



COMPARATIVE ANALYSIS OF PHRASEOLOGICAL GAPS IN RUSSIAN AND UZBEK LANGUAGES

Ubaydullayeva Muattar O'rinbekovna

BuxDU, Xorijiy tillar fakulteti Ingliz tilshunosligi kafedrasida o'qituvchisi

Abstract: *This article provides information about phraseological combinations in the Uzbek and Russian languages, their use in sentences, comparison, gaps in comparison of phraseological combinations of Uzbek and Russian languages, as well as about scientific works of Russian and Uzbek scientists, who contributed in this regard. is given and explained.*

Key words: *comparative analysis, phraseological units, lacuna.*

INTRODUCTION

It is well known that the oral tradition of a people is passed on from generation to generation, living, improving, expanding and enriching throughout centuries. All languages are rich in various expressions, proverbs and stable combinations reflecting history, culture, customs and spirituality of the people. Lexical units consisting of two or more words and expressing one meaning are called phrases or phraseological units or phraseological units. Phrases are considered to be units of the same word (lexemes). True, the units that make up stable combination, i.e. phrases, basically represent a single meaning, concept, but there are more colors and reliefs than in the lexeme. Therefore, lexical meaning cannot be identified with phraseological meaning.

Otherwise, we would not use phrases for expressions of the concept. As in all languages, the lexical composition of the Russian language contains phrases that are used in speech with different meanings. When studying phraseological units in the Uzbek and Russian languages, we are faced with gaps. Where a word in one language cannot find an alternative in another, there is always a gap. Lacunae (lat. lacuna - hollow, deep, hollow place) - an empty, omitted place in the text, “a white spot in the semantic map of the language” The typology of lacunae and methods for their elimination have been developed by the following: Russian scientists such as G.V. Bykov, E.M. Vereshchagin, V.G. Kostomarov, I.Yu.Markovina, Z.D.Popova, Yu.A.Sorokin, Yu.Yu.Stepanov, I.A.Sternin, S.G. Ter-Minasova. Their works take a new look at one of the most complex fundamental problems of modern linguistics – interconnection language and thinking, and it is concluded that there is no close connection between concept and its form of expression in language. Therefore, studying the differences national linguistic and cultural systems and ways to overcome such differences is a priority direction in the theory of gaps.(1)

In recent years, standing out, that is, not corresponding to others languages, peculiar national elements characteristic of different lexical, phraseological systems, as well as the culture of various peoples on various aspects are described by J.P.Vine and J.Darbelne, V.Jl.Muraviev, K. Heil, Y. S. Stepanov, I. A. Sternin, G. D. Gachev, V. Doroshevsky, S.G. Ter-Minasova and many other researchers. One of the most difficult fundamental problems of modern linguistics is a new perception of the relationship between language and thinking,



and also the absence of a decisive connection between a concept and its form of expression on the tongue. The concept is always recruited, it can also be implicit exist in the national cultural image of the world, since it is “capable describe the language of all things and phenomena that exist in the world when feeling of the world from the point of view of national concepts.” Therefore, studying discrepancies between national linguistic systems and ways to resolve them such discrepancies is a priority direction in the theory of lacuna. Uzbek scientists are conducting research to study the problem classification of gaps, their sociocultural and national cultural features, issues of interlingual communication, etc. Within the framework of such scientific theories carried out by D.U.Hoshimova, A.E.Mamatov, Sh. Abdinazimov, G. Kdyrbaev and others on the theoretical basis of the gaps in linguistics, value orientations of language, intercultural criteria language, discourse and behavior, theory of intercultural communication, formation of intercultural competence of students, etc. testify to this. (1) In addition to this information, we may include information about comparison of phraseological combinations in the Uzbek and Russian languages. The structure and composition of phrases in the Uzbek and Russian languages with

The comparison reveals the following similarities between them:

- 1) In both languages, phrases consist of two or more words: adabini bermok - show mat to Kuzkin;
- 2) Equivalent to a phrase or sentence: One is from the garden, and the other is from the mountain. - One about Thomas, another about Yerema; (These are not exact translations of phrases, but Russian equivalents)
- 3) In both languages, phrases are found in the form of a single lexical units and the word in them cannot be changed.
- 4) In both languages, phraseological units can be part of a syntactic task: He always wags his tail in front of the leaders. - Always wags his tail in front of him bosses.
- 5) In both languages, phrases are not formed in the process of speech, but live in the language as a ready-made linguistic unit.(2)

CONCLUSION

In conclusion, the translator may encounter a number of problems in the process translation into Uzbek and Russian languages. One of them is lacunae. Any researcher who fully understands the gaps can easily translate both phraseological units into words and phrases, and given units in various works of art.

USED LITERATURE:

1. Shukurova Madina Askarovna. (2020) Development of the informative structure of the lexical-conceptual field of Ethics in the 16th-18th centuries // The American Journal of Social Science and Education Innovations. ISSN 2689-100X, Volume 2, Issue 9. – 273-277. <https://pdfs.semanticscholar.org/4534/d798c046a6f2ddfe1c187df496672a1f9110.pdf>



2. Zarifovna, R. N., & Alisherovna, A. Z. (2023). APPLICATIONS OF SARCASTIC EUPHEMISMS IN MODERN LINGUISTICS. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(20), 247-250.
3. KODIROVA, H. (2023). "MAVJUD PRAGMATIK KOMMUNIKATSIYA NAZARIYALARIDA "ALDOV/YOLG'ON" NUTQIY AKTLARNING NAMOYON BO'LISHI". ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 29(29). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/8919
4. Alisherovna, R. N. . (2023). Lisoniy Shaxs Nazariyasi Va Tilshunoslikda U Haqidagi Qarashlar. Miasto Przyszłości, 33, 193-196. Retrieved from <http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1214>
5. YULDASHEVA, F. (2022). EXPRESSIONS OF LINGUISTIC POLITENESS . ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 14(14). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6769
6. Akhmedova, S. (2018). INTEGRATING SKILLS THROUGH TASK BASED TEACHING APPROACH. Теория и практика современной науки, (5), 989-991.
7. Джумаева, Н. (2022). ВЫРАЖЕНИЕ АНТРОПОЦЕНТРИЗМА В ОБРАЗЕ МАГИЧЕСКИХ ПРЕДМЕТОВ В СКАЗКАХ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 18(18). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/7325
8. Rasulov, Z. (2022). INFORMATION FORMING TOOLS (FACTORS) IN THE STRUCTURE OF DISCOURSE. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 15(15). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6981.
9. O'rinbekovna, U. M. (2023, May). PHRASEOLOGICAL PICTURE OF THE WORLD AS AN OBJECT OF LINGUISTIC STUDY. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 94-96). [file:///C:/Users/0606/Downloads/94-96+PHRASEOLOGICAL+PICTURE+OF+THE+WORLD+AS+AN+OBJECT%20\(9\).pdf](file:///C:/Users/0606/Downloads/94-96+PHRASEOLOGICAL+PICTURE+OF+THE+WORLD+AS+AN+OBJECT%20(9).pdf)
10. O'rinbekovna, U. M., & Ilhomovna, T. Z. (2023). A REFLECTION OF LINGUISTIC CULTURE: LACUNAS AND NON-EQUIVALENT LEXICS. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(20), 212-218. <https://interonconf.org/index.php/ity/article/view/5782> .
11. Saidova, Z. K. (2023). PROBLEMS OF LINGUO-CULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS IN THE ENGLISH AND UZBEK LANGUAGES. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 700-707.
12. Khudoyberdievna, S. Z. (2022, January). Classification of verbal phraseological units denoting the emotional state of a person. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 90-93).
13. Saidova Zulfizar Khudoyberdievna Questioning techniques in teaching English // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/questioning-techniques-in-teaching-english>.



14. Saidova Zulfizar Khudoyberdievna Implementation of some techniques in developing reading skills in English classes // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/implementation-of-some-techniques-in-developing-reading-skills-in-english-classes>.
15. Saidova, Z. (2022). ПРЕИМУЩЕСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ОБЪЕКТНО-ОРИЕНТИРОВАННОЙ ДИНАМИЧЕСКОЙ ОБУЧАЮЩЕЙ СРЕДЫ (MOODLE) В СИСТЕМЕ ОБРАЗОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).
16. Saidova, Z. X. Implementation of some techniques in developing reading skills in English classes., Достижения науки и образования № 5 (27) Россия-2018. стр. 59-60.
17. Saidova, Z. (2022). ПРЕИМУЩЕСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ОБЪЕКТНО-ОРИЕНТИРОВАННОЙ ДИНАМИЧЕСКОЙ ОБУЧАЮЩЕЙ СРЕДЫ (MOODLE) В СИСТЕМЕ ОБРАЗОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).
18. Saidova Zulfizar Khudoyberdievna Model training method: classes in the form of buseness games, lessons such as lesson-court, lesson auction, lesson-press Conference // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/model-training-method-classes-in-the-form-of-buseness-games-lessons-such-as-lesson-court-lesson-auction-lesson-press-conference>.
19. Saidova, Z. (2022). ИЗУЧЕНИЕ ФРАЗЕОЛОГИИ И СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ, ВЫРАЖАЮЩИХ ПСИХИЧЕСКОЕ СОСТОЯНИЕ ЧЕЛОВЕКА. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8 (8). ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).
20. Saidova, Z. K. (2023). THE FUNDAMENTAL TYPES OF PHRASEOLOGICAL UNITS. Finland International Scientific Journal of Education, Social Science & Humanities, II (2), 517-522.
21. Khudoyberdievna, S. Z. (2018). Questioning techniques in teaching English. Достижения науки и образования,(5 (27)), 60-61.
22. Haydarov Anvar Askarovich, & Saidova zulfizar Khudoyberdiyevna. (2021). EMOTIONAL CONCEPTS IN ENGLISH AND RUSSIAN PHRASEOLOGY. Conferencious Online, 33–37. <https://conferencious.com/index.php/conferences/article/view/55>.