



THE MAIN PROBLEMS OF STUDYING THE VOCABULARY OF THE MODERN RUSSIAN LANGUAGE

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ABSTRACT: - The article gives a brief description of possible approaches to the study of vocabulary, analyzes modern problems in Russian vocabulary. The state of modern Russian vocabulary is assessed, which requires a decisive change in the attitude of society towards the Russian language. Based on the analysis of vocabulary features, it is proposed to consider idioms as indivisible and integral combinations of two or more gestures that perform the function of one lexeme.

KEYWORDS: Language corpus, vocabulary, problems, Russian vocabulary, social relations, idioms.

INTRODUCTION

The state of the Russian language has recently caused serious concern for both professionals and ordinary people. Our compatriots are worried about the use of obscene words and parasitic words in speech, the clogging of the language, and the limited vocabulary. Increasing dissatisfaction and even irritation is caused by the dominance of foreign words, the meaning of which people sometimes do not even understand exactly. The norms of the

literary language change over time. But it should be emphasized that despite such changes, the Russian language still retains its normative and literary basis.

There are a number of issues that, due to the specifics of the Russian and native languages of students, require serious attention. First of all, they include the semantic structure of the word. A very important problem is lexical

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compatibility. Synonyms and antonyms are an integral part of both of these problems. The lexical system of languages, in comparison with other levels, is the most complex and at the same time the least studied. Many difficulties of lexical work in national groups are connected with this. The modern methodology of teaching the Russian language in a national school recognizes that the difficulties in mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other hand, with the specifics of the vocabulary of the students' native language. Since words in the Russian language do not exist in isolation, but in connection with others, students learn vocabulary in interconnection, in comparison, which facilitates the process of mastering the material[1].

LITERATURE REVIEW

The foregoing is fully applicable to the current stage of development of the Russian language. As noted in the scientific literature, the main trends in the development of the Russian language of the newest period are the intensity and speed of language processes, the determining influence of socio-political factors on the development of the language system, the predominance of quantitative changes over qualitative ones, functional changes over systemic ones, as well as the predominance of changes in vocabulary and phraseology (Sternin, 2000; 2001. Cf. Zagorovskaya, 2001) [2].

The concept of "actualized vocabulary" has not yet had an unambiguous interpretation in the linguistic literature (cf., for example, the works of O.P. Ermakova, E.V. Kakorina, E.A. Zemskaya, L.P. Krysin, G.N. Sklyarevskaya, L. Ferm, O.V. Zagorovskaya, I.A. Sternina, etc.) [3].

A striking evidence of the theoretical underdevelopment of this issue is the absence of a single generally recognized term for the designation of updated vocabulary. In domestic linguistics, several synonyms are used to name the lexical category under consideration, for example, "actualized vocabulary" (Ferm, 1994; Sternin, 2000; Zagorovskaya, 2001), "key words" (Zemskaya, 2006). Along with the term "actualized vocabulary", the terminological designation "activation of the vocabulary" is used[4].

RESULTS AND DISCUSSION

Now our language is undergoing great changes and, unfortunately, not for the better. The character and worldview of a person is formed in childhood and school years. If a person is formed during this entire period of his life under the influence of dirty words, he can grow up flawed, with rottenness in his soul and character. During this period of life, the most important functions of the body are laid. Perhaps here lie the problems of the ill health of young people of our time. When a person speaks nasty, obscene words, he not only defiles himself, but also pours dirt into the ears of those around him.

The modern methodology of teaching the Russian language in a national school recognizes that the difficulties in mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other hand, with the specifics of the vocabulary of the students' native language. Since words in the Russian language do not exist in isolation, but in connection with others, students learn vocabulary in interconnection, in comparison, which facilitates the process of mastering the material [5]. A necessary condition for enriching the vocabulary of students is the creation of a controlled speech environment both in the classroom and outside the

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classroom - in the process of holding creative evenings, excursions, etc. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word and its use in speech.

It should be taken into account that not all meanings of each word should be entered into the active vocabulary of students [6]. When working on polysemous vocabulary, students should learn that the context helps to distinguish between the meanings of a word. For example, the verb to give in the direct meaning of "hand over" forms phrases with the words: book, magazine, key, etc.; speaking in the meaning of "provide", the verb give forms combinations: give an apartment, give an opportunity, etc. Different lexical meanings of a word may have their own grammatical features, i.e. differ in the presence or absence of certain grammatical categories.

For example, some transitive verbs, receiving a new meaning, become intransitive: take a book, a pen; but take by cunning; the meaning of the verb depends on the word with which the verb is combined. The difference may be in the formation of new aspectual forms of the verb: to break glass, to break dishes; the clock strikes - strikes; hit with guns. It is important to note that a word in a figurative sense can become stylistically colored and be part of the book or colloquial means of the literary language. Thus, the noun brother, denoting a son, is neutral, in the sense of a friendly appeal to a man - colloquial, and in the sense of "comrade, like-minded" (class brothers) belongs to a high style. When working on the semantics of a word, it is necessary to take into account and distinguish 3 types of lexical meanings of words: direct (nominative), phraseologically related, syntactically conditioned. The nominative meaning in many cases coincides with the native language of the students. Phraseologically related meanings

usually come into contact with a small circle of vocabulary. The verb to sit in the phraseologically related meaning "to approach the figure", is combined with the words clothes, skirt, etc. In Russian, a group of words is distinguished, united by synonymous connections. Synonymous words should enter at different stages of learning and into the speech of students. First of all, the main synonyms are introduced, and then all the others (big - huge - huge). Words with a figurative meaning can also be included in the synonymic row. For example, the adjective name fresh is included in the following synonymous series: fresh (soft) bread; fresh (unsalted) fish; fresh (cool) breeze.

There are synonyms used in a special area: dark, swarthy can be combined with the noun face, skin, but the adjective dark is also used with the words: suit, hair, with which the adjective swarthy is not used. Thus, the interchange of synonyms is not always observed. When working on antonyms, it should be borne in mind that usually the property of forming antonyms is possessed by words with a qualitative meaning (high - low), spatial and temporal relationships (close - far; winter - summer), words with a qualitative meaning (many - few), words, denoting a state (heat - cold). Not only words, but also the meanings of a polysemantic word can enter into antonymic relations; Moreover, each meaning can have its own antonym. For example, the adjective fresh: fresh bread - stale bread fresh newspaper - old newspaper. In some of its meanings, the word may not have antonyms. In many cases, antonyms form combinations with the same words. For example: big - small house, table; high - low - tree, temperature.

The compatibility of antonyms may vary: sharp and blunt come into contact with the word knife, angle, mind, pain, but also with the words: eye, smell, sharp is combined, and with

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the words smile, man - stupid. When working on a word in a national school, it is necessary to take into account the specifics of the native language. The teacher must proceed from the fact that discrepancies in the scope of the meanings of words in Russian and native languages are very different. In teaching Russian vocabulary, it is important to take into account the formal side of the words of Russian and the student's native language. At present, it is possible to consider the generally accepted opinion of methodologists about the need for a lexical minimum when teaching a non-native language. The need to select lexical material is dictated primarily by the goals and objectives of teaching the Russian language in a national school.

CONCLUSION

Students choose from the text and write out on the board adjectives with words related in meaning. Then the text is read again. The students reconstruct it according to the written words. Thus, in order to ensure greater interest of students in the study of the Russian language, it is necessary to use educational materials containing the following information: information about the language, history, culture, lifestyle, as well as information related to the professional field of students and their interests. The Russian language is one of the most difficult languages in the world, so students face some difficulties when learning it. However, not only students, but also teachers can face problems in the learning process. In order for the teaching of Russian to foreigners to be effective, the teacher must competently organize the educational process, taking into account the typical difficulties that arise during the educational process.

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