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FUNCTIONING OF FOREIGN BORROWINGS IN THE SPEECH OF YOUNG PEOPLE

Abstract: *The article under discussion depicts functioning of foreign borrowings in the speech of young people. In recent years, the process of foreign-language borrowing has become markedly intensive, which is especially evident in the students' sociolect. The process of acceleration of borrowings has in turn accelerated the process of adaptations and assimilations of the newest vocabulary in students' speech. The objectives of the study included identifying the degree of semantic assimilation of the newest vocabulary, including determining the correlation of the results of experience with the linguistic personality of students, as well as with the psychological factor of assimilation of foreign words and expressions. Based on the results obtained in the conducted experiment, the degree of semantic assimilation of foreign-language borrowings in the speech of students was revealed. The high degree of availability of new foreign-language words in our opinion is due to the fact that most of them are Anglicisms studied by students and appearing in their everyday communication.*

Key words: *students' sociolect, foreign loanwords, Anglicisms, semantic assimilation, psychological factor, communication.*

Language: *English*

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Introduction

In recent years, the process of foreign-language borrowing has become markedly intensive, which is especially evident in the students' sociolect. The process of acceleration of borrowings has in turn accelerated the process of adaptations and assimilations of the newest vocabulary in students' speech. As a rule, in this case the boundaries in gender, national, state-wide aspects and, of course, in linguistic terms become blurred [1].

The objectives of the study included identifying the degree of semantic assimilation of the newest vocabulary, i.e. names of objects and processes of students' life, including the correlation of the results of the experience with the linguistic personality of students, as well as with the psychological factor of assimilation of foreign words and expressions.

Semantic assimilation of foreign borrowings represents their introduction into the linguistic system of the youth sociolect, together with which it is necessary to establish the lexical meaning of the newly introduced borrowing, as well as the process of formation of the relationship with the original linguistic units of the recipient language [8]. Semantic assimilation of borrowed vocabulary implies that students understand the meanings of borrowed words, as well as the possibility to use them accordingly in their own speech.

By applying the questionnaire method, we conducted a linguistic experiment. The aim of this experiment was to identify the level of semantic assimilation of foreign borrowings in the students' sociolect.

At the same time we took as the basis 50 lexical units, which previously were not marked in the

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dictionaries of foreign borrowings, and the topic is not less functioning in the speech of student youth in mass communication, in particular used in the forum "Vkontakte", "Facebook". In the questionnaire we put such questions as: 1. Read the sentences and give your own interpretation of what you read. 2. Do you use borrowed words in your speech (yes / no). 3. Give examples with the use of borrowed words you have noted. 300 students from Ferghana Polytechnic Institute (FPI), Ferghana State University (FSU) and Ferghana Medical Institute of Public Health (FMIPH) were included in the survey.

Some of the foreign words that were offered in the survey were unfamiliar to the survey participants (20% of respondents from the Ferghana Polytechnic Institute gave negative answers, 10% of the Philology faculty students of Ferghana State University also gave negative answers, while 5% of students of Ferghana Medical Institute of Public Health had difficulty in answering the given questions. Consequently, among the respondents the medical students had the best knowledge of foreign language borrowings, as they daily encounter words of foreign origin in the academic process.

The meaning of most foreign-language loanwords used in students' everyday communication is not clear and is not always interpreted correctly [5], at the same time the most understandable lexical units of computer vocabulary, such as *инстаграм* (social network for sharing photos and videos), *плей-лист* (a list of your favorite songs on your computer, tablet, phone), *лайк / лайкнуть* (note that you like it), *троль* (a provocateur on a social network forum in order to create a conflict situation), *онлайн-конференция* (conference, conducted with the help of the Internet), *тичер* (a teacher), *тьютор* (a tutor, a curator) are the most common words used in students' speech. Positive answers of the survey participants indicate that most students understand the meaning of foreign language borrowings (mainly Anglicisms), which are used by them in everyday, scientific and colloquial speech. The higher is the frequency of using foreign loanwords, the more understandable is the meaning of the used lexical units in a particular social group.

Lexical units in students' sociolect perform contact-establishing, emotive, attractive, euphemistic, compressive and other functions in communication with addressees.

Below we present an interpretation of the mentioned functions of lexical units used by students in Internet communication and their live colloquial speech. A large group of nominative functions of lexical units present in the colloquial speech of young people is carried out in the form of a substitutive function (synonym-differential and compressive functions) [2]. The substitutive function of foreign borrowing is carried out in colloquial speech in the case when the lexical unit is used as a synonym for a

certain linguistic unit. So, for example, the English borrowing outlet ('marketplace') is used in the Russian language as *аутлет* in the meaning of a shopping center that specializes in the sale of clothing brands with significant discounts, which performs the substitutive function:

Совместная Итальяно-Российская компания открыла "Аутлет", где представляются специально подобранные коллекции прошлых сезонов [9];

В Ташкенте аутлетов полно, а мы так выкручиваемся [from students' conversation, FSU]

Similarly, the use of the English word *discounter* (discounter – discount) – a store / supermarket that lowers the price of goods or services:

Регулярно заглядывайте в наш продуктовый дискаунтер «Заботливые цены». Тут всегда найдутся необходимые товары отличного качества по низким ценам [10].

In the given examples borrowed words clarify the lexical meaning of the nomination of the store.

Consequently, pragmatic functions in the colloquial speech of students are carried out in the form of characterological (socio-attestate), contact-establishing, expressive (represented by varieties: attractive and emotive: admirative/ repressive), as well as euphemistic functions.

In our study under the term socio-attestate function we interpret its use in order to characterize the inner qualities and behavior of an individual, as well as to give a different assessment of the subjects and phenomena in the community of students. Lexical analysis of sociolecticisms and their source words in the colloquial speech of students makes it possible to give their speech characteristics, to demonstrate their character, the level of development, upbringing and education, as well as to note the inclinations and habits of young people.

It should be noted that sociolecticisms borrowed from other foreign languages in the speech of students combine nominative and characterological functions, because such words together with the nomination of the object or phenomenon also characterize it. Below we give examples of comparisons of modern lexical units and their derivatives relating to different spheres of student life:

- computer: *апгрейдить* 'improve' is a derivative of the word upgrade:

Что же, у вас есть шанс апгрейдить свою рекламу бесплатно! [11]; Надо комп апгрейдить [from students' conversation, FPI];

- a holiday: *бёздник* (English "birthday"):
Сегодня Тимур бёздник отмечает [from students' conversation, FMIPH];

пати (English "party"): *Дорогие друзья! 10 апреля в ресторане "Рохат" состоится ретро-пати «Дискотека 80-90-х» [12];*

- designating a person, his qualities: *герла* (English girl):

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Дерзкая рок-гёрл из 2007го, с глазами из самого синего льда! [13]; *Помнишь вон ту герлу?* [from students' conversation, FSU].

The modern lexical units and their derivatives analyzed above quite clearly indicate a positive or negative characterization of the events of students' life.

Thus, the lexeme *стилл* (from English still 'quiet, calm') is a foreign language borrowing, denoting the meaning 'diligent student; crammer'. This lexeme performs an emotive/repressive function in the speech of students, i.e. it shows a disapproving attitude towards diligent students who devote most of their time only to their studies:

Наши стиллы опять все сдали [from students' conversation, FMIPH].

Among these lexemes we should note the word *тейл* (from English tail) in the meaning of 'not passed during the session exams, tests', expressing a negative connotation. In the student sociolect this lexeme also performs an emotive/repressive function:

Он от тейлов за зимнюю сессию не отделался, а уже каникулы на носу [from students' conversation, FPI].

The word *уни* (from English uni 'university') is borrowed from a foreign youth sociolect and also has similar meanings in the speech of Russian-speaking and Uzbek students:

В нашем уни все возможно: будем ждать сюрпризов [from students' conversation, FSU].

Through the use of this borrowing students give their speech expressiveness in the process of

communication. It is worth noting that this lexeme also performs an admirative function, i.e. the function of admiration.

The borrowing *элонить* 'to spend time alone', which penetrated from English 'alone' is phonetically similar to the word *филонить* ('to be lazy, to do nothing') and performs an emotive function:

Я не смог дозвониться до друзей, придется элонить [from students' conversation, FMIPH].

Conclusion

Based on the results obtained in the conducted experiment, we identified the degree of semantic assimilation of foreign-language borrowings in the speech of student youth. The high degree of availability of new foreign-language words in our opinion is due to the fact that most of them are Anglicisms, studied by students and appearing in their everyday communication. Modern sociolectics in the speech of students simultaneously perform informative, emotionally expressive and characteristic functions. These functions have the purpose to convey information, as well as to cause a response of the audience to the subject of discussion, to express the emotional state of the speaker.

In our opinion, the research in the field of student sociolect requires much more attention, since this code language functions not only in the oral speech of students, but is also quite often used by the media, including social networks.

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