

CASE SYSTEM OF RUSSIAN LANGUAGE, ERRORS OF FOREIGN STUDENTS IN DECLENSION

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ABSTRACT

Today teaching the case system to foreign students remains one of the topical and difficult issues of Russian language teaching methodology. The article analyzes the grammatical category of case as an object of teaching Russian as a foreign language. The grammatical errors caused by the use of the case system are revealed. The article is devoted to the study of case polysemy, the variety of inflexions, the principle of noun, pronoun, adjective and numeral forms, that makes for considerable difficulties for foreign students.

Keywords: Russian as a foreign language, grammatical category of case, case system.

Due to the constant enrichment of the sphere of international communication the issues of the theory and practice of teaching Russian as a foreign language become very topical.

The emergence of certain methods in language teaching in a foreign language classroom is associated with the development of new innovative technologies in the educational system. Scientists are constantly looking for universal methods in teaching foreign languages. All observations show that there are no universal methods in teaching foreign languages and in particular Russian as a foreign language, as the needs of society are changing every day. Under the influence of innovations in the field of innovative technologies the purpose of teaching Russian as a foreign language is changing. If some methods have exhausted their importance, then in their place come others, new ones, corresponding to all the norms.

Russian is one of the most difficult languages in the world. One of the main reasons for this is that most parts of speech in Russian have endings. Consequently, the endings change, which is directly connected to the declension of nouns. There are six cases in Russian. It is difficult for a foreign student to remember and learn all the case endings and their peculiarities.



Today the teaching of the case system remains one of the most topical and difficult issues in the methodology of teaching Russian as a foreign language.

Despite the fact that today there are a variety of methodological approaches and different pedagogical technologies to explain the case system in an accessible way, students find it difficult to write and use case endings.

The term "case" has several definitions. According to the definition of D.E. Rosenthal and M.A. Telenkova, case is a grammatical category of a noun that expresses the relation of the object it denotes to other objects, actions, features, as well as a form of a noun that expresses its relation to other words in a word combination and sentence through prepositions, intonation, word order.

The Large Encyclopedic Dictionary of Linguistics defines case as: "any definite grammar of this category" [3, p. 114], i.e., as a definite case to which other concrete cases are opposed.

When teaching a language as a foreign, non-native, learners face a number of specific problems. One of the main problems is mastering the functions, forms, and correct use of indirect cases of nouns, adjectives, and pronouns in speech.

To make it easier for foreign students to learn, it is best to learn them in a sequence, for example: the nominative case (Именительный падеж) it can be explained as the first case in which words have the form that is given in the dictionary. We always learn new words in the nominative case form. It is (what? что?) the university. The topic is explained by (who? кто?) the teacher.

The prepositional case (предложный падеж) is the sixth case, which is always used with a preposition and answers the questions about who?(кто?), about what?(о чем?) (where? где?): I live (where? где?) in Samarkand. I work (where? где?) at the university.

The accusative case (винительный падеж) is fourth. I see (what? что?) a big car. I love (whom? кого?) my mother.

The dative case (дательный падеж) is the third case, which has the questions who?(кому?), what?(чему?): I am glad (what? чему?) of the snow.

The genitive case (родительный падеж) is the second case that answers the questions (what?, whom?): I have no (what? что?) robe; I like going out without (whom? с кем?) a friend.

The instrumental case (творительный падеж) is fifth: He has (what? что?) the flu; He works as (who?) a doctor.

The experience of working with foreign students at our university shows that it is absolutely ineffective to teach students to inflect a noun, as it is done in Russian schools and groups.

In our opinion, in order to easily learn the case system of the Russian language teachers should have a general understanding of the case system of the student's primary language. It is easier for the student to learn if the teacher explains and finds some analogies from the learner's native language. Modern English has three case forms: object, subject, and possessive, with strict word order helping to define the function of the subject-subject and object-complement, where the subject is in the subjective case and the complement is in the objective case. And in both cases the noun form is not changed, i.e. there are no case-variant endings of nouns and adjectives, and only the possessive case has the ending - s.

The introductory verb of the Russian language has a precedence question, which is used by the case inflection, cumulatively expressing the meaning of case, number and gender. We can use the lexico-grammatical model: the verb + question of the priority case, is in a certain case with its ending, each case has its question: the verb + question case and a noun with a certain ending in the right case.

If we follow strictly the construction, verb - question - case - ending, then the teacher can make the students understand that a noun or a pronoun in Russian changes its ending. This process depends on the case, which is combined with the verb.

Another no less important mistake arises from the fact that in most textbooks the endings of masculine nouns in the –ий [iy'] (планетарий), neuter nouns in the –ие [-ye] (здание), feminine nouns in the prepositional case in the –ая [aya] (хирургия) are denoted as -ии, -ии, -ии in plural. One gets the wrong impression that these sound complexes are endings. In fact, only [-и] is an ending. What is the problem? In the word building, auditorium the sound [y] is not expressed at letter level, it is "hidden" in the iotated vowel e or i, standing after the vowel. Consequently, this sound belongs to the base of the word, closing it. In this case, this sound must be identified and labeled. "In order not to clutter the spelling with transcriptional brackets, in linguistics it is customary to denote the sound [й] "hidden" in the iotated vowel letter with й, without brackets, inscribed in the right place," gives us the advice of E. I. Litnevskaya. So, we write хирурги у-а, здани у-е. Now it is clear why the word in surgery has the ending -и. Students have a lot of questions about the endings of plural nouns in the genitive case. As a rule, the tables of tutorials tell the

student that in the words buildings, lectures, the ending is -ий. Feminine nouns have even more problems with the ending -ей. The tables do not differentiate between the endings of the words notebooks and articles. Whereas the word articles has a null ending.

The student is forced to find his or her own way out by declining these words. If in this case the sound [y] disappears, it belongs to the ending: тетради, тетради-ями. If [y] is present in all cases, it belongs to the base: статье у, статью-а, статью-ами, статью-ах. A similar situation arises when we study abstract nouns of the Neuter gender in -ие. In Russian there is no suffix -ни-, but there is a suffix -ний-: зда-ниу-е, упражне- ниу-е, зада-ниу-е. The difficulty is that -у is not expressed in any way at the alphabetic level, just as it is not expressed in the bases of the words audience, lecture, article, family. So, the teacher's task is to pay close attention to the morphemic analysis of the word, which always begins with the identification of the word base and the form-forming morphemes - ending and/or form-forming suffix (if they exist). Otherwise, the student, believing the ending -иу in the word buildings presented in the table in the textbook and knowing that it is the ending that changes in a word, will conclude by reverse logic that in the nominative case of the singular we should write здане, not здание. The same logic will be seen in the formation of such grammatical monsters as аудиторья, лекца, статья, семья. Needless to say what confusion this presentation of grammatical material causes in the students' minds!

Perhaps we should take a closer look at the content and design of grammatical tables presenting case endings in various textbooks? Besides, it is clear that working with case endings of nouns will be successful only when the teacher teaches students to distinguish and write: 1) the sound [y'], if it is expressed at the alphabetic level with the letter y, for example, museum, hero, 2) the sound y, if it is "hidden" in the stem or suffix, for example, аудитории-у-а, лекциу-е, здани-у-е, упражнени-у-е. Some might say that we are too sensitive about the need for a morphemic analysis of a word, that errors such as these are communicatively insignificant. Let it be so, but they nevertheless do not cease to be grammatical errors that violate the norms of the Russian language.

Thus, when explaining the case system of the Russian language the teacher must pay attention to some general peculiarities of the Russian language and the native language of the learning student. Also using some methodological techniques and ways to facilitate the explanation of the Russian language case paradigm, which have been mentioned above.



The teacher should remember that the sequence of incidental forms reflects the sequence of their frequent use and is determined by the communicative needs of students, so in the methods of Russian as a foreign language knows several types of this sequence, for example: Им.п., Пр.п., В.п., Р.п., Д.п., Т.п.; Им.п., В.п., Пр.п., Д.п., Тв.п., Р.п., etc.

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