



# LINGUODIDACTIC PROBLEMS OF STUDYING THE STYLISTICS OF THE RUSSIAN LANGUAGE IN THE UZBEK-SPEAKING AUDIENCE

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## ANNOTATION

*This article examines the theoretical and methodological foundations of teaching the style of the Russian language to students of groups with the Uzbek language of instruction. In particular, the author sets out the origins of the generation of stylistic interference associated with various manifestations of the stylistic paradigmatics of the Russian and Uzbek languages at all levels of the linguistic hierarchy (phonetics, morphemics, word formation, morphology, syntax). On the example of comparing stylistic paradigms of different types (stylistically elevated paradigm, stylistically neutral paradigm, stylistically reduced paradigm) at the lexical and phonetic levels of the Russian and Uzbek languages, on the one hand, the stylistic diversity of linguistic units of different levels of language is revealed, and on the other hand, stylistic nuances studied typologically diverse languages. The similarities and discrepancies in the stylistic properties of the Russian and Uzbek languages give rise to some difficulties in the process of studying the stylistics of the Russian language in the Uzbek-speaking audience and may cause the appearance of stylistic interference in the speech of students. The article offers samples of educational and language tasks that cover both theoretical and practical aspects of teaching the style of the Russian language in an Uzbek-speaking audience.*

**KEYWORDS:** *stylistics, stylistic coloring, stylistic meaning, stylistic paradigm, stylistic-paradigmatic relations, three-term paradigm, two-term paradigm, stylistically elevated paradigm, stylistically neutral paradigm, stylistically reduced paradigm, stylistic variant, phonovariant-language-tasks, typology of tasks, stylistic interference.*

In the process of teaching a non-native language, a special place is occupied by teaching the expediency and appropriateness of using one or another language tool, depending on the sphere and situation of communication, the content of the statement, purpose, motive, etc. This is the task of stylistics - "a section of the science of language that studies the styles of the literary language (functional styles), the regularities of the functioning of the language in different spheres of use, the peculiarities of the use of linguistic means depending on the situation, the content and goals of the statement, the sphere and conditions of communication", designed to familiarize the student "with the stylistic system of the literary language at all its levels and the stylistic organization of the correct (in compliance with the norms of the literary language), accurate, logical and expressive speech" and teach the conscious and appropriate use of the laws of language and the use of language means in speech "(Pustovalov, Senkevich, 1987, p. 10).

Stylistics as covering all levels of the linguistic hierarchy is a supra-level discipline that presents great difficulty in teaching Russian in an Uzbek-speaking audience.

The stylistics of the Russian language in the Uzbek-speaking audience has its own characteristics, which is expressed, for example, in different ways of conveying the stylistic meaning of a linguistic unit in the native and target languages. This generates speech interference. (See in detail about speech interference and its typology: Dzhusupov, 1991, pp. 144-175).

Linguistic units that have a common lexical or grammatical meaning, but are opposed from a stylistic point of view, tend to enter into stylistic-paradigmatic relations.

Stylistic paradigmatics in the Russian language is characteristic of all levels of the linguistic hierarchy and represents a number of linguistic units that have identical or similar meanings and differ in the types of stylistic coloration. The stylistic paradigmatics is based on stylistic synonymy and stylistic variation. (Barlas, 1978, p. 21-22).

Stylistic paradigmatics are characterized (according to M.N. Kozhina) by fuzzy contrasts and blurred boundaries, as a result of which the stylistic paradigm often turns out to be two-term, or one of the members of



the paradigm may have several stylistic variants (Kozhina, 1977). See: stylistically neutral and colloquial: *взблескивать-взблещивать, современный-современный, издёвка-издёвка, опека-опёка*. However, in general, in the Russian language, a more developed synonymy of lexical units is noted in stylistic terms.

The presence of stylistically colored variants of linguistic units in the Russian language testifies to the need to compare the stylistic paradigmatics of the Russian language with the stylistic paradigmatics of the Uzbek language in the process of teaching the language in the Uzbek-speaking audience.

Let us analyze the stylistic properties of the Russian and Uzbek languages using lexical material.

Using the example of the synonyms of the word *лицо*, it can be traced that all three stylistic paradigms are formed in Russian: stylistically sublime (*лик*) - stylistically neutral (*лицо*) - stylistically lowered (*физия, физиономия, морда, харя, скворечник, ящик*, etc.). At the same time, the paradigm of decreased stylistic coloring generates an internal synonymy of lexical units: *физия, физиономия, морда, харя, скворечник, ящик*, etc.

It is easy to see that in quantitative terms, the stylistic paradigm of decline is represented by a greater number of lexical units than in the stylistic paradigm of sublimity: high style is a strictly normalized style.

There is also a three-member stylistic paradigm in the Uzbek language: stylistically sublime (*чехра, жамол, дийдор, ораз, рухсор*) - stylistically neutral (*юз, бет*) - stylistically reduced (*баушара, афм*). The stylistically neutral paradigm develops an internal paradigm and is represented by two words: *юз, бет*.

Above, we examined the stylistic paradigm of words in the Russian and Uzbek languages in terms of lexical material. It should be noted that similar phenomena are observed in the stylistic resources of other levels of the language (phonetics, morphemics, word formation, morphology, syntax).

Consider the discrepancy between the stylistic properties of the Russian and Uzbek languages on phonetic material.

The phono-stylistic paradigmatics differs significantly from the lexical-stylistic one. This is due to the fact that the members of the phono-stylistic paradigm, according to L.G. Barlas, appear only in the composition of the same word as stylistic variants of the word. The members of the lexical paradigm are stylistic synonyms.

In Russian, words can develop, albeit rarely, all three phono-stylistic paradigms. For example: [*в'е'сна́*]-[*ви'сна́*]-[*висна́*] (*весна*), [*сн'е'га́*]-[*сни'га*]-[*снига́*] (*снега*), [*л'е'сно́й*]-[*ли'сно́й*]-[*лисно́й*] (*лесной*). In the Uzbek language, three-member phono-stylistic paradigms are almost absent.

Most of the phono-stylistic paradigms in the Russian language are two-term paradigms. It can be:

- stylistically neutral and high phonovariants of the type:

[*ш: а'ст'я́*]-[*шч'а'ст'я́*] (*счастье*),

[*б'А'ж'с'*]-[*б'А'ж'ус*] (*боюсь*);

- stylistically neutral and conversational:

*валежник-валёжник,*

*опека-опёка.*

In the Uzbek language, most of the phono-stylistic paradigms are also binomial. For example:

- stylistically neutral and high (bookish):

*изза-иззо, мартаба-маротаба, мома-момо;*

- stylistically neutral and colloquial: *егулик-егилик, дўппи-тўппи, бунаканги-мунаканги.*

Nevertheless, although in general the Russian and Uzbek languages are characterized by phono-stylistic paradigmatics, the same lexical unit in the Russian language can have phonovariants, and in the Uzbek language this same unit often does not have them.

To overcome these difficulties, it is necessary to develop a typology of educational and language tasks that would cover both theoretical and practical aspects of stylistics. (See in detail: Dzhusupov, 1991, p. 196-200). This typology of educational and language tasks should be introduced into the educational process.

The typology of educational and language tasks consists of three stages:

1) control questions that determine the level of theoretical knowledge of students in style;

2) tasks and exercises aimed at the practical mastery of the skills and abilities of using the stylistic potential of the Russian language in speech;

3) tests that will reveal the level of mastering by students of the stated theoretical and practical material.

So, when teaching the stylistic properties of phonetics in the Uzbek-speaking audience, special attention should be paid to such theoretical issues as:

1. The problem of phonetic variability and variance.
2. What is orthoepy?
3. Types of phonovariants. Neutral and stylistically colored phonovariants.



4. What are the reasons for the emergence of pronunciation variants of words? (The principle of economy and convenience. The law of analogy. Deviations from the norm for artistic and stylistic purposes. The influence of spelling on oral speech ...).
5. The problem of pronunciation styles.
6. What is vernacular?
7. Problems of phonetic norms. Objective-linguistic and stylistic norm of the literary language.
8. The problem of functional-stylistic and emotional-expressive conditioning of phonovariants of words.

Students of the stylistic properties of the phonetics of the Russian language in the Uzbek-speaking audience can be offered tasks of the following nature.

1. Give examples of stylistically neutral and stylistically conditioned variants of the pronunciation of words.

2. Analyze the main reasons for the occurrence of phonovariants of words. Find examples for them.

3. Find and write down from fiction cases of spelling fixation of deviations from the normative pronunciation. What is their purpose?

4. According to M.N. Kozhina, "any linguistic unit, especially polysemous (not only lexical, but also grammatical), can be a stylistic means" (Kozhina M.N. Stylistics of the Russian language. - M., 1983). Do you think any phonetic unit can act as a stylistic means? Why?

5. Choose a stylistically neutral phonovariant for the selected words and transcribe them. Indicate their phono-stylistic features.

1. The sea will swell violently,

Boil, *raise* a howl,

Will rush to the empty shore. (A.S. Pushkin).

2. The mountains *rose* with pink domes and seemed very light, as if they consisted of gigantic porous sponges (K.S. Paustovsky).

3. In the evening, I'll come and eat (V.M. Shukshin).

4. I love your snow ... two-humped Elbrus. Here, with their muzzle in the cliff of the highlands, lie in the radiance of your humps of Elbruzhat (S.I. Kirsanov).

5. Millions - you. We are darkness and darkness and darkness (A. Blok).

6. – Tell you dear ones, – Forests are not ordered to us –

About the family *tree* We've seen all kinds of *trees!* –

Have you heard anything? The men said.

(N.A.Nekrasov).

7. Although I do not know what is in front of me,

But I bless beforehand

All that is good and that is bad

What awaits me and what no longer awaits. (A. Aripov).

6. Read passages from poems. Pay attention to the pronunciation of the highlighted phonovariants of words. Determine their stylistic coloring.

1. Everything sleeps in the evening,

It's dark outside.

The dry leaf falls

The wind is angry at night

Yes, knocks on the window. (A. Fet).

2. On the old tower, by the river

The shadow of a knight stands

And, just seeing the shuttles,

Gives them greetings. (F.I. Tyutchev).

3. Zeus gave horns to the bulls,

Hooves to horses

The legs of hares are agile,

The teeth of the lions' throats,

The ability to swim to fish,

Soaring eagles

Fearless spirit for men, -

But what did he give to the wives? (G. Derzhavin).

4. What happiness: the night and we are alone!

The river is like a mirror and everything shines with stars;



And there ... throw your head and take a look:

What depth and purity above us! (A. Fet).

To identify the level of mastering by students of the stylistic properties of the phonetics of the Russian language, test tasks of the following nature are proposed:

1. Phononorm (phonetic norm) means ...

a) *the pronunciation norm, the adopted speech use of sound (phonetic) means, the regular reproduction of the exemplary phonovariant of linguistic units in speech;*

b) *a set of rules (regulations) that regulate the use of linguistic means in the speech of an individual;*

c) *a language serving as a means of inter-dialectal communication for multilingual groups and arising on the basis of one (or several) dialects, which are the natural languages of these groups;*

d) *a literary norm that determines the exemplary use of linguistic means.*

2. Pronunciation styles are divided into:

a) *neutral, high, low pronunciation styles;*

b) *neutral, stylistically elevated and stylistically reduced speech;*

c) *options with stylistic significance and options devoid of it;*

d) *actually social, territorial, functional-stylistic, temporary.*

3. Pronunciation options for language units are subdivided into:

a) *proper social and territorial;*

b) *functional - stylistic and temporary;*

c) *neutral and stylistically marked;*

d) *literary and non-literary.*

4. Colloquial style of pronunciation ...

a) *is included in the literary language;*

b) *is included in the literary pronunciation;*

c) *is not included in the literary pronunciation;*

d) *is often allowed in literary speech to create a certain flavor.*

5. Stylistic phononorm ...

a) *is a component of the objectively - linguistic norm;*

b) *represents the stylistic level of the literary language;*

c) *is not a fact of literary pronunciation;*

d) *a codified pronunciation norm, equally acceptable in all spheres and situations of communication.*

6. Stylistically colored phonovariants stand out against the background ...

a) *emotionally expressive pronunciation options;*

b) *colloquial and dialect phonovariants;*

c) *stylistically neutral pronunciation options;*

d) *A, B, C.*

7. Expressive coloring of linguistic units ...

a) *the same as the stylistic coloring;*

b) *is determined by the sphere and situation of communication;*

c) *expresses the qualitative and quantitative properties of an action, object, sign of the designated phenomenon;*

d) *expresses feelings, mood, subjective attitude of the speaker to speech.*

Thus, the study of the style of the Russian language in the Uzbek-speaking audience has its own characteristics, which give rise to difficulties in mastering a second language and are the cause of stylistic interference in the speech of students.

This article suggested one of the fragments of these difficulties and ways to overcome them in the educational process.

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