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Section 1: Cognitive science and linguoculturology in modern linguistics.

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Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of information and communication technologies into the language learning process.

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BUXORO DAVLAT UNIVERSITETI**

Ingliz tilshunosligi kafedrası

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JARAYONLARI INTEGRATSIYASI**

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To'plamda respublikamiz olimlari, katta ilmiy xodim-izlanuvchilari va mustaqil izlanuvchilarining xorijiy tillarda o'quv va badiiy adabiyotlar, elektron darsliklar, ixtisoslashtirilgan rasmlar bilan bezatilgan gazetalar va jurnallarni yaratish hamda chop etish samaradorligini oshirish, yoshlarda chet tilni egallash darajalarining Yevropa tizimi (CEFR)ni o'rganishning o'rni, yoshlarga chet tilni o'rgatishning psixologik aspektlari, chet tilni o'rganishda til xususiyatlarining ahamiyati va muammolari, til va madaniyatlararo kommunikatsiya metodlari, tilshunoslik va adabiyotshunoslik masalalari, uslubshunos olimlarning ilg'or tajribalarining roli kabi masalalar talqiniga bag'ishlangan maqolalari o'z ifodasini topgan. To'plamda til muammolari bilan qiziquvchi ilmiy xodimlar, katta ilmiy-xodim izlanuvchilar, mustaqil tadqiqotchi-izlanuvchilar, magistrantlar va o'quvchilar foydalanishlari mumkin.

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Prof. O.X.Xamidov, prof.K.A.Samiyev, prof. M.Q.Baqoyeva, prof.
D.S.O'rayeva, dots. N.B.Ataboyev, prof. Z.I.Rasulov (mas'ul muharrir),
M.A.Shukurova (mas'ul kotiba)

To'plovchi va nashrga tayyorlovchi:

Ingliz tilshunosligi kafedrası o'qituvchilari: M.A.Shukurova, G.F.Xayrullayeva,
A.X.Qodirova

Taqrizchilar:

Filologiya fanlari nomzodi, professor M.H.Alimova
Filologiya fanlari nomzodi, dotsent N.B.Bakayev
Filologiya fanlari nomzodi, dotsent Z.B.Toshev

experience. The emotive power of a word can influence the listener's reaction, shaping their perception of the message being conveyed.

"Heavenly": A Word of Bliss. The word "heavenly" is often associated with positive emotions. It conjures images of beauty, tranquility, and joy. When someone describes a moment, an experience, or even a meal as "heavenly," they are expressing an overwhelming sense of pleasure and satisfaction. The connotation is overwhelmingly positive, tapping into feelings of happiness and contentment.

In literature and speech, "heavenly" is frequently used to elevate mundane experiences into extraordinary ones. For example, a poet might describe a sunset as "heavenly," suggesting that the beauty of nature transcends the ordinary world. This word can also be applied to relationships, where a deep emotional connection may be characterized as "heavenly." The use of this term enhances the description, allowing the audience to feel the intensity of the emotion being expressed.

"Terrifying": A Word of Fear

In contrast, the word "terrifying" evokes feelings of fear and anxiety. It describes experiences that provoke a strong negative emotional response, often linked to danger or the unknown. When an event is labeled as "terrifying," the implication is that it induces a visceral reaction, often characterized by fear or dread.

In narratives, "terrifying" is commonly used to describe scenes that challenge a character's courage or resilience. For instance, a horror story may portray a dark forest as "terrifying," amplifying the tension and heightening the emotional stakes. In this context, the word deepens the reader's engagement, allowing them to experience the character's fear and uncertainty. The emotive power of "terrifying" prompts an immediate response, encouraging the audience to empathize with the characters' struggles.

"Betrayed": A Word of Disappointment

The term "betrayed" carries a weighty emotional charge, often connected to feelings of disappointment, hurt, and loss. Betrayal implies a breach of trust, where one party has failed another in a significant way. When someone feels "betrayed," they experience a profound sense of disillusionment that can lead to emotional turmoil.

In literature, the theme of betrayal is a common motif, often driving the plot and character development. For example, in a narrative where a friend reveals a secret, the character may express feelings of being "betrayed." This word encapsulates the pain associated with broken trust and the emotional aftermath that follows. By using "betrayed," authors can evoke empathy from the audience, allowing them to feel the weight of the character's disappointment and sorrow.

The Interplay of Emotivity in Speech

The emotivity of words like "heavenly," "terrifying," and "betrayed" showcases the complexity of human emotions and the power of language. When we communicate, the choice of words significantly influences the emotional landscape of our interactions. Understanding the emotive qualities of language can enhance our ability to convey meaning and connect with others on a deeper level.

In speeches, writers and speakers often strategically employ emotive language to persuade, motivate, or inspire their audience. For instance, a speaker might use "heavenly" to evoke feelings of hope and positivity while addressing a crowd about the future. Conversely, they may employ "terrifying" to highlight the urgency of a situation, compelling the audience to take action. The effective use of these words can elevate a speech from mere information to a powerful emotional experience.

Conclusion

The exploration of emotivity in speech through the examples of "heavenly," "terrifying," and "betrayed" reveals the profound impact that language has on our emotions. By understanding how specific words resonate emotionally, we can become more adept communicators, whether in writing, speaking, or everyday interactions. As we navigate the complexities of human experience, recognizing the emotive power of language allows us to express our thoughts and feelings more effectively, fostering deeper connections with others.

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SPECIFIC FEATURES OF LACUNAE IN RUSSIAN AND UZBEK LANGUAGES

BuxDU, Xorijiy tillar fakulteti
Ingliz tilshunosligi kafedrasi o'qituvchisi
Ubaydullayeva Muattar O'rinbekovna
m.u.ubaydullayeva@buxdu.uz

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.

ОСОБЕННОСТИ ЛАКУН В РУССКИЙ И УЗБЕКСКИЙ ЯЗЫКИ

Аннотация: В данной статье представлены сведения о фразеологических сочетаниях в узбекском и русском языках, их употреблении в предложениях, сравнении, пробелах при сравнении фразеологических сочетаний узбекского и русского языков, а также о научных работах российских и узбекских ученых, внесших вклад в в этом отношении. дано и объяснено.

Ключевые слова: сопоставительный анализ, фразеологизмы, лакуны.

INGLIZ VA O'ZBEK TILLARIDA LAKUNALARNING O'ZIGA XOS XUSUSIYATLARI

Annotatsiya: Ushbu maqolada o'zbek va rus tillaridagi frazeologik birikmalar, ularning gapda qo'llanishi, qiyoslash, o'zbek va rus tillari frazeologik birikmalarini qiyoslashdagi bo'shliqlar, shuningdek, rus va o'zbek olimlarining ilmiy ishlari haqida ma'lumotlar berilgan. bu borada. beriladi va tushuntiriladi.

Tayanch so'zlar: qiyosiy tahlil, frazeologik birliklar, lacuna.

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.JI.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)

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.

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