

Potential Problems of Translating Collocations from English into Uzbek and Russian Languages in Literary Texts

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Abstract: This article deals with a detailed study of some issues related to the characteristics of English collocations, phrases, phraseological units and the problems of translating them into Uzbek and Russian. The interest in translating collocations comes from their great importance in language. Translators and students face problems and difficulties in translating collocations.

Keywords: Collocations, Translating Collocations, language, method, phrase.

INTRODUCTION

Learning English is widespread in our country. Good knowledge of the language, including English, is impossible without knowledge of its phraseology. Knowledge of phraseology makes it extremely easy to read both non-fiction literature and fiction literature. It is very important to teach students the ability to understand and correctly translate the phraseological units of the studied language.

MATERIALS AND METHODS

As you know, the structure of the English language differs from the structure of the Uzbek language, and from a genetic point of view, they belong to different language families. Consequently, the grammatical structure of these languages also differs from each other. For example, in the Uzbek language there are many affixes, a sentence begins with a noun and ends with a verb, there are no prepositions, articles, gender categories and in English, on the contrary, there are articles, prepositions, and affixes are not developed. Therefore, when studying and translating words, phrases, sentences, and especially phraseological units, certain difficulties arise. In addition, the mutual difference in the form and meaning of English, Uzbek and Russian phraseological units creates difficulties in their translation.

RESULTS AND DISCUSSION

Collocations are an important part in language and their translation seems to be more important especially if they are unfamiliar to students and belong to another culture and language.

The phrase, which ranks fourth after the word, has its own characteristics. When learning a foreign language, when translating from a foreign language into Uzbek (that is, our native language), this linguistic unit creates a certain complexity. Typical word combinations that regularly occur in English speech and writing are called collocations. In other words, collocations are those word combinations and short phrases which your English teacher asked you to memorize as examples of use when you studied new words. The verb "to collocate" has the following meanings: to place together, to arrange in proper order.

Usually, the translation of an unfamiliar phrase is based on the criteria given in the dictionary:

1. It contains the original and expressed concept of the word;
2. The relevance of the word to the subject under study;

3. Value of information;
4. Richness of lexical-syntactic combination;
5. Educational-methodical expediency¹.

Unfortunately, monolingual and bilingual dictionaries of phrases based on English and Uzbek materials have not been created yet. This is the task of lexicographers.

A bilingual dictionary of phrases is a special dictionary and differs from other bilingual (translation) dictionaries in the following ways:

- the special meanings of the words are explained and the translation variant used in the situation is emphasized;
- the possibility of forming a compound in the separate meanings of words is revealed, the lexical-grammatical rules of their use in speech are offered;
- The properties of compounding in the separate meanings of words are presented as the same practical application of fixed constructions;
- Differences in the use of words included in the dictionary in two languages, taking into account the characteristics of combinations that lead to errors in the speech of a foreign language speakers;
- The dictionary main article contains some of the most commonly used articles;
- There are indicators in the appendix, some of which can be used as a special independent study guide;
- Such dictionaries serve not only the development of reading and listening skills, but also the development of writing and speaking skills, combining the functions of a dictionary and a textbook.

In order to confirm the above points and to reveal the features of the translation of phrases, we will focus on the translation of some phrases mentioned in the dictionary. It can be said before that phrases, like words, in translation also imply the idea of an alternative in three different forms. In the literature on translation theory, it is argued that word and phraseological conformities look like words². They are:

1. Complete conformities.
2. Partial conformities.
3. Absence of conformities.

Now let's take a practical look at what the three types of conformities look like when translating English phrases into Uzbek.

U. Khoshimov and I. Yokubov³ in the book "Methods of teaching the English language" emphasized that the difficulties encountered in mastering words arise, first of all, in each word, based on its form, classified the difficulties arising in the study of phraseological units of the English language into 4 groups:

¹ Khidki S.S., Kaul M.R., Ginzburg E.L. Educational English-Russian dictionary of compatibility and difficulties of word use. - M.: Astrel. AST, 2002.

² Gafurov I., Muminov O.M., Qambarov N.M. Theory of translation. - Tashkent, 2012.

³ U. Khoshimov I., Yokubov I. Methods of teaching English. - Tashkent, 2013. 117p.

- 1) The first group includes international combinations that do not cause difficulties in their study. They are familiar to the students or meet in their native language. **For example:** *Achilles' heel* - a person is weak or vulnerable point; *flat broke* means not having any money at all; *right now* - this exact moment; *as for mehouse* — wife.
- 2) A characteristic feature of the second group is their belonging in their form and semantics only to one or another language. **For example:** *to leave school* (дословно: *оставить школу*) — *мактабни битирмоқ* (окончить школу; *beat the band* (дословно: *побейте полосу*) — *жонжаҳди билан шигакиришмоқ* (энергично браться за работу). If we proceed from the form of turns, then it must be said that phraseological units in English begin with a verb, and in Uzbek, they begin with a noun and end with a verb. **Big fish** (дословно verbatim: *большая рыба*) — *обрўли, катта лавозимдаги шахс* (авторитетный, лицо большого чина). From a semantic point of view, this combination is found only in English (compare with colloquial Russian: *big shot*). Combination “*Big fish*” does not occur in the Uzbek language. It is applied in English to high officials.
- 3) Phraseological units of the third group are found in both languages. On one side they are similar, but on the other side they differ from each other. For example: “Cry over spilled milk” means in Uzbek “сўнгги пушаймон ўзинга душман”, Give a ring — means “сим қоқмоқ”. As you can see, they differ mainly in shape, but are similar in meaning. The literal translation of the “Cry over spilled milk” turnover into Uzbek is “тошиб кетган сут устида йиғламоқ” (плакать над убежавшим молоком). This value is suitable for the turnover “сўнгги пушаймон ўзинга душман” (последнее сожаление враг тебе же). “The last regret is your enemy. But they differ in shape, so students make mistakes in their application⁴.
- 4) The basis of the fourth group is polysemantics, when a phraseological unit has many meanings. For example: “*All thumbs*” - *physically awkward, especially with respect to the hands* can be translated into Uzbek “ўнгайсизлик” (*неудобство, неловкое положение*), inconvenience, awkward position; “*омадсиз кун*” (*неудачный день*), “*чап ёндан турмоқ*” (*встать с левой ноги*). “*Gift of gab*” can mean “*аравани қуруқ олиб қочмоқ*” (*убежать с пустой телегой*), “*гапни бошқатомонга бурмоқ*” (*повернуть разговор в другую сторону*).

CONCLUSION

These phraseological units cannot be defined by any one exact combination; therefore, they give rise to difficulties in assimilation. So that students do not make mistakes in the assimilation and translation of phraseological units of the English language, it is necessary to explain to them their meaning and cases of application, to explain that the difference in form and meaning is the influence of the fact that these languages belong to different language families and, under the influence of this main factor, their phraseological layers in different situations and contexts can express different concepts and images. In conclusion, it should be emphasized that the translation of phraseological units from English into others presents significant difficulties.

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⁴ Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776- 0995 Vol. 2, Issue 5, 2021, Indonesia

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