



PECULIARITIES OF WORKING WITH VERBS OF BIOLOGICAL STATE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE (USING THE EXAMPLE OF STUDYING THE TOPIC "LIFE CYCLES OF PLANTS")

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Article history:	Abstract:
<p>Received: June 28th 2024 Accepted: July 26th 2024</p>	<p>The article focuses on the issue of studying verbs that describe biological states in Russian language lessons for foreign students. The role of scientific style in teaching Russian as a non-native language in non-humanitarian universities is examined. Special attention is paid to the peculiarities of working with scientific texts in natural science faculties during Russian language lessons. The article outlines the specific methods of teaching new terminological vocabulary as one of the stages of working with scientifically oriented texts. Using the example of students from biological departments studying the topic "Life cycles of plants", the most effective and productive methods for mastering verbs that express the biological state of plants are determined.</p>

Keywords: *Russian as a foreign language, scientific style, scientific text, vocabulary, biological state.*

The primary task of teachers of Russian as a foreign language is the development of linguistic knowledge and the formation and improvement of speech skills in areas relevant to students, such as academic-scientific, professional, and socio-cultural fields, taking into account the specifics of their specialties. The goal of this research is to determine the most effective methods for mastering specialized terminology using the example of students in biological fields studying the topic "Life cycles of plants". Moreover, it is argued that the study of terminology and texts related to students' specialties is essential in Russian language lessons for foreign students.

The main object of teaching Russian as a foreign language in the academic-professional sphere in natural science faculties is the professional text. Students face certain challenges when working with professional texts, as these texts contain complex terms that have not been encountered before. However, at the same time, students find it especially interesting to work with them because the material is directly related to their field of study.

Working with professional texts in practical lessons facilitates the development of all types of speech activities: reading, speaking, listening, and writing. While reading professional texts, students assimilate constructions characteristic of the scientific style of speech. This process helps them develop both linguistic and communicative competence, gradually ensuring their ability to engage in academic-professional activities in Russian.

For example, in lessons covering the topic "Life cycles of plants", students are introduced to the verbs of biological state such as *прорастать* (germinate), *зреть* (ripen), and *увядать* (wither). These verbs are crucial for understanding the stages of plant development. In Uzbek, such biological verbs may include *o'smoq* (to grow) and *changlanmoq* (to pollinate), which are also central to biological terminology in the study of plant cycles.

Specialized texts are expected to exhibit a strict, uniform, and practically emotionless scientific style, utilizing terminology and abbreviations relevant to the specific field of study. Scientific texts offered to students should not only serve as a source of relevant information but also provide the foundation for creating specific communicative situations. These texts play a crucial role in enriching students' vocabulary related to their area of study. The structure and content of a study text, filled with specific scientific terms and linguistic constructions, directly influence students' mastery of scientific language. A well-composed scientific text helps to organize vocabulary work effectively and demonstrates to students the role of the studied lexical units within speech.

Traditionally, working with a text involves four key stages: the pre-text, the in-text, the work with text, and the post-text stages. For students learning Russian as a foreign language, particularly those in non-Russian-speaking environments, it is advisable to start the pre-text stage by introducing them to specialized terminology. Without knowledge of general scientific and terminological vocabulary, it is impossible to grasp the main content of a scientific text, identify key words for summarization, or convey the text's content in the form of an abstract or a synopsis.

Vocabulary is a crucial component of speech activity, including listening, speaking, reading, and writing. This makes vocabulary development a focal point of every foreign language lesson, with the constant attention of the instructor. It is vocabulary, after all, that conveys the immediate subject of thought.

At the stage of introducing scientific vocabulary in Russian as a foreign language lessons, it is essential to determine how to present new, unfamiliar words, as well as how to reinforce and apply them in practice. There are numerous approaches for achieving this, and we will examine them in the context of introducing students in biological faculties, with Uzbek as the language of instruction, to verb vocabulary that expresses biological states when studying the topic "Growth and Development of plants".

For instance, when teaching biological verbs in Russian such as *расти* (to grow), *развиваться* (to develop), and *цвести* (to bloom), it is important to not only explain their meanings but also provide students with opportunities to apply them in various contexts. Similarly, in Uzbek, verbs such as *o'smoq* (to grow), *rivojlanmoq* (to develop), and *gullamoq* (to bloom) are introduced to enhance the students' understanding of biological processes.

The introduction of such vocabulary is done through practical exercises, where students are encouraged to use both Russian and Uzbek examples, gradually building their ability to navigate scientific texts. This not only aids in vocabulary retention but also helps in mastering the scientific style of language. For instance, a Russian sentence like «*Растение начинает расти в весенний период*» (The plant begins to grow in the spring period) can be juxtaposed with the Uzbek equivalent: "*O'simlik bahor davrida o'sishni boshlaydi*". By comparing the two languages, students gain a clearer understanding of the biological state verbs, enriching their lexical knowledge in both Russian and their native language. In the Russian language, as in many others, a significant part of the verbs are state verbs. These verbs differ from action verbs (such as *бежать* - to run, *читать* - to read, *звонить* - to call) by certain characteristics. The dominant characteristic among these is a semantic distinction, which is supported by functional and grammatical aspects. State verbs lack dynamism, yet passivity is not necessarily an inherent quality of these verbs [Варламова, 2017, p. 15].

From a philosophical point of view, a state is considered a category that reflects a specific form of being, capturing a moment of stability in the change, development, or movement of material objects at a given moment under certain conditions [Симанов, 1982, p. 60]. In linguistics, the concept of "state" is defined as follows:

1. The condition in which someone or something is (e.g., the state of the weather, the state of health).
2. Physical well-being or mood.
3. Social rank or position (obsolete).
4. Property or wealth [Ожеров, 1988, p. 218].

As seen from these definitions, the carriers of states can be living beings, objects, natural phenomena, and social systems created by humans. In other words, they can be related to nature and society, the plant and animal worlds, as well as the biology, physiology, and psychology of humans.

The verbs of biological state in plants, which are the focus of our attention, are not numerous, yet they are widely used in speech when describing various biological processes both in everyday communication and in literary texts. Verbs of biological state include *умереть* (to die), *помолодеть* (to become younger), *расти* (to grow), *стареть* (to age), *вырастать* (to grow up), *расцветать* (to bloom), *созреть* (to ripen), *поспевать* (to ripen), *дозреть* (to fully ripen), *гнить* (to rot), *киснуть* (to sour), *раскисать* (to soften), *сохнуть* (to dry out), *пересыхать* (to dry up), *вянуть* (to wilt), *увядать* (to fade), *чахнуть* (to wither), *жаждать* (to thirst), and others [Туйлиева, 2023, p. 71]. These verbs are associated with life, growth, and the development of plants and denote their natural, hereditary states.

To effectively study state verbs in the Russian language using scientific texts, it is important to build upon students' existing knowledge. When studying verbs expressing the biological state of plants, students can be asked to provide examples in their native language. For instance, in Uzbek, the following sentences can be used as models:

1. *Чигит униб чиқди. – Хлопчатник пророс.* (The cottonseed sprouted.)
2. *Дарахлар куртаклади. – На деревьях набухли почки.* (The trees budded.)
3. *Ўрик гуллади. – Урюк расцвёл.* (The apricot bloomed.)
4. *Гуллар сўлди. – Цветы завяли.* (The flowers wilted.)

Once students have mastered the necessary lexical units in their native language, the instructor can proceed to introduce Russian verbs that express the biological state of plants. It is recommended to use specialized biological dictionaries to provide accurate translations of these terms, as relying on online translators often leads to incorrect interpretations, which in turn causes misunderstandings of sentences. For example, dictionaries like "Биология атамаларининг русча-ўзбекча қисқача луғати" ("Brief Russian-Uzbek dictionary of biological terms") by Kh.Buriyev, "Биологиядан қисқача русча-ўзбекча луғат" ("Brief Russian-Uzbek dictionary of biological terms") by P.R.Alimkhodjaeva, and "Англо-русско-узбекский словарь биологических терминов" ("English-Russian-Uzbek dictionary of biological terms") by K.H.Rakhimova can be used. It is also possible to use Russian-Uzbek translation dictionaries, but it is necessary to explain to students that many of these verbs are polysemous and only in one, or sometimes in a few, meanings do they convey the sense relevant to the biological context.

For example, the word *набухнуть* (to bud, about plant buds) has two translations in Uzbek:

1. *тишлишмоқ, шира олмоқ, бўртмоқ, шишмоқ, сув олмоқ* (to swell, to absorb moisture);
2. *бўкмоқ, шишмоқ, нам тортмоқ* (to soak, to absorb moisture).

In this context, we are interested in the first meaning, so the correct translation should be provided accordingly.

In language lessons, it is highly effective to practice the creation of concise, relevant terminological dictionaries specific to students' areas of study. These dictionaries can be continuously updated throughout the course, which typically lasts

one year. They can be either bilingual (translation-based) or explanatory, offering brief definitions of specialized terms. It is also possible to create thematic dictionaries. This method not only enhances students' mastery of specialized terminology but also helps develop their ability to work with scientific language in general.

The work with terminology can be continued through exercises aimed at expanding students' vocabulary. An example of such an exercise is finding synonyms under the guidance of the teacher or identifying terms through synonymous word combinations. For instance:

- *поспеть – созреть* (to ripen),
- *сохнуть – увядать* (to wither),
- *ветвиться – обрастать ветвями* (to branch out),
- *пахнуть – распространять аромат* (to emit fragrance).

Another useful exercise is finding antonyms, for example:

- *цвести – увядать* (to bloom – to wither),
- *благоухать – вонять* (to smell good – to stink).

Such exercises help students activate new vocabulary and gradually introduce it into their active speech.

To facilitate text comprehension, it is also beneficial to work with lexico-grammatical constructions, which can pose certain difficulties for some students. Therefore, during Russian language lessons, teachers should draw attention to the regular patterns of such constructions in scientific texts, leading to more effective communication and a better understanding of the material. An example of working with lexico-grammatical constructions could be the following exercise: "Using the words in parentheses and grammatical constructions, form sentences".

In addition, while working with scientific texts in Russian as a foreign language classes, the following tasks can be used: identifying borrowed terms among the provided ones and determining their source language using foreign language dictionaries, distinguishing general scientific vocabulary from specialized terminology, and matching a Russian term with its equivalent in the students' native language.

These tasks help students acquire a larger amount of specialized vocabulary and encourage the conscious application of lexical units and grammatical constructions in their speech. By completing these exercises, students develop skills in scientific communication and actively learn the functional and stylistic norms of scientific language, which can be applied in their future professional activities.

For instance, when studying specialized terms, students might encounter the following Russian and Uzbek examples:

1. *Созреть – поспеть – Пишмоқ.*
2. *Увядать – Сўлмоқ.*
3. *Цвести – Гулламоқ.*
4. *Благоухать – Ёқимли ҳид тарқатмоқ.*

By comparing terms in both languages, students gain a deeper understanding of how specialized terminology functions across linguistic boundaries. This not only strengthens their vocabulary but also enhances their ability to comprehend and produce scientific texts in Russian.

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