

## SOME TYPES OF EXERCISES FOR USING RUSSIAN REFLEXIVE VERBS IN THE SPEECH OF UZBEK GROUPS WITH WEAK LANGUAGE PREPARATION

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### **Abstract**

The aim of this article is to reveal the specific features of working on Russian reflexive verbs in Russian language lessons as a non-native language. The article presents several tasks aimed at studying and using reflexive verbs in the Russian language.

### **Keywords**

reflexive verbs, transitivity, intransitivity, postfix, lexical-semantic meaning, word-formation function, didactic material, spoken language, interference, system of exercises

The use of verbs with the postfix *-ся* represents one of the most challenging topics in practical grammar of the Russian language for Uzbek students with weak language preparation. As a rule, students do not face significant difficulties in mastering the use of reflexive forms, where the postfix *-ся* conveys only grammatical meaning, while the lexical (semantic) meaning of the verb remains the same.

For example: The students perform Uzbek folk songs. Uzbek folk songs are performed by the students. The children do their homework. The homework is done by the children. The difference between the sentences is stylistic. While the first sentences refer to students and children who perform folk songs and do their homework, the second ones focus on the folk songs performed by the students and the homework done by the children.

The structure of the first sentences is typical for colloquial speech, while the structure of the second ones is more common in official-business speech. In such cases, the use of verbs with and without the postfix *-ся* is relatively easy for students. It is more difficult for students to distinguish reflexive verbs from their corresponding transitive verbs. In such cases, it is not the forms of the same verb but different verbs that correlate. The postfix *-ся* performs a word-formation

function, adding a certain meaning to the verb. For example, the verb *встречать* acquires the meaning of a mutual action when adding the postfix *-ся*: *встречаться с кем-либо*.

The use of dependent prepositional-case forms also poses challenges for students, especially those with weak language preparation.

For example: *учить что?* but *учиться чему, у кого? где?*

Certain types of reflexive verbs, such as *учиться, умываться, возвращаться, встречаться, строиться*, are particularly difficult for students to master since their translation into Uzbek does not always reflect their exact meaning.

These types of difficulties result in interference in the Russian speech of Uzbek students. Mastering a non-native (foreign) language is impossible without considering the influence of the most robust lexical system of the native language, which is based on significant discrepancies. Interference is especially active in the initial stages of learning a non-native (foreign) language, weakens significantly in advanced stages, but generally remains characteristic of bilingualism. Overcoming interference of the native language is possible only through a scientifically substantiated comparative analysis of the verbs of the native and studied languages, as well as the creation of a special system of exercises to be implemented into the university educational process. In such cases, it is necessary first to explain to students that the term reflexive verbs comes from the Russian "возвращаться" – *qaytmoq*, i.e., the action is directed back, returning to the one who performs it.

Teaching students to distinguish reflexive verbs and their corresponding transitive ones is easier when comparing, where students can clearly see the difference in the usage of the necessary forms of these verb pairs. In this process, a universal didactic method should be applied – from simple to complex, from the known to the unknown. Afterward, examples should be provided in comparison with the Uzbek language.

For example: *мыть – yuvmoq, мыться – yuvilmoq, купать – cho'miltirmoq, купаться – cho'milmoq*, etc.

The teacher's task is not only to teach students to distinguish between verbs but also to use the dependent prepositional-case forms correctly. This task can be facilitated by the exercises we propose.

**Exercise 1.** Using the verbs *умываться, одеваться, причёсываться, собираться*, describe how much time you spend getting ready. Example: I get dressed in 10 minutes.

**Exercise 2.** Read the text "Geology Museum," replace the transitive verbs with reflexive ones, and adjust the sentences accordingly. Expand the text using reflexive verbs.

In the university, they opened a geology museum. It was placed on the second floor of the geology department. Numerous photographs, material samples, historical artifacts, books, and other materials tell about the achievements of geology. The museum is constantly replenished with new exhibits.

**Exercise 3.** Choose the appropriate verb (from the options in parentheses) and construct sentences according to the following situations. A person is looking for an apartment on a higher floor (поднимитесь – поднимите).

Your friends are rushing to the cinema, but there's still plenty of time (не торопите – не торопитесь).

A mother lets her son go out but warns him to come back on time (не задерживай – не задерживайся). The teacher tells the student to work hard on self-improvement (занимать – заниматься).

**Exercise 4.** Using the verbs listed below, write a story on the topic: "Take care of your parents." Радовать кого, чем – радоваться чему; расстраивать кого, чем – расстраиваться из-за кого – чего; волновать кого, чем – волноваться из-за кого – чего, за кого – что; огорчать кого, чем – огорчаться из-за кого, чего; обидеть кого, чем – обидеться на кого, за что; отказывать кому, в чём – отказываться от чего; доверять кому, что – довериться в чём, кому; убедить кого, в чём – убедиться в чём; признать что – признаться кому, в чём.

**Exercise 5.** Restructure the sentences according to the example. Example: The factory produces machines. – Machines are produced at the factory.

1. Workers are building a theater.
2. The meeting elects the presidium.
3. Our team fulfills all obligations.
4. The sun heats the earth.
5. The rain washes away the tracks.
6. The wind carries the desert sand.

It is difficult to ensure that Uzbek students learning Russian make no mistakes in using various verb forms in their speech. Nevertheless, despite all the mentioned difficulties, the number of mistakes can be significantly reduced by applying a competent, scientifically substantiated, and psychologically sound language teaching methodology.

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