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ON SOME METHODS OF CLASSROOM WORK WHEN STUDYING THE TOPIC OF INCOMPLETE SENTENCES

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Abstract. This article examines the issues of studying incomplete sentences in a student audience. Some methods of distinguishing incomplete and one-member sentences are described. It is noted that for a deeper understanding of the topic, students should focus on completing practical tasks.

Key words: incomplete sentences, one-member sentences, stylistic features, grammatical differences, expressiveness, laconism.

INTRODUCTION

An important aspect of teaching Russian is the development of students' skills in perceiving and understanding incomplete sentences, which are widespread in spoken language. Incomplete sentences, characterized by the absence of one or another mandatory member of the structure, present certain difficulties for foreign students, especially at the initial stage of learning the language.

Overcoming these difficulties requires careful methodological study of the topic of incomplete sentences in classroom work with students. In this regard, it seems relevant to consider some techniques and methods that can be used by the teacher for more effective assimilation of this topic.

The purpose of this article is to describe and analyze a number of classroom assignments and exercises that contribute to the development of foreign students' skills in recognizing, understanding and independently using incomplete sentences in speech.

MATERIALS AND METHODS

The speech of students-philologists, future teachers of the Russian language, must be literate and expressive, therefore special attention should be paid to the correct construction of sentences.

When communicating, young people often use incomplete sentences. For a deep understanding of the topic "Incomplete sentence", students should understand the grammatical differences between two-part and one-part sentences, as well as the stylistic features of these syntactic units.

The study of the syntax of the Russian language, in particular the incomplete sentence, is of great importance in the university audience. All their varieties, semantic and structural properties are considered. It is indicated that incomplete sentences are filled with specific content only in the context and cannot be taken out of context or out of the situation. There are actually incomplete and elliptical sentences. During practical classes, the teacher draws the students' attention to the uniqueness of the structure of these sentences.

The following features are noted:

- nominal sentences have coordinated, non-coordinated definitions and isolated definitions expressed by participles or adjectives with dependent words;
- two-part incomplete sentences have secondary members of the sentence (additions and circumstances) related to the predicate.

The absence of a subject is a sure sign of one-member predicate sentences, and the predicate must be singular in the present, past or future tense.

One-member sentences can also be incomplete, but then a structurally necessary member of the sentence (both main and secondary) is omitted.

In order to understand the structure of incomplete sentences, it is necessary to compare one-member complete sentences with one-member incomplete ones, for example:

- *Одаренных студентов наградили почетными грамотами и дали памятные подарки?*

– *Наградили и дали.*

1 sentence - one main part of the sentence, complete.

2 sentence - one main part of the sentence, incomplete.

Such constructions are characteristic of the conversational style and are usually observed in the response of the dialogue.

Expressive incomplete sentences are distinguished by intensity, emotionality, expressiveness, sometimes colorfulness of the statement. They convey the range of feelings, experiences of a person.

Thus, expressiveness is expressed in the context of a casual conversational style. In scientific and business speech, the above constructions are not used, since they are characterized by logic, clarity, harmony.

At the same time, incomplete sentences are needed as a means of conveying thoughts without unnecessary words, briefly and clearly. Very often they are used to express a shade of speed, instantaneity or intensity of feelings.

Incomplete sentences cannot be studied outside of grammar and outside of stylistics, that is, they must be studied organically, only then can this linguistic phenomenon in motion be deeply and clearly understood.

In order to understand all this, it is necessary to systematically perform exercises of this type:

Task 1. Read the text of the poem, find incomplete sentences in it and perform syntactic analysis of the sentence.

«Тяжело с такими ходить по улицам –

Все вымаливают автографы:

Стой и жди поодаль, как угол здания.

Как ты думаешь – ведь ссутулятся

Наши будущие биографы,

Сочиняя нам оправдания?» (V.Polozkova. In the order of general banter: asked - we answer).

Task 2. Determine the type of simple sentence, with two or one main member.

«В палитре старого художника

Лазури чуть и чуть белил.

Он ел салат из подорожника,

Он кров со звёздами делил.

В его шкафу одежды минимум,

Он меру даже мыслям знал

И лишь один цветок дельфиниум

Всю жизнь с натуры рисовал.

Чердак хранит полотна гения.

Что деньги? Прах в глазах его.

Хоть создал тысячу творений, а

Не продал он ни одного». (E.Ponomareva. Delphinium).

Task 3. Indicate which member of the sentence is missing in the incomplete sentence.

«Окна накрест - по старинке,

Фонарей потухший ряд». (E.Ponomareva. Oktyabrinki).

«На часах с подсветкой –

Двадцать с половиной...

Ряд за рядом - ворот,

Ряд за рядом – спинка...» (E.Ponomareva. Woolen Tale).

«Помолчите пять минут.

– А кулич дадут?

– Дадут». (E.Ponomareva. Sit in silence).

Task 4. Put the punctuation marks.

«Сменную обувь не забыл

Молодец

Вот деньги на обед

К бабушке сразу же после уроков

Нигде не болтаться

Слышишь

Я проверю» (O.Skrynnik. At the Mirror).

Task 5. Compose a coherent text on the topic "Environmental problems of the region" using incomplete sentences.

Task 6. In this text, identify the missing member of the sentence, replace it with a synonym.

«Открыла тетрадку,

Портфель на снегу.

И глаз от пятёрки отнять не могу!

Красивая!

С точкой.

Морковки красней.

Тетradка такая нарядная с ней!» (L.Fadeeva. Five).

Task 7. Correct speech errors in these sentences, do a syntactic analysis.

1. *Вопрос, что необходимо подготовить к концу декабря, будет обсужден на заседании кафедры.*

2. *Для успешной сдачи необходимо готовиться в течение всего семестра.*

3. *Схемы, таблицы и другие наглядные нужны, чтобы углубить знания студентов по изучаемым темам.*

4. *Принятые меры в отношении посещаемости помогут улучшить их успеваемость.*

5. *В интерактивном методе привлекают новизна и простота изложения материала.*

Task 8. Why did the author use incomplete sentences in this context?

«Поезд через Калевалу не шёл – девушкам предстояло купить билеты на автобус, и ехать в нем ещё часа три.

– Подожди, не могу! – Надя поставила тяжёлый синий баул на снег; остановилась. Сумка просто отрывала ей руку. Не ожидали они, что придётся так далеко идти по перрону.

– Опоздаем ведь! Кто знает, во сколько этот чертов автобус отправляется, – а вдруг уже? Ждать до завтра?

Лена тоже на полминуты опустила сумку. Затем вздохнула, взяла обе, – свою и Надину, – и быстро зашагала к вокзалу, чтобы успеть, пока ещё может идти. Надя почти побежала следом, чувствуя неловкость. Но в чем её вина, если у Лены руки сильнее, а она просто не может больше? Дойдя до высоченных, как городские ворота, деревянных дверей, Лена остановилась, чуть дыша; вернула подруге её ношу:

– Дальше сама...

– Не надо нам было книги брать! И посуду...

– Да. Но вдруг у них там никаких учебников нет? Основное же.

– Ну да... Вообще зря мы согласились. Не нравится мне здесь. Страшно»

(A.Tishinova. Interns).

The analysis of incomplete sentences showed that they teach students the laconicism of forms and expressions, allow them to create a statement that is simple in form and deep in content, and contribute to the formation of not only sufficient, but also stylistically necessary and informatively complete speech.

CONCLUSION

The use of incomplete sentences in classes helps to activate students' thinking and speech activity, develops their linguistic intuition and sense of language.

The inclusion of various types of exercises with incomplete sentences (transformational, constructive, creative) in the educational process allows to

diversify the forms of work, maintain the cognitive interest of students and consolidate the acquired knowledge.

The complex use of various methodological techniques for working with incomplete sentences increases the effectiveness of mastering this topic, contributes to the formation of communicative competence of students.

Thus, targeted work with incomplete sentences in classroom classes is an effective means of activating students' cognitive activity and improving their speech skills.

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