

THE CONCEPT OF LACUNA AND ITS LINGUISTIC DESCRIPTION

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ABSTRACT:

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Ushbu maqolada tilshunoslikdagi “Lakuna” tushunchasini zamonaviy texnologiyalar yordamida talabalarga yetkazish yo’llari qarab chiqiladi.

KEYWORDS:

Lakuna, zamonaviy texnologiya, lakunariylik hodisasi.

INTRODUCTION. The study of the spiritual-cultural, universal value and character of the peoples of the world, enrichment at the expense of lexical units of the literary network is one of the most pressing issues of the current era. The application of language, society and culture in relation to each other is considered one of the problems of current linguistics. At this point, the issues of linguistics are becoming more important not only to describe linguistic phenomena, but also to highlight their culture, relationships, in the process of studying phenomena related to that language.

Nowadays, one of the modern areas of linguistics is translation, the study of the differences of language in the fields of linguistics, liggvaculturology, linguomamlacatology and several others has become much more intense. Comparing words, texts in different languages, we often find a lot that one language cannot find its lexical unit, its equivalent in another language. Cultures in the languages of the world are always in interaction and cooperation, a phenomenon that ensures their continuous development. Together with this, some languages include differences, that is, different aspects of languages, also arise. This phenomenon is studied in modern linguistics as “lacuna”. Lacuna is actively used today in the mutual imbalance between the languages being compared, that is, in systemic differentiation.

The term "lacuna" "is derived from the Latin words" lacuna " – hollow, deep, hollow; French" lacune" – hollow, hollow, and was first introduced to science by Canadian linguistic scholars.

In the 70s of the 20th century, the use of the term "lakuna" began to gain widespread popularity. The term lacuna is called in linguistics by lacuna, words with contradictory meanings, intervals, lacunae or white spots on a language map, translatable untranslatable lexemes, and again by many names in science.

Literature analysis and methodology

The term" Laguna " was first coined by Canadian linguists J.P. Vine and J. It was given scientific treatment by the darbelnes, who defined it: "in places where a word in one language cannot find an alternative in another, the phenomenon of Lacuna is always experienced".

V.G. Gak explains the lacuna as "gaps in the lexical system of a language, the non-existence of words that seem to have to exist". The researcher considers lacuna to be the presence of concepts in this society, but the absence of words that represent them, the presence of separate lexical expressions in another language for such concepts. An example of lacunae is the absence of comparable sutka and kipyatok in French into Russian.

Lacuna (J.P. Vine and J. Darbelne, V.L. Muravev), intermediate, lacuna (K. Hale), contradictory words, intervals, lacunae, or white spots on a language map (Y.S. Stepanov), untranslatable words (V.G. Chernov), without an alternative, zero word (I.A. Sternin), non-alternative or background lexicon (L.S. Barkhudarov, Y.M. Vereshagin, V.G. Kostomarov), random lacunae, untranslated lexicon (L.S. Barkhudarov), etc.k. can be seen applied. S.Vlachov and S.The florins interpreted the phenomenon of lacuna as Realies, a separate category of means of expression, that is, "words and combinations of words characteristic of the domestic, cultural, social and historical life of some people and alien to another people, without a clear alternative in another language."

O.A. Ogursova believes that these lexemes are words that have no analogues in comparable languages. Olima favors the use of the term lakuna and has noted that it is a short word free of connotation rather than a vocabulary; it is inappropriate to use the non-alternative term for it as the phenomenon being described can be spoken of in terms of the degree of differentiation.

In the 21st century, when different cultures are mixing, interest in different states, languages, Nations, peoples, their cultures is gaining importance, conducting various studies on them. The 2 national cultures, close and distant, do not in any case fit together

completely 100%. The acceptance by the recipient (recipient) of the text in another culture within the framework of their culture causes a misunderstanding, misunderstanding of the other culture, and even, in some cases, intercultural conflict as well as conflicts. Even in the absence of lexical (linguistic) barriers, it is the presence of non-identities and differences in cultures that can interfere with intercultural communication. The “lacuna”, which represent the national characteristics of the linguistic community, are a specific barrier to teaching foreign languages. However, the experience of intercultural communication in overcoming difficulties and misunderstandings in the National specific differences of these cultures indicates the presence of different methods.

In Particular, O.A. Donskikh, I.Y. Markovina, G.A. Antipov and Y.A. Sorokins divide social lacuna into 2 methods of elimination. They are methods of filling and compensation. Filling in "lacuna" is the process for the recipient (recipient) to reveal the meaning of some concept that belongs to another culture. The most common type of Lacuna filling is the preservation of an unsur in text translation, which is of a national - cultural nature. Another way to eliminate social “ lacuna” is considered a method of compensation, and the removal of a national specific barrier is cited as its main task. The simplest type of compensation for lacunae in a text is the use of simple lexical units or Realies by the author when giving a passage related to another culture in the recipient language.

Conclusion

In general, it is natural that each of the interactive meodics used in the course of the lesson is also effective in its own right and serves to generate interest in students in relation to the topic. However, it is advisable for the teacher to be able to choose the right methodology based on his pedagogical skills. As expected results in the application of these techniques, we can say the likes of being able to give new knowledge, constant control, boredom and fair assessment. In students, however, positive results are undoubtedly achieved, such as mastering, strengthening, evaluating new knowledge, generating and acquiring skills to work alone or in groups. As a recommendation, it can be said that when covering each topic and organizing a lesson, it is necessary to be able to choose the most suitable of the existing methodologies and use them correctly, to collect additional information that will fully cover the topic.

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