

WAYS OF STRUCTURAL AND SEMANTIC FEATURES, SPEECH CONSTRUCTIONS IN SPEAKING AND DIALOGICAL SPEECH OF NATIONAL GROUP STUDENTS

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ABSTRACT

The article gives structural and semantic features of speech units that are used in teaching Russian grammar to first-year students for whom the Russian language is non-native. The problems of the correct selection of speech units for constructing dialogic speech are also considered.

KEYWORDS: Modern, features, necessary, opinion, interconnection, replica, dialogue, training, selection, review, use, result, situation, unit, norm, conversation.

INTRODUCTION

In modern linguodidactics, it has long been obvious that effective mastering of any grammatical structure is possible in colloquial speech. When teaching Russian grammar to first-year students for whom Russian is a non-native language, it is necessary to consider the structural and speech characteristics.

For linguistic studies of the structure of speech features of speech, there are works by linguists such as D.I. Izarenkov, P.D. Iotova, I.P. Svyatogora, N.Yu. Shvedova, in which linguists agree that the initial unit of speech is a combination of interrelated and interdependent units, replicas of two or more speakers. They call it a dialogical unit (DE).

The problem of selecting speech units and teaching Russian grammar using them has been successfully solved in a number of works on linguodidactic research. For example, in the works of I.G. Chistyakova, T.B. Pushkar, E.Yu. Sosenko, Z.N. Ievleva. In these works, the problem of speech units is solved in a structural aspect. We are interested in the structural and semantic aspect of this issue, namely: the main condition for the use of selected speech units in the form of a sample for training on their basis, the study of grammatical phenomena. This should prompt them to conform to the casual communication situation.

By definition N.Yu. Shvedova, “dialogical unity is a complex syntactic unity, which is similar in its functions to a complex sentence”. The minimum dialogical unit is built from two, three, four replicas and can constitute one micro-dialogue, while several dialogical units already represent a speech complex in a micro-dialogue.

MATERIAL AND METHODS

When selecting educational speech units, we are guided by the following standards:

First, the language material in the speech unit should be as close as possible to the topic of the lesson. This is the principle of situational-thematic conditioning. It allows you to consider the relationship between speech intentions and the forms of their linguistic implementation in speech situations.

The second is the creation of speech samples, considering the goal of learning, which is the practical mastery of the grammar of the Russian language.

The third is the norm of the naturalness of the conversation. This helps the student to take into account the peculiarities of colloquial speech: the use of repetitions, words-sentences, incomplete structures.

Fourthly, the rule for constructing short, easily visible speech units. This involves the selection of speech units consisting of no more than three replicas.

Fifth - the norm in the composition of speech units should be worked out only one new grammatical phenomenon. This principle can be termed as the isolation of the difficulties of speech units.

The sixth norm is the rule of high practical significance of speech patterns for the student. A speech pattern acquires high significance in use if, as a result of its assimilation, the student acquires the ability to master a large number of words.

And so, considering the above, we identified speech units by their structural correlation with the speech situation. When selecting, we considered the interaction of replica-stimuli and replica-reactions according to

their purpose in a certain situation. The study of a wide range of reactive remarks in dialogue would significantly expand their scope and limits of speech activity of students of Russian as a foreign language, would bring their speech closer not only to natural forms of communication, but also to more accurate use in speech in specific situations.

ANALYSIS AND DISCUSSION

Now, with examples, let's identify some speech units. According to the question-answer scheme:

The answers use words - sentences yes, of course, good, the whole structure or one of its members can be repeated:

-This is your daughter? - You have a good mood?

- Yes.

-You have done your homework? - Are you going to your grandmother today?

- Sure. - Good.

Words can be used as a statement of circumstance:

- And how do you do it?

- Very simple.

According to the "question-negative answer" scheme:

These constructions use the word-sentence-no, the verb-predicate-I don't know, the combination of the word-no with the verb-predicate -not in the form of lexical repetition:

-Do you want to tell me anything? - Where is the book? - What is he looking for here?

- Not. - I do not know. - He's not looking for anything.

- Have you read the book? - Where is everyone? -What is he hiding here?

- Not. - I don't know. - Yes, he is not hiding.

For a direct answer, in the reacting cues of an indirect answer, the duplication of the members of the sentence is broken or absent, although the communicative connection between the cues is not broken:

- Why are you laughing? -What's new with you?

-Yes so ... -As always, everything is fine.

Such structural and situational types of speech units serve the following speech situations such as exchange of opinions, characterization of a person, identification of a cause, characterization of an object, characterization of a phenomenon. Obtaining information on the result of activities, evaluation of activities, please.

According to the "question-counter-question" scheme.

This scheme functions only when the interlocutor wants to clarify the question or asks the speaker again, since he justifies that he did not hear the question or did not understand it. In such a speech unit, the question is asked about the time, place and circumstances of the action. This type of dialogue is characterized by the use of interrogative pronouns what? Which the? Where?

-Where are my shoes? - Have we met today?

-What kind? -Where?

- Is that the man? - Did you lose that phone?

- Which the? - Which one?

Usually, in re-questions, students replicate with interrogative pronouns Who? What? How?

-What did he read? - Are you going with them?

-What? - With them? I do not know.

The answers by their semantics correspond to the asked question or contain an answer with the same question.

-What are you doing? -What's your name?

-And you? -Rustam. And you?

-Did you do your home-work? -What is your last name?

- And you? - Mine is Muradov. And yours?

The above structural-situational speech units are a clarification of the subject of conversation, a desire to obtain information about something or someone, finding out the location of something, someone, or acquaintance.

Clarifying remarks are made out, according to our observations, in the form of pronominal or adverbial questions, or in combination with lexical repetitions. The semantics of these speech units is similar to the previous type, but has its own characteristics.

- Look, is the house over there? - Need to find him?

- Where? - To find? Where?

With a clarifying remark, a construction can be used, which, in essence, gives an answer to a question posed by the interlocutor himself.

-We're leaving?

-And I'll go with you?

Here the second line expresses surprise, joy, or sadness in the form of a question.

-Amina has come! - It's late, ten o'clock.

- Amina came. - What? Nine?!

The listed types of speech units serve speech situations of the following nature: clarification, expression of surprise, grief, joy when there is a message about an event, news.

It is distinguished by its variety of types and speech dialogues on the topic of the message. They can also be classified by type into several categories of speech units. So, for example, request message, order message, wish message, confirmation, denial, consent, gratitude.

CONCLUSION:

So, in the speech unit message-request (gratitude, wishes) there is a relative independence of the stimulating and responsive replicas, the connection between them is expressed by the general meaning of unity.

- I'll be right there! -You have to go

- Buy bread on the way! - Say hello to mom!

- I give you a book! -Do not go far!

-Thank! -Good!

In the case when an incentive or advice is contained in a stimulating remark, the order, the regulating remark, is drawn up as a word-sentence. Here we often use the words yes, of course, no, right, you can't.

- Put on your boots, it's cold. -Mom can I take a walk outside?

-Sure. -No you cannot!

- Will you be back early? -Can I leave the audience?

-Yes of course. -Yes, you can.

And some of the interactions of these cues are expressed in speech units as antonymic pairs.

-You made it all up! -That's where the birds scattered.

-No, I didn't! -Nothing, they will come again.

Undoubtedly, the fact that often a speech unit consists of a chain of extended utterances that form a complex speech complex and semantic units, in which it is difficult to distinguish between the nature of interconnected replicas due to their monologue.

Thus, we have selected several structural-situational units for educational purposes. We consider it legitimate to build the teaching of Russian speech in a non-Russian audience, at the initial stage of training, on examples of structural-situational types of speech units. With such initial training, students will learn to express and form complex speech complexes of replicas, the so-called "information speech units", which are inherent in those who study Russian as a non-native language.

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