

Einfluss der normen der Russischen sprache auf die Usbekische sprache

Shadieva Dilrabo Kurbanovna

Dozent, Staatliche Universität Termez Usbekistan
dilrabo.shod74@mail.ru

Anmerkung: Dieser Artikel untersucht, wie sich die Normen der russischen Sprache auf die usbekische Sprache auswirken. Mit der Entwicklung der gesellschaftspolitischen und sozioökonomischen Beziehungen nimmt der Zustrom von neuem Vokabular in die usbekische Sprache zu (Beschreibung technischer Merkmale, Pharmakologie, Maschinenbau usw.) und erfordert eine einheitliche Klassifizierung der verwendeten Bezeichnungen und Konzepte, die wird quantitativ dem Wortschatz der Muttersprache gleichgesetzt. Am Ende des 19. und im Laufe des 20. Jahrhunderts wird die Entwicklung der zentralasiatischen Sprachen, einschließlich des Usbekischen, aufgrund von wirtschaftlichen, politischen und Migrationsprozessen stark vom Russischen beeinflusst und entlehnt indirekt eine Schicht internationalen Vokabulars.

Schlüsselwörter: Wortschatz, Phraseologieeinheiten, Historismus, Assimilation, Entlehnung, Masse, Begriff.

Influence of the norms of the Russian language on the Uzbek language

Shadieva Dilrabo Kurbanovna

Lecturer, Termez State University
Uzbekistan
dilrabo.shod74@mail.ru

Abstract: This article examines how the norms of the Russian language affect the Uzbek language. With the development of socio-political and socio-economic relations, the influx of new vocabulary into the Uzbek language increases (description of technical characteristics, pharmacology, mechanical engineering, etc.) and requires a unified classification of the designations and concepts used, which is quantitatively equated to the vocabulary of the native language. At the end of the 19th and throughout the 20th centuries, the development of the Central Asian languages, including Uzbek, due to economic, political, and migration processes, are greatly influenced by Russian and indirectly borrow a layer of international vocabulary.

Key words: vocabulary, phraseological units, historicisms, assimilation, borrowing, mass, concept.

For the next historical period in the development of society, changes in the structure of the language are inevitable: out of use (historicisms - obsolete words are associated with the absence of objects and concepts that they denote: sergeant, clerk, polushka; archaisms - concepts and objects still exist, but they denote their words were supplanted by more modern versions: finger - finger, disgrace - theater), the acquisition of a new denotative meaning from the preserved vocabulary, the

borrowing and assimilation of linguistic units. Russian-speaking citizens of the Republic of Uzbekistan make up 50% - 80% of the total population.

In conditions of limited opportunities for monitoring the influence of the media on the mass consciousness, their influence spreads and becomes more and more aggressive: the transmission and receipt of information online is practiced, the consumer of mass media resources is involved in the situation of prompt processing of the information received and the formation of his own position on their key issues; haste in the collection and transmission of information relevant to society to citizens leads to the loss of its characteristics of completeness and objectivity, as a result of which the public opinion about what is happening, formed on its basis, often has a simplified nature.

Despite the fact that Uzbek has the status of the official language of the state, Russian is an integral part of the school curriculum. Attending preschool also involves mastering the basics. Involved in social life, at an early stage, children get acquainted with the concepts and words denoting them, first of all, those related to everyday life: kindergarten, school, camp, theater, cinema, play, concert, radio, actor; food: chocolate, cocoa, cookies, ice cream, cafe; computers and household appliances: food processor, mixer, hair dryer, washing machine and dishwasher, TV, refrigerator, cell phone, sim card, memory card, headphones, smartphone, laptop; transport: taxi, bus, trolleybus, plane, helicopter, rocket, harvester, submarine; clothing and accessories: hat, scarf, coat, sneakers, sneakers, hoodie, sweatshirt, etc.

It should be canceled that the names of companies and applications penetrate through Russian and become common: Sony (Sony), Samsung (Samsung), Huawei (Huawei), WhatsApp (Whats App), Viber (Viber).

On the other hand, at the initial stage of mastering a foreign language, which Russian is in the first years of its development, objective difficulties arise, first of all, this concerns the phonological structure of two languages: similar sounds (the same number of vowels - 6, with a difference in sound quality); absence of some sounds ([ng] - not in Russian; [s], [c], [u] - not in Uzbek); similar sounds with different articulations. Nevertheless, orthoepic norms: the placement of stress, the meaning of voiced-deaf and hard-soft sounds in the formation of words: chalk [chalk] - stranded [mel'], drink [p'it'] - beat [bit'] are mastered on the initial stage.

In secondary school, when certain disciplines appear, students acquire a layer of vocabulary, which consists of units of different fields of knowledge: humanities and technical sciences: composition, presentation, dictation, exam, author's intention; history: feudal lord, serf, society, empire, revolution; biology, botany: photosynthesis, reproduction, evolution, mammals; chemistry: catalysis, reaction, alkali, acid, gas, synthesize; physics and astronomy: law, attraction, vector, meteorite, comet, refraction.

Uncharacteristic for the Uzbek language vocabulary is acquired with a combination of two or more consonants: mass, being late, research, progress, abscess, and so on. Such forms of mutual influence, especially in a country where Russian, although not state-owned, but occupies an important position among others (document management, broadcasting on radio and television, print sources, and so

on) is a fundamental condition for the mutually beneficial coexistence of the two parties.

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

In the formation of abbreviations in the Uzbek language, initially Russian served as the basis, which was used for a long time to form compound abbreviated words, introduced words with foreign language components, and then became a model for independent abbreviations in the Uzbek language: LTD, SAMAVTO, Uzmashholding, GM Uzbekistan JSC and the like. Further, in the period of independence, abbreviations appeared formed according to the same principle, but in the Uzbek language MCHJ (masuliyati cheklangan zhamiyat), Samkuchavto (Samargand kuchma avto), IIB (ichki ishlar bulimi) and others.

The Russian language, like any synthetic language, is characterized by the use of suffixes and prefixes for the formation of forms of words or new lexical units: -ant / -yant (undergraduate, speculator); -flyer (grinder, gravedigger); -ist (masseur, make-up artist); -er (corrupt, billionaire); -or (forger, manipulator); -ist (perfectionist, radio operator); anti- (anti-plagiarism; anti-monopoly); re- (revaccination; recirculation); auto- (self-tanning; hitchhiking); ex- (extradition; export, ex-champion) and others.

Uzbek belongs to the group of Turkic languages, which are agglutative - the stem and the affix are separate parts of words with their own meaning, which are connected or "glued" together, that is, these are polymorphic words with a clear morphemic division: example. Bilmaidilar - they do not know where they beat - know, May - negation, di - 3rd person, lar - plural. But, as noted above, the assimilation of languages due to frequent contacts leads to the inevitable borrowing of not only phonetic and lexical, but also grammatical structure. This is primarily expressed in the introduction into circulation of nouns formed with suffixes and endings denoting the feminine gender: violinist - violinist, lion - lioness, millionaire - millionaire.

Thus, under the influence of various social and cultural events, an active process of development and enrichment of the Uzbek language is taking place. As for the vocabulary of the above words, it also requires constant work on the meaning of these words. Only in this case the students will gain a deeper understanding of 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 phraseological ones translated from Russian.

Consider the methods and ways of translating Russian phraseological units.

The study of Russian phraseology in the Uzbek audience has a general educational and educational value, and also greatly contributes to the formation of deep and strong speech skills in students, therefore, in the Russian language classes, it is necessary to fix the students' attention on phraseological phrases. Teachers

themselves must also have theoretical material on phraseology in a methodological way. A wide opportunity for mastering the phraseological richness of the Russian language is presented in the classroom of the Russian language. The texts included in the program should be saturated with a variety of phraseological phrases.

Having mastered the phraseological layer of the vocabulary of the studied texts, students enrich their vocabulary, increase the culture of their own speech. All this obliges the teachers of literature to think over the work on the optimal assimilation by students of the phraseological richness of the Russian language. For this, first of all, it is necessary to know and skillfully apply certain methods and means of transferring the meanings of Russian phraseological units into the native language of students. Not all phraseological turns of the Russian language have their equivalents in the Uzbek language. Many phraseological units are translated using free phrases or words corresponding to them in their semantic content.

In some cases, stable combinations are activated in speech by semantizing them without translation, by association and by the connection of words in the context. Such a context will cause students to associate reminiscences not only with Russian, but also in their native language, and they will remember Uzbek words and phrases that are analogous to Russian phraseological units or that reveal the meaning of Russian phraseological units.

Analysis of the phraseological material shows that many textbooks of the Russian language adhere to the basic principles of transferring the semantics of Russian phraseological units into the Uzbek language. It is very important to reveal the unity of the form and content of the phraseological 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 phraseological unit.

The transfer of Russian phraseological units into the Uzbek language is possible in several ways:

- 1) equivalent phraseological units;
- 2) analogues;
- 3) descriptive constructions.

Let's consider each of these methods separately.

1. Equivalent translation assumes phraseological units of another language, while maintaining its lexical content. This option, in addition to the lexical composition, retains the figurativeness and structure of the unit ("pichogi moy ustida" his knife is on top of the butter - like cheese rolls in butter; "burnini (osmonga) kutarmok" - lift your nose up to the sky - lift your nose up). Lexical, semantic and structural equivalence is not always preserved during transmission. The coincidence of all three types of equivalence is extremely rare (Avval uyla, keyin suyla - Think first, speak later).

2. Studying the ways of transmitting phraseological units and the peculiarities of their use in the Russian and Uzbek languages, to what extent the two linguistic

units correspond to each other, it is necessary to take into account the peculiarities of their grammatical systems, the socio-cultural aspect of development, the picture of the world and perception of the surrounding reality, similarities and differences in value orientations: concepts "Good", "Evil", "Family", moral values.

Metaphorical rethinking of the surface semantics, represented by the lexical components of the phrase, therefore the lexical composition of phraseological units and their vocabulary definitions are often radically different, for example: the hare soul is a timid, cowardly person. For a correct understanding of this phraseological unit, a presupposition is necessary - the knowledge that in the Russian language a hare is considered a symbol of cowardice (and speed of movement, cunning, the ability to disguise, which would be quite reasonable). For the peoples of Asia, the hare is a dodger and a deceiver.

Therefore, it is unlikely that a Chinese person will correctly understand Russian expressions of donkey stubbornness, stubborn as a donkey: for the Chinese, a donkey is a symbol of hard work and patience (which is true).

Thus, the created image through the linguistic means of different languages acquires a unique stylistic coloring and semantic content, having a common idea of the designated phenomenon. The Uzbek dictum *Ikki kemaga oyoq quysang, chukib ulasan* (literal translation: "Step on two boats - you will drown") is equivalent to the Russian proverb "You will chase two hares, you will not catch one." The general meaning of these sayings is: "You cannot take on several things at the same time; who pursues several goals, as a result, will not achieve more than one".

With a figurative difference, these units are semantically and, partially, structurally identical, but there is no parallelism in terms of lexical content. These units can be viewed as semantic counterparts.

The phraseological units of the Russian and Uzbek languages are similar, they correspond in meaning and do not coincide in the lexical content of their constituent elements.

Phraseological units of the Uzbek language may well convey the general lexical and grammatical meaning of the phraseological units of the original. The difference between the linguistic unit of the original and its Uzbek analogue lies either in the lexical composition or in the structure. This method cannot reveal all the specifics of the translated phraseological units, which is what differs from the first method of translation, which was considered above (a fly will fly into your mouth - *ogzingga pashsha kiradi*).

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

It should be noted that the first two methods of translation - using equivalents and analogs - are the most accurate, since they reveal not only the lexical and semantic, but also the grammatical structure, as well as the imagery and expressiveness of the linguistic unit, allow taking into account the sphere of use of phraseological units. The third way of translation - semantic - conveys only the general lexical and grammatical meaning of phraseological units (*hurry slowly - shoshilmai shoshil* and others).

Investigating the role of the influence of Russian phraseological units in the media of Uzbekistan, there are several ways to form phraseological units that act as a means of expressive coloring of the text:

Semantic transformation.

With this method, the composition of the phraseological unit remains unchanged, but against this background additional connotations are added, a play on words arises.

"Have you sharpened your skis?" serves as a headline for an article on preparing for the winter sports season. The word "perk up" is used figuratively to "prepare for something."

"The dollar is losing its ends. What is the salvation? " to give the ends in colloquial speech means "to give the soul to God; die".

Analytical transformation.

In this case, the content of the phraseological unit changes (number of components, sentence structure, lexical).

"Learned - teach another" is a modified expression of "Teaching, we learn", derived from the Latin "Docendo discimus";

"In cramped quarters and offended"; "Where does the apple fall from the apple tree?" the structure of the declarative sentence was changed to interrogative; The Seven Circles of the Construction Boom bears an analogy with the Seven Circles of Hell; "I don't want to study, but I want to teach" - a change in the lexical composition of the Russian phraseological unit "I don't want to study, I want to marry".

The contamination of phraseological units involves the combination into one whole of several phraseological units similar in meaning:

"They spent a whole hour poured from empty to empty" - as part of the new phraseological unit, the phraseological units are connected to each other in a chain;

"You can't fool a shooting sparrow on chaff" - in the composition of the new phraseological unit, which consists of two independent units, the word "sparrow" is common.

Phraseological paronomasia presupposes a combination of several consonant, but different in meaning words: "He is not deaf, but stupid"; "The Catcher in Lies."

Thus, we can conclude that stylistic devices characteristic of the Russian language are actively used in Uzbek. They either have analogues, or their meaning is conveyed in a free phrase. The meaning of such units is acquired at the initial stage of teaching the Russian language, since such units are stable expressions. In the media, the popularity of the use of phraseological phrases is due to their use as an expressive means of presenting information.

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