



## ON THE PECULIARITIES OF THE FORMATION OF ANALYTICAL THINKING AMONG FUTURE RUSSIAN PHILOLOGISTS

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**Abstract.** Modern society requires an analytically thinking teacher who is able to instill analytical skills in his/her students; therefore, when preparing future teachers, in particular teachers of Russian literature, it is important to develop their analytical thinking. One of the ways of its formation can be the ability to work with didactic material, to choose the best textbooks for teaching certain lexical and grammatical topics.

**Keywords:** analysis, analytical thinking, incomplete sentences, Russian language, textbook, teacher of literature

**The purpose of the research** is to develop the skills of critical analysis of linguistic and methodological literature in future teachers of literature. To achieve this goal, the article presents an example of the analysis of current textbooks on the Russian language for the study of incomplete syntactic constructions at school. Since incomplete sentences are a kind of deviation from the norms of constructing standard syntactic constructions in the Russian language, different points of view arise regarding their grammatical status, classification, and methods of analysis. Such disagreements lead to difficulties in their analysis and qualification in the university, and especially in the school curriculum. One of the controversial issues remains the issue of distinguishing between incomplete two-part sentences and one-part constructions. Incomplete one-member sentences are interesting and difficult to analyze, especially those with the omission of the main part. Insufficient attention is paid to the stylistic coloring of incomplete sentences in school practice of teaching the Russian language. In this regard, there was a need to analyze school textbooks. The analysis was aimed at identifying the features of the presentation of theoretical material, the typology of exercises and tasks for independent work, determining the positive and negative sides of different educational and methodological complexes in the Russian language. The experience of analysis presented in this article can serve as a model for working with educational material and will be useful primarily for a student philologist, a future teacher of Russian literature, for the formation of his analytical thinking, as well as a skilled teacher of literature in order to improve the effectiveness of teaching certain grammar topics.

**Introduction.** According to Y. V. Dementieva, analytical skills are “the possession of a set of special intellectual analytical-synthetic actions aimed at achieving qualitative changes in personality and contributing to the growth of professional skills” [4]. One of the ways of their formation in future teachers of Russian literature can be the ability to work with didactic material, to critically evaluate the teaching and methodological complexes available to the teacher, to choose the optimal textbooks for teaching certain lexico-grammatical topics [14]. The topic “Incomplete sentences”, studied in Russian language lessons in the 8th grade, is one of the most difficult topics for students to master, and therefore it has been chosen as the object of our analysis. In the Russian language there are certain norms and rules of building syntactic constructions, which determine the laws of subordination and coordination of words in them.



And if constructions do not obey these rules, they are called non-standard/non-typical/unspecialized syntactic constructions, or expressive syntax constructions. They include non-verbal inductive statements, word-propositions, parcellated constructions, elliptical and incomplete sentences. Such syntactic structures are most often observed in colloquial speech, less often in book speech, which is due to the ‘economy’ of speech effort in live oral speech. Incomplete sentences are the most frequent category of constructions with unformalised predicativity. Incomplete sentences are such syntactic constructions in which one or more parts of the sentence, both main and secondary, are missing. This missing part of the sentence is semantically necessary to understand the utterance, e.g.: – *Что подарим на именины – Платье, которое купим завтра перед праздничным ужином* [Compare: *На именины подарим платье, которое купим завтра перед праздничным ужином*]. Incomplete sentences are sentences with free syntactic positions. Formal components are not obligatory in the sentence structure. An important role in incomplete sentences is played by the context or speech situation, which forms the semantic content of the utterance, hence the traditional division of incomplete sentences into two groups: contextually incomplete and situationally incomplete. Such constructions are designed to reproduce the style of a lively and relaxed conversation, so they are extremely common in dialogic speech: “Incomplete sentences are typical for dialogic speech, in which a response rejoinder can be built by analogy with the previous one. Thanks to incomplete sentences, the pace of speech in a dialogue increases, the image of speech communication becomes dynamic” [3, p. 21]. In addition, incomplete sentences free speech from the known making it easier, help to avoid tautology and make complex sentence constructions simpler. The use of incomplete sentences in speech is absolutely justified (especially in colloquial style) either by the situation of communication or by the context, and students should know their communicative and stylistic functions, be able to explain the reasons for their use, and possess the skills of grammatical analysis of the structure of such sentences.

**Material and methods of research.** Descriptive-analytical, comparative-analytical and observation methods were used as the main research methods. Russian language textbooks for grade 8 by L. A. Trostentsova, T. A. Ladyzhenskaya, A. D. Deikina, O. M. Aleksandrova [17]; M. V. Panov, S. M. Kuzmina, L. N. Bulatova, N. E. Ilyina, T. A. Rochko et al. [11]; M. M. Razumovskaya, S. I. Lvova, V. I. Kapinos, V. V. Lvov [12]; textbook ‘Russian Language. Theory’ edited by V. V. Babaitseva [1] served as a material for analysis.

**The results of the research and their discussion.** The school textbook on Russian language for grade 8, authored by L. A. Trostentsova, T. A. Ladyzhenskaya, A. D. Deikina, and O. M. Aleksandrova, gives an initial idea of incomplete syntactic constructions: ‘In a simple sentence (two-member or one-member), a part may not be named, which is clear from the immediate context. These are incomplete simple sentences’ [17, p. 99]. The authors present two types of incomplete sentences: incomplete one-member and incomplete two-member sentences and give examples. They also give information about the fact that in such sentences a part of the sentence is missing not in the sense, but in the composition of the sentence parts, and it can be easily restored from the previous context. In the informative block the authors also mention the sphere of use of incomplete sentences: ‘Most often the context is dialogical. In a dialogue, incomplete sentences are usually the second replicas correlated with complete first ones’ [17, p. 99]. The textbook contains three exercises to consolidate the topic. Two of them, exercises 213 and 214 on pages 99-100, require finding this type of non-standard syntactic construction, the ability to correctly identify it and restore the missing part of the sentence. The second



exercise is complicated by a punctuation task. The third exercise, 215 on p. 100, requires composing a dialogue on the topic on the basis of the sample given in the exercise. Thus, this textbook provides basic theoretical information on incomplete sentences and standard exercises to analyze them. Interesting for use in school as a base of theoretical material on the study of incomplete sentences is the Russian language textbook by V. V. Babaitseva “Russian language”. This textbook represents all the material for the course of grades 5-9 and makes it possible to refer to it as a reference book. The theoretical material on the topic begins with a description of the types of sentences in terms of structure and meaning (complete and incomplete sentences) and is accompanied by interesting examples. The theoretical material on this topic begins with a description of the types of sentences by structure and meaning (complete and incomplete sentences) and is accompanied by interesting examples. According to V. V. Babaitseva, incomplete sentences are ‘sentences in which the sentence parts necessary for completeness of structure and meaning are omitted’ [1, p. 228]. The author notes that ‘missing parts can be recovered from the context’ [1, p. 228] [1, c. 228]. The textbook contains an important mention that one-member sentences can be incomplete, which means that students have difficulties in determining the type of syntactic structure (especially if the main part is missing in a one-member sentence). The author also draws attention to the fact that the presence of objects and adverbial modifiers in the sentence is a sign of missing the predicate: ‘Incomplete sentences also include sentences in which there is no predicate - a link subordinating the secondary parts (objects and adverbial modifiers): *Сила наша – в единстве, доблесть – в беспредельном патриотизме, в горячей любви к Родине* (A. Serafimovich)» [1, p. 229]. The author also emphasizes the intonational coloring of such syntactic constructions in oral speech and explains their punctuation in writing: ‘The omission of a part within a sentence in oral speech may be marked by a pause, in the place of which a dash is placed in writing, for example: *Татьяна – в лес, медведь за нею* (A. S. Pushkin); *По полям бегут ручьи, на дорогах – лужи* (S. Marshak)» [1, p. 229]. The textbook also has a comparative table of complete and incomplete two-member and one-member sentences with examples. It should also be noted that V. V. Babaitseva's ‘Theory’ presents another type of non-specialized constructions - word-sentences. The author begins the theoretical material with the parts of speech that can be used in the role of these non-standard syntactic constructions and gives examples of two independent parts of speech: particles and interjections. Then the linguist speaks about the sphere of use of word-sentences: ‘Word-sentences in fiction are usually used in the speech of characters and are one of the means of their speech characterisation’ [1, p. 249]. The line of school textbooks edited by V. V. Babaitseva, in addition to the above, contains the textbooks ‘Russian Language. Practice’ and ‘Russian Language. Russian Speech’. In the school practice of teaching Russian language the textbook by M. M. Razumovskaya, S. I. Lvova, V. I. Kapinos, V. V. Lvov is actively referred to. The topic we are interested in is presented in the 8th grade program. Thus, the authors first say that sentences can be complete and incomplete. Then they give the following definition of incomplete sentences: ‘sentences are incomplete if any part easily reconstructed from the speech situation is missing: *Река раскинулась. Течет, грустит лениво и моет берега.* (A. Blok). The highlighted sentence is incomplete. It misses the subject river, which, however, is named in the first sentence and there is no need to repeat the word. «*О чем говорили*» – «*О разном*». In this incomplete sentence, the predicate “говорили” is omitted’ [12, p. 106]. Our analysis of the theoretical material presented in textbooks allowed us to develop an algorithm for working with incomplete sentences that was missing from them, but which, in our opinion, is necessary for students:



- 1) to restore the missing parts of the sentence using context or situation;
- 2) to establish the structure of a complete sentence (one-member, two-member);
- 3) to give a description of an incomplete sentence, defining it by structure and naming the missing parts.

## References

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