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ISSUES OF APPLICATION OF LEXIC WORK AT THE MODERN STAGE OF TEACHING THE RUSSIAN LANGUAGE AS FOREIGN IN HIGHER EDUCATIONAL INSTITUTIONS

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ANNOTATION

In this article, the author discusses the role of lexical exercises in ensuring the effectiveness of teaching the Russian language in higher education.

KEYWORDS: *concept, communication, interpretation, field of study, vocabulary*

ВОПРОСЫ ПРИМЕНИТЕЛЬНОСТИ ЛЕКСИЧЕСКОЙ РАБОТЫ НА СОВРЕМЕННОМ ЭТАПЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация

В данной статье автор обсуждает роль лексических упражнений в обеспечении эффективности преподавания русского языка в высшей школе.

Ключевые слова: *концепт, коммуникация, интерпретация, сфера обучения, лексика*

DISCUSSION

In modern linguistics, the subject of linguoculturology occupies a special place. Linguoculturology shows that language is not only a means of communication, but also the cultural code of a nation. Knowledge of this code is necessary for both native speakers and those learning this language. The study of the final picture of the world is devoted to the work of Z. Kh. Bizhev, T.V. Buligina, D. S. Likhachev, Yu.S. Stepanova, A.D. Shmeleva, R.R. Zamaletdinova.

According to the definition of R. Redfield, the picture of the world is a vision of the universe, characteristic of this or that people. A. Vezhbitskaya in the article "Sorrow" and "anger" in the Russian language notes that "... the way people interpret their own emotions depends, at least to some extent, on the lexical coordinate system that gives their native language is to them" [2, 18].

Thus, according to A. Vezhbitskaya, each language has its own definite picture of the world and



language speakers follow this system. So, the preservation of knowledge about the world is realized, firstly, in the language itself in the semantic systems of vocabulary and grammar, and secondly, with the help of language in speech, in written and oral messages communications created in the language. According to R.R.Zamaletdinov, the representative of tartar linguoculturology, the necessary element of familiarizing the people of the carrier language with the cultural values are the words of ethnocultural vocabulary. By the way, you can name the book R.R. Zamaletdinova "Ethnocultural vocabulary of the Tatar language" (2003). In such a word, the concept is chosen as the base unit. And the immediate units of ethno-cultural description become phraseological units, phraseological units, reflecting the nature of linguistic thinking of the ethnos. According to R.R.Zamaletdinova, "the most important part of the dictionary of ethnocultural vocabulary is composed of key words that express the value dominants and the special features of men literacy" [5, 26].

For the Russian consciousness, such words are significant: truth, justice, goodness, will, dare [8]. The basis of any language is vocabulary, which has the ability to enter into certain relations for the purpose of transmitting and receiving information. It is well known that every person in his life accumulates his supply of vocabulary, distinguishing it from others. Native speakers use common words, an expressive mental vocabulary that distinguishes speakers of a particular language. At all times, classes in foreign languages had a practical purpose. Nowadays, you can formulate this:

- firstly, language skills are needed to get a job;
- secondly, language is needed to acquire a specialty;
- thirdly, knowledge of the language will help in a tourist trip and business trip.

Teaching the Russian language to modern teachers, you need to remember about those basic processes that take place in Russian vocabulary at the end of the 20th century and at the beginning of the 21st century. Speakers of Russian speakers firmly entered stylistically reduced vocabulary and new borrowings. A number of scholars of modern Russian language lexicons believe that the greatest changes have occurred in the following areas: in politics, in the social structure, ideology, economics and finance, in state security, defense, law enforcement organs, technology, automation, medicine, religion, faiths, sports, games, entertainment, leisure, music and mass culture [3, 26].

When teaching students the Russian language in national groups, the teacher must take into account the latest achievements in teaching Russian as a foreign language, which are published in the journals Russian Language Abroad and Rusist of the 21st Century.

R.B.Samedov in the article "Methods of conducting lexical work in the Russian language classes at universities of Uzbekistan" identifies issues that pose the greatest difficulty for students and are important in the process of mastering Russian speech. In his opinion,

"to learn a word of a foreign language means: 1) to understand its meaning and the rules for the use of this word, 2) to remember the word and the rules for its use, 3) to learn how to use the word correctly (quickly and accurately) in one's own speech and understand it in the speech of other people" [7, 37].

The assimilation of lexical units is a lengthy process conducted daily in each lesson, taking into account the specifics of vocabulary as one of the important aspects of speech activity. The difficulty in learning the Russian language arises from the study of the multivalued words that make up the basis of the dictionary of the Russian language. R.B.Samedov shows how to group words by thematic groups. On the subject of "Health" he took the words for active training: a doctor, a doctor, a hospital, a patient, getting sick, getting sick, going to hospital [7, 38].

You can add words and word combinations to these words: patient, take tests, get an x-ray, fluorography, get a blood test, listen to the patient, prescribe a medicine, write a prescription, buy a medicine, make a gargle, measure temperature, high temperature, recover, recover, recover, modern medical equipment. The lexical work consists of two stages: introduction of vocabulary, acquaintance with new words and consolidation of the passed lexical material, assimilation of semantic connections and meanings of words.

In the lessons of the Russian language in the first year of study, you can also use tales and not only Russian folk, but also tales of different peoples in Russian. Firstly, they are quickly remembered, the active words include new words with which students further make sentences, mini-texts that are easier to retell. Then you can complicate the tales by adding new words, offering new options composed by students. In the work of the teacher of the Russian language as a foreign informational and communicative competence, this is not the last place. A teacher of Russian as a foreign language should be familiar with electronic aids in teaching Russian. For several decades, computer technology has been used. The teacher of the Chirchik State Pedagogical Institute Barno Badalova also notes, among the opportunities for studying and teaching the Russian language, such as access to a huge amount of electronic authentic resources and national corps of texts, which forms the sociocultural and linguistic and territorial competence of students, which in our time has an important role [6, 46].

For everyday communication, it is also important for students to study the phraseological logic of the Russian language. As you know, in phraseology contains the most valuable information on the culture and mentality of any people. In them, as in a mirror, the soul of the people is reflected, the people's ideas about customs, rituals, the moral of the people. Finding appropriate equivalents for phraseological units of the Russian language in their native language is of great interest to students, for example, trembling like an



aspen leaf has the correspondence in the Uzbek language: yar-paq (leaf) - titramoq (1, 545).

In the classroom, students turn to phraseological dictionaries, use various dictionaries, for example, to proverbs and sayings from the Azerbaijani language find correspondences in the Russian language, all this allows a deeper study of the Russian language vocabulary:

“Qizil kalit hamma eshikni ochar” “The Golden Key unlocks all doors” (4, 385).

The Uzbek language: Russian is particularly specific. to close (door, meeting) - Uzbek. eshikni yopmoq, yig'ilishni tugatmoq; Russian ability - uzb. qobiliyat, layoqat, Russian addition - Uzbek. qo'shimcha, ilova, to'ldiruvchi, Russian monument -Uzbek haykal, qabr toshi, yodgorlik.[10]

Thus, the lexical work carried out in each lesson activates the cognitive activity of students, accustoms them to the assimilation of new and new words of the Russian language, which contributes to the replenishment of the active vocabulary.

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