



**STUDYING THE VOCABULARY OF THE MODERN RUSSIAN LANGUAGE OF  
THE XX AND XXI CENTURIES IN THE NATIONAL AUDIENCE**

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**Abstract:**

Replenishment of the lexical stock of students, the development of the ability to correctly use words in speech and grammatically correctly formalize sentences is one of the tasks facing higher school teachers. The article is devoted to the study of the vocabulary of the modern Russian language in the national audience. The article discusses the peculiarities of studying the vocabulary of the XX and XXI centuries.

**Keywords:** vocabulary, lexical system of the modern Russian language, sociolinguism, linguistic training of national school teachers, extralinguistic factors, improvement of students' Russian speech.

A Russian study is one of the actively developing areas of linguistics in Uzbekistan. The language of any nation is the key to understanding the peculiarities, lifestyle and customs of people. It is a tool for understanding the past, present and future of the country [3].

The cardinal transformations taking place in all spheres of society and in the education system cannot but affect the formation of a bilingual personality in the conditions of a national school designed to educate a graduate who would possess all the communicative qualities of good speech: accuracy, clarity, correctness, expressiveness, purity, euphony, etc. An important indicator of the communicative competence of a bilingual personality is the richness of its vocabulary, the ability to correctly and appropriately use independent and official words in monologue and dialogic speech [2].

Linguistic training of teachers of the national school involves the study of the vocabulary of the language both in theoretical and practical aspects, i.e. students should be able not only to analyze and classify words of the Russian language, but also to assimilate them and be able to use them in their speech.



A broad and purposeful study of this large part of the lexical composition allows not only to achieve faster improvement of their practical Russian speech from students, but also at the same time to give them a lot of valuable scientific information, to realize other well-known didactic goals by means of the subject - the formation of a scientific worldview, the education of logic of thinking, etc. Russian vocabulary is studied both in the course "Modern Russian Language" and in the course "History of the Russian language and dialectology". The analysis of programs and textbooks of disciplines covering language concepts shows that the vocabulary of the Russian language is studied in the course "Modern Russian Language" and in the course "History of the Russian language and dialectology". If we compare these two courses, we can see a lot in common: the issues of vocabulary development, the main ways of this development and changes in the vocabulary of the Russian language are covered equally. But it should be noted that the study of vocabulary in the course "Modern Russian" still has more opportunities, because within its framework, this problem can be given much more time, in addition, the description of vocabulary development is closely related to the concept of "modern language", since the language of recent times is modern and non-archaic for its carriers. The results of vocabulary development are a given, summarized in classification headings that show the current state of vocabulary collected in a certain modern aspect.

From the point of view of the structure in the course "Modern Russian language", it is advisable to teach the topic in a concentrated manner, in a single section: this allows you to give all the material in full alignment and at once. It can also be moved to the "Native and borrowed vocabulary" section, which will make the topic more organic for the composition of the entire course. Russian vocabulary is divided into the vocabulary of the twentieth century and the vocabulary of the twenty-first century, as well as the need to consider the actual Russian vocabulary and borrowings of the new time in one paragraph, but this will require the restructuring of the section "Native and borrowed vocabulary": the breakdown of the actual Russian vocabulary into the vocabulary of the twentieth century and the vocabulary of the twenty-first century, as well as the need to consider the actual Russian vocabulary and borrowings of the new time in one paragraph.



All this does not exclude known information or brief references to the vocabulary of the XXI century, its development and in other topics: "Professional vocabulary", "Dialect vocabulary", "Historicisms", etc. Here it is possible to give in a certain logical connection those details that are less suitable for a special section.

The study of the vocabulary of the twentieth century in the part of it that appeared in the middle of the century has always been considered as a special one in importance among other problems of the theory of the Russian language. The process of vocabulary replenishment with new words that reflect concepts, phenomena and objects that represent a specific feature of reality is the most noticeable and important process taking place in the vocabulary of the modern Russian language [5].

This is primarily a sociolinguistic value. As you know, linguistic courses are traditionally imbued with sociolinguism: when describing systemic phenomena or the development of a language system, various data from historical science, ethnography, cultural studies are traditionally involved, contributing to a better understanding of linguistic phenomena, revealing their nature, factors of occurrence and existence. In addition to the linguodidactic, this has a methodological justification: at the same time, the language is studied not as something closed in itself, but with the necessary demonstration of its close and inextricable links with other spheres of reality, in particular, with social being. And, of course, this is important not only for a better understanding of the language, but also in terms of the implementation of educational tasks.

The problem involved – the study of the vocabulary of modern times – is very favorable in the latter respect. In its disclosure, it is not only necessary, but also very convenient to show how extralinguistic factors affect the language system, to direct students to develop the necessary scientific thinking in them – to consider phenomena in their broad connections and interdependencies, to understand the principle of historicism in the approach to phenomena [6].

Russian language teaching conditions in the national audience, it is necessary to add one more important goal - the improvement of students' Russian speech. Comparative analysis of literary texts (fiction, scientific, journalistic) of the XX and XXI centuries gives noticeable differences at the lexical level.



This applies in particular to the most relevant and widespread modern speech spheres (newspapers, everyday conversations, etc.) and many of the most commonly used modern words. Therefore, the removal of practical misunderstanding or poor use of verbal units that arose after the twentieth century, gives much more from the point of view of improving speech than the removal of ignorance of historicisms and archaisms, since modern vocabulary is the most important in mastering speech. That is why modern students will find the words they hear every day much closer and clearer than those whose meaning they need to explain.

Familiarization with the vocabulary of the early XX century is also necessary for future teachers of the Russian language and should be considered when studying other topics. The implementation of the topic of speech development in the study of the affected topic should occur due to rational and didactically thought-out scientific interpretation, the patterns of the appearance of words, the reduction of units into groups according to bright distinctive features, due to the motivation of their origin and development, due to the establishment of associative links of the word with extralinguistic social factors and phenomena. Russian With the main goals in mind: further streamlining of ideas about the lexical system of the Russian language, practical improvement of students' Russian speech, development of thinking skills - it is possible to solve the question of how to teach the vocabulary of the XX and XXI centuries more effectively in the national audience. It is necessary to present to students a complete and voluminous picture of the formation of the vocabulary of the new time [10].

Russian is better to give a comparative character to the presentation of the topic, bearing in mind, first of all, a broad comparison of the development process and the existing state of the Russian language with its development and state in the twentieth and twenty-first centuries, as well as a comparison of the development of the Russian language with the development of foreign languages.

The comparison will thus help to show more clearly all the directions and patterns of vocabulary development at the present time, since they reflect, first of all, changes in the cultural, scientific, technological and social life of society. This can be described within the framework of characterization of the development of thematic groups of words, lexical replenishment of various



styles, commenting on the sources of the appearance of new words. The factors influencing the development of vocabulary have also changed compared to the last century, and the teacher emphasizes this by comparison.

Speaking about the development of thematic groups, it can be shown how some of them were reduced due to the departure of some life realities (Bolshevik, Communism, collective farm, perestroika, etc.), to what extent they were replenished with new components due to the emergence of new realities. How new thematic groups related to the subsequent transformations in society, the development of science, technology (supermarket, computer, Internet, smartphone, etc.) appeared.

The comparative characteristic of the emotional and stylistic coloration of words is also important: new stylistic layers of words appeared after the XIX century (school, student argotisms); how much the volume of lexical and stylistic layers that were in the XIX century changed; how the coloration of individual words changed [4].

The word functions mainly in speech works — larger than a sentence, so that the text and the word, which have system-forming properties, should act as the main units of teaching foreign language vocabulary [2].

It is instructive to draw the attention of students and follow the changes in the sources of new vocabulary. If in the nineteenth century French was one of the first places in this respect, then nowadays it has relatively little effect on the development of Russian vocabulary in terms of both direct borrowings and semantic cripples, which is explained by the change in the composition of the speakers of the literary language. So, earlier, nobles who knew French well were considered native speakers of the literary language, and later they became ordinary people who did not need to know this language.

In the XX century came the era of the English language. This language has an international status and capacious words.

Borrowing is a natural result of interaction with the outside world. They appear when people master some new sphere for them. For example, we adopted shipbuilding vocabulary from the Dutch language, since such concepts simply did not exist in Russia. Our military vocabulary is mainly German, starting from "soldier" and ending with "headquarters". The English language has opened up to us the fields of sports, law, and computer science.



Moreover, many words are perceived as native: few people know that "goal" literally means "goal", and "hooligan" is generally an Irish surname that first surfaced in British newspapers in 1898. The fact is that the Russian language is so flexible that it quickly perceives and literally "absorbs" foreign words. This is especially happening now, because the world is increasingly moving into virtuality: communication, financial transactions, and leisure take place there. And no matter how many people try to escape from digital captivity, life forces them to dive deeper on the other side of the monitor. The Internet has not only its own laws and rules, but also its own language, and since the World Wide Web as a phenomenon comes from the West, the terminology there is English.

That is why when teaching vocabulary in a national audience, it is worth paying attention to Anglicisms, because over the last millennium, the vocabulary of the Russian language has been replenished, and is currently happening from the English language.

Russian Russian vocabulary teaching system, which has been theoretically identified and effectively implemented in practice, forms students' solid knowledge of the lexicology of the Russian language. Russian Russian The main thing is that the study of vocabulary in the national audience should be creative, contribute to the formation of the culture of Russian speech among students and focus on the current needs of training highly qualified teachers of the Russian language for national schools.

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