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Features of the Study of Subordinate Tense in Schools with the Uzbek Language of Instruction

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ABSTRACT

Compound sentences with time adjuncts refer to syntactic constructions that present difficulties when studying them in schools with the Uzbek language of instruction.

The article examines complex sentences with subordinate tense, analyzes the differences in their expression in the Russian and Uzbek languages. Attention is drawn to the methodological techniques of studying these constructions in the lessons of the Russian language in the national school, methodological recommendations for the study of a complex sentence in the Uzbek school are offered.

KEYWORDS: time, compound sentence, subordinate tense, relation of different time and simultaneity of actions.

"Cultural differences are manifested not only in the diversity of traditions, customs and rituals, the conduct of everyday life and the traditional organization of space, but also in the perception and evaluation of the surrounding world. Modeling of the ethno-cultural picture of the world occurs as a result of a specific combination of features associated with the value preferences of the cultural community, with stereotypes of consciousness and behavior. One of the important components of modeling the cultural picture of the world is the perception of the category "time". Ideas about time are reflected in the ideas of any linguistic and cultural community." [4. p. 27].

The concept of "time" is defined as a form of being measured by spatial intervals and as a measure of the duration of everything that happens in the world.

"The linguistic approach to the phenomenon of "time" ... is determined not so much by physical representations and the peculiarity of the manifestation of this unobservable phenomenon, as by the results and features of its mental reflection by a person, language parameters and functions of its iconic exponents in the verbal activity of homo loquens.

The study of language time has a long history, and its results represent a deep theoretical understanding and a fairly complete practical description of the temporal means and categories of most languages" [8. p. 57].

In order to more fully express the flow of an action in time, they use subordinate clauses of time, which in Russian indicate the time of the action or manifestation of the sign referred to in the main sentence.

Time adjuncts refer to the entire main part, answer the questions when? how long? since when? until when?, depend on the entire main sentence and join it with temporary conjunctions when, until, as soon as, barely, before, while, until, since, as suddenly, etc.

For example: Only the morning lit up the guns and the forests of the blue tops, the French are right there (M. Lermontov). While the horses were being pawned, Ibrahim entered the Yamskaya hut (A. Pushkin). Every time I came, Olesya greeted me with her usual restrained dignity (A. Kuprin). And when the sun rises, the night becomes pale and dark (A. Chekhov). While strong tea was being brewed for him, he sat and was silent, continuing to think (K. Simonov).

The main sentences can have index words then, until then. If there is an adverb with the meaning of time in the main part, including the indicative word then, the subordinate is attached to the main allied word when: "We met when I was preparing for admission."

The actions referred to in the main and subordinate clauses can occur simultaneously or sequentially. When actions are simultaneous, the conjunctions when, while, how, while are used. In the sequence of actions, simple conjunctions are used when, barely, as soon as, only, a little, etc. These are stylistically neutral unions. Conjunctions as long as and slightly have a touch of colloquialism. All compound conjunctions (while, before, etc.) have a bookish tinge. Unions are still, as soon as possible, before they are obsolete. The union as can in some cases give an archaic tone to speech, in others – colloquial.

The study of subordinate clauses of time presents great difficulties for non-Russian schoolchildren. These difficulties are caused not only by the fact that in the Uzbek language the dependent part of a complex sentence is introduced not with the help of conjunctions and conjunctive words, but through affixes of participles and adverbs. They are due to the multiplicity of conjunctions that attach a subordinate clause to the main one in the Russian language, and the freedom of the location of the subordinate relative to the main one.

"The peculiarity of SPP with time adjuncts is that predicates stand in the same time forms or have forms of temporary contacts (there may be past and present tense, present and future). This is what needs to be explained to children, analyzing example:... When the author had already finished the script, the assistants were still looking for actors" [9].

The essence of the methodological methods of studying the Russian compound sentence in the Uzbek school is predetermined by the nature of the Uzbek compound sentence.

In the Uzbek language, for the design of complex thoughts, along with allied complex sentences, another sentence structure is widely presented, which from the standpoint of Russian grammar can only be considered as a special turn inside a simple common sentence. This turnover is essentially a potential subordinate clause and is a construction specific to the Turkic languages, which was formed inside a simple common sentence by deploying one or another member of the sentence expressing an action or state. As a result of this process, a turnover gradually developed that had the content of a subordinate clause, but did not receive the form of subordinate clauses that is characteristic of the Russian language.

This turn is the logical equivalent of a subordinate clause and represents an original way of forming a thought complicated by the presence of an independent, grammatically expressed subject in the subordinate part, and thus reflects the original ways of developing and improving the syntactic structure of the Uzbek language

through the use of verb-nominal forms for expressing complex thoughts, combining both the name of the action and the signs of the category of time, directly playing the role of predicates of Russian subordinate clauses.

Thus, many Russian subordinate clauses can be accurately conveyed. The organizing role in it is played by the participle with the suffix –gan, to which the possessive suffixes –m, -ng, -si, -miz, -ingiz, as well as case suffixes, with which postpositions can also be combined, depending on the need. Russian subordinate clause predicate is transmitted by this structural element with the suffix –gan, and the whole turnover as a whole performs the same function as the corresponding subordinate clauses in the Russian language.

The components of the turnover are connected by a certain structural arrangement: the subordinate clause of the Russian compound sentence transmitted in Uzbek, as a rule, stands before the main one, always preceding the member of the main one to which it directly relates. The participle with the suffix –gan, corresponding to the predicate of the Russian subordinate clause, reveals its specificity at the same time – it is substantivized, i.e. there is a process of contextual "objectification" of the participle, its transition into the category of verbal nouns that take on all the grammatical features of the noun. For example: Biz yulga chikkanimizda, hali kun botmagan edi. When translated, the sentence sounds like this: When we went out on the road, the sun had not set yet, which usually corresponds to the Russian compound sentence: When we went out on the road, the sun had not set yet. Therefore, there is a point of view that "all Turkic phrases constructed on the basis of infinitive forms, i.e. participles, adverbs, etc., even if these phrases have their subject, should be attributed not to subordinate clauses, but to the components of a simple sentence" [7. p.56].

After students understand the essence and methods of making subordinate clauses transmitted by means of subordinate unions, they can proceed to the study of special turns corresponding in meaning to Russian subordinate clauses. In this case, the attention of students is drawn to the fact that such Russian conjunctions as when, after, after, since, etc., do not have equivalent conjunctions in the Uzbek language for the design of complex sentences and therefore are transmitted in the Uzbek language using case suffixes and postpositions.

The conjunction when is transmitted by the participle na –gan with the suffix of the local temporal case: When the teacher entered, the children stood up and greeted. Ukituvchi eshikdan kirganida, bolalar urnidan turib salom berdi.

The union after being transmitted by the participle na –gan with the suffix of the original case (-dan) and the subsequent postposition keyin: After he left, Said appeared. – At ketgandan keyin, Said keldi.

The union since is transmitted by the participle na –gan in the original case with the postposition take: Since Anwar came to the factory, he has been awarded several times. – Anwar zavodga kelgandan beri, uni bir necha Marta mukofotladilar.

Russian subordinate clauses of time can be transmitted by a turnover that includes the adverbial participle with the suffix –b, -ib. For example: When the snow covered the ground, they began to ride a sleigh. Er yuzini kor koplav, chanalar yura boshladilar.

When studying subordinate clauses of time in the Uzbek school, it is necessary to pay attention to the means of communication of the subordinate clause with the main one, to the place of the subordinate clause in relation to the main one, to the semantic relations between the main and subordinate clauses, as well as to the specific forms of predicate verbs in the main and subordinate clauses.

Although the subordinate tense is characterized in the Russian language by an abundance of various conjunctions, the main and most common of them is the union when. Therefore, it is initially advisable to consider time adjuncts with this union. When explaining the material, the following examples can be used: When the sun warmed up, we put out the fire and moved on. When my brother came from the city, the house became fun. He went home when it started raining.

Further, by syntactic analysis, it is established that there is no time circumstance in the main sentence, its function is performed by an entire subordinate clause that answers the question when? and joins the main one through the union when. (The city smells of spring (when?) when the trees bloom).

It is also necessary to explain the temporal relationship between the main and subordinate clauses. When the sun warmed up, we put out the fire and moved on, the action of the subordinate clause occurs simultaneously with the action of the main one. In the sentence, When the brother came from the city, it became fun in the house, the action of the subordinate clause occurs before the action of the main one. In the sentence, He went home when it started raining, the action of the subordinate clause occurs after the action of the main one. After that, attention is drawn to the place of the subordinate clause: it can stand in front and after the main sentence, but more often takes the first place. And, if there is an index word in the main sentence, then the subordinate, as a rule, stands after it.

Next, several more similar examples are analyzed, after which the teacher informs that the subordinate tense may be in the middle of the main sentence. This happens when the subordinate tense clarifies the meaning of the tense circumstance already present in the main sentence, expressed by an adverb or noun, as well as phrases. In this case, it stands after the circumstance of time and answers the question when exactly? For example: In the evening, when the sun went below the horizon, I went outside to breathe clean air.

In order for students to better understand the meaning and place of the clarifying subordinate tense, it is useful to conduct exercises to distribute the main sentence to the subordinate. For example: We'll go to the sea. We will go to the sea when summer comes. Biathlon competitions have begun. Biathlon competitions began when a lot of snow fell, etc.

Temporary unions are close in meaning and most of them allow for interchanging. Students can make sure that these unions are interchangeable on their own. Wed. While it was raining, no one could go outside. While it was raining, no one could go outside, etc.

The temporary relationship between the actions of the main and subordinate clauses with temporary unions will be better understood by students when they translate them into their native language.

Undoubtedly, it is difficult for students to figure out on their own how to express the full and partial simultaneity or different timing of events, since the type of verb is a rather complex category and it takes a lot of time to assimilate it. Difficulties in using specific pairs of predicate verbs in the main and subordinate clauses are explained by a partial misunderstanding of the shades of lexical meaning of the specific forms of predicate verbs of the subordinate and main sentences. Therefore, it is necessary to explain the main, most common specific correspondences of predicate verbs using concrete examples.

Students should also pay attention to the fact that "complex unions can "fall apart" if the subordinate follows the main one. It is necessary to train students in the correct intonation of sentences and the setting of commas with examples: I lay with my eyes closed until my brother turned on the light (until when?). It's been two

hours since the movie ended. In the future, it is easy to explain the variant statement of the comma in the SPP with the subordinate causes" [9].

Of great practical importance for the assimilation of a complex sentence with time adjuncts is such a type of work as the compilation of "complicated stories" on simple sentences. For example, students can be offered the following simple sentences: Winter has come. The first snow fell. It got cold outside. We went sledding down the mountain. From these simple sentences, students make complex sentences with a subordinate tense, using conjunctions - As soon as winter came, the first snow fell. Since the first snow fell, it has become cold outside. After the first snow fell, we went sledding down the mountain, etc.

Undoubtedly, the exercises facilitate the understanding of subordinate clauses of time, but it does not yet provide practical assimilation of this complex phenomenon of Russian syntax. Therefore, it is necessary to constantly return to it both when parsing and when performing various kinds of exercises.

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