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PECULIARITIES OF THE FUNCTIONING OF RUSSIAN VOCABULARY IN THE CONTEXT OF RUSSIAN-UZBEK MULTILINGUALISM

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Abstract
This article explores the specific features of Russian vocabulary functioning in the context of Russian-Uzbek multilingualism. Particular attention is paid to the interaction between Russian and Uzbek languages, lexical borrowing, code-switching, semantic adaptation, and linguistic interference. The study examines the sociolinguistic factors influencing the use of Russian lexical units in various spheres of communication, including education, mass media, business, administration, and everyday interaction. It also considers the role of bilingual speakers in the processes of lexical integration and language contact. The article emphasizes that Russian vocabulary in the Uzbek-speaking environment functions not only as a means of communication but also as an important element of intercultural interaction, professional discourse, and social identity. The analysis demonstrates that the functioning of Russian lexical units is characterized by structural, semantic, pragmatic, and sociocultural transformations resulting from prolonged language contact.

Keywords: Russian vocabulary, Uzbek language, multilingualism, bilingualism, language contact, lexical borrowing, code-switching, linguistic interference, semantic adaptation, sociolinguistics.

Introduction

Language is a dynamic social phenomenon that constantly develops under the influence of historical, political, economic, and cultural processes. In multilingual societies, interaction between languages leads to significant changes in their vocabulary, semantic structures, and communicative functions. The Republic of

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Uzbekistan represents an important example of a multilingual linguistic environment in which Uzbek, as the state language, coexists with Russian and other languages used in different spheres of social life.

Russian has historically played a significant role in the educational, administrative, scientific, economic, and cultural development of Uzbekistan. Despite changes in the sociolinguistic situation, it continues to function as an important language of intercultural communication, professional interaction, scientific information exchange, and everyday communication.

The prolonged coexistence of Russian and Uzbek has resulted in intensive linguistic contact. This interaction is reflected particularly clearly in the lexical systems of both languages. Russian lexical units are used in Uzbek-speaking environments, undergo phonetic and morphological adaptation, acquire additional semantic nuances, and sometimes become integrated into everyday speech.

At the same time, Uzbek lexical and grammatical structures influence the use of Russian by bilingual speakers. This process creates specific linguistic features that can be observed in oral communication, informal conversations, professional discourse, and digital communication.

The study of Russian vocabulary in the context of Russian-Uzbek multilingualism is therefore relevant from both linguistic and sociolinguistic perspectives.

The purpose of this article is to identify the main peculiarities of Russian vocabulary functioning in the Russian-Uzbek multilingual environment and to analyze the linguistic and extralinguistic factors determining its development.

1. Theoretical Foundations of Russian-Uzbek Language Contact

Language contact is one of the fundamental concepts of modern sociolinguistics. It refers to the interaction between two or more languages spoken by individuals or communities within a particular social environment.

According to Uriel Weinreich, language contact may lead to various linguistic changes, including borrowing, interference, and structural convergence. These phenomena are especially noticeable in bilingual and multilingual communities.

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The Russian-Uzbek linguistic environment provides favorable conditions for studying these processes because the two languages belong to different language families and possess different grammatical structures.

Russian belongs to the East Slavic group of the Indo-European language family, whereas Uzbek is a Turkic language. Their structural differences are reflected in phonetics, morphology, syntax, and vocabulary.

However, long-term social interaction has contributed to the formation of numerous common lexical elements and bilingual speech practices.

Russian-Uzbek language contact can be observed in several major areas:
educational and academic communication;

business and economic relations;

scientific and technological terminology;

administrative and institutional discourse;

mass media and digital communication;

everyday interpersonal interaction.

The functioning of Russian vocabulary in these areas depends on the communicative needs of speakers, their language proficiency, educational background, professional activities, and social environment.

It is important to emphasize that language contact does not necessarily result in the replacement of one language by another. In many cases, it leads to the expansion of speakers' communicative resources and the development of flexible multilingual practices.

2. Lexical Borrowing as a Result of Russian-Uzbek Interaction

One of the most visible results of Russian-Uzbek language contact is lexical borrowing. Borrowing occurs when a language adopts lexical units from another language and incorporates them into its own linguistic system.

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Russian lexical elements have entered Uzbek through different historical and social processes. Many of these words are associated with education, technology, administration, transport, economics, and everyday life.

Examples include:

Russian lexical unit	Uzbek equivalent or usage
компьютер	kompyuter
телефон	telefon
университет	universitet
документ	hujjat / dokument
магазин	do‘kon / magazin
автобус	avtobus
студент	talaba / student

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директор

direktor

экзамен

imtihon / ekzamen

бухгалтер

buxgalter

These examples demonstrate that Russian lexical units may coexist with native Uzbek equivalents. The choice between them depends on the communicative situation, regional characteristics, professional context, and individual language preferences.

For instance, the words universitet, direktor, and buxgalter are widely used in Uzbek communication and are integrated into the Uzbek lexical environment. Some borrowings have become so common that speakers may no longer perceive them as foreign elements.

Lexical borrowing can be classified according to the degree of integration into the recipient language:

1. Fully integrated borrowings. These lexical units are widely accepted and adapted to the phonetic and grammatical norms of Uzbek.
2. Partially adapted borrowings. These words preserve certain phonetic or morphological features of Russian but are used in Uzbek speech.
3. Occasional borrowings. These are Russian lexical elements used temporarily in bilingual communication, often because of convenience or the absence of an immediately available equivalent.

The adaptation of Russian vocabulary demonstrates the dynamic character of the Uzbek lexical system and the influence of multilingual communication on language development.

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3. Code-Switching and Code-Mixing in Bilingual Communication

Another significant feature of Russian-Uzbek multilingualism is code-switching. Code-switching refers to the alternation between two languages within a conversation, sentence, or discourse.

In bilingual communication, speakers may move from Uzbek to Russian and back depending on the topic, communicative purpose, interlocutor, or social context.

For example, the following utterances illustrate mixed-language communication:

Bugun meeting bo‘ladi, vaqtida kelishingiz kerak.

Hujjatlarni отправить qilish kerak.

Men sizga файлni yubordim.

Завтра majlisga boramiz.

These examples are illustrative representations of bilingual speech rather than examples of normative monolingual language.

Code-switching may serve several communicative functions.

First, it allows speakers to express ideas more quickly when a particular lexical unit is more accessible in one language than in another.

Second, it may indicate professional or social affiliation. For example, specialists working in international organizations or educational institutions may frequently use Russian terminology within Uzbek conversations.

Third, code-switching can help clarify information when a concept is more familiar in one language.

Fourth, it may express emotional attitudes, interpersonal closeness, or group identity.

Code-mixing, in turn, involves the incorporation of elements from one language into the grammatical or lexical structure of another. Although the concepts of code-switching and code-mixing are closely related, they are not identical.

The frequency and characteristics of these phenomena depend on the speakers' linguistic competence, communicative environment, and habitual language practices.

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4. Semantic Adaptation of Russian Lexical Units

The functioning of Russian vocabulary in a multilingual environment is not limited to the direct borrowing of words. In some cases, lexical units undergo semantic changes when they are used by bilingual speakers.

Semantic adaptation occurs when a borrowed word acquires a new meaning, develops additional connotations, or becomes associated with a specific communicative context.

For example, Russian words related to education, administration, and professional activities may be used in Uzbek speech with meanings influenced by local institutional practices.

The word зачёт, for instance, is widely associated with a particular form of academic assessment in university communication. Its usage is determined not only by its dictionary meaning but also by the educational environment in which it functions.

Similarly, words such as отчёт, практика, заявление, and справка are frequently encountered in administrative and academic communication. Their practical meanings are shaped by the institutional contexts in which speakers use them.

Semantic changes may also occur through the influence of Uzbek equivalents and local cultural associations.

It is therefore important to distinguish between the original meaning of a Russian lexical unit and its contextual interpretation in bilingual communication.

The analysis of semantic adaptation provides valuable information about how languages interact and how lexical meanings develop under the influence of social and cultural conditions.

5. Linguistic Interference in Russian-Uzbek Bilingual Speech

Linguistic interference is another important phenomenon in Russian-Uzbek multilingualism. It occurs when features of one language influence the use of another language.

Interference may affect pronunciation, vocabulary, grammar, and sentence structure.

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Since Russian and Uzbek have different linguistic systems, bilingual speakers may experience difficulties when transferring structures from one language to another.

The main types of interference include:

Phonetic interference. This involves the influence of Uzbek pronunciation patterns on the articulation of Russian sounds, stress, and intonation.

Lexical interference. This occurs when speakers use a word in a meaning or context influenced by its Uzbek equivalent.

Grammatical interference. This is associated with differences in grammatical categories and sentence structures.

Syntactic interference. This may be observed when Uzbek word order influences the construction of Russian sentences.

For example, the typical subject-object-verb order of Uzbek may influence the organization of Russian sentences in the speech of some bilingual learners.

Another difficulty concerns the Russian grammatical category of gender, which does not have a direct equivalent in Uzbek. Consequently, Uzbek-speaking learners may experience difficulties in selecting appropriate gender forms and coordinating nouns with adjectives and pronouns.

Such examples demonstrate that interference is a natural consequence of language contact. In educational contexts, understanding its mechanisms allows teachers to identify common difficulties and develop appropriate corrective exercises.

6.Sociolinguistic Factors Determining the Functioning of Russian Vocabulary

The functioning of Russian lexical units in Uzbekistan is influenced by various sociolinguistic factors.

One of the most important factors is education. Russian is used in different educational environments, including schools, universities, professional training institutions, and academic research. Students may acquire Russian vocabulary through textbooks, lectures, scientific literature, and interpersonal communication.

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Another important factor is professional activity. In certain sectors, such as economics, medicine, engineering, tourism, and information technology, Russian terminology continues to be used as an important means of professional communication.

Mass media also contributes to the dissemination of Russian vocabulary. Television, online publications, social networks, films, and digital platforms provide opportunities for regular exposure to Russian lexical units.

Urban multilingual environments represent another significant factor. In large cities, speakers often use Russian and Uzbek in different communicative situations. This creates conditions for the development of bilingual speech habits.

Age and educational background may also influence language preferences. Different generations may demonstrate different levels of Russian proficiency and different attitudes toward the use of Russian lexical elements.

Furthermore, globalization and digital communication have intensified multilingual interaction. New professional and technological concepts often enter everyday communication through international terminology, online resources, and multilingual social networks.

Thus, the functioning of Russian vocabulary should be examined not only as a linguistic process but also as a reflection of broader social and cultural transformations.

7. The Educational Significance of Studying Russian-Uzbek Lexical Interaction

The study of Russian vocabulary in the context of Uzbek multilingualism has considerable practical significance for language education.

For students of non-linguistic universities, understanding lexical interaction helps develop communicative competence and improves their ability to use Russian in professional environments.

Teachers should pay particular attention to the similarities and differences between Russian and Uzbek lexical systems. Comparative exercises can help students identify borrowed words, distinguish false equivalents, and understand the contextual meanings of lexical units.

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The following teaching activities may be particularly effective:

Comparative analysis of Russian and Uzbek lexical units.

Identification of borrowed words in everyday and professional speech.

Analysis of bilingual dialogues and code-switching.

Exercises on the correct use of Russian professional terminology.

Translation and interpretation of professional texts.

Identification and correction of lexical and grammatical interference.

Preparation of presentations on Russian-Uzbek linguistic interaction.

These activities contribute to the development of linguistic awareness and help learners understand the role of language contact in contemporary society.
Moreover, the study of multilingual communication promotes intercultural competence and encourages students to respect linguistic diversity.

Conclusion

The functioning of Russian vocabulary in the context of Russian-Uzbek multilingualism represents a complex linguistic and sociocultural phenomenon. Long-term interaction between the two languages has resulted in extensive lexical borrowing, code-switching, semantic adaptation, and various forms of linguistic interference.
The analysis demonstrates that Russian lexical units perform important communicative functions in education, professional activities, business, administration, mass media, and everyday interaction. Their use is determined by a combination of linguistic, social, cultural, and communicative factors.
Lexical borrowing contributes to the enrichment of the Uzbek vocabulary, while code-switching reflects the flexible linguistic behavior of bilingual speakers. Semantic adaptation demonstrates the influence of local communicative

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conditions on lexical meaning, whereas linguistic interference reveals the structural differences between Russian and Uzbek.

From an educational perspective, studying these phenomena is important for improving Russian language teaching, particularly in non-linguistic higher education institutions. Comparative linguistic analysis, professionally oriented vocabulary exercises, and the examination of authentic bilingual speech can help students develop greater communicative competence.

In conclusion, Russian-Uzbek multilingualism should be viewed as an important area of linguistic research that reflects the interaction of languages, cultures, and social communities. Further investigation of lexical processes in this environment can contribute to the development of sociolinguistics, contact linguistics, and modern methods of teaching Russian as a foreign language.

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