



Application Of Pedagogical Technologies In Studying The Syntactic Meaning Of Conditions In Russian Language Lessons

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Annotation: The article raises the question of creating a textbook on methods of teaching the Russian language, where materials on modern technologies for teaching school students and developing Russian language lessons should be logically correlated, where, in particular, when studying the meaning of a condition at the level of a complex sentence, elements of such technologies are used. The logic of using in the work not exercises, but specially selected constructions from fiction texts and special case assignments, research games and supports, where students can show their knowledge, solve search problems, and demonstrate abilities in teamwork, is substantiated.

Key words : pedagogical technology, conditionality, sentences of non-indicative and indicative types, undifferentiated and differentiated conjunctions

The creation of textbooks and teaching aids on the methods of teaching the Russian language and literature is a rather complex process that involves the accumulation of certain experience in working with students of secondary schools, taking into account their age and psychological characteristics, goals and objectives of learning, interest in knowledge and achieving the necessary skills and skills.

A teacher of a modern formation is not content with traditional methods and techniques of organizing and constructing lessons, uses the achievements of advanced teachers, meaningfully and skillfully introduces what is new that is offered by the developers of interactive, communicative, student-oriented, developmental education. Therefore, teachers should be armed with methodological literature, which, in addition to theoretical information, should contain practical material that will help them navigate the educational process and keep up with the times.



In this regard, a good help for philology teachers is the textbook by L.T. Akhmedova, E.A. Lagai “Modern technologies for teaching the Russian language and literature”, which states that “... for today’s pedagogical science, the most important area of activity is the radical renewal of pedagogical tools, in other words, teaching and upbringing technologies” [1, p. 4].

This textbook not only outlines the theoretical material necessary for language teachers, but also offers case assignments and assignments for independent work;

Not only are pedagogical technologies characterized in general terms, but also examples of their use are given;

not only modern teaching methods are given, but also their strengths and weaknesses are indicated;

not only questions on topics are given, but also methodological developments using a specific innovative teaching method are proposed.

By now, new pedagogical technologies are being developed, and a lot of them have already accumulated.

Professor V.I. Andriyanova proposed classifying them according to the following parameters: pedagogical technologies based on the personal orientation of the pedagogical process;

pedagogical technologies based on the activation and intensification of students’ activities;

pedagogical technologies based on the effectiveness of management and organization of the educational process;

pedagogical technologies based on didactic improvement and reconstruction of material;

pedagogical technologies of developmental education;

private subject pedagogical technologies (for individual school and university disciplines) [2, p. 27-28]. Each parameter determines the ability to use elements of several technologies within one general or related approach. Such a variety of technologies and methods opens up wide opportunities for the teacher. In addition, one cannot but agree that these technologies belong to the category of humanitarian ones and, as noted by V.I. Chuprasova, reflect certain conditions, means and ways of self-expression of people, self-realization of their intellectual, spiritual and moral qualities [3].

In our article, we want to share our experience of working with 9th grade students in Russian-language schools, limiting ourselves to the presentation of



individual pedagogical technologies when working on the specifics of complex sentences, where conditionality arises between predicative parts and syntactic conditional relationships are realized.

Studying the meaning of a condition at school involves mastering the characteristics of unions of undifferentiated and differentiated types.

At first glance, this is not so difficult, but delving into the essence of the issue shows that such assimilation presupposes certain knowledge of morphology, in particular, about the conditional mood and the formation of speaking verb forms;

on functional syntax, where it is important to distinguish between unreal and potential conditioning, taking into account the context, and much more. During the lessons, students become familiar with such grammar concepts as constructions of non-indicative and indicative types, the modal meaning of the construction and its relationship with the time plan. These concepts are reinforced in classes where the emphasis is on the originality of sentence construction, where conditional relationships are established between structural parts, the actualizers of which are primarily special conjunctions. Focusing only on conjunctions is not always correct, since the nature of the relationships between predicative parts depends on a whole complex of indicators that influence the general semantics of a complex sentence. Students are easily convinced of this by receiving, for the introductory stage of work, the task of identifying the meaning of the condition in the proposed constructions:

1. If only you could understand me!
2. If you only understood how difficult it would be to solve this problem!
3. If you understood the complexity of the problem, you would not require me to solve it now and immediately!

Using collaborative learning technology techniques, the teacher ensures that students, divided into groups, discuss and argue and voice their conclusions. The first sentence is a simple sentence (has one predicative part), the word, if not a bond (there are no two parts, main and subordinate), generally expresses the semantics of the wish. The second sentence was recognized by students as complex after some doubts and disputes, since the opportunity was allowed to ask a question from an informatively insufficient word from the first part (understood - what?) and the dependence of the second predicative part on the first was established.

However, there are no conditional relationships.



In the third sentence, almost all students saw the implementation of conditional relations, since they identified the possibility of carrying out actions under certain conditions.

The task itself was presented in the form of a problem situation, when students not only had to get out of it with dignity, search and find an answer to a complex question about the specifics of the design, where the meaning of the condition is present. Russian language lessons, like no other, allow the teacher to turn to texts from works of fiction. The choice is made in accordance with the educational objectives and the richness of the texts with the studied structures. But in some cases, subjective factors come into play. In our opinion, a modern teacher can use the material that allows him to involve students in the process of research and creativity, expand and deepen his knowledge about the work of famous writers. In the Russian language lesson, when studying the actualization of the meaning of the condition, we used excerpts from the story by L.N. Tolstoy "Hadji Murat".

Students need to develop the skill of not only recognizing the desired structure, but also analyzing it and arguing in defending their point of view.

But in order to defend one's rightness, one needs certain knowledge and the ability to identify signal signs of syntactic meaning. It is important that students do not become confused or panicked when encountering any homonymous elements. Therefore, in our opinion, the proposal of a provocative construction activates the mental activity of students and forces them to take a responsible approach to the analysis and establishment of the status of the structural and semantic components of a complex sentence.

The sentence corresponding to this goal setting was: When the first change was handed in, Vorontsov opened the snuff box and did what he did when he was in a particularly good mood... [5, p. 394].

Let us note that the students were not at a loss in the overall assessment of the sentence, pointing out that it is a polynomial complex sentence with parallel and sequential subordination of subordinate clauses. They laid out the proposal outline quite confidently. But homonymous elements, namely the conjunctions when (for the first subordinate clause) and when (for the third subordinate clause), alerted them.

To establish the status of conjunctions and determine the semantics of subordinate clauses, it is appropriate to use the techniques of semantic substitution, enumeration of options, selection of synonyms, etc. These



techniques involve the whole class in the work, encourage students to offer their own versions, and look for the correct solution to the issue. As a result of this work, the first conjunction is recognized as an indicator of the syntactic meaning of time, correlated with the conjunction after, containing an indication of the sequence of actions in the subordinate and main parts. The second conjunction, when it has a dull connotation of time, but activates the indicator of the conditionality of actions, logically allows for replacement by the conjunction if and a descriptive phrase, provided that it was in a good mood.

The process of recognizing characteristics and establishing the status of design components is carried out under the unobtrusive control of the teacher, who observes, asks stimulating questions, and leads to the desired conclusion. A game form of working on educational material can be called quite effective when the whole class is required to be involved in the process of mastering the topic. During the game, students develop such personality qualities as patience, perseverance, responsibility, curiosity, develop the ability to independently obtain knowledge and apply it in practice, a high level of formation of sustainable motivation for learning is observed, and a positive moral and psychological climate is created in the lesson.

In the 9th grade we played the game “Biathlon”, the essence of which was that students had to quickly “go the distance” and identify a construction with a conditional clause. An important condition was “not to miss”, but to correctly characterize the syntactic relationships between the predicative parts of sentences. The competitive spirit of the game captured all the students in the class. The intrigue of the game lies in the fact that the connecting element is the conjunction or allied word when, which predetermines the possibility of a “miss,” that is, an incorrect definition of the relationship between parts of sentences.

1. When Hadji Murat returned to Vorontsov the next day, the prince’s reception room was full of people.

2. Hansha was a weak, stupid and impudent woman, like all women when they live according to their own will.

3. We consulted with my grandfather and decided to wait until he left the palace and kill him in an ambush.

4. Chernyshev knew, having heard this more than once from Nikolai, that when he needed to solve any important issue, he only needed to concentrate for a few moments...



5. And she immediately turned to Hadji Murat through an interpreter, asking when he would pray again.

6. If you took it, tell me how much when you give it back.

7. How to wake you up when you are fighting.

8. After dinner, when coffee was being served in the living room, the prince was especially affectionate with everyone... In our work with students, we use elements of the supporting technology of teaching the Russian language, when theoretical material must be presented in the form of a graphic image, in which the relationship between the positions of the main and subordinate parts of sentences is visually represented: preposition, interposition, postposition. Schemes allow you to group structures, differentiate them, and identify similarities and differences in the construction of complex sentences. Next, students were offered creative tasks to stimulate mental activity. Students had to not only read excerpts from the story, but also compose theses about the specifics of conditional conjunctions, develop criteria for recognizing and distinguishing conjunctions with the semantics of the condition, justify the sufficiency or insufficiency of the characteristics of conditional conjunctions according to the following criteria: single or double, repeating, modern, outdated. To consolidate independent conclusions, the following sentences from the story can be used:

1. If you are not rewarded for this in this life, you will receive a reward in the next.

2. He would have lost his last horses and weapons if I had not taken him away.

3. If your conscience is clear against the great king, if you are not guilty of anything, come to me.

4. "If he weren't a saint, the people wouldn't listen to him," Gamzalo said quickly.

5. If we treated Hadji Murad as a prisoner, all the beneficial effect of his betrayal of Shamil would be lost for us.

Conclusions can be presented in the form of a mini-speech, a sentence diagram with commentary, a guiding riddle, a picture, and the like.

The students themselves choose the form of the answer, reporting as a whole group or individually. The main thing is that students remain interested in it until the end of the lesson, participate in search and creativity, and experience self-esteem and satisfaction from the work done.



In conclusion, we note that each teacher gives preference to any effective technology that seems most appropriate to him at a certain stage of the lesson, when covering a particular topic. But any technology requires serious preparation from the teacher himself, since it presupposes a scientific approach to the content of teaching, to the selection of educational material, a system of tasks to develop the necessary skills and abilities, where aesthetic and educational components occupy not the least place. Thus, the teacher's work in Russian language lessons, in particular when studying the syntactic meaning of the condition, is the result of great preparation and thoughtfulness of all aspects of joint activities with the class.

Literature

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