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THE STUDY OF YOUTH SOCIOLECT IN THE ORAL SPEECH OF STUDENTS

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ANNOTATION

The article under discussion discusses the study of youth sociolect in the speech of students. The author of the article believes that sociolecticisms in the speech of students is very relevant as a factor determining the dynamics of national language development.

KEYWORDS: student sociolect, language, lexical and stylistic properties, sociolecticisms, borrowings.

Introduction

In the present study the key concept is the term youth sociolect, which we interpret in a broad sense. In particular, it also includes student sociolect, implying the language of university students.

By student sociolect we mean the lexical and stylistic properties of extra-literary speech of student youth. The vocabulary of student sociolect differs from the generally accepted literary vocabulary not by its narrow thematic character, but by its synthesized character, i.e. in this case socio-professional boundaries are blurred and this language is available to various social groups of the population.

The main part

Student sociolect consists of a special university sociolect and a general youth sociolect. At present, linguists disagree on the distinction between student and general youth sociolect. In particular, R.K.Seymour in his work "Collegiate Slang: Aspects of Word Formation and Semantic Change" proves that the vocabulary of students, which has to do with study, learning environment, as well as students, professors and other elements of student life, forms the student sociolect proper. This author believes that the reason for the use of sociolecticisms by young people is primarily their age and their belonging to a certain social group, i.e. the author focuses on the peculiarities of student life in a certain social environment [13]. Further, the scientist includes into the student sociolect words and expressions directly reflecting the peculiarities of student life, i.e. the professional aspects

of studying at university (special sociolectisms, available only to students). Speaking about the words and expressions that are not related to the life of students at a particular university, but are used by students from different universities, the author singles them out into the group of general sociolect.

Another researcher, Henry Kratz, includes in the student sociolect technical terms related to the educational process as well as to students' life in the educational environment, including popular social events in which students participate actively [12]. Y. Voloshin, analyzing the English-language student sociolect, emphasizes that the material essence is its lexical-phraseological system, while the grammatical structure and phonetic system of this linguistic phenomenon are identical with the standards of the literary speech of students [2]. Moreover, this author considers its accessibility, openness, democracy, as well as the transparency of its lexical and phraseological composition to be characteristic features of student socio-lexicon, which can be explained by a large number of borrowings from sports socio-lexicon, thieves' slang, musicians' language, etc.

The special student sociolect reflects, through its vocabulary, the specific aspects of university life and its elements. A characteristic feature of the special student sociolect that distinguishes it from other similar linguistic phenomena is that it is an open, transparent system: this sociolect includes, on the one hand, numerous sociolectisms of musicians, military, while on the other hand, certain units of student sociolect become very popular and, expanding the scope of their use, are part of the general youth sociolect. We believe that this stratum of student informal vocabulary should be called *a special student sociolect*.

Sociolecticisms in the speech of students have previously been little studied. For this reason we conducted a sociological survey among the students of Fergana city. 300 students from Fergana State University, Fergana Polytechnic Institute, and Fergana Medical Institute of Public Health participated in the survey. The following analysis was based on the principles of the general classification of the vocabulary of the language, i.e. the origin (Russian or borrowed), the degree of use (active or passive vocabulary), as well as its stylistic characteristics were taken into account. The research materials included a file of sociolecticisms in the oral speech of students, as well as "Google Forms", in the course of the study were processed 300 questionnaires.

In the student's sociolect prevail mainly emotional and evaluative, expressive lexical or phraseological units of speakers, aiming to establish contact with someone, and the use of sociolecticisms does not depend on the sources of their origin [3].

Currently, sociolecticisms such as: «баки» (bachelors), «маги» (undergraduates), «комп», «ноут» (about computer equipment), «грузиться», «париться» (a long and tedious process). In addition, students actively use modern youth sociolecticisms for the purpose of emotional coloring: «рафф» (prank), «лухари / лакшери» (fashionable, prestigious), «репит, репить, зарепить» (to repeat, say the same thing).

The card index of student sociolecticisms, typical for the live speech of students of mentioned above universities, allows us to conclude that these words and expressions are drawn from the same source, so for example:

- speechmaking (using the word-formation possibilities of the Russian language, for example: «общага» - dormitory, «ждунчик» - a person who waits;
- synonymy, antonymy, homonymy (for example: «грести», «пилить» - to go;
- borrowings from other languages (mostly English) (e.g.: «репит» - repetition);

- borrowings not mastered by the Russian language (for example: «изи» - easy, simple; «пати» - party; «трабл» - problem;
- borrowings from other jargon (from computer jargon, for example: «геймер» - computer game player; «клава» - keyboard).

Thus, the student sociolect is replenished mainly by borrowings from the English language. This tendency can be explained by such reasons as: English is a language of international communication which influences all other world languages; most foreign borrowings in modern Russian are borrowings from English; another reason for wide borrowing of Anglicisms is computerization of modern society.

Hence, the vocabulary of the student sociolect includes words of student origin, borrowings from other sociolects (mainly computer terms), borrowings from the Russian literary language (synonymy, homonymy), foreign language borrowings (mainly Anglicisms), words related to the specifics of learning, i.e. the disciplines taught.

In situations of communication "student - teacher" truncated vocabulary is very actively used, it is characteristic of the spoken literary language: «автомат», «бегунок», «зачетка», etc., which indicates the "migration" of student sociolect to other social groups and the possibility of supplementing the literary language with it.

Conclusion

In general, it can be noted that the modern student sociolect of Fergana State University in comparison with the student sociolect of Fergana Polytechnic Institute and Fergana Medical Institute of Public Health has differences in terms of professional orientation, which is due to the specifics and traditions of the university, faculty, specialty, learning environment, etc.

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