

THE ROLE OF THE LANGUAGE NORM IN RUSSIAN LANGUAGE TEACHING PRACTICE

Shadieva Dilrabo Kurbanovna
Termez branch of the Tashkent
Medical Academy, **UZBEKISTAN**
dilrabo.shod.74@mail.ru

Murtazaeva Hadicha Nuriddinovna
Termez branch of the Tashkent
Medical Academy **UZBEKISTAN**
xadicha.77@mail.ru

Tangirqulova Karomat Saitovna
Termez branch of the Tashkent
Medical Academy **UZBEKISTAN**

ABSTRACT

Now there is the next global reforming of norms in modern Russian literary language. These changes have affected almost all sections of the modern Russian language. However, these modifications have most noticeably affected the norms of word use and word combinations. Widely spread word formation, formation of phraseological turns from the usual or unusual combinations of words. If at the beginning of the century the fiction was the testing ground and the legislator in creating the norms of word use, then in recent years this role rightfully belongs to the mass media, the journalistic genre, as the closest to colloquial speech, which in recent years has been increasingly influencing the normality of the Russian language. The reform of the Russian language is an event for codification and approval of the changed rules of the Russian language in order to facilitate the study and (or) use of the language by its native speakers. Usually language reforms (any) are carried out when colloquial norms deviate too far from spelling norms. On the other hand, no one defines the criteria of divergence, so, in the opinion of an outside observer, the reforms are carried out on the principle "it is inconvenient for us to use them that is why we are reforming them". Usually, language reforms target languages of the so-called traditional orthographic order, i.e., languages in which the spelling system is based on the use of traditional word-writing instead of the natural rule of "writing as I hear" (according to the latter, phonetic spelling systems are formed, which are peculiar to new languages, the writing for which has been formed not so long ago compared to traditional languages, the history of which may be thousands of years old).

Keywords: Criteria, language, norms, Russian.

INTRODUCTION

Norms are the most widespread variants fixed in the course of social and historical development. Objectivity of the language norm means absence of individual arbitrariness of normalizers, it presupposes support on system and structure of language. The language norm is characterized by relative stability (over a certain period of time) and, at the same time, historical variability and flexibility. The changing nature of the language norm makes it possible for some variants to be completely equivalent or stylistically colored, while the written language norm is more stringent. Fluctuations in the norm are conditioned by the influence of other forms of language on the literary language - dialects, professional and scientific languages, vernacularity, jargons, as well as the coexistence of different styles, conversational and book variants in the literary language.

In case of inequality of variants the main variant is considered to be the one that can be used in all styles of speech (for example, "to pour gasoline, tea"). A secondary option is the one that is limited to a certain style (compare colloquial forms: "pour gasoline, tea"). The quality of the language norm is determined by its role in the formation and functioning of the literary

language. The well-known linguistic scholar L.I. Skvortsov so defines the role of norms: "Language norms in their social and cultural meaning are the beacon by which the language collective orients itself in the ocean of speech activity" [14, p. 84].

The main functions of the language norm:

- Participation in the maintenance of the continuity of the stages of linguistic development;
- fixation of objective tendencies of development and the state of language at each stage of historical development;
- selection and cultivation of all expedient and communicatively significant in the language [17, p. 52].

LITERATURE REVIEW

The most active new words have been studied in Russian linguistics since the 60s of XX century, as evidenced by monographs, dissertation studies, numerous articles in which new formations and borrowings of words are considered in various aspects (works by M.L. Bakina "Language Processes of Modern Russian Literature", O.A. Gabinskaya's "Typology of Causes of Word-Making", E.A. Zemskaya's "Active Processes of Modern Word-Making", V.V. Lopatina "Birth of the Word: Neologisms and Occasional Formations", A.G. Lykova "Can the Occasional Word be called Neologism", R.Y. Namitokova "Author's Neologisms: Word Formation Aspect", L.P. Krysina "Life of the Word" and so on).

DISCUSSION

The state of the modern Russian language (undermining of traditional literary norms, stylistic reduction of oral and written speech, vulgarization of the everyday sphere of communication) has long been a source of concern for both specialists-philologists and representatives of other sciences, all those whose professional activity is connected with speech communication. One of the indicators of the decrease in the speech culture of modern society is the widespread violation of grammatical, lexical, orthoepic and ethical norms [9, p. 443].

The most frequent cases of violation of grammatical norms are the rules of using morphological forms of different parts of speech and syntactic structures.

You can hear mistakes associated with the incorrect use of nouns' names: railroad tracks, French shampoo, big corn, custom-made parcel, lacquered shoes.

But the nouns, shampoo - masculine, and corn, parsley - feminine, so we should say: railroad rail, French shampoo, big corn, custom-made parsley. The word shoe in this form is considered wrong.

To clarify the lexical norms of modern literary language it is recommended to use explanatory dictionaries of the Russian language, special reference books.

Orthoepic norms are pronunciation norms of oral speech. They are studied by a special section of linguistics - orthoepy.

One of the largest researchers of pronunciation norms, R.I. Avanesov, defines orthoepy as a set of rules of oral speech, ensuring the unity of its sound design in accordance with the norms of the national language, historically developed and fixed in the literary language [7, p. 85].

The basis of any modern literary language is the concept of "language norm", which is closely intertwined with the concept of speech culture of each individual person.

The language norm represents certain rules for the use of speech means in a certain period of literary language development, i.e. the rules of pronunciation, word use, use of traditionally established grammatical, stylistic and other language means accepted in the social-linguistic practice.

Many scientists, including S.I. Ozhegov, the creator of the first one-volume "Explanatory dictionary of the Russian language", believe that the language norm cannot be considered a fixed and frozen category of language.

The language norm acts as certain historically conditioned fact, a manifestation of historical patterns of language development and development trends characteristic of each era, which have been supported and approved by society in everyday language practice. It can be said that the norm is a set of the most suitable ("correct", "preferred") means of language for serving the society, which is formed as a result of the selection of certain language elements (phonetic, lexical, morphological, syntactic) from among those that exist in parallel in the language: those that already exist, are being formed again, or are extracted from the passive vocabulary of the past in the process of social revaluation and revision of these elements.

Literary correct speech should always be constructed according to language norms. Literary norms are mandatory for both oral and written speech, and always depend on the conditions in which the speech process is carried out. Norms help to preserve the integrity and general understanding of the literary language for the whole society for a long time. However, the norms of language are a historical phenomenon and are constantly changing. The continuous change of language can be traced in a clear comparison of historical and contemporary texts. Language norms are never invented by specially trained philologists. Changes in literary norms are connected with the constant progressive development of language, social changes, development of national literature and art, advancement of science and technology, development and improvement of modern systems and means of communication (for example, the Internet). Changes of norms are always fixed in various dictionaries and reference books, and what was the norm in the last century or even 40-20 years ago, can now become a deviation from it. If we compare texts and dictionaries of the XIX century with modern dictionaries and reference books, we can see how the norms of pronunciation and accent, grammatical norms, etc. changed.

However, just a few years later, the meaning of the word has changed completely, which was due to the fact that the first in the Russian Empire Tsarskoye Selo Railway, opened in 1836, to revive passenger traffic organized free concerts at Pavlovsk station. The room where these concerts took place was called the station. Later, the station rooms for passengers on all roads in Russia began to be called stations, although in other countries stations are not called stations anywhere. Thus, at the end of the XIX century the word "station" has a new meaning - "the building of the passenger railway station". Now the meaning of the word has expanded (for example, river station, bus station, air terminal).

Changes in the lexical meaning of words also occur in the twentieth century. Such changes occurred with the word *entrant* (from Latin *abituarius* - going to leave), which in most European countries designates a person graduating from secondary school, and Russia designates a person who enters a higher education institution. The word "entrant" in the 30-40s of the twentieth century was used in our country as a designation of those who graduated from high school, and those who entered the university, as both these concepts in many cases relate to the same person. But already in the 50s of the twentieth century, the word "graduate" was assigned to those graduating from high school and "applicants" are those who take entrance exams, entering a university or technical school.

There is a constant change in language nowadays. Over the past ten to twenty years, Russian society has undergone significant economic, political and social changes that have had an

impact on both oral and written speech. These changes have also affected certain parts of its lexical system.

Grammar norms also change in the language. In the literature of the XIX century and colloquial speech of that time were used words of dahlia, hall, grand piano - these were the words of the feminine kind. In modern Russian the norm is the use of these words as masculine words - dahlia, hall, piano.

The language norm does not divide the means of language into good and bad. It indicates the expediency of using them in communication. Sources of language norms are works of classical literature, common modern use of language, scientific research.

In order for a language phenomenon to become a norm, certain conditions must be met:

Relative stability of this method of expression;

- regular use and prevalence;
- correspondence of this method of expression to the custom and possibilities of the literary language system;
- public approval (and in this case the role of a judge in this case falls on writers, scientists, educated part of society).

CONCLUSIONS

Language norms are necessary for the whole society. Firstly, norms help to preserve linguistic traditions. Secondly, norms help people to understand each other correctly. Literary language unites generations of people, and therefore its norms ensuring the continuity of cultural and speech traditions should be as stable and stable as possible. Third, the norms help to distinguish an educated person from an uneducated one, as a person who does not master the norms is a speaker, a dialect speaker, or a person for whom the language is not his or her native one.

Norms protect literary language from the influence of common speech, dialectal speech, social and professional jargon, argo. This allows the literary language to perform its main function - the cultural one.

Violation of the norms of literary language prevents the correct perception of any statement. It can lead to semantic losses when the information is transmitted incompletely, distorted, or the listener (reader) has to spend extra time and effort to recode the information into a familiar and comprehensible language, that is, to actually translate "from Russian into Russian".

A person who violates the norms of literary language is perceived by other interlocutors as unconscious, ignorant, illiterate, which can lead to the emergence of an internal psychological barrier in communication. Taking into account this point of view, mastery of basic language norms should occur in preschool and junior school age, when the process of formation and development of lexical system of speech of children is going on.

ACKNOWLEDGEMENTS

In addition, violation of the norms of literary language significantly undermines the image of the modern person, creates a negative image, presenting him as an irresponsible, incompetent and unprofessional interlocutor. This may result in an unwillingness to compromise, cooperate and continue to communicate.

REFERENCES

1. Demidenko, S.O. Self-assessment of children of the senior preschool age as structural personal education / S.O. Demidenko, O.V. Yakubenko // Pedagogical experience: theory, methodology, practice. - 2015. - T. 1. № 3 (4). - P 112-113.
2. Dimidenko, E.N. Formation and development of lexical structure of speech of students / E.N. Dimidenko // Actual problems of science and technology through the eyes of young scientists: mat. Interd. scientific and practical conf. - 2016. 601-604.
3. Krysin, L.P. Modern Russian language. Lexical semantics. Lexicology. Phraseology. Lexicography / L.P. Krysin. - Moscow: Academy, 2007. - – 240 p
4. Psychology and pedagogy of primary education: textbook for students of higher education institutions studying in the direction of "Pedagogical education" / N.P. Murzina, E.V. Cherdyntseva, M.V. Myakisheva et al., Omsk: Omsk, 2015. - 484 p
5. Russian language. Encyclopedia (in Russian) / Editor-in-Chief, Yu.N.Karaulov. - Moscow: Great Russian Encyclopedia; Bustard. - 1997. - P 355.
6. The word about Igor's regiment / The article and preparation of D. Likhachev's Old Russian text will come into being. - M.: Artistic lit., 1985. - 222 p
7. Suslov, I.N. Siberian land - native land: textbook on Russian language and culture of speech / I.N. Suslov, P.I. Frolova, E.V. Gerdt. -Omsk: SibADI, 2006. -182 p
8. Frolova, P.I. Axioms of business writing and business communication: educational-methodical manual / P.I. Frolova. - Omsk, 2012. - 80 p
9. Frolova, P.I. The role of the word in the formation of the German and Russian language pictures of the world / P.I. Frolova // Collection of scientific works SWorld . 2011. T. 26. № 1. P 12-13.
10. Frolova, P.I. Russian language and culture of speech: textbook / P.I. Frolova. - Omsk: Branch of the Moscow State University of Technologies and Management named after M.I. Frolov. K.G. Razumovsky (PCU) in Omsk, 2012. - 83 p
11. Frolova, P.I. Russian language and culture of speech: notebook for independent work of students of all areas of training under the bachelor degree programs / P.I. Frolov. - Omsk: FSBEI HPE "Moscow State University of Technology and Management named after M.I. Frolov". K.G. Razumovsky", 2012. -66 p
12. Frolova, P.I. Russian language and culture of speech: Workbook for independent work of students of all areas of training under the bachelor degree programs / P.I. Frolov. -2nd edition, proofreading and addition - Omsk: Branch of FSBEI HPE "Moscow State University of Technology and Management. K.G. Razumovsky", 2013. -70 p
13. Frolova, P. I. Russian language and culture of speech: workbook for independent work of students of all areas of training under undergraduate programs. -3rd edition, additional /P. I. Frolova. -Omsk: Branch of FSBEI HPE "K.G. Razumovsky MSUTU", 2014. -70 p
14. Frolova, P.I. Russian language and culture of speech: teaching aid / P.I. Frolova. - Omsk: SibADI, 2012. - – 80 p
15. Frolova, P.I. Game as a factor of personality development / P.I. Frolova // NovaInfo.ru. 2016. T. 3. № 53. P 250-255.
16. Frolova, P.I. To the question of historical development of the concept of "functional literacy" in pedagogical theory and practice (in Russian) / P.I. Frolova // Science of man: humanitarian studies. -2016. -№ 1 (23). -P 179-185.
17. Frolova, P.I. Problems of psychological readiness and adaptation in the process of preparing children for school // NovaInfo.ru. 2016. T. 3. № 54. P 264-269.
18. Frolova, P.I. Problems of formation of speech of children of preschool age / P.I. Frolova // NovaInfo.Ru. 2016. T. 1. № 54. P 295-300.

19. Frolova, P. I. Psychological and pedagogical development of the human personality in modern conditions: textbook / P. I. Frolova, A. V. Gorina, M. G. Dubynina. - Omsk : SibADI, 2014. - – 403 p

20. Frolova, P.I. Essential features of children's play as a means of education // NovaInfo.ru. 2016. T. 2. № 52. P 197-203.

21. Yakubenko, O.V. Prevention of psychodesadaptation disorders of students / O.V. Yakubenko // Science and educational space: the vector of transboundary communication: the mat. - Omsk, Omsk, 2015. - p. 108-113.

22. Yakubenko, O.V. Development of social emotions of preschool children as a factor in the formation of spiritual and moral culture of personality // Yakubenko, O.V. // Theory and practice of the social state in the Russian Federation: research and production potential and social technologies: mat. III All-Russian scientific-practical conf. with intern. participation. - Omsk: OmGUPS. -2015. -p. 196-200.