

# Psychological And Didactic Approaches to Studying the Category of Conditional Relations in Modern Russian Language by Students of Secondary Special Educational Institutions

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**Annotation:** All words of the English language are divided into certain lexical and grammatical categories, called parts of speech. Parts of speech are the main lexicographic categories into which words of a language are distributed based on the following characteristics: a) semantic (generalized meaning of an object, action or state, quality), b) morphological (morphological categories of a word), and c) syntactic (syntactic functions of a word)

**Key words:** English language, lexical and grammatical categories

At the present stage of development, Uzbekistan faces strategic challenges, including the development of the education system as the main factor in the country's prosperity, economic growth, and provision of the population with adequate job vacancies.

The traditional system of education lags somewhat behind the needs of society. The concept of modern education has defined the goal of a teacher's professional activity – to form students' ability to successfully socialize in society and actively adapt to the labor market. The result is the development of innovative technologies in training. Innovative methods are characterized by a new style of organizing students' educational and cognitive activities [1].

An important direction in the reform of the education system is the humanization and humanitarization of education, that is, the disclosure of the student's abilities and satisfaction of his various intellectual needs, ensuring the priority of national and universal values, the harmonization of relations between the individual, society and the environment; the formation of an aesthetically rich worldview, high spirituality, culture and creative thinking among students. Language, speech, as well as the ability to interpersonal communication act as a tool for implementing the tasks mentioned above and the most important component of the trainees' personality structure. This factor makes it necessary to effectively form the language culture of students both in their native and non-native languages, Russian, which, being one of the world's languages, continues to be the language of communication and professional activity in a multiethnic environment not only in our republic, but also abroad.

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Along with other universal categories (space, time, quantity, quality, causes, goals, consequences, etc.), the category of conditional relations, which has a variety of linguistic expressions – lexical, morphological-syntactic, stylistic-is an obligatory component of the educational material when teaching the Russian language. This category is one of the most complex grammatical phenomena. Unfortunately, students of secondary specialized educational institutions do not have sufficient knowledge of all these tools, although the improved curriculum provides for new approaches to learning the Russian language – in the context of an organic relationship with the student's personality, age and psychological characteristics, interests, needs and value orientations.

The practice of teaching Russian in all types of educational institutions needs to be summed up in a scientific framework that focuses on "mastering the language in its main functions – as a means of

communication, communication, cognition, planning and organizing activities (especially collective ones), emotional, aesthetic and moral impact and education-with the priority of the communicative function" [3].

New socio-economic, political, and linguistic realities necessitate the following linguo-didactic approaches::

- \* give preference to the content of training that is socially and personally significant for students, enriches them with information;
- \* teach and educate on the basis of the ideology of national revival and knowledge of universal values, in the spirit of love for the Motherland, devotion to the ideals of independence;
- \* widely introduce national values, traditions, and materials reflecting regional and local characteristics into the educational process;
- \* orient students to real (rather than artificial) areas and situations of communication;
- \* expand the conditions for modeling real reality in the educational process;
- \* constantly maintain a favorable communication environment; learn to navigate communication situations;
- \* to deepen students' social and personal motivation to learn languages, to color students' communication and cognitive activities with positive emotions;
- \* expand and enrich the subject area of communication by considering labor training and upbringing as the core of personality formation in a new context (namely, in the context of familiarizing oneself with the values of a democratic, secular, and rule-of-law state);

use various work-oriented situations in the classroom that reflect new impulses for the transition to market relations, active business and entrepreneurship;

- formation of a common culture of students taking into account ethno-cultural and ethno-psychological features of the identity of the Uzbek people aims at enriching the content of the course of the Russian language in a broader reflection of at least two components – the realities of the country of the target language and the native and accordingly, the selection and supply of educational material dialogue of languages, cultures and ways of perceiving the world;\ language learning should act as a component of the structure of personality of students and as a means of formation of culture of international relations, to promote multilingualism in the Republic of Uzbekistan.

The above applies to the study of all program material, including the category of conditional relationships. However, this category (in comparison with the previously listed ones) has an extremely important psychological feature, which is very poorly taken into account in the educational process.

The fact is that secondary specialized educational institutions provide education within the framework of the appropriate educational standard; they provide in-depth development of professional inclinations, skills and abilities of students.

We emphasize that any labor process involves imagination( or fantasy), which, like thinking, belongs to the number of higher cognitive processes that clearly reflect the specific nature of human activity. Without imagining the finished result of work, you can not start working. Imagination acts as a necessary aspect of artistic, design, scientific, literary, musical, and generally any creative activity.<sup>13</sup> Little is said about the importance of imagination, and yet creative activity is unthinkable without it. In teaching, communication, and work, a person, as a rule, relies not only on thinking and memory, but also on imagination.

Developed imagination allows you to vividly imagine the future, understand and correctly comprehend the consequences of what is happening, make a reasonable decision and fulfill it The modern world imposes new requirements on the training of young specialists. This is primarily the formation of productive thinking, that is, creative, constructive, independent, which is the main goal of the entire system of continuing education in the Republic of Uzbekistan, along with enriching the spiritual and moral potential of the individual [4].

The first and most important function of imagination as a mental process is that it allows you to imagine the final result of work before it begins, as well as its intermediate products.

The main tendency of imagination is the transformation of representations (images), which ultimately ensures the creation of a model of a deliberately new situation that did not arise earlier.

In other words, imagination is a reflection of real reality in new, unexpected, unusual combinations and connections, "translated" into the language of the category of conditional relations (if..., then...; and if..., then...).

Imagination is closely related to thinking. Like thinking, it allows you to imagine the future. Anticipatory reflection of reality, carried out in the processes of fantasy, occurs in a concrete-figurative form, in the form of vivid representations, while anticipatory reflection in the processes of thinking occurs by operating with concepts that allow us to generalize and indirectly know the world.

Imagination performs several important functions in a person's psychic life. First of all, it is a cognitive function. As a cognitive process, imagination arises in a problem situation in which the degree of uncertainty, lack of information is very significant. Imagination is closer to sensory cognition than to thinking, and differs from it in its presumptuousness, inaccuracy, imagery, and emotionality.

Since not all of your needs can be met financially, the second function of imagination is motivational, allowing you to meet them in an ideal way-in dreams, dreams, myths, fairy tales.

Imagination, which is based on creating images that match the description, is called re-creation.

Creative imagination involves the independent creation of new images that are implemented in the original and valuable products of the activity.

The value of the human personality largely depends on what types of imagination prevail in its structure, which the teacher must take into account with the help of technologies used in the educational process.

The synthesis of representations in the processes of imagination is carried out in various forms.

Consequently, in the problem situation in which an activity begins, there are two systems of consciousness anticipating the results of this activity: an organized system of images (representations) and an organized system of concepts. The possibility of choosing an image is the basis of imagination, and the possibility of a new combination of concepts is the basis of thinking (if you do..., you will get...). Both of these systems are closely related. The choice, for example, of the mode of action is made by logical reasoning (first, if...; second, if...; therefore...), with which vivid ideas about how the action will be carried out are organically merged.

The linguistic means of expressing conditional relations studied in secondary specialized educational institutions allow developing and improving the "design" of both an organized system of images (representations) and an organized system of concepts. The above-described approach to the assimilation of the category of conditional relations, implemented in experiential learning, contributed to "bringing" the personality of each student into the development mode, awakening the need for knowledge, creating a creative atmosphere in the educational process, developing free independent thinking, and increasing motivation for the acquired specialty.

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