

Journal of Language Pedagogy and  
Innovative Applied Linguistics  
November 2023, Volume 1, No. 4, pp: 85-89  
ISSN: 2995-6854  
© JLPAL. (jainkwellpublishing.com)  
All rights reserved.



## Interlanguage Phraseological Correspondence of English-Russian-Uzbek Languages and Their Classification

Nargiza Mavlonova \*

Doctoral Degree Student (PhD), Samarkand State Institute of Foreign Languages, Uzbekistan

### Abstract

*This article presents English-Russian-Uzbek phraseological correspondences and their classification manifestation by a common semantic-stylistic invariant. The results of borrowing in the formation of Russian phraseological correspondences, their formation of a common fund of interlingual phraseological correspondences are established and examples are given.*

**Key Words:** etymology, corpus, diachronic phraseology, de-etymological, linguistic migration, non-transliterated, transliterated types, isomorphic.

### Paper/Article Info

Reference to this paper should be made as follows:

Mavlonova, N. (2023). Interlanguage Phraseological Correspondence of English-Russian-Uzbek Languages and Their Classification. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(4), 85-89. <https://doi.org/10.1997/bjzysx84>

\* Corresponding Author

DOI: <https://doi.org/10.1997/bjzysx84>



A comparison of interlingual phraseological correspondences inevitably leads to the establishment of these regional connections, to the isolation of the principle of borrowings, independent formations in the general corpus of the interlingual phraseological fund, which, in turn, makes it possible to study which processes are most productive in those closer to the phraseology of formulated languages. However, a known obstacle at the etymological stage of identifying interlingual phraseological correspondences was the lack of an etymological dictionary of Uzbek phraseology, a voluminous etymological dictionary of Russian phraseology, and in general, insufficient development of issues of genetic, historical etymology of Russian and Uzbek phraseology. As noted by V.M. Mokienko, "...out of more than fifteen thousand works, only significance is devoted to the history and etiology of stable combinations, and they are mainly based on the collections of S.V. Maksimov and M.I. Mikhelson. At the same time, the almost complete lack of development of diachronic phraseology begins to seriously hamper the further development of synchronic phraseology. The lack of development of the problems of Slavic historical and comparative phraseology adversely affects not only the development of theory, but also educational and methodological practice. Information about the historical processes accompanying the formation of Slavic phraseological systems or individual phraseological units is extremely scarce. At best, students learn about

the history of the most common expressions. The mechanism of phrase formation processes and their systemic nature remain, as a rule, unclear" /1, 4-5/. According to N.M. Shansky, "in comparison with etymological studies of Russian words, Russian phraseological etymology lags noticeably behind. Actually, we still did not have etymological dictionaries of phraseological units. In existing phraseological reference books (M.I. Mikhelson, N.S. and M.G. Ashukin, Ed. Vartanyan, etc.), information about the origin of phrases and expressions is given either sporadically and incidentally, or not clearly and scientifically enough." /2, 7/

The establishment of interlingual phraseological correspondences is a step-by-step procedure and is based on taking into account the unequal manifestation of similarities and forms in the types of phraseological correspondences. Bringing external indicators of borrowed phraseological correspondences in the field of phraseology includes the coincidence of sound, spelling, lexical content, and structure. The content side is manifested primarily through the coincidence of semantics and internal form. The selected set of identification features is summary and varies for different types of interlingual phraseological correspondences.

The lower limit of the number of languages when establishing facts of phraseological correspondences is recognized as the most limited coincidence represented by two languages, regardless of their relationship and distribution. In this case, the detected correspondences are

presented either as English-Russian phraseological correspondences, or as Russian-Uzbek etymological correspondences, or as English-Uzbek. Individual (single) bilingual correspondences are studied in connection with certain issues of fixing interlingual phraseological correspondences.

Belonging to a certain type of interlingual phraseological correspondence depends on the quantity, quality and ratio of signs of their similarities and differences. Analysis of interlingual phraseological correspondences revealed the presence of the following types (the classification was developed taking into account known phraseological typologies) in two-member (L1- L2; L2-L3; L1-L3) and three-member language series (L1-L2-L3), in which their identification in languages L1 (English), L2 (Russian), L3 (Uzbek) is carried out on the basis of the fact of correlation both in content and in form:

Materially and semantically identified interlingual phraseological correspondences, in the formation of which for L1, L2, L3, linguo-migration processes played a different role:

a) phraseological correspondences with homogeneous phonographic similarity (non-transliterated foreign language complexes for recipient languages); Basically, these are Latin expressions that have become part of a number of European languages, for example: *votum separatum*, *nota bene*, *alma mater*, etc.;

b) phraseological correspondences with partial

phonographic similarity (transliterated types of phraseological units for recipient languages), for example: *know-how*, *Scotland-/Скотланд-ярд* in Russian. and Uzbek, Russian *хот-дого* from English *hot dog*, etc.;

c) phraseological correspondences with heterogeneous partial phonographic similarity, identification of this group is ensured by the presence of an identified component ("semi-calques" for recipient languages), for example; *Achilles' heel* – *ахиллесова пята* - *Achilles tovon*i, and *labor of Sisyphus* (Sisyphus labor) – *сизов труд* - *Sisyphus mehnati*;

d) phraseological correspondences, characterized by parallelism of lexical composition and semantic similarity (calques for recipient languages); *black belt*- *sport. черный пояс*- *sport.кора белбоғ*(belt), *third countries*- *третьи страны* -*uchinchi mamlakatlar*, *the land of the the Rising Sun*-*страна восходящего солнца*- *kunchiqish mamlakati* (Japanise), *horse power* – *лошадиная сила*- *ot kichi*, *standard of live*-*уровень жизни*-*turmush darajasi*, *a state within a state*-*государство в государстве* - *mamlakat ichidagi mamlakat*.

2) Isomorphic phraseological correspondences:

a) de-etymological phraseological units and their correspondences. The selection of this group is due to the fact that in most cases it is impossible to establish whether the result of phraseological borrowing (from any one source or different) or its absence occurs, let's compare; *волна забастовок* - *wave of strikes*, *open*

letter - открытое письмо, living (dead) languages - живые (мертвые) языки, light music - легкая музыка, fresh news - свежие новости); b) independent identical phraseological formations (semantic, figurative identification, partial lexical, partial/complete structural and grammatical discrepancies are possible): right hand - правая рука - (o'ng qo'l, armed to the teeth - вооруженный до зубов - tishigacha qurollangan, the irony of fate - ирония судьбы - taqdir hazili.

3) Formal phraseological correspondences, characterized by

parallelism of lexical composition and violation of the identity of semantic integrity, for example: Uzbek phraseological unit "taqdiriga (manglayiga, peshonasiga yozilgan" (Destined. Written in the family) - Russian phraseological unit "на лбу написано" (Clearly, something is immediately visible from someone's appearance); eshikga yo'l ko'rsatmoq (First invitation to visit)- "Показывать на дверь" ko'z qirini solmoq - ("положить глаз" in the meaning of "cast a glance") and colloquial. rus. Ph.U. "put an eye on".

## References

- [1]. Mokienko V.M. Slavanien filology. –M.: High school, 1980.-207 p.
- [2]. Shanskiy N.M., Zimin V.N., Filippov A.V. Experience of an etymological dictionary of Russian phraseology. –M.: Rus., 1987. -240 p.
- [3]. Farruxovna B. G. Syntactic Analysis of Speech //American Journal of Social and Humanitarian Research. – 2021. – T. 2. – №. 3. – C. 74-77.
- [4]. Boltakulova G. F. Syntactical Distribution of Components Expressing Temporality in the English and Uzbek Languages //of Chelyabinsk State University. – 2016. – №. 9. – C. 49.
- [5]. Boltakulova G. F. Adverbial variants of temporal syntaxemes //Humanities and Social Sciences in Europe: Achievements and Perspectives. – 2016. – C. 194-198.
- [6]. Болтакулова Г. Ф. Синтаксическая дистрибуция темпоральных компонентов В английском и узбекском языках в сопоставительном аспекте //Ученый XXI века. – 2016. – №. 2-3.
- [7]. Болтакулова Г. Лингвопрагматические особенности языковых единиц в контексте употребления //Иностранная филология: язык, литература, образование. – 2019. – №. 2 (71). – C. 90-95.
- [8]. Farruxovna B. G. Linguistic Methods in Sentence Analysis //Journal of Pedagogical Inventions and Practices. – 2022. – T. 13. – C. 54-56.
- [9]. Fakhriddinovna H. L. The Role of Project Based Learning in Enhancing Research Skills Through Practical Activities //ResearchJet Journal of Analysis and Inventions. – 2022. – T. 3. – №. 1. – C. 152-156.
- [10]. Холикова Л. Ф. Filologik ta'lim yo'nalishlarida ingliz tilini o'qitishda mazmunli va tizimli loyihalarni amalga oshirish strategiyalari // Международный журнал искусство слова. – 2021. – T. 4. – №. 5.
- [11]. Холикова Л. Ф. Managing University Students' Research Skills Through Interdisciplinary Projects and E-Projects // Международный журнал искусство слова. – 2021. – T. 4. – №. 4.

- [12]. Fakhriddinova H. L. Pbl virtual educational platforms in foreign language teaching //Asian Journal of Research in Social Sciences and Humanities. – 2022. – Т. 12. – №. 5. – С. 187-191.
- [13]. Fakhriddinova H. L. The Effect of Applying the Project-Based Learning Approach in English Classes on Students' Success // Jahon ilm-fani taraqqiyotida tarjimashunoslikning ahamiyati. – 2021. – С. 154.
- [14]. Holikova L. F. The Role of Research-Based Learning to Enhance Research and Academic Writing Skills and Types of Projects // International Academic Research Journal Impact Factor 7.4. – 2023. – Т. 2. – №. 1. – С. 84-96.
- [15]. Мавлонова Н. О сопоставительном изучении фразеологии на современном этапе //Scientific progress. – 2021. – Т. 2. – №. 4. – С. 849
- [16]. Мавлонова Н. К вопросу о типологии фразеосочетаний // Иностранная филология: язык, литература, образование. – 2018. – Т. 3. – №. 3 (68). – С. 71-73.
- [17]. Alisherovna M. N. On the Comparative Study of Phraseology at the Present Stage // Central Asian Journal of Mathematical Theory and Computer Sciences. – 2021. – Т. 2. – №. 9. – С. 4-8.
- [18]. Мавлонова Н. Независимое возникновение межъязыковых фразеологических соответствий // Иностранная филология: язык, литература, образование. – 2019. – №. 4 (73). – С. 59-63.
- [19]. Nazarova Nurjahan Bakhodirovna. (2023). The Role of Toponyms in the Onomastic Field of the Fairy Tale. International Journal of Social Science & Interdisciplinary Research ISSN: 2277-3630 Impact Factor: 7.429, 12(06), 81–83.
- [20]. Nazarova, N. B. (2023). O'zbek va ingliz xalq ertaklarida o'xshatish. Science and Education, 4(6), 970–974.
- [21]. Bahodirovna, N. N. . (2023). Linguistic Means of Describing Fairy-Tale Characters. Best Journal of Innovation in Science, Research and Development, 2(5), 254–256.
- [22]. Назарова Н. Б. Эртакнинг дискурсив белгилари //международный журнал искусство слова. – 2022. – Т. 5. – №. 2
- [23]. Ibodullayeva, Maftuna Habibullayevna. "The use of superstitions in English fairy tales." Science and Education 3.5 (2022): 2021-2025.
- [24]. Ibodullayeva, M. H. "The use of superstitions in the life of English-speaking countries and their types according to situations." Samarkand: So'z san'ati (2022): 2-3.
- [25]. Habibullayevna, M. I. "The Role of Folklore in Language Teaching and Learning Process." Academicia Globe: Inderscience Research 4.01 (2023): 82-85.