



LINGUISTIC FOUNDATIONS FOR STUDYING UNIONS IN THE KARAKALPAK SCHOOL

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Annotation:

This paper discusses the linguistic foundations of the study of conjunctions in the Karakalpak school. The role of conjunctions in linking sentences and texts is described, as well as their use to express various relationships between words and sentences. Particular attention is paid to the peculiarities of the use of conjunctions in various types of speech. The use of conjunctions to express conditions and contrasts is an important element of language, and their use to express tenses can be especially important in scientific texts.

Keywords: union, linguistics, methodology, functional and communicative basis, semantic and stylistic shades

The socio-political, economic and cultural transformations currently taking place in the life of our society make it necessary to improve the content and methods of school education, improve the quality of teaching certain disciplines, among which the Russian language occupies a special place as the most important tool for learning the basics of science. Modern secondary school programs in the Russian language for national schools place high demands on the development of students' speech. One of the most important aspects of working on this problem is the improvement of the syntactic structure of the Russian speech of schoolchildren in connection with the study of allied constructions. Conjunctions have a high frequency of use, performing several functions in speech: logical-grammatical, expressive, style-forming. With regret, we have to state that in non-Russian schools, including in Karakalpak schools, too little attention is paid to the study of function words on a functional-communicative basis.

In the Karakalpak school, where the teaching of academic disciplines is conducted in Russian, starting from the 5th grade, there is an urgent need for the formation of productive bilingualism in children. An analysis of school textbooks, as well as literary works, the study of which is provided for by the current program, shows that they contain many conjunctions that express a wide variety of semantic and stylistic shades, and students experience many difficulties in recognizing these service words





and determining their meanings. Ignorance of semantic conjunctions, shades of their meanings and functions often leads to a distorted perception of the meaning of speech works.

The need to strengthen the functional and communicative aspects in teaching allied constructions is also due to the fact that the Karakalpak language, unlike Russian, has a relatively small arsenal of conjunctions, since allied constructions are replaced in it by allied constructions due to such grammatical means as affixes, postpositions, non-finite forms of the verb and etc. It is sometimes difficult for Karakalpak students to escape from the captivity of the usual morphological-syntactic structures and categories of their native language and to use conjunctions correctly when constructing their own statements. Hence the numerous errors in the use by students of semantic and asemantic conjunctions in monologue and dialogic speech. [2., p. 117]

The study of unions in grades 5-11 takes place concentrically, that is, an annual expansion of the students' knowledge about them is provided. The first acquaintance of students with unions occurs in the primary grades, where, in a purely practical way, children get acquainted with the connecting function of the most common unions and, but, when, what, to, how, because. In middle-level classes, students are already practicing using these functional words in their speech in the process of studying syntactic topics, such as "Sentences with homogeneous members", "Compound sentences with conjunctions", "Sentence connection in the text", etc. Only after the presentation of the union as a part of speech, which occurs in the 7th grade, is the assimilation of compound and complex structures planned (grades 9-11).

It is quite obvious that the assimilation of the above unions, and others, should also be carried out in the study of morphology. For example, on the topic "Verb" in grade 5, the program provides for the formation of students' ability to make sentences with homogeneous main members, including predicates, which are expressed in conjugated forms. However, to develop this skill, the textbook does not contain special exercises built on texts and sentences with homogeneous members, which are connected through coordinating conjunctions. [1., p. 167]

The study of linguistic literature shows that coordinating and subordinating conjunctions are used in all forms and styles of speech, although there are some features of their functioning in different types of texts. These features are dictated by the stylistic originality of the union itself and the nature of the speech statement as a whole. Undoubtedly, the functional-stylistic aspect of the study of conjunctions is impossible without mastering the general structure of functional styles. Students should know the rows of synonymous unions, know the scope of their use, be able to





choose from the available language options the most appropriate for a given style, genre, tone of speech, to realize the intended purpose of the statement. Therefore, in order to determine the content of work with conjunctions, it is important to find out how these functional words correlate with the styles of language and speech. It is all the more important that in the middle and senior classes of the national school, in accordance with the requirements of the Russian language program, these functional styles are studied. Therefore, we consider it appropriate to dwell in more detail on the characteristics of functional styles. This expediency is also dictated by the fact that in Russian studies there is a discrepancy in the selection of speech styles, which naturally affects the quality of their assimilation in the national school. We adhere to the concept developed by such researchers of Russian language style as Bondaletov V.D., Vinogradov V.V., Vinokur G.O., Gvozdev A.N., Kozhina M.N., Rosenthal D.E., Solganik G. Ya., Cheremisina P.G., Shmelev D.N., Shcherba L.V., etc.

Style is a kind of language determined by the goals and circumstances of the utterance, characterized by a special selection of linguistic means. In the literary language, it is customary to distinguish the following functional styles: colloquial; book (official business, scientific, journalistic and artistic). [3., p. 52] Despite the fact that styles are correlative and not closed, there are their distinctive features. The most common indicator of style is its lexical composition. Nevertheless, there is a huge layer of vocabulary in the language that can be freely used in any style (stylistically neutral, unmarked vocabulary). This makes it necessary to take into account other levels of the language system when analyzing style: phonetic, morphemic, syntactic. There are also stylistically colored (marked) units of the language, which are characterized by stylistic attachment. They are the brightest exponents of the style of speech. Knowing the distinguishing features of each style of speech is absolutely necessary for bilingual students, since, when creating speech works in a second language, they must maintain them within the framework of one style or another. By itself, of course, unions also have stylistic differentiation, which should not be overlooked when developing a methodology for teaching union constructions, both in the senior and middle grades. [4., p. 204]

Let's consider alliances and allied constructions from the point of view of their functioning in different styles. Conjunctions as a connecting component of statements are used in all functional styles, although somewhat selectively.

The colloquial style, which has the function of easy communication of people, is opposed to the book style. It is characterized by spontaneity, lack of preliminary thinking of the statement, selection of language means. It is accompanied by extralinguistic factors: speech, gestures, facial expressions, the reaction of the





interlocutor, the very atmosphere of speech. The use of emotionally expressive vocabulary, introductory words, elliptical and incomplete sentences, especially in the form of a dialogue, help this style to manage mostly simple sentences, thereby creating discontinuity and simplification of speech. Here, connecting constructions are often used, and complex sentences are dominated by compound ones. Conjunctions have colloquial coloring: yes (but), yes, and, once (if), if, or ... or, not that ... not that, while, after all, etc. Since in the middle and senior grades of the Karakalpak school we improve the skills of building both monologue and dialogic speech among students, then, naturally, it is necessary to explain to students the features of the use of conjunctions in various dialogic units.

Thus, the study of conjunctions is an important element in the formation of correct and logically coherent speech. Understanding their role in linking sentences and texts, as well as how they are used in different types of speech, helps to create clear and accurate communication. In the Karakalpak school, the study of conjunctions should be included in the curriculum to ensure the development of effective communication skills in the Karakalpak language.

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