

DIACHRONIC ASPECTS OF THE ENGLISH AND RUSSIAN PHONETIC TERMINOLOGIES

Dilafroz Aliyeva

Master student of UzSWLU

Dilovar Kamalova

Scientific supervisor Senior lecturer, Department of English applied sciences №3

Abstract: This article talks about diachronic terms that are unique in the phonetic system of English and Russian languages. The article consists of an annotation, key words, introduction, main part, conclusion and a list of used literature as required.

Basic concepts: diachronical aspects, historical features, phonology, semantics, linguistics, synchronic

The first President of the Republic of Uzbekistan approved the PD-1875 "On measures to further improve the system of learning foreign languages" in December 10, 2012 in order to create a system in our republic aimed at further integration into the world community. In the national training program, it is emphasized that the formation of a perfect system of training of personnel based on the rich intellectual heritage and universal values of the ring, achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan.

The current President Shavkat Mirziyoyev's work on foreign languages, various decisions and decrees and attention to the further development of teaching and learning foreign languages, as a logical continuation of previous laws and decisions, plays a role in improving the quality of learning and teaching foreign languages in our country.

Diachronic (historical) phonology examines and constructs theories about the changes and modifications in speech sounds and sound systems over a period of time. For example, it is concerned with the process by which the English words "sea" and "see," once pronounced with different vowel sounds (as indicated by the spelling), have come to be pronounced alike today. Synchronic (descriptive) phonology investigates sounds at a single stage in the development of a language, to discover the sound patterns that can occur. For example, in English, nt and dm can appear within or at the end of words ("rent," "admit") but not at the beginning.

Diachronic literally means across-time, and it describes any work which maps the shifts and fractures and mutations of languages over the centuries. In gross outline, it is similar to evolutionary biology, which maps the shifts and transformations of rocks. Synchronic literally means with-time, though etymology is misleading here, since Saussure's term describes an atemporal linguistics,

linguistics which proceeds without time, which abstracts away from the effects of the ages and studies language at a given, frozen moment." (Randy Allen Harris, *The Linguistic Wars*. Oxford University Press, 1993)

Diachronic linguistics is the historical study of language, whereas synchronic linguistics is the geographic study of language. Diachronic linguistics refers to the study of how a language evolves over a period of time. Tracing the development of English from the Old English period to the twentieth century is a diachronic study. A synchronic study of language is a comparison of languages or dialects—various spoken differences of the same language—used within some defined spatial region and during the same period of time.

Determining the regions of the United States in which people currently say 'pop' rather than 'soda' and 'idea' rather than 'idear' are examples of the types of inquiries pertinent to a synchronic study." (Colleen Elaine Donnelly, *Linguistics for Writers*. State University of New York Press, 1994)

"Most of Saussure's successors accepted the 'synchronic-diachronic' distinction, which still survives robustly in twenty-first-century linguistics. In practice, what this means is that it is accounted a violation of principle or linguistic method to include in the same synchronic analysis evidence related to diachronically different states. So, for example, citing Shakespearean forms would be regarded as inadmissible in support of, say, an analysis of the grammar of Dickens. Saussure is particularly severe in his strictures upon linguists who conflate synchronic and diachronic facts." (Roy Harris, "Linguists After Saussure." *The Routledge Companion to Semiotics and Linguistics*, ed. by Paul Cobley. Routledge, 2001)

Phonology studies the organization of sounds in spoken languages and signs in non-verbal languages like sign languages. Phonology can look at the sounds or signs of language in many ways. Phonology can seek patterns of sounds within languages or across languages or look at how sounds have changed as languages have become more advanced.

Diachronic phonology looks at how languages change over a period of time. Specifically, with how the sounds of language change over time. For example, in the English language the words 'sea' and 'see' are pronounced exactly alike today, however, historically they were pronounced with different vowel sounds, which is indicated by the difference in spelling. Diachronic phonology looks at how these words that were once pronounced differently have come to be pronounced with the same sounds.

REFERENCE:

1. President of the Republic of Uzbekistan dated December 10, 2012 "foreign languages decision of PD-1875" on measures to further improve the learning system. // "People's word" newspaper, 11.12.2012., No. 240 (5660).
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 No. 124 "approval of the state educational standard on foreign languages of the system of continuing education". // Collection of legislation of the Republic of Uzbekistan, 2013., No. 20, p.251.
3. Jumanazarov I.I. Organization of pedagogical technologies in foreign language lessons - an urgent problem. / Republican practical conference on "improving the quality and effectiveness of primary education: problems, solutions". - T.: 2014.
4. Kenjaboev A. Pedagogical technologies are an important factor in the effectiveness of the lesson. - T.: "Navruz", 2012.
5. Kenjaboev A. Basics of pedagogical skill. - T.: "Navruz", 2012.
6. Kenjaboev A., Salomova G., Sahibov B. Pedagogical foundations of distance\ training. // "Modern education", 2014, No. 10. -3–7-b.
7. Kenjaboev A., Kenjaboev J. Upbringing technology and its relevance. // "Modern education", 2015, No. 4. -61–64-b.