

GUIDELINES FOR TEACHING 9TH GRADE STUDENTS COMPLEX SENTENCES OF THE RUSSIAN LANGUAGE

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Annotation. *The article is devoted to the development of methodological recommendations for teaching pupils of the 9th grade complex sentences of the Russian language. According to the author, for the successful enrichment of speech in the course of studying the questions of the syntax of a complex sentence at the lessons of the Russian language in the 9th grade, a key role should be given to the implementation of the principle of gradual increase in requirements. The article contains a number of specific examples of written assignments and exercises.*

Key words: *complex sentence, conjunctions, allied word, transformation exercises, substitution exercises, marking table.*

Introduction

The relevance of the topic of the research being undertaken is due to the fact that complex sentences are a vast collection of rather heterogeneous phenomena. The problem of studying them is one of the most important issues in the methodology of teaching the Russian language in a secondary school with the Uzbek language of instruction. The most difficult aspects of this problem are the placement of punctuation marks and the ability to determine the types of subordinate clauses. It is important for the teacher to develop in students the ability to correctly use subordinating conjunctions and allied words, correlating them with the logical and semantic structure of the constructed (or analyzed) statements.

In the methodology of teaching the Russian language in the national school for the study of the syntax of a complex sentence, there are works by S.D. Ashurova, N.Z. Bakeeva, G.N. Nikolskaya, R.B. Sabatkoeva, S.N. Uraskina, A.A. Sysolyatina. The methodologists put forward and solved the most important problems that were of great importance for the development of the methods of teaching the Russian language in the national school: the development of students' logical thinking in the process of learning the Russian language; the study of linguistic phenomena, taking into account the unity of their semantic and formal aspects; development of students' language sense; development of coherent speech, etc.

The problem of this study is the need to improve the methodological foundations of teaching in the 9th grade of a secondary school the section "Complex sentences".

The purpose of the work: to study the methodological foundations of teaching 9th grade students complex sentences of the Russian language.

Specific research objectives:

1) to reveal the linguodidactic aspect of teaching 9th grade students complex sentences of the Russian language;

2) to characterize the didactic prerequisites (conditions) of the process of enriching the speech of 9th grade students in the course of teaching complex sentences;

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3) offer specific methodological recommendations for teaching complex sentences to students in grade 9

Materials and methods of research

To solve the tasks we used the following research methods:

- theoretical (the study of linguistic, psychological, pedagogical and educational literature on the problem under study; analysis of school programs, Russian language textbooks for national schools);

- empirical (observation of the educational process; conversations with students; analysis of oral and written work; conducting an experiment; processing statistical data obtained at different stages of experimental learning).

The materials for the study were the texts of Russian fiction, processed by the method of continuous sampling.

Results and discussion

When introducing students to the structural features of a complex sentence, it is noted that in some cases the subordinate parts can be characterized by a conditional dependence, and in others - by a non-verbal one, for example: 2) Pavka imperceptibly approached a stern fitter who had been working at the power plant for a month. (N. Ostrovsky.) 2) Any work is important, because it ennobles a person. (L. Tolstoy). In the first case, the subordinate clause which has been working at the power plant for a month already explains the addition of a fitter in the main clause. In the second case, the subordinate clause explains the entire main clause, i.e. indicates the reason for what is said in the main.

After students have mastered the general structural features of a complex sentence, its individual varieties are studied.

In a complex sentence with an explanatory clause, it is difficult for students to distinguish between unions and allied words, the use of case forms with certain verbs-predicates of the main clause, etc. Therefore, a clear sequence of actions is observed. In order to get acquainted with the topic, a simple sentence is compared with a complex one with an explanatory clause, for example: The announcer announced the start of the competition. — The announcer announced that the competition had begun. The teacher emphasizes that the same thought can be expressed both in a simple and in a complex sentence. In a simple sentence, an addition (about the beginning) is highlighted, it is established what question it answers and what word it refers to. It turns out that in a complex sentence, the subordinate clause answers the same question and, like the addition, refers to the verb-predicate, which it explains (expresses, expresses, clearly states), and therefore is called explanatory.

So that students learn that the explanatory clause is connected to the main clause with unions that, like all possible allied words, examples with subordinating unions are first analyzed: 1) Morozka understood that the conversation was over. (A. Fadeev); I want you to be the masters of the sky. (D. Granin) 3) Through the foliage of the trees one could see how the sun was setting across the river in the meadows. (M. Gorky.) Then the sentences are compared with the union and the allied word: 1) Petya is used to the fact that his father checks notebooks at night. (V. Kataev.) 2) One can easily imagine what I felt at that moment. (A. Pushkin.)

The logical stress falls on the allied word in the second sentence, but the union does not have a logical stress on itself. After that, the sentence is sorted out with different allied words: 1) "Alexey understood to whom this reading is addressed." (B. Polevoy.) 2) "I didn't know where to go." (M. Lermontov.)

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Examples of exercises aimed at consolidating the studied material:

1. Read. In the main part, mark the word to be explained. Formulate a question to the subordinate explanatory clause. Determine the method of communication between the main and subordinate parts of the NBS. (Example sentence: The radio said that it will be cold tomorrow)
2. Complete the statements by adding subordinate explanatory parts to them with the help of conjunctions and allied words (Example sentences: I thought ...; Brother does not remember ...).
3. Build answers to the proposed questions in the form of NGN with subordinate explanatory clauses. (For example: What does the Ministry of Health warn about? - The Ministry of Health warns that smoking is dangerous to human health).
4. Insert the missing unions (allied words) into the statement and say how the meaning of the sentence changes. (For example: He said he was enrolled in the university).
5. Compose and write down NGN with subordinate explanatory clauses related to mental verbs to be proud, wish, want, rejoice, hope, be surprised, make sure (For example: We were glad that our class took first place in school performance).

In addition to these exercises, various kinds of sentence transformations are widely practiced, for example:

- 1) simple sentences into complex ones with subordinate explanatory clauses (The teacher told us about the life of African peoples. - The teacher told us about how African peoples live); 2) complex sentences with subordinate explanatory clauses in simple ones (We are glad that guests have come. - We are glad that guests have arrived), etc.

The following reference material will be of great use when studying complex sentences with subordinate explanatory clauses: verbs that act as a predicate in the main sentence:

- 1) with the union what: believe, see, remember, speak, be proud, report, think, regret, wait, forget, notice, declare, know, hope, remind, promise, expect, announce, explain, answer, write, repeat, remember, understand, warn, rejoice, tell, decide, listen, agree, report, affirm, feel, etc.;
- 2) with an alliance in order to: seek, desire, offer, call, advise, demand, want, etc.

When studying complex sentences with exact determinatives, one must keep in mind three of their varieties:

- 1) NGN, in which the means of communication are the changing allied words which, which, whose;
- 2) NGN, in which the means of communication are unchanging allied words where, where, where from;
- 3) NGN, in which the allied word that serves as a means of communication.

The explanation of the linguistic properties of the attributive clauses must begin with constructions with the allied word which, for example: 1) The sun appeared a little because of the dark blue mountain, which only the accustomed eye could distinguish from a thundercloud. (M. Lermontov.) (A union word that agrees in gender and number with the word being defined in the main sentence.) 2) There was that fabulous silence that comes with frost. (P. Pavlenko.) (The case of a pronoun which depends on which member of the sentence it acts in the subordinate clause).

So that students do not attribute constructions with allied words where, where, from where and what to complex sentences with subordinate explanatory clauses, a comparative analysis of the following examples is carried out: 1) "Once I was walking through the forest and went out to a clearing where a lot of mushrooms grew". (E. Paustovsky.) 2) "Taras thought and could not figure out where Andriy had gone." (N. Gogol.) "The boys approached the well, where cows went out to drink from the open gate." (A. Tolstoy.) 3) "It was difficult to understand where the trail came from." (N. Ostrovsky.) "I intended to go at dawn to the fortress gates, from where Marya Ivanovna was

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supposed to leave.” (A. Pushkin.) 4) "I hardly remember what happened next." (K. Paustovsky.) “The last to come was a gardener from our town, which was located thirty kilometers up the river.” (K. Paustovsky.) The first examples are complex sentences with subordinate explanatory clauses. The following sentences are complex with subordinate clauses, in which allied words where, where, where, what can be replaced by the pronoun which in the appropriate form.

When studying complex sentences with subordinate clauses, students' attention is drawn to the fact that the clause is always placed after the word that it explains.

Particular attention should be paid to those cases where the allied word is not at the beginning of the subordinate clause, for example: 1) "There are people whose mind can be correctly judged by their voice and laughter." (A. Chekhov.) 2) "On three sides, the crests of the cliffs of Mashuk were blackened, on top of which lay an ominous cloud." (M. Lermontov.)

The study of complex sentences with subordinate clauses is completed by performing various exercises, for example:

1. Insert a suitable allied word instead of dots. Put a question to the adjectival attributive. (Sample sentences: 1) I will not forget that autumn evening ... we spent on the river bank. 2) The minute has come, ... the sightseers began to gather home).
2. From these pairs of sentences, make complex subordinate clauses with attributive clauses.
3. Add relative clauses to these sentences.
4. Compose complex sentences so that these subordinate clauses become attributive.
5. Answer the questions using complex sentences with attributive clauses,

Of the transformational exercises in the study of complex sentences with subordinate clauses, the following can be recommended:

1. Replace isolated definitions with subordinate attributive ones. (For example: Behind the village, which stretched along the river bank, a field began. - Behind the village, which stretched along the river bank, a field began).
2. Replace the attributive clauses, where possible, with separate attributives.

When studying complex sentences with subordinate clauses, special attention is paid to identifying the semantic relationships between the main clause and the clause of the clause, to distinguishing the clauses from the clauses of explanatory and attributive clauses. To this end, it is useful to compile a summary table using this material:

Allied words where, where, from where can be used:

1. In complex sentences with subordinate explanatory clauses: 1) "Then she began to ask me where I work now." (A. Chekhov.) 2) "Only by the signs of the shops did I find out where we were going." (K. Paustovsky.) 3) "Egorushka looked around and did not understand where this strange song came from." (A. Chekhov.)
2. In complex sentences with subordinate clauses: 1) "In the bluish distance, where the last hill merges with fog, nothing moved." (A. Chekhov.) 2) "Several people were sitting in the salon car, where Korchagin entered after the conductor." (N. Ostrovsky.) 3) "Grandfather went into the room allotted to him, from where he did not leave until the morning of the next day" (M. Saltykov-Shedrin).
3. In complex sentences with subordinate clauses: 1) "Everyone looked ahead, where the red flag was swinging and flying." (M. Gorky.) 2) "Alexey crawled to where the plane had gone." (B. Polevoy.) 3) "People fled to where the explosions came from." (K. Simonov.)

Substitution exercises are used to assimilate subordinate places:

- insertion into sentences of suitable allied words;
- for adding subordinate clauses of place;
- to compose complex sentences with subordinate clauses, etc.

Particular attention in the 9th grade of a comprehensive school requires the study of complex sentences with clauses of time. They are distinguished by a richness of semantic shades of meanings as a result of the use of various temporary unions that express either the simultaneity or the difference in time between the action of the subordinate clause and the action of the main clause.

The union when indicates that: 1) the actions of the main and subordinate clauses occur simultaneously: When the wind blew, the leaves on the trees rustled; 2) the action of the main clause occurs after the action of the subordinate clause: When the train stopped, people got out of the cars; 3) the action of the main clause occurs before the action of the subordinate clause: When I arrived at the stadium, the football match had already begun.

The union so far indicates that: 1) the actions of the main and subordinate clauses occur simultaneously: While the brother was solving problems, the sister was writing an essay; 2) the action of the main clause occurs before the action of the subordinate clause: It will take a long time until we meet again.

The union as soon as indicates that the action of the main sentence occurs after the action of the subordinate clause: As soon as the lessons were over, the guys went to the school site.

The union after indicates that the action of the main clause occurs after the action of the subordinate clause: After I do my homework in Russian, I will go to the library.

The union while indicates that the actions of the main and subordinate clauses occur simultaneously: While warm days have already come in the south, and snowstorms are still raging on us.

When analyzing sentences with these conjunctions, it is emphasized that the simultaneity of actions is usually indicated by the use of imperfective verbs in the main and subordinate clauses, and the sequence - by perfective verbs.

To develop students' skills in constructing complex sentences with clauses of time, the following exercises are useful:

1. Read. Indicate the sentences in which the action of the subordinate clause occurs: 1) simultaneously with the action of the main one; 2) before the main action; 3) after the main action. Determine the types of verbs. (Exemplary sentences: "When I opened the windows, oak leaves flew into the room." (K. Paustovsky.) 2) "When the sun rises over the fields, I involuntarily smile" (M. Gorky).

2. Read the sentences and match them. Specify the types of verbs. Determine which of them indicate the simultaneity of actions, and which - the sequence. (Exemplary sentences: 1) "When father and Dr. Shukhov walked around the beds with the wounded, the orderly carried a table on wheels behind them." (V. Kozhevnikov). 2) "All the time while I was driving through the taiga, birds were flooding" (A. Chekhov).

3. Read. Indicate in which cases the word when connects a subordinate clause with the main clause, and in which cases - an explanatory or attributive clause. (Exemplary sentences: 1) "When a delegation came from the railway workers, they did not let her in." (V. Kozhevnikov.) 2) "We were looking forward to the arrival of old acquaintances - starlings." (A. Kuprin).

4. Add clauses of time to these sentences.

5. Add the main sentences to the subordinate tenses.

6. Convert simple sentences into complex ones with clauses of time. (For example: When evening comes, the youth goes to the club. When evening comes, the youth goes to the club).

Taking into account the difficulties, other types of subordinate clauses are also studied.

At the same time, in addition to the above exercises, the following are offered: Replace the verbs of one type with verbs of another type in the main and subordinate clauses and explain how the

meaning of the sentence has changed. Replace one union with another in these sentences and say if the meaning of the sentence has changed as a result of such a replacement. Read and explain why complex sentences predominate in this text; what will change in it if complex sentences are converted into simple ones. Compose a text using complex sentences of different types.

In the 9th grade, when students have an idea about complex sentences, it is also advisable to comprehensively teach synonymous series. It is proposed, for example, such a series: When visiting the Caucasus, one is amazed by the beauty of the surrounding mountains. When visiting the Caucasus, you are amazed by the beauty of the surrounding mountains. When you visit the Caucasus, you are amazed by the beauty of the surrounding mountains. In the process of analyzing the examples, it is noted that the adverbial turnover is more concise than the subordinate clause, it more clearly emphasizes the dynamics of the action, gives the sign of the action a more generalized character. It is mainly used in book speech, but can also be used in colloquial speech. If the speaker or writer wants to emphasize causal relationships, then he uses a subordinate clause. At the same time, it should be emphasized that simple sentences, unlike complex ones, usually make speech simpler, concise and lively, i.e. simple sentences make the statement concise, give it dynamism, while complex sentences express the idea more fully and more accurately. The correct use of syntactic synonyms makes it possible to avoid the accumulation of sentences of the same structure. Familiarization with synonymic rows, with their stylistic possibilities, contributes to the enrichment of the syntactic structure of students' speech, creates conditions for developing the skills of choosing the desired construction in accordance with the goals of the statement.

Conclusion

Thus, teaching syntactic synonymy in a secondary school contributes to the development of the speech culture of students in schools with the Uzbek language of instruction. Having learned that the same thought can be expressed by a large number of syntactic means, they begin to monitor both the content and the form of their statements. Ultimately, the successful development of the SPP is one of the necessary conditions for organizing purposeful work on developing the skills of building a coherent text in schoolchildren.

The main structural characteristic of complex sentences is that they include a dependent grammatical stem. This dependent part in its semantics can be correlative with the addition, circumstance, definition. Traditionally, 10 types of subordinate parts are distinguished (place, time, conditions, causes, consequences, concessions, comparisons, modes of action, measures and degrees).

The process of purposeful enrichment of the speech of students in the 9th grade when studying the section "Complex sentences" turns out to be more effective if it is based on a system of exercises based on the principle of gradual increase in requirements.

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