



# ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING IN THE REGION

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## BORROWED WORDS FROM FRENCH TO ENGLISH LANGUAGE

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**Annotatsiya** - Bugungi kunda biz ishlatadigan fransuzcha so'zlarning aksariyati Angliya Normanlar tomonidan bosib olingan 1066 yilga to'g'ri keladi. Angliya fransuzlar tomonidan qabul qilingandan so'ng, mamlakat o'sha paytdagi rahbar Uilyam Fath ta'siriga tushdi. Keyinchalik, fransuzlar iliq kunlarni o'tkazish uchun mamlakatni tark etishganda, ularning tili ancha saqlanib qoldi. Fransuz va ingliz tillarining o'xshashliklari sizning qiziqishingizga ta'sir qilishi mumkin va qancha so'zlar kesilganini tushunganingizdan so'ng, siz allaqachon fransuz tilini yaxshi bilganingizni payqashingiz mumkin. Ko'pincha, imlo ingliz va fransuz so'zlari o'rtasidagi asosiy farq bo'lib, fransuzcha aksentdan foydalanganda siz fransuzcha so'zni mahalliy odamga muvaffaqiyatli etkazishingiz mumkin.

**Kalit so'zlar:** o'zlashtirilgan so'zlar, leksik-semantik xususiyatlar, iboralar, frazeologik birliklar.

**А н н о т а ц и я** - Большинство французских слов, которые мы используем сегодня, восходят к 1066 году, когда Англия была завоевана норманнами. После того, как Британия была принята французами, страна попала под влияние тогдашнего лидера Уильяма Фата. Позже, когда французы уехали из страны, чтобы провести теплые дни, их язык во многом сохранился. Сходство между французским и английским может повлиять на ваш интерес, и как только вы поймете, сколько слов вырезано, вы можете заметить, что уже хорошо знаете французский! Часто правописание является основным различием между английскими и французскими словами, и когда вы используете французский акцент, вы можете успешно передать французское слово местному жителю.

**К л ю ч е в ы е с л о в а :** усвоенные слова, лексико-семантические особенности, словосочетания, фразеологизмы.

**Abstract** - Most of the French words we use today date back to 1066, when England was conquered by the Normans. After Britain was adopted by the French, the country came under the influence of the then leader William Fath. Later, when the French left the country to spend warm days, their language was much preserved. The similarities between French and English can affect your interest, and once you understand how many words are cut out, you may notice that you already know French well! Often, the spelling is the main difference between English and French words, and when you use a French accent, you can successfully convey the French word to a local person.

**Key words:** mastered words, lexical-semantic features, phrases, phraseological units.

**Introduction.** It is impossible to imagine a language that would not contain foreign language borrowings. So, in the English language there are many words that came from Ancient Rome, Greece, Italy, Spain, Germany and France. Many of them assimilated and acquired a completely British appearance. Others, despite their superficial similarity, sound according to English pronunciation standards.

Borrowing of words from other languages has occurred, is and will occur at all times and in the languages of all peoples. The process of borrowing words is a normal phenomenon, and in certain historical periods it is even inevitable. Mastering foreign language vocabulary enriches the vocabulary of the receiving language.

**Literature review.** Probably no one will argue if I say that no language in the world lives an absolutely isolated life. All of the world's languages are constantly influenced by other languages and cultures. Remember how many new words have been borrowed from English into Russian lately: upgrade, quilt, franchise, drive, google and many others. In connection with the socio-historical conditions, the development of European society developed in such a way that until the 20th century, mainly from the French language, the largest number of borrowings was taken. It is the English language that has undergone a particular influence in the process of borrowing from the French language in the course of its historical development. Thus, French borrowings are of particular interest for research.

The relevance of this work is determined by the fact that the borrowing of words from one language to another is a constant phenomenon. Borrowings make up a significant percentage (75%) of the vocabulary and present a certain difficulty for learners of English.

**Analysis and Results.** Rules for reading French loanwords in English  
Through my hands-on research, based on Daniel Jones's undeniably authoritative Pronunciation Dictionary, I have identified a few basic rules for reading French loanwords.

Vowel combination

The letter combination ou reads as [u:] - troupe [tru: p] (troupe), routine [ru: ti: n] (routine).

The letter combination au, eau is pronounced as [əʊ] - chauvinism [ˈvɪnɪzəm] (chauvinism), eau-de-cologne | ˈəʊdəkəlɒn | (cologne), au naturel [əʊnə: tʃu (:)'rel] (in kind).

Letter combinations “eau”, “au” give the sound [o]: beaucoup [boku], auto [oto].

The letter combination ie reads as [i:] - grief [gri: f] (sadness).

Combining vowels with consonants

The letter combination “oi” gives a semi-vowel sound [wa]: trois [trwa].

The letter combination et, uet reads as [ei] - cachet [ˈkæʃei] (imprint), roquet [ˈrəʊkei].

A number of words ending in -er are also pronounced with [ei] - foyer | ˈfɔɪeɪ | (foyer).

The letter combination eur reads as [ɜ:] in the stressed position-coiffeur [kɔːfjɜ: | (hairdresser).

The letter combination ier in the stressed position is pronounced as [iə] - chiffonier [ʃɪfəˈniə] (chest of drawers).

The letter combination *ier* with a vowel or consonant in the stressed position is pronounced as [eə] - boutonier [bu: tən'jeə] (boutonniere).

Combination of consonants

The letter *n* in combination with a consonant is usually read as [ŋ] - char-a-banc [ʃærəbæ ŋ] (sharaban).

The doubled consonant *ll* between *i* and other vowels is not usually pronounced - maquillage [mæki: a: ʒ] (makeup).

*Ch* is pronounced as [ʃ] - parachute [ˈp rəʃu: t] (parachute).

Vowels

The vowel at the end is long if the word ends in a dumb *e* - mousline [ˈmu: sli: ŋ] (muslin).

The same happens if the word ends with the unpronounceable consonant *nougat* [ˈnu: ga:] (nougat) or the combination of letters *n* and the consonant *gourmand* [ˈgʊəma: ŋ] (gourmet).

The accented *e* (*è, é, ê*) is pronounced [ei] - *née* [nei] (nee). If there are two letters *é* in one word, then the first (most often it is stressed) is usually read as [e], and the second as [ei] - *émigré* [ˈemigrei] (emigrant).

In an unstressed position, *é* can retain its usual pronunciation - *écarté* [eiˈka: tei] (ekarté).

The letters *e* and *a* in combination with *m, n*, followed by a consonant, are classically nasal - *entente* [a: nˈta: nt \ ã] (agreement). In modern language, in most cases, another pronunciation is indicated: [a: nˈta: nt].

Consonant letters

The letter *g* [ʒ] stands for *genre* [ʒa: ŋr] (genre).

In combination with *n*, the letter *g* is not pronounced - *mignon* [ˈminj ã ŋ]. Once this word was pronounced with an accent on the second syllable.

The letter *j* [ʒ] is *jabot* [ʒæboʊ] (jabot).

The letters *h, s, t* at the end of a word are not readable - *esprit* [ˈespri:] (spirit), *debris* [ˈdeibri:] (ruins), *plat* [pla:] (dish).

The letter *h* at the beginning of the word is not pronounced - *hors d'oeuvre* | ɔ:ˈdʒ:vr | (appetizer). So we read *honor* as [ɔ:nə], many people pronounce *hotel* as [oʊˈtel], not [hoʊˈtel].

**Discussion.** The assimilation process is, of course, continuous and continues at the present time. This can be seen in the example of words such as *massage*, *repertoire*, *plateau*. If in one dictionary, published in the second decade of the 20th century, the variants [mas-sahzh], [ra-per-twar], [plah-to] are given, then in the other, | ˈmæsa:ʒ |, | ˈrepətwa: |, | ˈplætəʊ |.

There was a transfer of stress from the last syllable, which is typical for the French language, to the third syllable from the end (if the word is two-syllable, then the second syllable is stressed from the end).

Some vowels also adjust to English norms. The word *protégé* | ˈprɒtəʒeɪ | sounded like [pro-ta-zha]. If earlier the word *duel* sounded like | ˈdu:əl |, it is now more commonly used | ˈdju:əl |. The word *debut*, pronounced [da-boo] | ˈdeɪˈbu: |, became | ˈdeɪbu: | or | ˈdeɪbjʊ: |. And the phonetic sounds of the word *elite* | iˈli:t | and [ˈelit] clearly supplant [eiˈli: t]. The changes also affected consonants. Now quite usable |

'fju:silidz | instead of | 'fju:zila:z | - fuselage (fuselage) and | 'ævələ:ntf | instead of the traditional | 'ævələ:nf | -avalanche (avalanche, landslide).

Changes are also taking place in the spelling. The words debris (fragments), repertoire (repertoire) have long spent their superscript. Lose them and other words in newspaper lexicon, in computer programs, for example, elite, regime, debacle. Many dictionaries give both spellings, with the first one without the superscript as the more common one. The words char'a-banc and entr'acte have become charabanc, entracte; the word ceremonie has long been a ceremony.

Naturally, the assimilation process is complex and contradictory. If at the beginning of the 20th century. the words champagne (champagne) and champaign (space) were phonetic homonyms, but today the first has retained its original sounding | ʃæm'peɪn |, and the second began to be pronounced as | tʃæmpɛɪn |.

There are compound words in which one part is French and the other is English, for example: crochet-hook | 'krəʊʃeɪhʊk | (crochet hook), au pair [,əv'peə] (a young foreigner, especially a girl who lives in a family and does light work around the house, usually for the purpose of learning the language - an au pair girl).

Some words have become homographs: buffet ['b ^ fit] (buffet, diner) and [bʊfeɪ] (cupboard); routed ['ru: tid] (set off) and [ ' rautid] (fled). At the time of Shakespeare, the word journey, derived from the French journee, meant a day trip, and now it means travel in general.

A considerable number of words borrowed from French are still perceived as foreign both in appearance and in pronunciation.

**Conclusion.** Communicating with teachers of the English language, reading the works of foreign writers, studying educational methodological complexes in the subject, I came to the conclusion that it seems necessary to formulate the rules for reading such words, since they present a certain difficulty in pronunciation. Naturally, transcription helps to read such words, but this is not a sufficiently effective tool for active language learning.

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