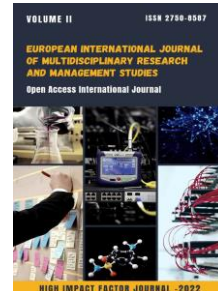


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**FEATURES OF THE REPLACEMENT OF TABOO VOCABULARY IN CONDITIONS OF SPEECH
EUPHEMIZATION IN THE PRACTICE OF TEACHING THE RUSSIAN LANGUAGE IN GROUPS
WITH THE UZBEK LANGUAGE OF TEACHING*****Khursanova Mahfirat Berdi Kizi****1st Year Master Student At Termez State University, Republic Of Uzbekistan, Surkhandarya Region,
Termez City, Uzbekistan***ABOUT ARTICLE**

Key words: Speech euphemism, euphemism, specific vocabulary, methods of teaching the Russian language, interethnic communication, comparison.

Abstract: The article is devoted to the problem of the peculiarities of replacing taboo vocabulary in terms of euphemism in the practice of teaching the Russian language in groups with the Uzbek language.

Received: 06.02.2023**Accepted:** 11.02.2023**Published:** 16.02.2023**INTRODUCTION**

Euphemizing of speech is a significant linguistic phenomenon in the lexical system of the language. Euphemism is a continuous process of replacing one name with another, based on a person's constant assessment and reassessment of forms of expression, based on the desire for successful communication.

The purpose of teaching the Russian language as a language of interethnic communication is the formation of students' speech skills, the basis of which is the vocabulary of the language being studied. Students studying in the Uzbek language need to understand words and expressions in various types of speech competence, to have correct, beautiful, colorful lexical-semantic associations, using words taking into account the situation. Since studying the Russian language at a university, students should become equal participants in the process of intercultural communication with native speakers of the Russian language. For this, limited knowledge of the literary Russian language is not enough. It is necessary to introduce specific vocabulary into the process of teaching students.

Teaching students' specific layers of Russian vocabulary contributes to the development and formation of communicative competence.

Previously, such layers of vocabulary, more often phraseological units and jargon, became the objects of scientific articles by Russian language teachers in the Uzbek audience.

Only in some manuals on the Russian language for students with the state language of instruction, in Uzbekistan, it is supposed to study specific vocabulary. For the most part, these are educational materials aimed at professionally oriented training of groups of students, for example, a technical profile or for students in the direction of natural sciences.

Euphemistic units as constituting a specific layer of the vocabulary of the Russian language have not yet been considered in the aspect of teaching the Russian language to the Uzbek audience, since for a long time the problem of euphemism was under an unspoken ban, both in Russian studies and in the linguistics of the Uzbek language [4]. In our opinion, the study of euphemisms is an important component in the course of teaching the Russian language in a foreign language audience, since this process contributes to the formation

students have a systemic understanding of the Russian language. Without the skill of interpreting euphemisms, a student studying in the Uzbek language will not be able to become an equal participant in communication with a native speaker of the language being studied, which is the ultimate goal of learning

Russian language as the language of international communication. These units must be able to recognize and use in order to avoid conflict and not be influenced by others. To date, euphemistic expressions are used in all socially significant areas of human life [1, p. 17]. In oral and written speech, euphemisms perform very important functions: they help to avoid conflict in communication, hide unpleasant phenomena of reality, replace direct names for fear of shocking others, increase the prestige of unpopular organizations and professions, mask the true essence of the designated.

Euphemisms are an ambiguous phenomenon that causes controversy among scientists about their interpretation, features and functions [2, p. 5].

But, generalizing the views of researchers, we can present euphemism as an expression neutral in meaning, used to replace indecent or tactless lexemes.

We conducted a survey among students enrolled in the 1st year at Termez State University. A total of 17 people took part in the survey. It turned out that none of the representatives of the first year knew about the term "euphemism", they have never heard popular Russian euphemisms and have no idea about their meaning.

The results of the survey showed that it is necessary to pay more attention to the Russian language among the groups with the state language of instruction. Students need more time to master specific vocabulary. After the survey, students asked the meaning of the listed euphemisms, they were interested to learn about such a phenomenon as euphemism, which once again confirms the relevance of the study.

According to A.N. Shamov: "The choice of admission is based on extralinguistic factors: age and psychological and pedagogical characteristics of students, stages of education and levels of Russian language proficiency, on the general sociocultural background and other factors" [3].

A simple and convenient method of interpreting euphemisms can be considered their interpretation in Russian. This non-translating method is effective and most preferable, since, in addition to an accessible explanation of lexemes, students get the opportunity to reason and perceive the surrounding reality by means of the language being studied. It is advisable to use this technique to reveal those concepts that are absent in the native language of students [5]. For example: a bottomless barrel is a phraseological euphemism that refers to a person who can drink a lot of alcohol without getting drunk.

Another method of interpreting euphemistic vocabulary is the selection of synonyms and antonyms for the unit under study. The advantage of this method is that it helps to establish the semantic nests of tokens. And although it is possible to interpret euphemisms in a classroom where students speak the language at a threshold level, this method of euphemism semantization is best used at an advanced stage of learning, since it requires students to have a rich vocabulary and understanding of the stylistic coloring of words. You can ask students to choose a synonym and antonym for the euphemism stars are not enough. The hypothetical answer of students with the Uzbek language of instruction: the lexical synonym is stupid; the antonym is smart. This is a rather difficult task that requires students to have a deep knowledge of the language, speech styles and a large vocabulary.

It also depends on the personal perception of the speaker and the situation. Visualization as a technique of somatization consists in demonstrating a certain reality. Most often, visibility refers to the use of visual learning tools: presentations, slides, layouts, diagrams.

On the Internet there are many images of not only objects and persons, but also situations. However, it is not always easy to find an illustration of a particular situation, or an abstract phenomenon, and searching for the right pictures can take a teacher a lot of time.

In revealing the meaning and stylistic features of euphemism, such a technique as the use of context helps. Introducing euphemism in context, for example in a literary text, helps students not only to master the stylistic and emotionally expressive coloring of lexical units, but also to form the skill of perceiving a euphemistic unit as a kind of integral linguistic system.

Creating communication in the process of teaching students the Russian language using certain euphemisms is very effective, as students remember the correct grammatical, syntactic and situational use of the euphemistic unit. With the help of dialogue, students find themselves in natural conditions for the manifestation of the communicative functions of the language. For example, you can give the following task to students: make up a short dialogue with your partner using the following euphemisms: take without asking (meaning steal), borrow a notebook (meaning write off), fiction (meaning lie).

One of the most common ways of interpreting language units is their translation. But, speaking of euphemisms, such a method can only be carried out when the audience speaks

the same language, and the teacher speaks this language at a high level. Otherwise, misunderstandings and errors in the interpretation of lexemes may occur. However, even for experienced teachers of the Russian language in foreign language groups who speak the language of the Uzbek audience, this technique can cause certain difficulties. The fact is that the main task in translation is to convey the content of the original as completely as possible, and the problem of translation equivalence often arises. If students speak Russian at an advanced level, then it is possible to explain to them the division of euphemisms into lexical and phraseological ones, present several classifications of euphemisms, acquaint students with the history of studying this unit of language and necessarily in comparison with the euphemism-equivalent of the Uzbek language (it will be especially interesting for philology students).

Let's give examples of exercises for classes on the topic "Euphemisms" in Russian language lessons in foreign language groups.

Task 1. Try to explain the following euphemisms: Rus. euph. bakish, gratitude - vm. bribes and compensation received by officials - uzb. euph. sovg'a (gift, also used as a bribe).

This type of exercise will show how well students have mastered the topic of the lesson and whether they understand euphemisms, in particular, equivalent or non-equivalent.

Task 2. Find phraseological euphemisms, try to explain them: Rus. euph. green serpent, pleasure drink, living water, liquid volute, evil water - uzb. euph. bir qultum zahar (a sip of poison), shayton suvi (damn water) replacing the names of spirits; Russian euph. Alyosha with a cold - Uzbek. euph. aqli qusr (mentally retarded) calling a person with mental retardation; Russian euph. Balzac's age vm. age of an aging woman - uzb. euph. yoshi oltmishdan oshmoq (over the age of sixty) referring to a person's advanced age.

Thus, the problem of teaching specific vocabulary in the course of the Russian language in a foreign language audience, in particular euphemisms, is outside the field of attention of methodologists and linguists.

In our opinion, the study of euphemisms is necessary in a foreign-language audience, since, correctly interpreting euphemisms, using them in ethical purposes and understanding encrypted information, foreign students will be able to become full participants in communication in Russian.

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