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## About a Pot of Modern Ways in Enriching the Russian and Uzbek Languages

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**Abstract:** This article discusses the process of lexical enrichment of the Uzbek language with Russian and international vocabulary through the Russian language, as well as the translation of phraseological units into the Uzbek language. The influx of this vocabulary indirectly or directly enriches the Uzbek language environment more and more improves the translation business of Uzbekistan.

**Keywords:** language, enrichment, vocabulary, translation, contact, Russian-international words, grammatical structure.

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The next layer in time is made up of Greek words (hell, letter, clerk, abbot, icon, katavasia, penal servitude, bed, crocodile, doll, magnet, cucumber, chamber, sail, shroud, beetroot, bench, notebook, vinegar, lantern, etc. ) and Turkic origin (diamond, lasso, head, shoe, biryuk, money, raisins, wild boar, treasury, border, shackles, trap, guard, caftan, carpet, sausage, quiver, horse, hearth, barn, chest, goods, fog , prison, hut, tent, pants, coachman, label, etc. ; some of these words, in turn, go back to Arabic or Persian sources).

Each socio-historical stage leads to the fact that under its influence there is a linguistic enrichment of a particular language. There is an objective-historical process of penetration of the words of one language into the stock of words of another language. Especially at the end of the 19th and during the 20th centuries, in connection with the strengthening of socio-economic contact, the Uzbek language, like other Central Asian languages, received words of Russian vocabulary and, through the Russian language, of international vocabulary.

The influx of this vocabulary (mainly scientific terminology) is increasing more and more every year, and it continues to this day. In the modern Uzbek language in the field of scientific and socio-political terminology, the number of borrowings is equal to the stock of proper Uzbek words.

Even before school, Uzbek-speaking students, faced with social and cultural conditions, learn a certain stock of borrowed Russian-international words such as cinema, zoo, circus, kindergarten, apron, TV, radio, cartoon, artist, flag, ice cream, chocolate, candy, biscuit, newspaper, magazine, hat, coat, scarf, pen, notebook, asphalt, car, bus, ticket, plane, helicopter, tractor, stockings, socks, boots, computer, innovation, etc. Which used in everyday speech. Although preschoolers remember some Russian words unconsciously, pronouncing them with phonetic distortions (for example: shikalat (instead of chocolate), campit (candy), mashyn (car), ice cream (ice cream), sirk (circus), pashine (cookies), shulyk (stocking), etc. , yet they are to some extent accustomed to the pronunciation norms of the Russian language in particular to uneven stress, get acquainted with phonemes that are not characteristic of national speech.

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Students, starting with such words as a desk, board, class, school, globe, pencil case, briefcase, physical education, bell, change, orderly, mathematics, physics, chemistry, etc. , constantly enrich their vocabulary with Russian-international borrowings.

In the classroom under the guidance of teachers, this assimilation is carried out purposefully, in connection with the study of various disciplines. For example, in history lessons, children get acquainted with the words party, formation, landowner, bourgeoisie, thought, reform, dictatorship. ; Chemistry - reaction, element, atom, molecule, valence, oxygen, hydrogen, flask, spirit lamp, litmus, analysis, acid, gas, phosphorus, potassium, etc.

All Russian-international borrowings, accepted without any phonetic changes, contribute to the enrichment of not only the vocabulary of national languages, but also its phonetic and grammatical structure.

The pronunciation of borrowed words with a confluence of two or more consonants in different positions is mastered (for example: class, table, romance, x-ray, regression, punctuation, advance, portrait, platoon, astronomy, etc. ), which is not typical for the Uzbek language.

Under the influence of the Russian language, the Uzbek vocabulary is actively replenished with words of various composition: with a non-derivative basis (desk, table, class, party, etc.); derivative formations (mechanization, metallurgy, certification, etc. ); complex words (steamboat, all-terrain vehicle, ice drift, etc. ), abbreviations or abbreviations (RF, UN, DT-28, HT-4, etc. ).

As part of borrowed words, Uzbek students learn some suffixes and prefixes that are absent in their native language. Such, for example, are the suffixes -ist (activist, pedantist, radio operator), -ism (idealism, feudalism, capitalism), -oner (shareholder, reactionary), -fication (electro-fication, classification), -er (actor, conductor, computer, printer), -tor (director, administrator, instructor), -ant (consultant, laboratory assistant); prefixes auto- (gas station, car, autograph), anti- (antibiotic, anti-fascist, anti-grippin), ex- (ex-champion, excursion), etc.

It is well known that the Uzbek language belongs to the languages of the Turkic system and does not have a grammatical category of gender. However, "recently, in connection with the strengthening of communication between Uzbeks and Russians, and, consequently, with the borrowing of Russian words, a group of words has appeared in the Uzbek language denoting a profession, occupation, ideological direction, the name of persons by work and social status, in which the category kind. For example: an artist - an artist, a radio operator - a radio operator, a graduate student - a graduate student [1; 2].

Thus, under the influence of various social and cultural events that have taken place, an active process of development and enrichment of the Uzbek language is underway. As for the vocabulary of the above words, constant work on the meaning of these words is also required. Only in this case, students will learn more deeply the meaning of the used Russian-international words. I would also like to note the fact that the Uzbek language is enriched not only by directly borrowed words, but also by phrase logical units translated from the Russian language.

Consider the methods and ways of translating Russian phrase logical units.

The study of Russian phraseology in the Uzbek audience has a general educational and educational value, and largely contributes to the formation of deep and strong speech skills in students, therefore, in the Russian language classes, it is necessary to fix students' attention on phrase logical turns. Teachers themselves should also have theoretical material on phraseology in a methodical way. A wide opportunity for assimilation of the phrase logical

wealth of the Russian language is presented in the Russian language classes. The texts included in the program should be saturated with a variety of phrase logical phrases.

Having mastered the phrase logical layer of the vocabulary of the studied texts, students enrich their vocabulary; improve the culture of their own speech. All this obliges teachers of literature to think over the work on the optimal assimilation by students of the phrase logical richness of the Russian language. To do this, first, it is necessary to know and skillfully apply certain methods and means of transferring the meanings of Russian phrase logical units into the native language of students. Not all phrase logical turns of the Russian language have their equivalents in the Uzbek language. Many phrase logical units are translated using free phrases or words corresponding to them in terms of semantic content. In a number of cases, stable combinations are activated in speech by simonizing them without translation, by association and by the connection of words in the context. Such a context will cause associative reminiscences in students not only with Russian, but also in their native language, and they will remember Uzbek words and phrases that are analogous to Russian phrase logical units or reveal the meaning of Russian phrase logical units.

The analysis of the phrase logical material shows that in many textbooks of the Russian language the basic principles of transferring the semantics of Russian phrase logical units into the Uzbek language are observed. It is very important to reveal the unity of the form and content of the phrase logical unit of the original. This is one of the essential requirements for translation.

It is necessary to take into account the similarities and differences in the structure and grammatical structure of the source and target languages. The translation should reflect both the grammatical meaning and the lexical content of the phrase logical unit.

There are several ways of presenting Russian phrase logical units by means of the Uzbek language:

- 1) translation of phrase logical units by equivalent phrase logical units;
- 2) translation through analogues;
- 3) Descriptive translation.

Let us consider each of these methods separately.

1. Equivalent translation is the translation of phrase logical units of one language by phrase logical units of another while maintaining the material (lexical) content of the constituent elements.

The translation of phrase logical units of the Russian language by equivalent phrase logical units of the Uzbek language is the most optimal way to reveal the meaning of a phrase logical unit. With such a translation, it is fully possible to convey not only the general lexical and grammatical meaning of the phrase logical unit being translated, but also its figurativeness and structure (an empty barrel rings the loudest of all - cupro bush barrel; etc.).

2. Phrase logical units of the Russian and Uzbek languages are similar, corresponding in meaning and not coinciding in the lexical content of their constituent elements.

Phrase logical units of the Uzbek language may well convey the general lexical and grammatical meaning of the phrase logical units of the original. The difference between the linguistic unit of the original and its Uzbek counterpart lies either in the lexical composition or in the structure. This method cannot reveal all the specifics of the translated phrase logical units, which is what differs from the first method of translation, which was discussed above (a fly will fly into the mouth - ogzinggapashshakiradi).

3. The third way of revealing the meaning of phrase logical units is expressed in the translation of phrase logical units in one word or free phrase.

It should be noted that the first two methods of translation - with the help of equivalents and analogues - are the most accurate, since they reveal not only the lexical-semantic and grammatical structure, but also the grammatical structure. As well as the figurativeness and expressiveness of the language unit, allow to take into account the scope of the use of phrase logical units. The third method of translation - semantic - conveys only the general lexical and grammatical meaning of phrase logical units (hurry up slowly - shoshilmayshoshil, etc. ).

Thus, the same phrase logical unit can have an equivalent and an analogue, can be translated using an analogue and a free phrase, and, most importantly, the translation of phrase logical units should help students easily and freely learn Russian phrase logical units in the Russian language classes [3].

From all of the above, the big and responsible task of teachers of the Russian language in Uzbek secondary and higher educational institutions is clearly visible - to constantly teach young people to skillfully use the huge reserves of Russian-international words that have entered the Uzbek language, include them in an active dictionary, develop skills for their correct pronunciation and writing . To do this, it is necessary to constantly work on the pronunciation of Russian-international words, directly or indirectly included in the Uzbek language, and literally translated phrase logical units from the Russian language, since the pronunciation of individual words presents a certain difficulty for students and students with the Uzbek language of instruction.

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