

## The Use of Interactive Methods on the Example of Studying Phrases with Prepositions in Russian Language Lessons

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### Article Information

**Received:** March 27, 2023

**Accepted:** April 28, 2023

**Published:** May 29, 2023

**Keywords:** *discussion, process, phrase, interactive approach, concentric principle, communicativeness.*

### ABSTRACT

*The use of interactive methods in Russian language lessons is the object of the content of the article. The main methodological attention is paid to the principle of interactivity in the implementation of this educational activity. Some methods of work that implement an interactive approach in the conditions of assimilation of Russian prepositions and possible situations of their functioning are proposed.*

As you know, grammar training takes place "taking into account three types of competencies: linguistic, speech and communicative" *Linguistic competence involves the development of understanding, the ability to analyze and knowledge of a grammatical phenomenon. Speech competence is manifested in the ability to perceive and use speech patterns with the use of a certain grammatical form. Communicative competence is the ability to both perceive and create texts using a particular grammatical category.*

To master these competencies, it is necessary to create certain conditions and select appropriate tasks close to real life, because often foreigners who study Russian do not feel free in real life situations: they cannot maintain a dialogue, they cannot express their thoughts - they do not speak spoken Russian. It should be noted that it is very difficult for foreigners to study cases. The problem of studying the category of case in the lessons of Russian as a foreign language has been addressed by many researchers. In particular, M.V. Panov proposed a special way of studying cases, which consists in presenting the material in stages: at stage 1, models of phrases are proposed; At stage 2, there is a comparison of Russian constructions with constructions in the native language; Stage 3 is the stage of creating a system of exercises; Stage 4 - work with phrases and assimilation of their basic models. Taking into account the development of communicative competence, the order of studying cases corresponds to the principle of frequency.

"Prepositional phrases, in which the relationship between their components is expressed not only by case endings, but also by a preposition, usually have a more specific character, the connection between words is clarified." In the practice of teaching Russian as a foreign language, the prepositional-case system is studied as a whole, i.e. prepositions are studied together with the corresponding case models.

It should be noted that when studying the Russian language, the perception of prepositions is a

problem situation for students. The study of prepositional combinations is complicated by several circumstances related to prepositions. First, Russian "coherent words are very numerous and productive," notes V. V. Vinogradov. The scientist statistically proves that, along with conjunctions, particles, pronouns, they are the most frequent words in speech. P. P. Litvinov, who studies the specifics of learning English by Russian students, identifies the causes of difficulties in comprehending English prepositions, but it turns out to be indisputable that the same difficulties arise for foreign students who master the Russian language:

- 1) the impossibility of unambiguous translation of prepositions;
- 2) most of the non-derivative prepositions of the Russian language are polysemantic (Russian grammar indicates that the values of the preposition *in* - 10, the preposition *on* - 13, etc.);
- 3) in Russian language, many prepositions form stable combinations with verbs, for example: *play the piano, this week*, etc.

However, the obligatory process of systematization of Russian verbs in the study of Russian as a foreign language involves the identification of those features of this part of speech that will facilitate their memorization and operation with them in prepositional phrases. For example, prepositions *from*, *to* are used only with words in the genitive case; The preposition *to* is used only with words in the dative case. Thus, relying on some patterns, frequency, stable combinations with prepositions, a foreign student can use the installation that the preposition predicts the case form. At the same time, it cannot be assumed that this feature is realized in all speech situations.

The situation is complicated by the fact that none of the RCT textbooks, when presenting a topic related to cases, has no information about the situations in which it is required to use a particular case, there are no rules for choosing cases. This key point is completely safe for native speakers who intuitively feel the degree of relevance of a particular choice, but it also represents the main difficulty for a foreign student who masters the intricacies of the semantic and grammatical content of the educational text, the educational speech structure.

It seems correct in the study of prepositional phrases to include in the language material examples containing all parts of speech in order to demonstrate all the possibilities of the Russian preposition. Such a multifaceted illustration of its potencies will make it possible to reasonably prove the functionality of the preposition, its speech flexibility. In addition, the multiplicity of training situations that bring to the fore various meanings of prepositions, obviously, contributes to the development of the ability to choose an unmistakably correct prepositional option, to consolidate the skill of combining words.

The principle of concentric presentation of the material, practiced in the RCT methodology, also applies to the study of prepositional phrases. So, for example, it is quite logical to consider at the first stage the main prepositions serving cases; at the second stage - prepositions, less often used in phrases with these cases, then - multi-valued prepositions used with the same cases.

The explanation of grammar can be carried out in the form of a lecture, an explanation with the development of a guess, using lexical input.

When explaining with the development of a guess, the teacher can offer tables, and students can independently deduce and formulate a rule. For example, in the language material there may be a prepositional case of the place: *I live in Astrakhan*. The teacher should focus on this case, offer a table, after acquaintance with which students will try to formulate a rule: *I live (in Astrakhan, in Moscow, in St. Petersburg)* - the place is indicated by the preposition *B* and the ending *-E* in the noun. The prepositional case of a place with the preposition *B* is the most frequent form, after acquaintance with which the prepositional case with the preposition *O* is given.

Here are examples of exercises that contribute to the development of linguistic, speech and communicative competencies:

1) Tell us where your friends are

Sample: to be, *library – to be in the library.*

Words for reference: *institute, department, dormitory, cinema, circus, park.*

2) Complete sample suggestions.

Sample: *Mother works in the library and father . . .*

*His mother works in a library and his father works in a school.*

*1. The daughter is studying at the institute, and the son ... . 2. My sister works in a factory, and my brother ... 3. Ruslan is resting in the club, and his friend Nurlan ... .*

3) Answer the sample questions.

Sample: Astrakhan. - *Where was Elena born? In Astrakhan.*

*1. Penza. - Where was Alexei born? 2. Factory. - Where does he work? 3. School. - Where does his mother work? 4. China. – Where was Song Jie born? 5. University. - Where does her brother study? 6. Circus. - Where were you yesterday?*

4) Complete sentences by changing nouns and using the prepositions *B* or *NA*

Sample: "Students are resting ... (*park*).

*Students relax in the park"*

*1. The book lies ... (table). 2. They're sitting... (room). 3. The student writes ... (notebook). 4. We buy postcards ... (kiosk). 5. We're learning... (University). 6. The cat sits ... (window). 7. The report lies ... (folder).*

This type of exercise may be accompanied by a hint drawing.

5) Tell your friends how you spent your time:

*1. On Sunday I was .... (museum).*

*2. On Saturday I went ... (theater).*

*3. Yesterday I was present (lecture).*

*4. Today I'm having dinner ... (café, river bank).*

*5. My friends were ... (club, disco).*

*6. In the summer they visited ... (sea, Sochi).*

*7. And I would like to visit ..... (India, March).*

6) Restore the text of the letter

*Hello...!*

*Now I'm already at home ... (Kazakhstan), but recently I went (Russia, Astrakhan). Take a look..... (this photo). I photographed it. You probably don't know it's the Kremlin. Isn't it beautiful? I was... (Astrakhan, June). There I studied ..... (University). It was very interesting! ... (Astrakhan) I lived ... (street) Tatishchev. Every day I practiced ... (university), and on Saturday and Sunday rested. There is a lot of transport in Astrakhan. You can drive ... (buses), and ... (trolleybuses), but I preferred to ride ... (minibuses). After class, I was somewhere every day: ... (museum - exhibition, theater - ballet, club -*

*Disco and, of course, ... (guests). Unfortunately, I was in Astrakhan for only one month. That's very little! Also I would like to go ... (St. Petersburg) to visit ... (The Hermitage). Next time, let's go together?*

*Good bye. ...*

The described types of tasks can be performed by students both in pair and in group work, since the interactive form of presenting the material contributes to a more effective assimilation of the material.

Exercises used: "genuinely communicative (the main motive of which is the need for communication); conditional-communicative (training of educational material in communication, imitating natural); Non-verbal (non-communicative) exercises" [7] are a condition for the formation and development of communicative competence of foreign students. At the same time, we took into account the fact that in speech "in the natural process of speech communication, units of different language levels do not function in isolation, but interconnected. For this reason, the training of foreigners in the Russian language is organized in a comprehensive manner, i.e. units of different levels - phonetic, lexical, grammatical are presented in their interrelated, simultaneous and parallel functioning.

So, the use of interactive learning methods allows you to solve several problems at once, the main of which is the development of linguistic, speech and communication skills. Interactive learning contributes to the establishment of emotional contacts between students and the teacher, teaches teamwork, provides communication skills, makes it possible to change the forms of their activities, switch attention to the main issues of the topic of classes.

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