

THE IMPORTANCE OF EXPRESSIVE VOCABULARY IN TEACHING THE RUSSIAN LANGUAGE

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<i>A B S T R A C T</i>	<i>KEY WORDS</i>
<p>This article examines the features of expressive vocabulary in the aspect of teaching Russian as a foreign folk colloquial speech, folk colloquial speech, connotation. In many modern and classical works, it is emphasized that "the expressive function is focused on the expression of the subjective aspects of a person's perception of the real world", and subjective perception, as is known, is involved in the formation of a conceptual and linguistic picture of the human world. In turn, the linguistic picture of the world is reflected in the language and concepts (concepts) that a person operates with in his language (and speech) activity.</p>	<p>vocabulary, linguoculture, approach, situation, dialogue, communication</p>

Introduction

The modern functional approach to teaching Russian as a foreign language requires the inclusion of real topics, situations, dialogues in teaching, which can later be used in natural conditions of communication. The peculiarity of the relaxed, unprepared communication of native speakers is the use of emotionally expressive vocabulary, including lexical units containing a connotative component in their semantics. The appeal to expressive and evaluative vocabulary and its use in teaching Russian as a non-native language is also due to the actualization of the linguocultural approach to language learning.

An expressive lexis is a word that is a strong source of feeling, *pepezhivaniya* (lack, shyness, irony, neobedienstvo, prenebrazhenie, family, etc.). The word used in human speech activity not only ensures the success of communication, but also explicates some fragments of the national picture of the world: "In each language there is not only a portrait and characteristic of the inner qualities of a person, but also a picture of the national culture of the people." In this understanding, the study of the expressive and evaluative vocabulary of the Russian language seems to be a necessary component of teaching Russian as a non-native language, since in these lexical units it is recorded cultural content, which "is deposited in the meaning of the linguistic sign and constitutes a kind of cultural memory of the nation." Expressive and evaluative vocabulary is widespread and is used in the colloquial speech of citizens, regardless of age, education and other social characteristics;

In addition, we find emotionally evaluative vocabulary when referring to works of fiction. To find out how adequately the expressively colored vocabulary of the Russian language is perceived by a foreign cultural linguistic personality, we conducted a linguistic experiment in which recipients - teachers of the Russian language in Mongolia - were asked to find a Mongolian correspondence to Russian lexical units isolated from the texts of works of art, and give a literal translation of this correspondence into Russian. All the words used as a stimulus belonged to the colloquial sphere of use and had a bright emotionally expressive coloring, the meaning of lexical units was previously 134 explained.

The ability to correctly assess the communicative situation allows you to maintain the tone of the conversation that corresponds to the prevailing conditions. The method of verbal design of the semantic load, i.e. the use of speech tools and behavioral models (facial expressions and sign language are also an integral part of communication, along with the expression of thoughts with the help of words) explains the method, means and manner of exchanging information (handshake and nod of the head - an official greeting, a common gesture when meeting people in a limited degree of proximity; hugs - when meeting loved ones; address "colleague" - in an official setting; "buddy" - at an informal meeting of the same people, when they are connected by close relationships, common interests). The exclamation of Hi! At the meeting, it gives an idea of the age category of communicants (adolescents in a liberated situation, when it is situationally assumed that the norms of speech etiquette are not observed or almost not observed). Summarizing the above data, it can be concluded that maintaining a single style of communication is a fundamental point in the relationship "addressee - addressee", the one who offers attention and comprehension of information, forming the angle of its perception, and the respondent - his response to the flow of information presented.

In the process of working on the linguosemantic analysis of the text, students develop all types of speech activity: students read the text more thoughtfully, penetrating deeply into the essence of the content; attentively, with interest listen to the teacher, reflections, statements of other students; formulate and try to prove, substantiate their point of view, thereby creating their own text, improving speaking and writing. Linguosemantic analysis of the text, in our opinion, contributes to the enrichment of the lexical, cultural baggage of students, develops their intellectual and creative abilities, improves spiritually and morally.

Linguocultural environment of the university as the basis for the formation of a harmonious media personality media linguistics, media personality, linguistic culture of the university, development of language competence, professional communication Y.M. Lotman characterizes university education as follows: "There is no top and bottom - teachers and students - all colleagues are here, that is, people who work together. After all, the work of a higher education institution is cooperation, that is, when some want to learn, while others help them in this. The attitude of teachers to students will be the attitude of a colleague to a junior colleague. The education and formation of the personality of the future specialist is influenced by the linguocultural environment that arises as a result of the creative implementation of the educational process by the entire teaching staff of the university. The linguistic and cultural environment of the university is a purely individual phenomenon, unique both in time and in space. At the heart of the linguocultural environment is a tradition that has been developing over a long time and affecting such important areas of university life as "the approaches of the teaching staff to lecturing, conducting seminars, organizing scientific and extracurricular work, relationships with students, etc." Thus, the personality of the teacher is "one of the components of the

linguocultural environment of the university", and the training and education of specialists largely depends on the level of qualification and personal qualities of the teaching staff of the university.

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