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LACUNA AS A LINGUISTIC UNIT AND ITS INTERPRETATION IN DIFFERENT LANGUAGES

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Annotation:

This article considers the concept of lacuna (in linguistics, “gap”) as a linguistic unit and analyzes its interpretation in different languages. Lacuna is a unit that represents semantic, pragmatic or culturological components that exist in a particular language or culture, but do not have a complete equivalent in other languages or cultures. The article considers the classification of lacuna (lexical, grammatical, pragmatic, culturological and stylistic lacunas), methods of identification (contrast analysis, corpus research, translation practice), and intra- and interlingual manifestations of lacuna.

Keywords: lacuna, linguistic unit, lexical lacuna, grammatical lacuna, pragmatic lacuna, contrastive analysis, translation problems, cultural codes, lexico-semantics, lexicography.

One of the concepts that has been widely used in linguistics in recent years is lacuna. Today, this concept is actively used in research on linguocultural studies, translation studies, intercultural communication theory, and sociolinguistics. In each field, there are common aspects as well as differences in its application. These differences are realized through different interpretations by authors based on the demands and needs of the research field. The term lacuna was first introduced into scientific circulation by Canadian scientists J. Vine and J. Drabelne. In their book “The Method of Comparing French and English Languages,” these scientists defined lacuna as a linguistic phenomenon determined by comparing two languages: “A lacuna occurs where a word in one language has no equivalent in another language”¹. It is also clear from the definition that in this case, scientists used this term to express concepts that are not equivalent to each other in the conceptual sphere of two cultures and are determined by comparing two languages.



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Although the term lacuna has undergone minor semantic changes in later periods, this definition has served as the primary basis for preserving its original terminological characteristics.

Linguistics or linguistics studies and analyzes the complex social phenomenon of language as a system - a whole object. In the process, it is observed in various forms and forms. This follows from the nature of language, which has social characteristics, from the need to study and examine it from different sides, and from the fact that this is absolutely correct from a scientific point of view.

Language is not only a means of communication, but also a mirror of a particular culture. Each language reflects the worldview, values, and experiences of its speakers. Therefore, there are not always completely identical equivalents for expressing the same concepts in different languages. This situation gives rise to the concept of a lacuna - a "gap" that can be analyzed as a linguistic unit.

A lacuna is a unit that represents semantic, pragmatic, or cultural components that exist in a particular language or culture but have no complete equivalent in other languages or cultures. Lacunas are important in the fields of linguistics, cultural studies, and translation, helping to understand the complexities of interlingual and intercultural communication.

The science of linguistics serves to confirm and prove that language - a tool of communication - is one of the most important, fundamental, and unparalleled criteria for the development and prosperity of society. In addition, it serves as a solid foundation for the formation of national consciousness, national worldview, national pride and ideology by introducing the learner to the possibilities of the native language - ways of expressing a single thought, thing or event in hundreds of ways, developing creative thinking in it, instilling in them the peculiarities of thinking in the native language and the construction of the native language, its fundamental difference from other languages, and the ability to reflect the world "in its own way". The concept of lacuna is of great importance in linguistic research. It plays a major role in studying intercultural differences, analyzing translation processes, and understanding language development. The presence of lacunae indicates the uniqueness of languages, and their study remains a pressing issue in the field of linguistics. In recent years, serious attention has been paid to



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the description and study of the phenomenon of lacunae in language in Uzbek linguistics. Some work has been carried out in this regard. As an example, the work of scientists such as Sh. Usmanova and N. Ismatullaeva can be cited. N. Ismatullaeva specifically studied lacunae in Chinese and Uzbek and expressed significant scientific opinions on them. It is appropriate to recognize that work on this issue has been significantly revived in Uzbek linguistics. However, much work needs to be done in this regard. So far, lexical lacunae in the Uzbek language have not been studied in a comparative aspect with other languages. In linguistics, identifying gaps within a particular language, revealing the reasons for their occurrence and developing methods for filling them, dividing them into thematic groups by type, classifying and systematizing them, and identifying the unique and similar aspects of the worldview of both peoples by comparing gaps in languages of different nature are among the important issues. The study of these issues serves to clearly demonstrate the similarities and differences between languages and cultures, to eliminate some obstacles in intercultural communication in the current era of deepening globalization processes, and to increase the effectiveness of teaching and learning foreign languages.

In the conceptosphere of the Uzbek people, there is a concept of not repeating the words of great people (not repeating, not objecting). However, there is no lexeme that names it (therefore, it has to be explained with an explanation or a phrase). This situation shows that a lexeme corresponding to a concept does not always exist in a language. The difference in the concept in the comparison of two languages is even more obvious in semantic and segmental analysis. For example, in Russian there are two lexemes denoting the apple fruit and the apple tree (яблоко, яблоня), while in Uzbek these two lexemes are represented by one lexeme. In linguistics, the distinction and description of a lacuna from its related phenomena has been definitively completed today.

In particular, separate schools of research have emerged in this regard in English and Russian linguistics. Although the study of lacunae in the comparison of two languages is the leading one in these scientific schools, special attention has recently been paid to the fact that the phenomenon of lacunae also exists within a language, and that this phenomenon is one of the developmental factors in language



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development. One of the important studies in this regard is the work of the Russian scientist G. Bykova entitled "Lacunarity as a Category of Lexical Systemology". In it, the scientist studied the types of lacunae, methods of identification, causes of occurrence, and ways of elimination in a broad aspect based on Russian language materials.

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