



## FORMATION AND TRANSLATION PROBLEMS OF HOUSE EQUIPMENT LEXICON IN ENGLISH AND UZBEK LANGUAGES

Mirzaev Ibodullo Kamolovich  
Teacher of Termez State University

Hayitova Shohida Erkin Kizi  
Master of Termez State University

### **Annotation:**

Vocabulary teaching is the basis of language teaching. Vocabulary is a set of words and phrases that are studied, taught. It is impossible to teach and study different types of speech activities without mastering vocabulary. It is used as material for speech activities.

**Keywords:** vocabulary, speech activity, linguistics, language experience

### **Introduction**

Linguistic features of English lexicon affect its study and teaching. When a teacher uses these qualities positively and effectively, it will be easier to achieve the goal.

The linguistic features of English lexicon can be divided into 3 groups:

1. Linguistic features of English lexicon in communication;
2. Linguistic features resulting from the student's comparison of English vocabulary with native vocabulary;
3. Linguistic features of the student and the student in comparison with English and Russian, native language vocabulary [15]. Group 1 includes:
  - 1) Some letters in words cannot be read. For example: take, gate.
  - 2) the ambiguity of the words. For example: a floor, floor, floor;
  - 3) availability of conversion;
  - 4) the letters in some words are not readable as a rule:
  - 5) some letters in English words, difficult pronunciation of compounds,
  - 6) verbs have 4 different forms

Group 2 vocabulary also has its own characteristics [3-29].

The two meanings of the words are the same, the main meanings of the two languages are not the same, the additional meanings are the same, the main and additional meanings of the two languages are the same. may be correct. When comparing English lexicon with Uzbek lexicon, the following features emerge.





1. The meaning of a word in two languages is inconsistent: the meaning is narrow in one language and wide in the other. For example: afternoon - a period from 12 to 18 o'clock. Here it is difficult to express the meaning in a broad word in English in Uzbek[28].

2. Partial correspondence of the meaning in English to one word (meaning) in the native language.

For example: chopon - a robe, doppi-sculcap. Uzbek doppi and chapan correspond in part to English clothes, the meaning is close in part, but such clothes do not exist in English. Therefore, a robe should be interpreted as a dress worn by English men at home, similar to the Uzbek coat.

3. In English, the meaning of a word in the mother tongue is 2 words. For example: many - much, many

4. Words that are not found in Uzbek language. It is very difficult to give them in one word in Uzbek: doubledecker.

5. The pronunciation of an English word corresponds to the pronunciation of an Uzbek word. For example: a magazine[3-29]. Here, the student, the students hear this English word; Uzbek means "shop", but it translates as mirror.

Vocabulary of 3 groups also has its own characteristics:

1. Existence of intermittent words with the same meaning in all three languages: For example, volleyball, tennis;

2. In English and Russian the meanings of words are the same, and in Uzbek they are given in one word: hand - elbow-elbow, cyst-palm, arm - at kisti do plechi - palm -to the shoulder – arm[18].

3. Presence of prepositions in English and Russian, but not in Uzbek, they are given in Uzbek with the help of adverbs and auxiliary words: on - on - to - to - for , from - from

When a teacher teaches English vocabulary, it is a good idea for them to develop a teaching that understands and takes into account the above 3 groups of features[11].

When teaching English vocabulary, it is necessary to take into account the language experience of the student (Uzbek, Russian, English).

Initially, the student learns to pronounce, write, read, listen, understand and speak Uzbek words. As a result, the student has the skills and experience to express their thoughts in Uzbek orally and in writing, to pronounce similar sounds and words, to read, write, speak 'llash, language experience, skills are formed.

The student can transfer this skill, ability, experience to him while blindly learning English. This means that the sounds in English words are pronounced without touching the palate as in the native language, although they are pronounced in the



palate in English. As a result, the pronunciation and reading of the word becomes Uzbek[28].

The student's language experience in Uzbek lexicon influences the teaching of pronunciation, reading and writing of English lexicon. This effect can be positive or negative. Helps to learn when there is a positive impact. When it has a negative effect, it interferes, interferes with learning, and confuses[21].

The student's native language experience has a positive effect on the study of English vocabulary in the following cases:

A) When a student expresses an opinion using a word, he / she forms some sentence structure in the same way as in the native language, because the place of words in English sentences corresponds to the Uzbek language. For example: This book is This is a book.

B) a new word must be formed by adding a suffix:  
work- worker.

C) Correct a new word by adding 2 words: - classroom

The student's native language can be negatively affected in the following cases:

a) when making a word without addition, by conversion. For example: an eye, to eye[5].

This conversion, which is not in Uzbek, results in interference.

b) The student uses the word to express his / her opinion in the same way as in his / her native language, although in general the structure of speech in Uzbek does not correspond to English. For example, the phrase "My brother works at school" is called "My brother at school works", which means that the sentence is placed in the English sentence in the same order as the Uzbek sentence under the influence of the Uzbek language experience[8].

c) Conversion causes lexical interference even when the student is reading an English text. For example: His works are very interesting. He works very well.

In both cases, the word work is understood as work.

g) non-reading of letters in words: lake, tongue

d) The word has many meanings in the text: to work, work, works also cause interference.

e) under the influence of the Uzbek language, the following also cause interference; inconsistency of meanings: a robe (robe) - a robe[4];

f) The Uzbek word is expressed in English by many words: to see - to see, to eye.

j) One meaning is expressed in two words in English: hand - arm, hand

With this in mind, teachers themselves need to teach vocabulary, find the lexical interference that arises, look for ways to prevent it, and tell students in advance.



Language experiences play an important role in building strong knowledge and skills. It is impossible to skip and leave without considering the impact of these experiences.

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