

ISSUES OF PRESERVING UZBEK NATIONAL REALIA IN THEIR ORIGINAL FORM  
WHEN TRANSFERRING INTO FOREIGN LANGUAGES

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**Abstract:** This article examines the theoretical foundations of national-cultural vocabulary, national realia, and exoticisms. It also analyzes the problems arising in the process of transferring Uzbek non-equivalent lexical units into foreign languages, particularly issues related to transliteration, phonetic adaptation, and cultural loss. The findings of the study demonstrate the necessity of preserving national realia in forms as close as possible to the original.

**Keywords:** foreign languages, national realia, cultural vocabulary, exoticisms, transliteration, intercultural communication

**Introduction**

In the era of globalization, the process of learning foreign languages has been expanding rapidly. Language acquisition is no longer limited to mastering grammatical rules alone; it also involves understanding the cultural values inherent in that language. Language and culture are closely interconnected, and studying one without the other cannot yield comprehensive results.

From this perspective, national realia, which occupy a significant place in the vocabulary of every language, deserve special attention. They reflect the lifestyle, customs, historical experience, and mentality of a particular people. The study of national realia enables foreign language learners not only to understand the language itself, but also to gain deeper insight into the culture of its speakers.

However, numerous challenges arise when transferring such units into other languages. In particular, the absence of direct equivalents, incorrect transliteration, and the loss of cultural meaning remain among the most pressing issues.

**Methodology**

This research was based on the following scientific methods:

First, a comparative-analytical method was employed to compare Uzbek national realia with their forms in other languages.

Second, a descriptive method was used to systematize scholarly views related to national-cultural vocabulary.

Third, a linguocultural approach was applied to examine the interrelationship between language and culture.

Fourth, contextual analysis helped identify the functional characteristics of realia within speech.

The theoretical foundation of the study was based on the works of scholars such as Sergey Vlahov, Sider Florin, Yevgeny Vereshchagin, and Vitaly Kostomarov, among others.

**Results**

The findings of the study revealed that although national realia are interpreted differently by various scholars, their common feature lies in conveying cultural information.

National realia were classified into the following major groups:

- **Toponyms:** Tashkent, Samarkand, Bukhara
- **National dishes:** *palov, somsa, norin*



- **Household items:** *piyola* (traditional tea bowl), *dasturxon* (tablecloth used for serving meals)

- **Social concepts:** *mahalla*

- **Cultural phenomena:** the Navruz holiday

The analysis demonstrated that these units are often transferred into other languages through transliteration. However, the transliteration process frequently results in several shortcomings:

- alteration of word forms;
- incorrect pronunciation;
- loss of national coloring and cultural authenticity.

For example, the rendering of the word *Toshkent* as *Tashkent* represents a phonetically adapted variant that diverges from the original pronunciation.

### Discussion

Based on the findings, several major problems were identified.

First, phonetic differences between languages hinder the accurate representation of realia. Each language possesses its own sound system, which creates difficulties in adopting foreign linguistic units.

Second, excessive adaptation to the norms of the target language often occurs during transliteration. As a result, the original form becomes distorted.

Third, historical factors also play a significant role. Since some Uzbek realia entered other languages through Russian mediation, incorrect variants became widespread internationally.

Therefore, the following recommendations are proposed:

- preserving national realia in their original form whenever possible;
- developing unified transliteration standards;
- using multimedia resources in the educational process;
- creating specialized glossaries.

In addition, providing foreign learners with cultural explanations of realia is considered highly important.

### Conclusion

The translation and accurate transmission of Uzbek national realia into foreign languages constitute one of the most important and actual issues in modern linguistics and translation studies. National realia are unique linguistic units reflecting the historical, cultural, social, and everyday life of a particular people, and therefore ordinary lexical equivalence is insufficient when translating them into another language. Consequently, a translator must possess not only linguistic competence, but also a deep understanding of the culture, customs, and worldview of the people concerned.

The translation of national realia is inherently complex because such units often lack direct equivalents in other cultures. In such cases, various strategies are employed, including transliteration, explanatory translation, descriptive methods, and analogy. Each of these methods has its own advantages and disadvantages, and the appropriate choice directly affects the quality and semantic accuracy of translation. In particular, preserving national realia in forms close to the original is crucial for maintaining national coloring in translation.

At the same time, the study of cultural vocabulary and exoticisms occupies an important place in foreign language teaching. A person learning a foreign language should acquire not only grammatical rules and vocabulary, but also an understanding of the culture of its speakers. Through national realia, learners gain a deeper understanding of another people's lifestyle, values, and mentality. This contributes to the effective implementation of intercultural communication.



In intercultural communication, the correct understanding and use of national realia strengthen mutual understanding and reduce misinterpretations and communicative barriers. This issue becomes increasingly relevant in the context of globalization, where interactions among representatives of different nations continue to expand. Therefore, translators, language teachers, and researchers bear significant responsibility in this regard.

In the future, it is important to further expand scientific research in this field. In particular, there is a need to create a systematic classification of Uzbek national realia, conduct an in-depth analysis of translation methods, and explore their practical applications. Moreover, developing methodologies for teaching cultural vocabulary through modern pedagogical technologies remains one of the urgent tasks.

From a practical perspective, creating specialized dictionaries, manuals, and electronic resources for translators and language learners is of great importance. Such resources can serve as effective tools for understanding and correctly using national realia. Additionally, learners' knowledge can be reinforced through examples, texts, and interactive materials used in authentic contexts.

In conclusion, the translation and teaching of national realia constitute an essential component not only of linguistics, but also of cultural studies. Through them, it becomes possible to preserve national identity, introduce it to the world, and establish effective communication among different cultures. Therefore, scientific and practical work carried out in this field will not lose its relevance in the future; on the contrary, it will continue to develop further.

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