is necessary to develop an optimal system of language teaching based on certain laws. The system should provide each student with the minimum language skills, competencies and knowledge required. At the same time, the methodology takes into account a number of social requirements for teaching: it provides a structure of teaching that contributes to the communist upbringing of students, the development of their thinking, as well as effective, cost-effective.

## DISCUSSION

Properly implemented science and interdisciplinary relations play a major role in teaching Russian. Spelling mastery is largely determined by students' knowledge of grammar, so spelling and punctuation are studied simultaneously with grammar, in their interrelationships. The study of morphology is inseparable from syntax, as many events in morphology must also be considered as events with specific syntactic properties. Speech development classes are conducted in conjunction with grammar, spelling, and punctuation classes.

University students learn correct pronunciation in all lessons of the Russian language, especially when they become acquainted with phonetics and teach expressive reading. Almost all Russian lessons, including spelling and grammar lessons, especially grammar analysis exercises, can be used to develop logical thinking as well as enrich students' vocabulary.

In both Russian and literature classes, students' speech and word usage are corrected. In them and others, it is advisable to monitor and systematically correct errors related to students' reading expressiveness.

## CONCLUSION

In conclusion, these rules and methods are important factors in the relationship between teacher and student. These methods deepen students' thinking and allow them to express their personal opinions without fear. There is already high competition among Russian teachers who want to fill the best and highest paid vacancies in countries where Russian is popular. Just knowing the language is not enough to compete with other local teachers. It is therefore worthwhile to receive special training and knowledge in the field of language teaching.

Russian is a very popular language field that unites students as a foreign language, many of whom want to live abroad and teach Russian. Most of them enroll in courses with similar knowledge, such as philology, linguistics, pedagogy, and foreign languages. Like any other science, the methodology of the Russian language has its own theme.

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## SUPERSYNTACTIC INTEGRITY WITH THE MEANING OF CONTRAST

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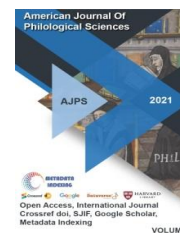
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### ABSTRACT

The relation of comparison is a category of a universal nature in languages, which is expressed at all levels of language, including the text. The fact that the textual unity of this relationship comes through supersyntactic integrity (SSB) is a uniquely complex process that needs to be studied. In linguistics, there are opinions about the existence of semantic types of text, among which very few scholars have expressed their views on the expression of the relation of comparison through the text unit. They dwell on comparative texts with the meaning similarity in general way. Therefore, this article analyzes the comparative SSI with the meaning contrast, its type of SSBs representing the comparative relation and identifies their specific features. The article describes the types of SSBs in the comparative context, the phenomena that give rise to them (such as antithesis and differentiation), the differences between these phenomena on the example of different systematic languages (Uzbek and English). Based on the studied sources and the analyzed examples, comparative SSI were divided into two types such as SSIs with the meanings contrasting and differentiating. In the above first type of SSBs, which represent a comparative relation, it was proved on the basis of the analysis of examples that the comparative component is expressed in an incomplete form, and the second type in a complete form.

### KEYWORDS

Supersyntactic integrity, SSI with the meaning similarity, SSI with the meaning contrast, antithesis, differentiation, comparee, standart of comparison, standart marker, parameter.



## INTRODUCTION

Initially, sentence was considered the largest unit of speech in linguistics, and then, interest to the text as the largest unit of speech than sentence began in the 70s and 80s of the twentieth century.

Text and its types were originally studied by cognitive psychology as a unit of social communicative speech. Later, the development of cognitive linguistics became the basis for approaching it as a linguistic unit. [5,21] Brinker will have three steps in this learning process of it :

1. The stage of studying the communicative-pragmatic features of the text;
2. The stage of studying the theme of the text (context);
3. The stage of studying the linguistic-stylistic features of the text (syntactic-stylistic relations).[1,80-85]

## Literature review

The research conducted by European and Russian linguists on text linguistics was the main impetus for the development of this field in Uzbek linguistics.

The first source on the text in Uzbek linguistics is G. Abdurahmanov's lecture on text theory that was the basis for the emergence of text linguistics. Then the researches of I.Rasulov[12,174], M.Askarova[2], A.Mamajonov[7;8], N.Turniyozov[13], M.Khakimov[3], M.Yuldashev[11], M.Kurbanova[11], M.Abdupattoev[9], D.Hudoyberganova[4], U.Nosirova[10] carried out the development of this field.

These researchers gave information on the semantic aspects of the text, but some of them have expressed their views on how the relation of comparison is expressed through this unit (especially supersyntactic unit).

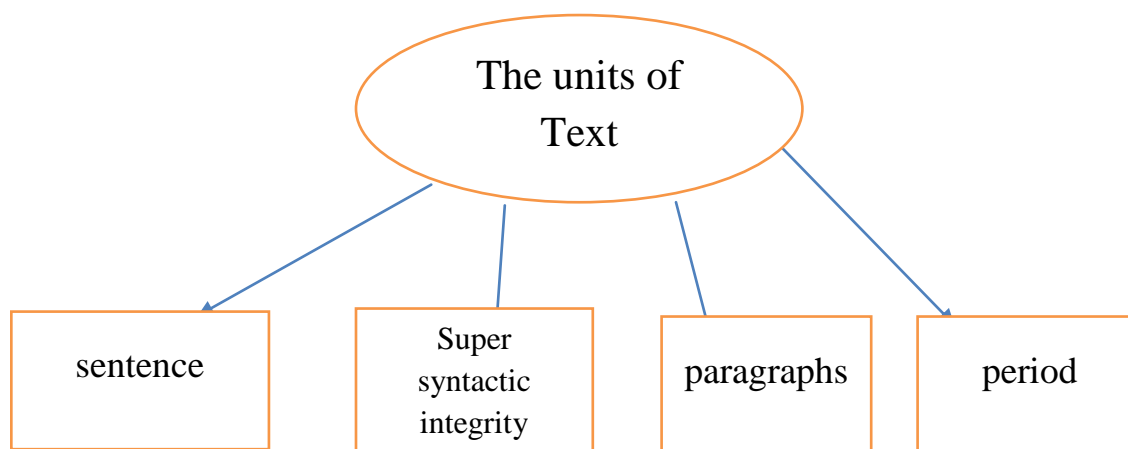
A. Mamajonov, in his textbook Text Linguistics, notes that there is comparative semantic types of the text such as complex sentence, and emphasizes the participation of phenomena such as antithesis in the comparison of two ideas.[7,35]

In the book "Text Linguistics" co-authored by M. Kurbanova and M. Yuldashev, the means involved in the formation of the meaning of comparison in the lexical and syntactic analysis of the literary text are described with various examples.[11,60-61,78-79]

In her scientific work devoted to the anthropocentric study of the text, D.Khudoyberganova studied the linguocultural features of texts and their role in the creation of the text. In this point she shows the texts with the meaning similarity and their features. [4,98-101]

## DISCUSSION

Thus, “the text is the largest expression of speech with its own complex syntactic structure,” which in the broad sense represents a whole fiction, and in the narrow sense the supersyntactic integrity. Professor A. Mamajonov states in his linguistic research that the text consists of the following units:[7,12]



Super Syntactic Integrity (SSI) is a form of the text, a language unit that is larger than a sentence and smaller than fictions. “Each SSI is a miniature story that represents an event with its own beginning, development, and ending.”[6,63] The first statement of the SSI is called a theme that represents the main idea and the structure of the text . The sentence in the SSI are combined and represent a certain semantic relatives. It has the following semantic relations as a compound sentence:[7,34]

1. Time
2. Cause-effect
3. Compare-contrast
4. Description
5. Problem-solution
6. Sequence.

It can be seen that a comparative relation can also be expressed in languages through SSI. When the exact comparison relationship is expressed through this unit, the properties of the two objects are compared to each other.

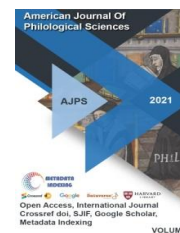
Based on the above sources, it is expedient to first divide the comparative SSI into two types:

Below we analyze SSIs with the meaning contrast.

In SSIs with the meaning contrast, the two ideas are compared, and in the content they are contrasted and differentiated. This involves phenomena such as antithesis and differentiation.

In the text (SSI), words, affixes, and sentences with opposite meanings are involved, and they compare the two objects by contrasting. This phenomenon is

## RESULT



called antithesis in the scientific literature, tazod in Eastern art.[11,61]

The following is an example of how this process occurs in languages(The Uzbek and English languages):

Luvrga yangi kirish joyi huddi muzey kabi mashhur bo'lib ketgan. Uni amerikalik me'mor I.I.Pey tomonidan bunyod etilgan oynavand ehrom bezab turipdi.Ehromning modernizm uslubida qurilgan an'anadorlarga yoqmagani aniq. Ular ushbu inshoot Uyg'onish davri uslubi va mavqeiga putur yetkazadi deb hisoblar edilar.Gyote ushbu me'morchilik asarini to'xtab qolgan musiqa deb atagan bo'lsa, Peyning tanqidchilari uni sinf taxtasi bo'ylab tirmoqning g'ichirlashiga o'xshatishgan. Ilg'or fikrli kishilar esa bo'yi yetmish fut keladigan shaffof ehromni qadimiy an'analar va zamonaviy texnologiyalarning ajoyib uyg'unligi, o'tmish va bugungi kunni bog'lab turuvchi ramziy halqa deb hisoblashgan.Ular ana shunday bezakka ega Luvr uchinchi ming yillikda o'zining munosib o'rniga ega bo'lishiga ishonganlar.(“Da Vinchi siri”)

In this SSI, the views of traditionalists and progressive thinkers on the pyramid are contradicted by antithesis.

Highly processed foods – package goods made from high amounts of sugar and other simple carbohydrates - drain us more than they fuel us.

Rather than increasing your energy, these essentially “dead”foods cause your to spike and then crash, leaving you tired and listless. On the other hand, whole foods like fruits, vegetables,nuts,and seeds typically keep you healthier and maintain your energy levels,empowering your body and mind and enabling you to perform at your best.(“Miracle morning millionaires”)

Differentiation in SSIs is also involved in the expression of comparison. “Differentiation is the definition of a differential sign in two things — an event or a situation.” It is logically different from an antithesis event in that two opposite objects are compared in the antithesis, but these objects are distinguished on different comparative parameters. [11,79]For example,

“O'rdakning uzri

Poklarning poki bo'lib o'rdak suvdan chiqdi, boshqa qushlar ichida u yaxshilik va poklik ramzi edi. Dedi:

- Ikki jahonda biron kishi mendan ko'ra pokroq, pok yuzliroq emas. Har lahzada savob uchun g'usl qilib, suv uzra joynamoz to'shayman. Menga o'xshab hech kim suv ustida tik turolmaydi. Karomatimga shubha qilolmaysiz. Qushlarning pok niyatli zohidi menman, joyim ham, to'nim ham tozadir. Men jahonda suvsiz yasholmayman, chunki men tug'ilganimdan suvdaman va suv mening borlig'imdir...”(“Mantiqut-tayr (nariy bayoni)”).

In this Uzbek example, the duck distinguishes itself from other birds by certain features - purity and face. In this case, a differentiation phenomenon is observed.

“Henry Ford, Thomas A. Edison, and Harvey Firestone are men of great achievement in their respective fields of endeavor. Of the three, Henry Ford is the most powerful, with reference to economic power. So great is his power that he may have anything of a physical nature that he desires, or its equivalent. Millions of dollars, to him, are but playthings, no harder to acquire than the grains of sand with which the child builds and tunnels.” (“Law of success”)

In this example, it is emphasized that Henry Ford is stronger than other businessmen. He is differentiated according his strength from others and by this process the phenomenon of differentiation was performed.

Based on the above information, it is possible to distinguish two types of comparative SSI:

1. SSI with contrasting content;
2. SSI with differential comparative content.

Sources point out that the texts with the meaning similarity contain comparative elements such as comparee, standart of comparison, standart marker, and parameter.[4,97] Comparative elements are also present in SSIs with the contrasting meaning.

However, the comparison components are not fully involved in SSIs with a contrasting content. In it, since two poles are compared on the basis of two opposite comparison signs, one of the objects that being compared cannot be compare or the standard of comparison. The reason is that they are two independent opposing views, one of which cannot be the norm for the other. It is precisely from this situation that it is correct to name them as the objects of comparison by combining these components. In addition, this type of SSI involves two or more opposing parameters representing a comparative relative. For example,

“Bir bor ekan, bir yo‘q ekan, bir chol bor ekan. Uning Zumrad ismli qizi bor ekan. Chol bir qizi bor ayolga uylanibdi. Qizining ismi Qimmat ekan. O‘gay ona Zumradni yoqtirmas ekan. Eng og‘ir ishlarni unga buyurar, qarg‘ab, urarkan. Uzining qizini juda yaxshi ko‘rarkan, doim uni maqtangani maqtagan ekan. Zumrad aqlli, chiroyli va muloyim qiz ekan. Qimmat esa unga hich ham o‘xshamas ekan. U tantiq, qo‘pol va dangasa ekan. Kun bo‘yi ovqat yer, bo‘lar-bo‘lmasga urisharkan. ” (“Qimmat va Zumrad”ertagidan)

In this example, Zumrad's qualities such as intelligence, beauty, and gentleness are compared to that of Qimmat, who is elegant, rude, and lazy. In this case, the two objects are in conflict with each other

with independent Parameters. A comparison is emerged through the standart marker such as esa.

In contrast, in SSIs with differential comparative content, the elements of comparison are fully involved. The main reason for this is that the two objects are compared on the basis of certain comparative parameter. For example,

“Boshlovchi kishi uchun qorong‘ilikda eshik bor, bu yorug‘likdan ko‘ra yaxshiroq. Qorong‘ilikda u sahovat dengiziga butkul cho‘madi va demak, vujudidan biror qismi dengizdan tashqarida qolmaydi. Zero, shu dengizdan uning bir qismi tashqarida qolib, zohir bo‘lsa, shunga mag‘rurlanib, kufrga beriladi. Neki hasad va g‘azabdan senda bo‘lsa, buni piri komillar ko‘zi ko‘radi, sening o‘z ko‘zing buni ko‘rolmaydi. Senda ajdar, ilonlar bilan to‘liq gulhan bor, sen g‘aflatda qolib, ularni qo‘yib yuborgansan. Kecha-kunduz ularni parvarish etasan, ularning to‘ymas ishtahasi domidadirsan, fitnalariga giriftorsan. Agar sen botiningdagi palidliklarni ko‘rolganingda, bunaqa g‘ofil o‘tirmas eding.” (“Mantiqut-tayr”)

In this SSI, compare is represented by “eshik”, the standard of comparison is “yorug‘lik”, the parameter of comparison is “yaxshi”, and the standart marker is represented by “-dan ko‘ra” .

## CONCLUSION

In short, the fact that the relation of comparison is also expressed through the unit of text is a peculiarly complex process, and the study of issues related to this process is important in linguistics. The comparative relation is a broad category is also proved by the fact that it is expressed through the linguistic units, in particular, super syntactic integrity.

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## THE INFLUENCE OF SCIENTIFIC TERMS ON STUDENTS' SPEECH

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### ABSTRACT

the article describes the role of scientific topics in the development of a student's speech, language learning. Also, about the way of development of mental activity and memory of the student.

### KEYWORDS

Speech, thought, sign system, process, psycholinguistics, typical sound, emotional-expressive, reflex, structural-word-formation.

### INTRODUCTION

Speech is a historically formed form of human communication through language constructions created on the basis of certain rules. The process of speech involves, on the one hand, the formation and formulation of thoughts by linguistic (speech) means,

and on the other hand, the perception of language constructions and their understanding. Thus, speech is a psycholinguistic process, a form of human language existence.





Speech is a means of expressing thought, and that is why speech, in the course of its development in ontogenesis, makes possible the emergence of higher, abstract thinking. I.P. Pavlov said that it is speech activity that gives a person the opportunity to distract from reality and generalize, which is a distinctive feature of human thinking. Language is a sign system that correlates conceptual content and typical sound (spelling). Language should be understood as the ability to share the intentions of others during communication.

Language is a multifunctional phenomenon. The main function of language is communicative (or the function of communication), i.e. the use of language to transmit information; constructive (mental), cognitive, emotional-expressive and some other functions of language are also distinguished.

The biological basis of speech formation is an unconditional reflex, which is the basis for the subsequent formation of all conditional reactions. Such a conditioned reflex is the study of various scientific terms, but in the first weeks students begin to interact closely with conditioned stimuli, repeat themselves in known situations, and gradually turn into conditioned reflexes.

The development of the vocal response follows the same path as all conditioned reflexes.

### MATERIALS AND METHODS

At first, a conditional, generalized reaction appears in response not only to a single signal, but also to a number of similar signals, but then the reaction begins to differentiate, and after a while it begins to arise only to a single, selected stimulus. An example of such a generalized reaction is the manifestation of a vocal reaction to the sight of the mother. At first, the vocal reaction manifests itself to any term, but then it differentiates, and the student speaks heterotonically in the form of a mother.

Another important provision about the student's voice reaction is as follows: this reaction does not develop in isolation, but forms part of a whole group of reactions. For example, there is always a series of movements, within which the vocal response is only one element.

Since the voice reaction is associated with certain external impressions, the voice reaction gradually stands out independently from the disordered whole that it is part of. In the first months of learning Russian speech and its development goes the following way: from the multitude of disordered movements, which also include a vocal reaction, a differentiated vocal reaction is increasingly distinguished. It is she who is beginning to acquire central importance.

To date, there are studies devoted to the problems of scientific and technical terms and term systems in

relation to different languages, including Chinese and Tajik, but there have been no works in which a frontal description and analysis of biology terms as a certain field of science has been carried out. Meanwhile, in the study of specific sublanguages, the problem of identifying semantic characteristics of functional elements of the terminological system, as well as the problem of term formation, are recognized as central problems in terminology studies (L K Kondratyukova, P N Kuskov, L M Lazareva, 1983).

Linguistic research of the terminology system of biology, description of the structural and semantic characteristics of terminological units functioning in this terminology system, as well as the creation of a branch dictionary-minimum can help in overcoming difficulties encountered in the translation of specialized literature on biology.

## RESULT AND DISCUSSION

The key issues of this problem were solved by us from the standpoint of the theory of nomination, the essence of which consists in the description of linguistic means from the point of view of a system of concepts. The relevance of this approach is due to its predictive ambiguity, which is especially important in terms of ordering and standardization of individual terminological systems.

The purpose and objectives of the study is to study the sublanguage of biology based on interlanguage

correlations [Tajik-Uzbek languages (object languages) - Russian language (language-tool)], to study the specifics of the structural and semantic characteristics of the studied terminological system and to determine the features of the processes of terminologization in modern Tajik and Uzbek languages by establishing and substantiating their main patterns in professional biological sublanguage, identification of isomorphic and allomorphic properties of the expression of biological terminological vocabulary in Russian, scientific Latin and Tajik languages by studying its structural, word-formation and functional characteristics.

Since Bukhara is a region where people speak three languages, Uzbek, Tajik and Russian. To achieve this goal, it is necessary to solve the following tasks - to establish criteria for the allocation of biological terminological vocabulary as part of common vocabulary. To define the boundaries of the terminological field of biological terms as terminology of an independent sphere of science, to establish the role of systemic semantic relations in the formation of the structure of biological terminological vocabulary and to characterize the interlanguage community of the studied layer of terminological vocabulary in the compared languages.

Also, to determine the correlation between the plan of expression and the plan of content in the terminological field of biology, determining the

features of the motivation of biological terminological vocabulary in the compared languages, to identify the sources and methods of formation of terms functioning within the sublanguage of biology, to determine their lexical and grammatical composition, to describe the structural organization of the terminological system of biology and its functional elements in the compared languages, to inventory and describe term elements involved in the formation of biological terminological units, to determine the features of the derivation of terminologized units in the sublanguage under study.

Learning the initial terms helps students not only to develop speech, but also to enrich their vocabulary. Also, the development of the nervous system, memory.

When studying scientific terms, outdoor games can be used, this helps to improve blood circulation, activate blood pressure, assimilation of the optimal amount of oxygen by students, prevents drowsiness during class. Precise movements help to memorize certain terms, while studying the terms, students perform exercises that improve blood flow.

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