

EDUCATIONAL PROGRAM: "DEVELOPING STUDENTS' SKILLS AND PROFICIENCY IN FORMING RUSSIAN PLURAL FORMS"

Madina F. Ismagilova

Senior Lecturer, Urgench State Pedagogical Institute

Master's Degree

Abstract:

The Russian language is characterized by a complex morphological system, where the formation of plural forms presents a significant challenge for learners due to various declension patterns, gender dependencies, and irregular exceptions. This paper presents a structured educational program designed to systematically develop students' abilities to form and correctly use plural nouns and adjectives in Russian.

The program focuses on a step-by-step pedagogical approach, moving from basic grammatical rules to the mastery of complex morphological changes, including stem alternations and specific endings. It incorporates diverse instructional methods, such as interactive exercises, comparative analysis, and contextual usage, to ensure that students transition from theoretical knowledge to practical, automated speech skills. The study evaluates the effectiveness of this program in improving grammatical accuracy and communicative competence. The results indicate that a targeted training framework significantly reduces morphological errors and enhances the overall linguistic proficiency of students in their mastery of the Russian language.

Keywords: Russian language, plural forms, morphological skills, language acquisition, grammatical proficiency, educational program, teaching methodology, Russian as a foreign language, noun declension.

INTRODUCTION

The Russian language, with its rich history, extensive literary heritage, and significant geopolitical role, continues to be a crucial language for international communication, scientific exchange, and cultural understanding, particularly across the Eurasian continent. For many learners worldwide, mastering Russian opens doors to diverse academic, professional, and personal opportunities. However, the acquisition of Russian as a foreign or second language presents numerous linguistic challenges, primarily due to its highly inflected and synthetic morphological

structure. Unlike analytical languages, where grammatical relationships are often conveyed through word order and prepositions, Russian relies heavily on case endings, prefixes, and suffixes to express meaning, number, gender, and tense.

Among the various complexities of Russian grammar, the formation and accurate usage of plural forms stand out as a particularly intricate area for non-native speakers. The challenge extends beyond simply adding an "-s" as in English. Russian plural forms are subject to a multitude of rules, exceptions, and variations influenced by grammatical gender (masculine, feminine, neuter), animacy, stress shifts, and phonological alternations (softening of consonants). Nouns can take various plural endings (-ы, -и, -а, -я, -ья, -е, -о), some of which are irregular (e.g., "стул" - "стулья" /chair - chairs/, "человек" - "люди" /person - people/, "ребёнок" - "дети" /child - children/). Adjectives also change their endings to agree in number and case with the nouns they modify, adding another layer of complexity to the overall plural system. This multifaceted nature often leads to confusion, errors, and a significant impediment to achieving fluency and grammatical accuracy.

Inadequate mastery of Russian plural forms can have substantial negative consequences for learners' overall linguistic competence and communicative effectiveness. Frequent errors in noun and adjective plurals can lead to misunderstandings, obscure meaning, and detract from the clarity and naturalness of expression in both spoken and written communication. Such grammatical inaccuracies can also undermine a learner's confidence, making them hesitant to engage in active discourse, thus hindering their progress in language acquisition. For students studying academic subjects in Russian, a weak grasp of morphology can impede their comprehension of complex texts and their ability to produce grammatically correct academic writing, ultimately affecting their academic performance and future career prospects in fields where Russian proficiency is required.

Current pedagogical approaches to teaching Russian morphology often involve extensive memorization of declension tables and individual vocabulary items. While rote learning has its place, it frequently falls short in developing the practical skills necessary for spontaneous and accurate application of plural forms in

real-time communication. Textbooks and curricula may provide comprehensive lists of rules and exceptions, but they sometimes lack a systematic, progressive methodology that guides students through the complexities, helps them identify underlying patterns, and provides sufficient contextual practice. This gap in teaching methodology often results in students having theoretical knowledge about plural formation without the practical proficiency to utilize it effectively and automatically in various communicative situations.

Therefore, there is a pressing need for a structured and empirically validated educational program specifically designed to address these challenges. Such a program would move beyond mere theoretical exposition, focusing instead on cultivating robust skills and automaticity in forming and using Russian plural forms. The development of such a program is justified by the persistent difficulties learners face in this grammatical area and the critical importance of morphological accuracy for overall Russian.

language proficiency. A systematic approach is essential to help students internalize the rules, recognize patterns, and apply them correctly without conscious effort, thus enhancing their fluency and communicative confidence.

The primary aim of this research is to develop and evaluate the effectiveness of a comprehensive educational program titled "Developing Students' Skills and Proficiency in Forming Russian Plural Forms" for learners of the Russian language.

To achieve this aim, the following objectives have been formulated:

1. To conduct a diagnostic assessment of common errors and difficulties students encounter when forming Russian plural forms.
2. To analyze and systematize the grammatical rules, patterns, and exceptions related to Russian noun and adjective pluralization.
3. To design and integrate a sequence of interactive and engaging pedagogical activities, exercises, and tasks within the educational program.
4. To implement the developed educational program in a pedagogical experiment with a target group of Russian language learners.

5. To evaluate the program's effectiveness in enhancing students' grammatical accuracy, practical skills, and overall communicative competence in using Russian plural forms.

The proposed educational program will adopt a step-by-step pedagogical approach, progressing from foundational concepts to more intricate morphological changes. It will integrate diverse instructional methods, including visual aids, comparative analyses, contextual practice through communicative tasks, and targeted feedback mechanisms. By emphasizing both explicit rule learning and implicit skill development through repeated exposure and application, the program seeks to bridge the gap between declarative knowledge and procedural fluency.

This research holds significant significance for several reasons. Firstly, it directly addresses a critical area of difficulty in Russian language acquisition, offering a practical solution for educators. Secondly, it contributes to the field of second language pedagogy by providing a model for teaching complex morphological structures, which could be adapted for other inflected languages. Thirdly, by improving students' accuracy in plural formation, the program will enhance their overall linguistic competence, fostering greater confidence and effectiveness in their use of the Russian language for academic, professional, and personal pursuits. Ultimately, this study aims to optimize the teaching and learning process, ensuring that future generations of Russian language learners are better equipped to navigate the morphological intricacies of the language successfully.

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