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## **THE ROLE OF THE RUSSIAN LANGUAGE IN THE FORMATION OF POSITIVE QUALITIES OF THE PERSON**

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**Abstract** - This article deals with the problems of formation of positive personality traits in Russian language lessons. How experienced the teacher ensures the assimilation of the program material, imperceptibly raising interest in learning, art, sports, etc. On specific examples each element of the lesson (texts, vocabulary, grammar, exercises, phraseological units) serve to prepare students for practical activities.

**Keywords**--- Form, Inner world, Linguistic Objects, Moral Education, Aesthetic Education, Life Observations, Literary Source, Outlook, Modesty.

### **I. INTRODUCTION**

The most important requirement of today is an integrated approach to the formation of the personality of the younger generation. Complexity implies the organic unity of ideological, labor and moral education, the formation of the personality as a whole, its emotional-volitional, cognitive, moral, aesthetic, ideological, activity spheres. Integrated approach to the formation of personality in the lessons of the Russian language also involves use of various means of influence. Not limited educational effect of individual successful texts, it is necessary to create a system of educational influence both in the content of the didactic material used, and in the forms, methods, and methods of work.

### **II. LITERATURE REVIEW**

Raising students' pride in their own language and the languages of other peoples is organically connected with the work to improve the speech culture of students with the development of their careful attitude to the word, the desire to master the language perfectly. An example is the statements of A.M. Gorky, V.T.

Belinsky, K.G. Paustovsky, V.V. Vinogradov and others. They provide an opportunity to draw the attention of students to the activities of writers, critics, scientists, linguists, whose work helps the people to protect, assimilate and develop the language culture.

### **III. RESEARCH METHODOLOGY**

The methodological basis of the research was formed as a result of the study of theoretical and practical information, long-term observation, scientific abstraction, approbation of didactic materials in specific classes, personal communication and others

### **IV. ANALYSIS AND RESULTS**

The possibilities of educational influence on students when teaching them the Russian language are great. They follow from the objectively existing links between language and the most diverse aspects of reality. Nature of linguistic objects is such that they reflect the realities of the objective world, and human relations, and the inner world of a person, his cognitive activity.

One of the undoubted advantages of the Russian language lessons is that the teacher can organize a frank conversation on a particular ethical issue, and raise the same issue imperceptibly for students, giving only role models, food for thought, seemingly remaining on the sidelines. From those moral problems that, according to his plan, confront the student.

It is believed that if the teacher ensures the assimilation program material, system connections between linguistic phenomena, Collector of words. Russian language is the working language of the UN), which means that it forms the views of students on the world; if he selects interesting texts (scientists-encyclopedists: M. Lomonosov, Ahmad al - Ferghani), it means that he fosters interest in learning; introduced works of art (Museum-Palace Louvre, Business and Art) in the lesson provides aesthetic education; used facts from life-cooks students to practical activities. All this is true. These directions in the implementation of the educational function of Russian language lessons, with a

skillful approach to business, fully justify themselves and have long been used in practice.

But these directions do not exhaust the educational possibilities of Russian language lessons. In addition, the listed means are often used formally, mechanically, without the proper developmental and educational effect. Their validity is often weakened by the fact that educational elements cannot be organically included in the content of the lesson: the content is assimilated by itself, and the educational moments unfold on their own.

In the development of lexical means in the educational role plays work on thematic groups of words that have social political, moral or aesthetic significance:

*честность (honesty), правдивость (honesty), скромность (modesty), преданность (devotion), ответственность (responsibility), долг (duty), самокритика (with self-criticism), дружба (friendship);*

*сознательный (conscious), целеустремленный (purposeful), принципиальный (principled), активный (active), трудолюбивый (industrious), бескорыстный (disinterested), дружелюбный (friendly), откровенный (frank);*

*осудить (condemn), признать (recognize), уговорить (persuade), убедить (convince), отсоветовать (dissuade);*

*уважат (respect), благодарить (thank), оправдать (justify), содействовать (assist); съязвить (to be sarcastic), подхалимничать (to flatter), грубить (be rude), плакаться (cry), смиряться (humble yourself), дерзко (boldly), втихую (quietly), бесцельно (aimlessly), безропотна (resigned), формально (formally).*

Grouping and explaining such words in order to obtain the desired effect, students must clearly understand the content or translation of the abovewords, so it is advisable to give their translation. Supported by examples from literary sources and life observations, they allow you to connect lexical work with identifying students' attitudes to certain personality traits and forming the right attitude.

The work may be accompanied by the selection of synonyms for these words: *правдивый-truthful*, *инициативный-proactive*, *принципальный-principal*, antonyms: *слабоволие-weak-willed*, *дружелюбие-friendliness*, *откровенность-frankness*, single-root words: *скромничать-to be modest*, *скромность-modesty*, *скромный-modest*, *скромно-modestly*; *благодарить-thanks*.

The next stage should be the work of a creative nature, which obliges the use of vocabulary in speech that reflects the moral qualities of a person. Previously, students, together with the teacher, choose the object of description, the situation, evaluate the actors, select language means that characterize the internal qualities of these persons.

Introduction to moral categories is the definition of such concepts as generosity, dignity, courtesy, modesty, honesty, etc. The signs of each of the concepts are highlighted. Students, "sensitivity" caring for example, attitude towards others, attention to them, understanding of the actions and behavior of people, tact in dealing with them, courtesy in handling. In the concept of firmness of convictions, readiness to act in accordance with them, high demands on oneself and others, lack of stubbornness.

Signs of concepts are revealed gradually, in several lessons, students build, distinguish signs of the concept of "principledness", the following signs are distinguished: all kinds of phrases. Interesting dictations based on texts of a dictionary and etymological nature, which have a moral aspect. No less interesting is the identification of the etymology of such words as *мировоззрение* (worldview), *благодарить* (thanks), *поздравлять* (congratulate), *непримиримо* (irreconcilably), *разъяренный* (furious), the formation of words from them of other parts of speech, followed by the use of formed words in a sentence, the grouping of words in or neutrality depending on the desirability, undesirability of the personality traits they denote.

When working on vocabulary, it is necessary to show students that many words that seem close in meaning to them are in fact very different and cannot act as

synonyms in speech (*kind-kind, horse-nag*), and sometimes even contrasted (*He did not ask, but begged*).

The interests of the assignment for the selection of antonyms for words expressing a gradation of feelings: *indifference - with impatience, friendship* of the original word (indifference) students create a second row that conveys love (.); from the same antonymous given: hostility (or gradation of feelings of alienation) - *enmity-hatred*.

A large stock of moral assessments is contained in phraseological turns. Students should not only show the differences between free phrases and phraseological ones, but also help them to understand those moral phraseological units. Take water in your mouth - when a person has to speak, besides, the phraseological unit expresses the displeasure of the speaker about this . Headlong, slipshod, neither fish nor meat, from empty to empty, erratic, to fool, beat the thumbs, pull the tongue, fly out into the pipe, wipe off the face of the earth and many other turns, conveying one or another concept, creating an image , at the same time express the attitude of the speaker to the subject of the statement. Teaching their use, the teacher, of course, teaches students moral assessments, norms of ethical relations. This work reaches its result when students themselves are able to identify the evaluative function of the phraseological unit used in the text and use it in this role in their own speech.

Pronouns also have a certain stylistic coloring. So, the pronoun we, used instead of I, can convey an atmosphere of modesty or, conversely, solemn importance. He (she, they) denoting the interlocutor, conveys disapproval, contempt, humiliation (He will still refuse!), However, when an adult addresses a child, he can also express sympathy (My little one! He hit the handle!).

Deliberately used you expresses contempt, and you, pronounced instead of you in a circle of close people, Pronoun cold formality, alienation, irony . we , my, ours are often used with a positive emotional assessment (How are we feeling? Go, son, mine), pronouns yours, yours, yours - with a negative assessment (Remove your



hands!) Indefinite pronouns of some kind can express a negative assessment , some (Some Irinka ), this (Look at this Barbara), all sorts.

## **V. CONCLUSION/RECOMMENDATIONS**

The most effective way in educational terms is when the teacher analyzes the studied linguistic phenomena with a pre-planned attitude to use it for educational purposes, when the functioning of the studied linguistic elements in such statements, such genres of speech, which are most necessary for the implementation of the educational process in group.

Education, which is carried out not as a process parallel to learning, mechanically coexisting with it, but as the introduction of linguistic content into the sphere of educationally significant speech activity, has the advantage that students themselves go from linguistic content to the content of real texts, to reality, they become convinced of the ability of language means to express, convey, the spiritual wealth of a person and the collective, join these riches and learn to convey in words what they have already acquired socially valuable .

This interaction of the word and social reality, clothed with the word, is of fundamental importance for the development of the individual, for the formation of one's own views on life, principles and beliefs. Students, with the help of a teacher, become familiar with the complex and subtle mechanisms of the language system, capable of transmitting both grandiose events, phenomena, and subtle movements of the human soul.

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