

## FORMS OF VARIATION AS A UNIVERSAL MEANS OF LANGUAGE

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**Annotation:** *The problem of variability in language is one of the most pressing in recent decades, when the emergence of new means of communication accelerates language processes, exacerbating the competition between new trends and old norms. At the same time, competition occurs not only between individual lexical units and constructions, but also affects the system levels of the language - grammar, word formation, and spelling.*

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The variability of language is a universal means that allows people to communicate with each other using different ways of expressing the same thought. Language variability includes various aspects, such as lexical, grammatical, phonetic and stylistic.

Lexical variability of a language is manifested in the use of different words and expressions to denote the same concept. For example, the word "car" can be replaced with "machine", "vehicle" or "wheeled vehicle".

Grammatical variability of a language is associated with the use of different forms of words and constructions to express the same meaning. For example, in Russian the verb "go" can be expressed in different forms: "I'm going", "you're going", "going", "going", "going", "going".

Phonetic variation in a language is associated with the use of different sounds to express the same meaning. For example, in English the sound "r" can be pronounced as "r" or as "ə".

Stylistic variability of language is associated with the use of different styles of speech to express the same meaning. For example, formal speech uses more formal expressions, while colloquial speech uses more informal ones.

The variability of language allows people to choose the most convenient and understandable way of expressing thoughts. It also allows people to adapt to different situations and audiences. For example, when communicating with children, simpler and understandable words are used, and when communicating with scientists, more specialized terms are used.

However, language variability can lead to misunderstandings and errors in communication. For example, if two people use different words for the same concept, they may not understand each other.

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Languages have changed and changed over the centuries. Some languages die, such as Celtic, Sanskrit and Hittite, while others change into another language as a sign that they are alive. One example of the evolution of a language into another was Latin, or rather Vulgar Latin, from which came a group of dialects called Romance. This in turn evolved into the modern Romance languages: Italian, Portuguese, Spanish, French and Romanian. In other words, this means that language is a dynamic system that is constantly evolving to meet the communicative needs of its speakers.

At the present stage of development of linguistics, variation occupies a special place since it remains one of the most important problems of linguistic variation. According to Aimermacher K.'s definition, "Variation is characteristic of any level of language at any stage of its development. It can be proven that it is variation that acts as a form of connection between synchrony and diachrony, since the unity of synchrony and diachrony is manifested at any given moment in the variation of linguistic elements" [1, p. 4].

According to Gorbachevich K.S., variation is understood as two or more ways of saying the same thing, that the connection between structure and homogeneity is an illusion. Linguistic structure involves the orderly differentiation of speakers and styles through rules governing variation within a speech community; Native language proficiency involves control of such heterogeneous structures [3].

Many scientists consider variability from the perspective of formal variation, variation in the plan of expression and the plan of content. Linguists distinguish between broad and narrow interpretations of variation. In their understanding, variability in the broad sense represents inconstancy in meaning and modification. Contrasting a variant with an invariant does not find its necessity at this stage. Synchrony in the narrow sense of variability is a characteristic of the mode of existence and functioning of language units. And dichotomy is characterized by the quality of abstraction abstracted from a specific linguistic unit. Thus, we can conclude that variability manifests itself in a broad sense as an unstable phenomenon, and in a narrow sense it determines the methods of functioning of language units.

Linguistic variation or variations represents a certain phenomenon in science as a difference in the phonetic aspect that finds a difference in a change in the sound composition or lexical meaning of a unit without losing its identity. According to V.M. Solntsev, variation "implies both variability and constancy, acting as the unity of the changeable and the constant" [2, p. 32]. Language variants are "different manifestations of the same essence, for example, modifications of the same unit, which remains itself despite all changes" in the language system and belong to one of certain tiers. Based on the above, linguistic variation reveals a certain modification that does

not lead to the emergence of something new. In recent years, variant units have been described in the aspect of intercultural communication - phonetic, morphological, syntactic, lexical, which are largely determined by the total composition of variant units as means of expression, similarly compared with the denoted.

Variability (variation) is one of the most general concepts in linguistics, thereby providing the opportunity to study it both in terms of studying the language system and in terms of the use of specific variant units. In this regard, in linguistics the concept of variability (variation) is used in two ways. Firstly, as a characteristic of any linguistic variability, modification, which may be the result of evolution, the use of different means of language to denote similar or the same phenomena, or the result of other reasons. With this understanding, there is no need for the variation-invariance division. Secondly, the concept of variability is used as a characteristic of the way of existence and functioning of language units in synchrony, speaking against the background of the concept of invariance" [1, p. 32].

The difference between the two terms has led to the fact that at this stage of development of linguistics there is an opinion about the need to distinguish between the terms "variation" and "variability". Thus, variation, in contrast to variability, can be considered as a rapidly developing dynamics and process of language change, and variation - as a result of these rapidly developing dynamic changes, manifesting themselves in the language system itself and finding their place in the existence of variants. This approach is considered fully proven, since the very existence of two understandings of variability allows for its dual terminological marking.

According to the above, variability does not function in all its aspects, only when there is a need for attention to the term variability, but is considered the most relevant and frequently used.

In the lexical system of the Russian language, special linguistic forms are formed that make it possible to talk about its national variant - the Russian language. Cottage cheese / cottage cheese, mattress / mattress, plan / plan), and vocabulary of limited use - special and terminological (idiom / idiom, fluctuate / fluctuate) and stylistically marked - bookish (pass / minute, nurture / pestet) and colloquial ( grub / kharch, now / none), including expressively colored ones (kobanit / kobyanit, taldykat / taldychit).

In conclusion, given the premise that language is a social phenomenon that is created by its speakers in order to achieve effective communication, it is reasonable to assume that variation exists everywhere and at all times. As Travkina A.D. states, "language is what all its users do; it is a social phenomenon, not just an academic one." Additionally, another pressing issue is the need to teach variability in the language classroom, regardless of whether the language is native, second, third, or foreign. It is through teaching language variation that teachers can help students avoid pronunciation problems and misinterpretations, for example in a second/foreign language context [3].

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