



USE OF GRADUONYMIC WORDS IN UZBEK-ENGLISH PARALLEL CORPORA

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Abstract

This article covers use of graduonymic words in uzbek-english parallel corpora. In the paper, using examples of graduonymic series, the morphological differentiation of the meanings of objectivity and quality is considered, which exist in a syncretic way in objective reality and are discretized (dissected) in human thinking and language.

Keywords: meaning of objectivity, meaning of quality, graduonymic series, morphological distinction, graduonymic microfield, graduonymic macrofield.

It should be noted that the phenomenon of linguistic gradation or graduonymy becomes a mechanism for differentiating the meanings of substantiveness and attributiveness. Consequently, the substance and attribute, which are realized in a discrete form of syncrete and mixed beings in the objective existence, are gradually distinguished in human thought and language, in its structural layers, such as phonetic, lexical-semantic, grammatical (layers), and in shallow aspects, namely phrasemic and paremic that are connected with them.

It is observed that it demarcates and forms specific micro- and macrofields in the process of this differentiation. This is clearly visible not only in the system of relative languages, but also in the framework of different system languages, such as Uzbek and English. Below, we will try to justify our opinion on the example of lines reflecting graduonymic relations in distinguishing the meanings of substantiveness and attributiveness in Uzbek and English languages. As mentioned, such tools are divided into three types according to the three levels of language construction and three main signs of the classification of word groups: Adhering to the terminology used by Baker (1995: 230) and McEnery (1996b: 58) a parallel corpus is a collection of texts in one or more languages with their translation into another language or languages that have been stored in a machine-readable format. It concerns original texts and their translation. i.e. the same texts in different languages. Because the corpus consists of original texts and their translations it has also been referred to as a translation corpus by Johansson & Hofland (1994: 25) and Schnied & Schaffler (1996:41). among others. A parallel corpus should not be confused with a comparable corpus. The latter usually





refers to a corpus consisting of original texts and translation in one and the same language (Baker 1995: 234). It does not concern the same texts. Such a corpus is used to ascertain differences in language use in original and translated texts. In Aijmer (1996) the term parallel corpus is used to refer to a comparable corpus and the term translation corpus is used for a parallel corpus. A comparable corpus can also contain original texts in different languages concerned with the same topics in both languages. Those texts are not translations of each other (Leech 1997: 21).

When a corpus contains original texts in two or more languages and the translations of those texts into different languages it is simultaneously a parallel corpus and a comparable corpus, because the corpus comprises original texts and translations thereof into another language as well as original and translated texts in the same language. A parallel corpus is mostly used for the automatic construction of lexicons and for research into translation problems in two or more languages contrastively. Furthermore a systematic study of the differences between languages through a comparison of original and translation has proven its value in ascertaining the idiosyncratic aspects of those separate languages. A further research theme is the phenomenon known as translationese (Baker 1993: 243). It concerns deviations in the normal use of a language in translated texts as a consequence of the influence of the language of the source text. Lauridsen (1996) questions the use of translated texts from parallel corpora for the analysis of the structure of a language or a text. Do we actually test the language, or is it more the translator's achievement being tested? Gellerstam (1996) concurs that translations are not useful for studies about language typology or linguistic universals, because of the fact that the translation is influenced by the source language. He thinks that a parallel corpus can be a useful tool for language learning. Parallel corpora, for example, supply material for training courses and a translator's education. The English-Swedish Parallel Corpus of the University of Lund (Aijmer et al. 1996: 73-85). Originally an English-Swedish corpus with thirty original English and forty original Swedish texts. Later Finnish and Norwegian were added as target languages: all source texts in English must be available in translation in Finnish, Norwegian and Swedish. Fragments of 10,000 to 15,000 words, always taken from the start of a book. The corpus has a wide range of text types, authors and translators, although only written texts. The texts are in contemporary language: since 1980. The proportion fiction : non-fiction is 1 : 1. The Euro3enn Corpus of Multilingual I (ECI, 'hf, 'D. A multilingual corpus on CD-ROM. Besides texts from German, French and Dutch newspapers the CDROM also contains a parallel corpus of about five million words in English, French





and Spanish. The texts thereof were taken from the Official Bulletin. B Series 1984-1989 of the International Labour Organisation (ILO).

The Hcrnsccrd ('olpus. It contains a collection of proceedings of the Canadian Parliament in English and Canadian French. Includes spontaneous discussion and written correspondence. besides legislative propositions and prepared speeches. It covers a time span from the niid-1970's through 1988. The material is available on CD-ROM from the IBM T.J. Watson Research Center and from Bell Communications Research Inc. and was released in January 1999 from the LDC (Linguistic Data Consortium) (Hansard 1999). The Inferncifion~zl Telecornmunicnlions Uniori (70rpzrs. Used in the European CRATER-pro-ject (Corpus Resources and Terminology Extraction). The prqject was a cooperation between Lancaster University (England) and L'niversidad Autónoma de Madrid (Spain). The corpus is in three languages: English. French and Spanish. It consists entirely of technical texts from the Intemational Telecommunications Union.

The corpus is completed and consists of 5.5 million words (McEnery & Oakes 1996a). The Infersecl P~rrcrillel ((irpzrs. University of Brighton. The project started in 1994. The aim is to construct and analyse a parallel bilingual corpus of French and English written texts. There is no information about the current state of affairs and obtained results except for Salkie's study (1997) about 'but' and 'mais'. A further refinienient of the method was established bj. the recognitioii of so-called cognates in the original and the translation. They are words and especially symbols that the two languages have in common. They are. for example. proper names. numbers. question marks. exclamation marks. quotation marks. colons. etcetera. They are also known as anchor points; the name is self-explanatory. In the Engii.~h~Yorii~t'giun Pírrallel Cbrpia. (Johansson & Hofland 1994: 29-32) they even use a bilingual lexicon of 850 words. which contains mainly function words. but also content words. such as the days of the week. the months and the most common adjectives and nouns. But also word stems. such as 'open' in English. which also stands for 'opens'. 'opened'. 'openly'. 'openness'. Based on the presence of anchor words it is ascertained whether or not a combination of sentences is an original and its translation.

A comparison of the number of words and letter symbols is also taken into account. A sentence in a language with few compounds contains more words. but probably about the same amount of letter symbols as the same sentence in a language that knows many compounds. The way in which the English-il/(>r~~egiu Purallel C:orpus of the Universities oi Oslo Bergen is structured is a clear example of the application possibilities of a parallel corpus. It contains original texts in English and Norwegian. The translations of those texts into another language are also included. This corpus is





therefore useful for both contrastive analyses and the study of translations; a contrastive study of the original texts in both languages and a contrastive study of the original texts in the one language and the translation thereof into another. Translation studies can be conducted on the concordance between English and Norwegian and vice versa. or of original and translated texts in the same language. or of translated texts in each of the languages.

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