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FEATURES OF THE USE OF SYNONYMS IN RUSSIAN SPEECH

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Abstract

The grammar of the Russian language is characterized by a wealth of synonyms. This article discusses the specific aspects of the use of synonyms in spoken Russian language and analyzes with the help of examples.

Keywords: synonym, Russian language, teaching, manual, method, technology.

Аннотация

Грамматика русского языка характеризуется богатством синонимов. В данной статье рассматриваются конкретные аспекты употребления синонимов в разговорном русском языке и анализируются с помощью примеров.

Ключевые слова: синоним, русский язык, обучение, пособие, метод, технология.

Annotatsiya

Rus tili grammatikasi sinonimlarga boyligi bilan ajralib turadi. Ushbu maqolada rus tili soʻzlashuv nutqida sinonimlardan foydalanishning oʻziga xos jihatlari muhokama etiladi hamda misollar yordamida tahlil olib boriladi.

Kalit soʻzlar: sinonim, rus tili, oʻqitish, qoʻllanma, metod, texnologiya.

One of the primary tasks that the teacher of Russian as a foreign language (RFL) faces is the enrichment of the active and passive vocabulary of foreign students at the initial stage of education and the promotion of their ability for monologic and dialogic speech. Foreign students at the pre-university program who have been studying Russian for only a few months find it difficult to express an idea clearly and accurately. Expanding the students' active vocabulary is one of the priority areas of teaching RFL since the student begins to master the speaking skill in the process



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of studying lexical units together with grammatical means. That is why it is so important to properly focus on morphological synonyms.

One should not postpone learning synonymous grammatical structures since their communicative role is great and determines the "flexibility and maneuverability" [1] of oral speech. First-year foreign students at technical universities struggle, on the one hand, with understanding the information read in a textbook or heard at a lecture, on the other hand, with remembering and repeating it without distorting the meaning. If one gradually guides students towards understanding grammatical synonymy, then the students will correctly convey the essence of what they have read or heard, avoiding structures of the scientific style of speech, in the grammar of which can be confusing at the middle stage of learning. Undoubtedly, it is easier for foreigners to use paraphrasing of what they have read to understand, discuss and apply information. Understanding the interchangeability of synonymous structures and being able to use them will help foreign students to express their thoughts precisely, avoid repeating the same words and similar expressions in speech. To enrich the active vocabulary of foreign students, it is necessary to offer them tasks in practical classes aimed at comprehending and understanding the semantics of synonymous words and synonymous grammatical structures.

In teaching a foreign language, working on synonyms stimulates a bidirectional process. On the one hand, familiarity with grammatical synonyms helps to simplify the structures used in the scientific style in oral and written speech (происходит кипение - кипит [boiling occurs – boils]) and understand the literary text ("не ради славы, ради жизни на земле" [not for the sake of fame, for the sake of life on earth]) (TVARDOVSKY, 1944, p. 13), A. Tvardovsky, ради = для [for the sake of = for]; especially anacoluthons and solecisms ("вой собаки слился в крик утраты" [the howl of a dog blended into a cry of loss]) (YESENIN, 2005, p. 156), from S. Yesenin's story "At White Water", blended into

= blended with). On the other hand, communication in the official style (necessary for everyone, including a foreigner, both when negotiating and when filling out documents) involves the use of clichés in written and oral speech (which one, of course, works to eliminate) and a focus on the necessary unification and classification of administrative and legal documents. From the first days of stay in another country, a foreigner is faced with the standardized language of questionnaires, forms, records, where the template looks like a formalized text, and



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the wording should be supplemented with personal information (the same for tables which usually contain abbreviations, clipped compounds and graphic abbreviations in the column headings and side headers).

One should learn grammatical synonyms at the beginning stage of training (A1) when the ideas of the gender and declension of nouns are formed, and some words found in texts and exercises do not fit the paradigm. In the initial lessons, a foreigner learns the substantivized words that are common in both Slavic and Romano-Germanic languages, denoting professions: *ученый, пожарный, полицейский, военный, штатский, патрульный* [scientist, firefighter, policeman, military, civilian, patrolman]. The same is true for the designation of positions (according to the nomenclature): the substantivized words *служащий, заведующий, исполняющий обязанности, подчиненный* [employee, manager, acting, subordinate]. One can add that even with a superficial, introductory reading of the extremely adapted Russian classical fiction of the 19th–20th centuries a foreigner can come across the substantivized words *столбовой* [of distinguished descent] (in the novel "Prince Serebrenni" by A. Tolstoy), *часовой* [sentry] (in the story "At Night on Sentry Duty" by A. Gaidar), *персонал* [administrative officer] (in the novel "War and Peace" by L. Tolstoy), *половой* [waiter] (in the story "Man from the Restaurant" by I. Shmelyov), *городовой* [policeman] (in the novel "Crime and Punishment" by F. Dostoevsky, A. Kuprin's story "The Pit"). There is also a group of substantivized words denoting the degrees of kinship and acquaintance that are more common, constant in everyday colloquial speech: *прохожий, знакомые, родные, близкие, любимая, крестная, помолвленные, женатые, разведенные, холостые, замужние, незамужние* [passer-by, acquaintances, relatives, loved ones, beloved, godmother, engaged, married, divorced, single, married, unmarried] (colloquial, compare with the name of the story about teenagers by A. Afanasyev and others "Moi maloi" [My little one]). From the first days in Russia, students can hear such designations of age groups as *младший, старший, совершеннолетние, несовершеннолетние, взрослые* [junior, senior, of age, minors, adults], and foreigners can hear the substantivized word *приезжие* [newcomers] about themselves. In the international department, one can ask questions about the status using substantivized words such as *очный/заочный, бюджетный/коммерческий* [full-time/part-time, publicly funded/commercial].



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To test understanding, one can offer listening with a preliminary list of new collocations and structures, and the post-text task will be to paraphrase what one heard, retelling with the replacement of complex structures that belong to, for example, educational and scientific, popular science or official business style, with simple ones. It is also possible to offer the students a reverse course – to hear the familiar counterparts of complex structures. With current control, it is advisable to present tasks that test not only the word collocation in a certain context but also the ability to vary information, produce speech, simplifying, if necessary, grammar and syntax.

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