ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ

АЛИШЕР НАВОИЙ НОМИДАГИ ТОШКЕНТ ДАВЛАТ ЎЗБЕНК ТИЛИ ВА АДАБИЁТИ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ ТАРМОҚ МАРКАЗИ

“ТАРЖИМАНИНГ ЛИНГВИСТИК АСПЕКТЛАРИ”

модули бўйича

Ў Қ У В –У С Л У Б И Й М А Ж М У А

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Тошкент -2016

МУНДАРИЖА

I. ИШЧИ ДАСТУР

Кириш

Дастур Ўзбекистон Республикаси Биринчи Президентининг 2015 йил 12 июндаги "Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида" ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни мақсад қилади. Дастур мазмуни олий таълимнинг норматив-ҳуқуқий асослари ва қонунчилик нормалари, илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида ахборот-коммуникация технологияларини қўллаш, амалий хорижий тил, тизимли таҳлил ва қарор қабул қилиш асослари, махсус фанлар негизида илмий ва амалий тадқиқотлар, технологик тараққиёт ва ўқув жараёнини ташкил этишнинг замонавий услублари бўйича сўнгги ютуқлар, педагогнинг касбий компетентлиги ва креативлиги, глобал Интернет тармоғи, мультимедиа тизимлари ва масофадан ўқитиш усулларини ўзлаштириш бўйича янги билим, кўникма ва малакаларини шакллантиришни назарда тутади.

Ушбу дастурда ўрганилаётган тил воситасида таржиманинг назарий муаммолари ва уларнинг амалий ечими борасида таржимашунослик нуқтаи назаридан таҳлил қилиш мазкур фан

доирасида амалга оширилади. Замонавий таржима назарияси ва амалиётида умумэътироф этилган тенденциялар, таржима турлари ва усуллари, таржиманинг ривожланиш босқичлари, лексик семантик ва грамматик мувофиқлик категориялари, таржиманинг жанр ҳусусиятига кўра турлари ва уларда қўлланиладиган услублар, тилларнинг лингвомаданий ва лингвогеографик ҳусусиятлари мазкур фан доирасида ўрганиладиган муаммолари баён этилган.

Модулнинг мақсади ва вазифалари

Таржиманинг лингвистик аспектлари модулининг мақсад ва вазифалари:

- Таржиманинг лингвистик аспектлари масалалари бўйича концептуал асослар, мазмуни, таркиби ва асосий муаммолари бўйича маълумотлар бериш ҳамда уларни мазкур йўналишда малакасини оширишга кўмаклашиш;

- замонавий таржима методларини ўқув жараёнида тадбиқ эта олиш, таржима қилинган асарларни оригинали билан солиштириб таҳлил қилиш малакавий кўникмаларини шакллантириш;

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

"Таржиманинг лингвистик аспектлари" курсини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида**:**

Тингловчи:

- турли матнлардаги лексика-семантик фарқларни тушуна олиш;

- таржимадаги грамматик номувофиқлик категорияларини тушунтириб бериш;
- матнларни интерпретация қила олиш;
- таржима методларини билиш ва амалиетда куллай олиш **билимларга** эга бўлиши лозим.

Тингловчи:
- оғзаки ва ёзма таржима услубларини фарқлай олиш;
- амалий таълимни ўрганилаётган тиллар воситасида маънавий маърифий ва касбий педагогик мақсадларга эришиш,
- лингво коммуникатив ва лингво мамлакатшунослик тўғрисидаги **кўникма ва малакаларини** эгаллаши зарур.

Тингловчи:
- лингвистик билимлар савияси, тил ҳақида тушунчага эга бўлиши шарт,
- чет тилидаги нутқий қобилиятни хотиралаш турларини белгилаш.
- ўтилган мавзу бўйича ўз фикрини эркин оғзаки ва ёзма баён қила олиш **компетенцияларни** эгаллаши лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

"Таржиманинг лингвистик аспектлари" курси маъруза ва амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик технологиялар ва ахборот-коммуникация технологиялари

қўлланилиши назарда тутилган:

-маъруза дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

-ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усулларини қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

"Таржиманинг лингвистик аспектлари" модули мазмуни ўқув режадаги "Бадиий таржима ва таҳрир" ўқув модули билан узвий боғланган ҳолда педагогларнинг таржима назарияси ва амалиёти бўйича касбий педагогик тайёргарлик даражасини оширишга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар таржиманинг лингвистик аспектларини чуқур ўрганиш ва амалда қўллаш ҳамда баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юкламаси, соат					
		Ҳаммаси	Аудитория ўқув юкламаси				Мустақил таълим
			Жами	жумладан			
				Назарий	Амалий машғул	Кўчма	
1.	The theory of translation as a science	2	2	2			
2.	Indirect translation school in Uzbekistan.	4					4
3.	Types of translation problems	2	2		2		
4.	Semantic and stylistic equivalence.	4	4	2	2		
5.	Lexica- semantic problems of translation.	4	4	2	2		
6.	Pragmatic problems of translation.	2			2		
7	Phraseological problems of translation.	4	4	2	2		
8.	Grammatical problems of translation.	4		2	2	2	
		28	22	10	12	2	4

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

1 - мавзу: **The theory of translation as a science**

Таржима назарияси ва амалиётининг фан сифатида ўқитилиши, фаннинг ўзига хос хусусиятлари ва унинг қонуниятлари ҳақида маълумот бериш. Таржиманинг лигнвистик аспектлари хусусида янги маълумот бериш.

2 - мавзу: Semantic and stylistic equivalence

Таржима турлари, эквивалент ва адекват таржима фарқлари, эквивалентликнинг семантик ва стилистик хусусиятлари, олимларнинг қарашлари назарий маълумотлар, таҳлиллар ўргатилади.

3 - мавзу: Lexica- semantic problems of translation

Таржиманинг сўз танлаш билан боғлиқ муаммолари мувофиқлик даражалари: Бутунлай, қисман мувофиқлик, мувофиқликнинг йўқлиги ва тасодифий номувофиқлик, таржимоннинг ёлғон дўстлари, реалиялар кабилар ўргатилади.

4 - мавзу: Phraseological problems of translation

Фразеологизмлар табиати турлари: зооним фразеологизмлар, реалия фразеологизмлар ва ҳкз. Уларни таржима қилиш муаммолари- мувофиқликнинг учта тури ўргатилади.

5-мавзу: Grammatical problems of translation

Таржиманинг морфологик, синтактик муаммолари сўз қурилиши, гап тузилиши билан боғлиқ муаммолар ўрганилади.

АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-амалий машғулот
Таржима муаммолари

Маърузада кўриб ўтилган таржимада учровчи беш муаммо ва унинг ечимига оид амалий бадиий таржималардан йиғилган мисоллардан презентациялар тайёрлаш ва муҳокама қилиш

2-амалий машғулот
Семантик ва стилистик эквивалентлик

Эквивалентликнинг бешта типига оид аслият ва таржима матнларидан олинган парчалар муҳокамаси

3-амалий машғулот
Таржимада семантика ва прагматиканинг аҳамияти

Таржимада прагматик таъсирчанлик мавжуд парчаларни таҳлил қилиш ва бевосита таржималарда уларни узатиш муаммоларини излаш, таржиманинг экстралингвистик муаммолари.

4 – амалий машғулот
Таржиманинг лексик муаммолари

Сўзларнинг эмоционал бўёғи ва уни таржимага кўчириш муаммоси. Аслият ва таржима матнлари билан ишлаб, таржима қилишнинг оптимал йўлларини ишлаб чиқиш

5 – амалий машғулот

Фразеологик бирликларни таржима қилишнинг амалий муаммолари

Фразеологик луғатлар билан ишлаш ва фразеологизмларни таржима қилишнинг усулариҳақидаги назарий қонуниятларни амалий тадбиқ этиш. Қиёсий таҳлилий презентациялар

6 – амалий машғулот

Таржиманинг морфологик ва синтактик муаммолари.

Инглиз-ўзбек тилларидаги грамматик номувофиқлик ҳосил қиладиган муаммоларни амалий мисоллар ёрдамида таҳлилий анази қилиш. Аслиятдан бевосита таржималарда синтактик ва морфологик таркиб мувофиқлигининг таржима услубига таъсирини қиёсий таҳлил қилиш. Таржимада лингвистик ва адабиётшунослик нуқтаи назаридан ёндошувнинг аҳамияти

МУСТАҚИЛ ТАЪЛИМ
(4 СОАТ)

Мустақил таълим тингловчи курс давомида олган маълумотларини умумийлаштириши ва мукаммалроқ ўрганиши учун зарур бўлиб, мустақил иш мавзулари тингловчи томонидан бажарилади ва назорат қилинади**.**

Кўчма машғулот

(2 соат)

Таржиманинг грамматик муаммолари кўчма мағулот сифатида берилади ва назорат қилинади**.**

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);

- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);

- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш турлари	Максимал балл	Изоҳ
1	Кейс топшириқлари		0.8 балл
2	Мустақил иш топшириқлари	2.5	0.5 балл
3	Амалий топшириқлар		1.2 балл

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

"SWOT-таҳлил" методи.

Методнинг мақсади: мавжуд назарий билимлар ва амалий тажрибаларни таҳлил қилиш, таққослаш орқали муаммони ҳал этиш йўлларни топишга, билимларни мустаҳкамлаш, такрорлаш, баҳолашга, мустақил, танқидий фикрлашни, ностандарт тафаккурни шакллантиришга хизмат қилади.

S – (strength)	• кучли томонлари
W – (weakness)	• заиф, кучсиз томонлари
O – (opportunity)	• имкониятлари
T – (threat)	• тўсиқлар

Намуна: Бадиий таржиманинг SWOT таҳлилини ушбу жадвалга туширинг.

S	Бадиий таржиманинг кучли томонлари	
W	Бадиий таржиманинг кучсиз томонлари	
O	Бадиий таржиманинг	

	фойдаланишнинг имкониятлари (ички)	
Т	Тўсиқлар (ташқи)	

Хулосалаш» (Резюме, Веер) методи

Методнинг мақсади: Бу метод мураккаб, кўптармоқли, мумкин қадар, муаммоли характеридаги мавзуларни ўрганишга қаратилган. Методнинг моҳияти шундан иборатки, бунда мавзунинг турли тармоқлари бўйича бир хил ахборот берилади ва айни пайтда, уларнинг ҳар бири алоҳида аспектларда муҳокама этилади. Масалан, муаммо ижобий ва салбий томонлари, афзаллик, фазилат ва камчиликлари, фойда ва зарарлари бўйича ўрганилади. Бу интерфаол метод танқидий, таҳлилий, аниқ мантиқий фикрлашни муваффақиятли ривожлантиришга ҳамда ўқувчиларнинг мустақил ғоялари, фикрларини ёзма ва оғзаки шаклда тизимли баён этиш, ҳимоя қилишга имконият яратади. "Хулосалаш" методидан маъруза машғулотларида индивидуал ва жуфтликлардаги иш шаклида, амалий ва семинар машғулотларида кичик гуруҳлардаги иш шаклида мавзу юзасидан билимларни мустаҳкамлаш, таҳлили қилиш ва таққослаш мақсадида фойдаланиш мумкин.

Методни амалга ошириш тартиби:

тренер-ўқитувчи иштирокчиларни 5-6 кишидан иборат кичик гуруҳларга ажратади;

тренинг мақсади, шартлари ва тартиби билан иштирокчиларни таништиргач, ҳар бир гуруҳга умумий муаммони таҳлил қилиниши зарур бўлган қисмлари туширилган тарқатма

ҳар бир гуруҳ ўзига берилган муаммони атрофлича таҳлил қилиб, ўз мулоҳазаларини тавсия этилаётган схема бўйича тарқатмага ёзма баён қилади;

навбатдаги босқичда барча гуруҳлар ўз тақдимотларини ўтказадилар. Шундан сўнг, тренер томонидан таҳлиллар умумлаштирилади, зарурий ахборотлр билан тўлдирилади ва

Намуна:

Таржима турлари			
Оғзаки		**Ёзма**	
афзаллиги	камчилиги	афзаллиги	камчилиги
Хулоса:			

"Кейс-стади" методи

«Кейс-стади» - инглизча сўз бўлиб, («case» – аниқ вазият, ходиса, «stadi» – ўрганмоқ, таҳлил қилмоқ) аниқ вазиятларни ўрганиш, таҳлил қилиш асосида ўқитишни амалга оширишга қаратилган метод ҳисобланади. Мазкур метод дастлаб 1921 йил Гарвард университетида амалий вазиятлардан иқтисодий бошқарув фанларини ўрганишда фойдаланиш тартибида қўлланилган. Кейсда очиқ ахборотлардан ёки аниқ воқеа-ходисадан вазият сифатида таҳлил учун фойдаланиш мумкин. Кейс ҳаракатлари ўз ичига қуйидагиларни қамраб олади: Ким (Who), Қачон (When), Қаерда (Where), Нима учун (Why), Қандай/ Қанақа (How), Нима-натижа (What).

"Кейс методи" ни амалга ошириш босқичлари

Иш босқичлари	Фаолият шакли ва мазмуни
1-босқич: Кейс ва унинг ахборот таъминоти билан таништириш	✓ якка тартибдаги аудио-визуал иш; ✓ кейс билан танишиш(матнли, аудио ёки медиа шаклда); ✓ ахборотни умумлаштириш; ✓ ахборот таҳлили; ✓ муаммоларни аниқлаш
2-босқич: Кейсни аниқлаштириш ва ўқув топшириғни белгилаш	✓ индивидуал ва гуруҳда ишлаш; ✓ муаммоларни долзарблик иерархиясини аниқлаш; ✓ асосий муаммоли вазиятни белгилаш

3-босқич: Кейсдаги асосий муаммони таҳлил этиш орқали ўқув топшириғининг ечимини излаш, ҳал этиш йўлларини ишлаб чиқиш	✓ индивидуал ва гуруҳда ишлаш; ✓ муқобил ечим йўлларини ишлаб чиқиш; ✓ ҳар бир ечимнинг имкониятлари ва тўсиқларни таҳлил қилиш; ✓ муқобил ечимларни танлаш
4-босқич: Кейс ечимини ечимини шакллантириш ва асослаш, тақдимот.	✓ якка ва гуруҳда ишлаш; ✓ муқобил вариантларни амалда қўллаш имкониятларини асослаш; ✓ ижодий-лойиҳа тақдимотини тайёрлаш; ✓ якуний хулоса ва вазият ечимининг амалий аспектларини ёритиш

«ФСМУ» методи

Технологиянинг мақсади: Мазкур технология иштирокчилардаги умумий фикрлардан хусусий хулосалар чиқариш, таққослаш, қиёслаш орқали ахборотни ўзлаштириш, хулосалаш, шунингдек, мустақил ижодий фикрлаш кўникмаларини шакллантиришга хизмат қилади. Мазкур технологиядан маъруза машғулотларида, мустаҳкамлашда, ўтилган мавзуни сўрашда, уйга вазифа беришда ҳамда амалий машғулот натижаларини таҳлил этишда фойдаланиш тавсия этилади.

Технологияни амалга ошириш тартиби:

-   қатнашчиларга мавзуга оид бўлган якуний хулоса ёки ғоя таклиф этилади;

- ҳар бир иштирокчига ФСМУ технологиясининг босқичлари ёзилган қоғозларни тарқатилади:

Ф	• фикрингизни баён этинг
С	• фикрингизни баёнига сабаб кўрсатинг
М	• кўрсатган сабабингизни исботлаб мисол келтиринг
У	• фикрингизни умумлаштиринг

- иштирокчиларнинг муносабатлари индивидуал ёки гуруҳий тартибда тақдимот қилинади.

ФСМУ таҳлили қатнашчиларда касбий-назарий билимларни амалий машқлар ва мавжуд тажрибалар асосида тезроқ ва муваффақиятли ўзлаштирилишига асос бўлади.

Намуна.

Фикр: "**Таржима муаммолари ҳақида фикрингизни билдиринг ".**

Топшириқ: Мазкур фикрга нисбатан муносабатингизни ФСМУ орқали таҳлил қилинг.

"АССЕСМЕНТ" методи

Методнинг мақсади: мазкур метод таълим олувчиларнинг билим даражасини баҳолаш, назорат қилиш, ўзлаштириш кўрсаткичи ва амалий кўникмаларини текширишга йўналтирилган. Мазкур техника орқали таълим олувчиларнинг билиш фаолияти турли йўналишлар (тест, амалий кўникмалар, муаммоли вазиятлар машқи, қиёсий таҳлил, симптомларни аниқлаш) бўйича ташхис

қилинади ва баҳоланади.

Методни амалга ошириш тартиби:

"Ассесмент" лардан маъруза машғулотларида тингловчиларнинг ёки қатнашчиларнинг мавжуд билим даражасини ўрганишда, янги маълумотларни баён қилишда, семинар, амалий машғулотларда эса мавзу ёки маълумотларни ўзлаштириш даражасини баҳолаш, шунингдек, ўз-ўзини баҳолаш мақсадида индивидуал шаклда фойдаланиш тавсия этилади. Шунингдек, ўқитувчининг ижодий ёндашуви ҳамда ўқув мақсадларидан келиб чиқиб, ассесментга қўшимча топшириқларни киритиш мумкин.

"Тушунчалар таҳлили" методи

Методнинг мақсади: мазкур метод тингловчилар ёки қатнашчиларни мавзу бўйича таянч тушунчаларни ўзлаштириш даражасини аниқлаш, ўз билимларини мустақил равишда текшириш, баҳолаш, шунингдек, янги мавзу буйича дастлабки билимлар даражасини ташхис қилиш мақсадида қўлланилади. Методни амалга ошириш тартиби:

- иштирокчилар машғулот қоидалари билан таништирилади;
- тингловчиларга мавзуга ёки бобга тегишли бўлган сўзлар, тушунчалар номи туширилган тарқатмалар берилади (индивидуал ёки гуруҳли тартибда);
- талабалар мазкур тушунчалар қандай маъно англатиши, қачон, қандай ҳолатларда қўлланилиши ҳақида ёзма маълумот берадилар;

- белгиланган вақт якунига етгач, ўқитувчи берилган тушунчаларнинг тўғри ва тўлиқ изоҳини ўқиб эшиттиради ёки слайд орқали намойиш этади;

- ҳар бир иштирокчи берилган тўғри жавоблар билан ўзининг шахсий муносабатини таққослайди, фарқларини аниқлайди ва ўз билим даражасини текшириб, баҳолайди.

Намуна: "Таржима назариясидаги тушунчалар таҳлили"

Тушунчалар	Сизнингча бу тушунча қандай маънони англатади?	Қўшимча маълумот
Таржимон	- форсча "тарзабон" сўзидан олинган бўлиб чиройли сўзловчи нотиқ киши деган маънони англатади.	
Эквивалент	лотинча "еқуваленсе" сўзидан олинган бўлиб, ўхшаш деган маънони англатади.	
Прагматика	- тил коллективларининг бирор ахборотга нисбатан субъектив муносабати.	
Адекват	"адеқуате" сўзидан олинга бўлиб, тўла мос, айнан ўша деган маъноларни англатади.	
Ретсептор	- ахборотни қабул қилувчи шахс.	

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Изоҳ: Иккинчи устунчага қатнашчилар томонидан фикр билдирилади. Мазкур тушунчалар ҳақида қўшимча маълумот глоссарийда келтирилган.

Венн Диаграммаси методи

Методнинг мақсади: Бу метод график тасвир орқали ўқитишни ташкил этиш шакли бўлиб, у иккита ўзаро кесишган айлана тасвири орқали ифодаланади. Мазкур метод турли тушунчалар, асослар, тассавурларнинг анализ ва синтезини икки аспект орқали кўриб чиқиш, уларнинг умумий ва фарқловчи жиҳатларини аниқлаш, таққослаш имконини беради.

Методни амалга ошириш тартиби:

- иштирокчилар икки кишидан иборат жуфтликларга бирлаштириладилар ва уларга кўриб чиқилаётган тушунча ёки асоснинг ўзига хос, фарқли жиҳатларини (ёки акси) доиралар ичига ёзиб чиқиш таклиф этилади;

- навбатдаги босқичда иштирокчилар тўрт кишидан иборат кичик гуруҳларга бирлаштирилади ва ҳар бир жуфтлик ўз таҳлили билан гуруҳ аъзоларини таништирадилар;

- жуфтликларнинг таҳлили эшитилгач, улар биргалашиб, кўриб чиқилаётган муаммо ёҳуд тушунчаларнинг умумий жиҳатларини (ёки фарқли) излаб топадилар, умумлаштирадилар ва доирачаларнинг кесишган қисмига ёзадилар.

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Намуна: Таржима муаммолари бўйича

таржиманинг
прагматик
муаммолари

таржиманинг
грамматик
муаммолари
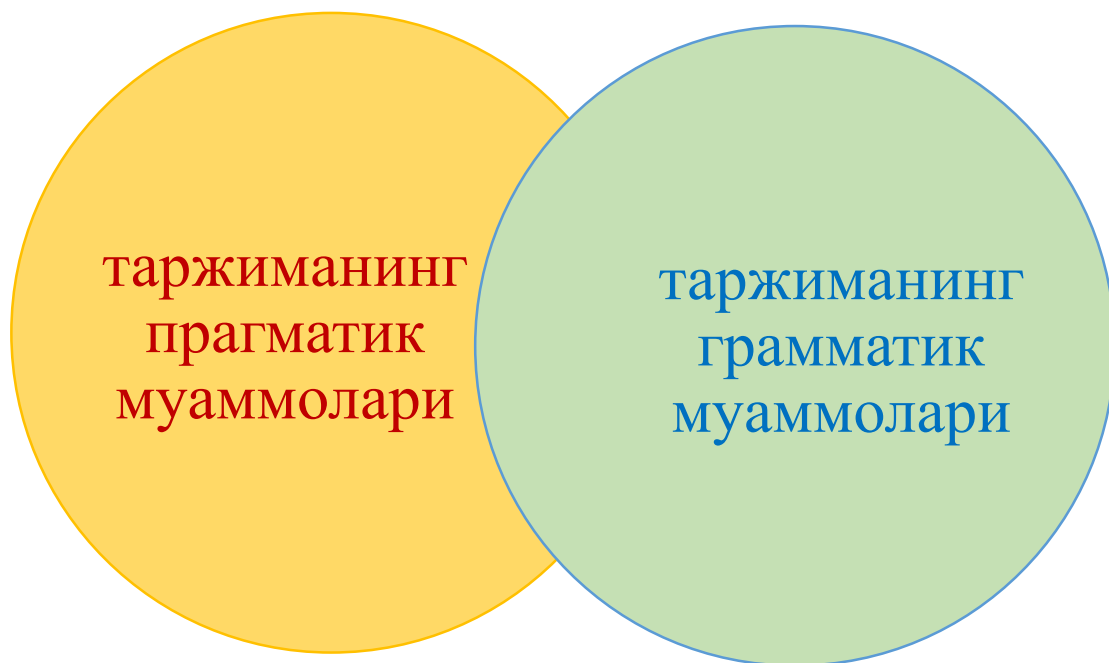
III. НАЗАРИЙ МАТЕРИАЛЛАР

(10 соат)

1-мавзу: THE THEORY OF TRANSLATION AS A SCIENCE

(2 соат)

Plan:

1. **Introduction.**

2. **The main directions in the history of linguistic theory of translation.**

4. **The nature of translation.**

5. **Linguistic and extralinguistic aspects of translation.**

KEY WORDS: translation, source language, target language, adequacy

INTRODUCTION

Translation is a peculiar type of communication–interlingual communication.

The goal of translation is to transform a text in the Source Language into a text in the Target Language. This means that the message produced by the translator should call forth a reaction from the TL receptor similar to that called forth by the original message from the SL receptor. The content, that is, the referential meaning of the message with all its implications and the form of the message with all its emotive and stylistic connotations must be reproduced as fully as possible in the translation as they are to evoke a similar response. While the content remains relatively intact, the form, that is, the linguistic signs of the original, may be substituted or replaced by other signs of the TL because of structural differences at all levels. Such substitutions are justified; they are

functional and aim at achieving equivalence.

Equivalent texts in the two languages are not necessarily made up of semantically identical signs and grammatical structures and equivalence should not be confused with identity.

Equivalence is the reproduction of a SL text by TL means. Equivalence is not a constant but a variable quantity and the range of variability is considerable. The degree of equivalence depends on the linguistic means used in the SL texts and on the functional style to which the text belongs. E.g.:

<u>Early</u> December <u>brought</u> a brief respite <u>when temperatures</u> fell and the ground hardened, but <u>a quick</u> thaw <u>followed</u>.

<u>В начале</u> декабря <u>наступила</u> краткая передышка, <u>температура </u>понизилась, земля замерзла, но потом <u>быстро началась оттепель.</u>

The messages conveyed by the original and the translation are equivalent as every semantic element has been retained although some changes have been made in strict conformity with the standards and usage of the Russian language.

The theory of translation has benefited from new syntactic and semantic models in linguistics and from development of such hyphenated disciplines as psycho – and – socio – linguistics. Equally insightful was the contribution to the theory of translation by semiotics, a general theory of sign systems.

A condensation of the major problems of translation introduces the reader to basic concepts and defines the terminology.

The subjects discussed include the subject – matter of the theory of translation and the nature of translating, semantic and pragmatic aspects of translation/these lectures were written by I.D.Shvaytser/, Grammatical problems of translation and grammatical transformations (L.S.Barkhudarov), Lexical problems of translation and lexical transformations (A.M.Fiterman), Stylistics aspects of translation and its socio - regional problems (A.D.Shveitser).

The summary of the lecture is based on the syllables of foreign scholars: prof.A.Neubet, prof.E.Nida, prof. Roger. T.Bell's view points on theory and practical of translation.

The theory of translation is subdivided into general theory, dealing with the general characteristics of translation, regardless of its type, and special branches, concerned with a theoretical description and analyses of the various types of translation, such as the translation of fiction poetry, technical and scientific literature, official documents, etc.

The general theory of translation has a clearly defined subject matter; the process of translating in its entirely, including its results with due regard for all the factors affecting it. Each special branch depends and specifies the general theory for it is the job of the general theory to reflect what is common to all types and varieties of translation while the special branches are mainly concerned with the specifics of each genre.

The general theory of translation is an interdisciplinary area, predominantly linguistic, but also closely allied to philology, sociology, ethnography and etc. It is based on the application of linguistics theory to a specific type of speech behavior, i.e. translating. It differs from contrastive linguistics in that the former seem to compare different

language systems with a view to determining their similarities and distinctive features while the theory of translation has a subject matter of its own (the process of translation) and uses the data of contrastive linguistics merely as a point of departure.

2. **THE MAIN DIRECTIONS IN THE HISTORY LINGUISTIC THEORY OF TRANSLATION.**

The earliest linguistics theory of translation was developed by Russian scholars Y.L.Retsker and A.V.Fedorov who pioneered in a linguistic analysis of translation problems. Their theory came to be known as the theory of regular correspondences.

Translation, they agreed, is inconceivable without a sound linguistic basis, and this study of linguistic phenomena and the establishment of certain correspondences between the language of the original and that of the translation. The authors of this theory were mainly concerned with the typology of relationship between linguistic

units equivalents – permanent correspondences not sensitive to context such as The League of Nations – ЛигаНаций, and context - Sensitive <u>variant correspondences </u>, such as Slander – клеветановогопоколения/ but also investigated some of the translation techniques, such <u>as antonymic translation </u>(see below, thus mapping out some ways of dealing with translation as a process.

In the 60 th some linguistics /N.U.Rozentsveig in Russia and L.E.Nida in the USA / proposed a theoretical model of translation based on generative or transformational grammar. E.Nida subdivided the process of translation into 3 stages; analysis where an ambiguous surface structure is transformed into non- ambiguous kernel sentences to

facilitated semantic interpretation / the foundation of school/ somebody founded a school or a school has a foundation / <u>transfer</u> where equivalent in the target language are found at a kernel or near – kernel level and restructuring where target – language kernel sentences are transformed into surface structures.

It is true that in some cases it is necessary to paraphrase the source – language structure to facilitate it's translation. Such transformations come in hardly especially when the target – language, /e.g. He stood with his feet planted wide a part; he stood, his feet were planted wide apart = Он стоял, его ноги были широко расставлены; он стоял, широко расставив ноги.

But transformations in terms of generative are not the only type of paraphrases used in translation. What is more, in some cases, especially when close parallels exist between the Source – and target language structures, they are not even necessary.

The structural model of translation is based on analysis in linguistics developed others. It is based on the assumption that languages are somewhat different sets of semantic components /constituents of meaning/ to describe identical extra – linguistic situations, Russian verbs of motion contain the component of move but not always the direction of movement while their English equivalents are often neutral, the direction of / Вотонидёт - Here he comes / Here he goes/.

The structural model provides some interesting insights into the mechanism of translation, especially when a situation is described in different semantic categories of /проточныйпруд and spring – fed pond/

but does not seem to apply to sentences going beyond a mere description of a situation.

Different translation models complement each other and should therefore be combined in analyzing of translation as a process.

. **THE NATURE OF TRANSLATION.**

Translation is the expression in target language of what has been said in source language preserving stylistic and semantic equivalence.

Traditionally under translation is understood:

1. the process, activity of reproduction source language originally in target language.

2. the product of the process of translation.

Translators must have: changes its plane of expression / linguistic form/ while its plane of context / meaning / should remain unchanged. In fact, an equivalent / target – language/ me

a. knowledge of the languages / at least 2 languages /

b. cultural background: ability to interpret the text

c. the background of the subject knowledge of techniques, transformations and precedes of quality translation.

The translators decode messages transmitted in one language and record them in another.

As a interlingual communicative act in which at least 3 participants are involved: the sender of source / the author of the source language message/, the translator who acts individual capacity of the receptor of the source – language message and as the sender of the equivalent target – language / message /, and the receptor of the target – language /translation/. If the original was not intended for a foreign- language

receptor there is one more participant: the source – language receptor for whom the message was originally produced.

Translation as such consists in producing a text / message / in the target language, equivalent to the original text /message/ in the source language. Translation as an interlingual communicative act includes 2 phrases: communication between the sender and the translator and communication between the translator and the receptor of the newly produced target – language text. In the first phrase the translator acting as a source – language receptor, analysis the original message. Extracting the information contained in it.

In the second stage, the translator acts as a target – language sender, producing an equivalent message in the target – language and re – directing it to the target language receptor.

In producing the target – language text the translator usage, should match the original in the plane of content. The message, produced by the translator, should make practically the same response in the target – language receptor as the original message in the source language receptor. That means, above all, that whatever the text says and whatever it implies should be understood in the same way by both the source – language user for whom it was originally intended and by the target – language user. It is therefore the translator's duty to make available to the target language receptor the maximum amount of information carried by linguistic sighs, including both their denotational / referential/ meanings / i.e. information about the extralinguistic reality which they denote / and their emotive – stylistic connotation.

LINGUISTIC AND EXTRALINGUISTIC ASPECTS OF TRANSLATION.

However the information conveyed by linguistic signs alone, i.e. the messages overtly expressed in the text, would not be sufficient for adequate translation. Some linguists distinguish between what they call translation, based palely on the meaning expressed by linguistic sighs, and involving recourse to extralinguistic information. In fact, the two are very closely interwined and in most cases effective translation is impossible without an adequate knowledge of the speech – act situation and the situation described in the text. The phrase "Two on the aisle" / Дваместаближекпроходу/ would hardly make much sense unless it is known that the conversation takes place at a box – office / speech act situation /. The phrase" Поворотом рычага установить момент поступления воздуха в цилиндр" was translated "turn the handle until the air comes into the cylinder" because the translator was familiar with the situation described in the text knowledge of the subject is one of the prerequisites of an adequate translation.

The translation of technical and amount of technical and scientific knowledge.

QUESTIONS FOR SELF CONTROL:

1. What is translation?

2. What subjects is the translation of theory and practice based on?

3. What is the subject matter of the theory of translation?

4. What are the main directions in the history of translation?

5. What are the main types of translation?

6. What are the main features of the nature of translation?

7. What linguistic and extralinguistic aspects of translation do you know?

INDEPENDENT WORK:

1. The history of theory of translation

2. Development of translatology in Uzbekistan

3. Outstanding linguists in the sphere of translatology

OBLIGATORY LITERATURE:

1. Barkhudarov L.S. Language and translation. M. 1975.

2. Shvaytser A.D. Translation and linguistics .M. 1973.

ADDITIONAL LITERATURE:

1. Levitskaya T.R, Fiterman A.M. The problem of Translation on the material of the contemporary English language. M. 1974.

2. Nida.E. Towards a science of translation. Leiden. 1964.

3. Roger. N. Bell. Translation and translating . (Theory and practice). London, New York. 1995.

2- Мавзу: SEMANTIC AND STYLISTIC EQUIVALENCE
(2 соат)

Plan:

1. **Principles of translation**
2. **Levels of equivalence. Adequate translation**
3. **Equivalence. Semantic and stylistic**

KEY WORDS: translation, equivalent, adequacy

1. PRINCIPLES OF TRANSLATION.

Although this is a theoretical subject we think that the following guidelines will help the students to evaluate their own work on translation. Below are some general principles which are relevant to all translation.

a) Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be "transposed", for example: *He has limp with fatigue..*

Ask yourself:

is the meaning of the original text clear? if not what does the uncertainty mean? are any words "loaded", that is, are there any underlying implications?/ "correct me if I'm wrong..." suggests I know I'm right"/.

- Is the dictionary meaning of a particular word the most suitable one?/ should субверсия be subversion in English?/

- does anything in the translation sound unnatural or forced?

b) Form. The ordering of words and idea in the translation should match the original as closely as possible/ this is particularly important in translating legal documents, guarantees, contracts and etc./ But differences in language structure often require changes in the form and order of words. When the doubt underline in the original text the words on which the main stress falls.

c) Register. Languages often differ greatly in their levels of formality in a given context /say the business letter/.To resolve these differences, the translator mustdistinguish between formal or fixed expressions/ Le vousprie , madme, d'agrierl'expression de mes sentiments distinguis, or please find enclosed/ and personal expressions in which the written or speaker sets the tone.

Consider also:

- would any expression in the original sound too formal /informal , cold /warm , personal / impersonal / ... if translated literally

- What is the intention of the speaker or writer / to persuade / dissuade, apologize /criticize?/ Does come through in the translation?

d) Source language influence. One of the most frequent criticisms of translation is that "It doesn't sound natural. This is because the translator's thoughts and choice of words are too strongly molded by the original text.

A good way of shaking of the source language /SC/ influence a few sentences aloud, from memory. This will suggest natural, patterns of thought in the first language /LI/ which may not come to mind when the eye is fixed on the SL text.

e) Style and clarity. The translator should not change the style of the original. But if the text is stoppily written, for the reader's sake, correct the defects.

f) Idioms. Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, verbs and sayings /as good as gold/, jargon, slang, colloquialisms / user – friendly, the Big Apple, Yuppir, etc/, and / in English/ phrasal verbs. If the expressions cannot be directly translated, try any of the following:

☐☐retain the original word, in inverted commas: "yuppie" replain the original expression, with a literal expression in brackets; <u>Indian summer</u> /dry, hazy weather in late autumn/

☐☐use a close equivalent: <u>talk of the devil =veeknaoratima</u>/literally/ the wolf at the door.

☐☐use a non- idiomatic or plain prose translation: <u>a lot over the top = undue excessive.</u>

The golden rule is: if the idiom does work in the LI, do not force in into the translation./The principles outlined above are adopted from Frederic Fuller, the translator's handbook. For more detailed comments, see Peter Newmark: Approaches to translation./

2.LEVELS OF EQUIVALENCE AND CONCEPT OF ADEQUATE TRANSLATION.

LEVELS OF EQUIVALENCE: This problem was briefly discussed in previous lecture in connection with the distinction between semantic and programmatic equivalence. In the theory of translation. For instance:

V.G.Gark and I.N.Levin distinguish the following types of equivalents: formal semantic and situational. Formal equivalence may be illustrated by speech cases as: *The sun disappeared behind a cloud – солнцескрылосьзатучей.*

Here we find similarity of words and forms in addition to the similarity. The differences in the plane of expression are in fact, those determined by overall structural differences between Russian and English. The use of articles in English, the use of perfective aspect, gender, forms, etc., in Russian.

Semantic equivalence exists when the same meanings are expressed in the two languages in a way.

Example:- Troops were airlifted to the battlefield-войска были переброшены по воздуху на поле.

The English word "airlifted" contains the same meaning as the Russian phrase перебросить по воздуху. Although different linguistic devices are used in Russian and in English /a word group and a compound word/ the sum of semantic components is the same situational equivalence is established between that both linguistic devices but, nevertheless, describe the same extralinguistic situation: to let someone pass-уступитдорогу. It should be noted that formal equivalence alone is insufficient. In fact the above examples pertain to two types of semantic equivalence:

1. Semantic equivalence and formal equivalence.

2. Semantic equivalence without formal equivalence.

As to "situational equivalence", it is in our view another variety of semantic equivalence that differs from the first type in that it is based on

the same semantic components may be semantically equivalent /a+b/=/c+d/, upside down= вверх ногами.

We shall therefore speak of two types of semantic equivalence; componential /identity of semantic components/ and referential /reterential equivalence of semantic components/. The later is preferable to "situational equivalence" for descriptions of the same situation are not necessary semantically equivalent.

We may thus distinguish the following levels of equivalence:

Formal equivalence	Semantic equivalence	Pragmatic equivalence	Component equivalence
+	+	+	+
-	+	+	+
-	-	+	+
-	-	-	+

3.EQUIVALENCE SEMANTIC AND STYLISTIC.

Let us add to the definitions we have given so far a third which, in its extended form, takes us directly into the problem we must address: the nature of equivalence.

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.

The authors continue and make the problem of equivalence very plain.

Texts in different languages can be equivalent in different degrees/ fully or partially equivalent/ in respect of different levels of presentation /equivalent in respect of context, of semantics, of grammar, of lexic, etc./ and at different ranks /word-for-word, phrase-for-phrase, sentence-for-sentence/.

It is apparent and has been for a very long time indeed, that the ideal of total equivalence is a chimera. Languages are different from each other; they are different in form having distinct codes and rules regulating the construction of grammatical stretches of language and these forms have different meanings.

To shift from one language from another is, by definition, to alter the forms. Further, the contrasting forms convey meanings which cannot but fail to coincide totally; there is no absolute synonymy between words in the same language, so why should anyone be surprised to discover a lack of synonymy between languages?

Something is always lost / or, might one suggest "gained"?/ in process and translators can find themselves being accused of reproducing only part of original and so "betraying" the authors intentions. Hence the

traitorous nature ascribed to the translator by the notorious Italian proverb: Traduttoretraditore.

If equivalence is to be "preserved" at a particular level at all costs, which level is to be? What are the alternatives? The answer, it turns put, hinges on the duel nature of language itself. Language is a formal structure – a code –which consists of elements which can combine to signal semantic "sense" and, at the same time, a communication system which uses the forms of the code to refer to entities/in the word/and create signals which possess communicative "value".

The translator has the option, then, of focusing on finding formal equivalents which "preserve" the context –free semantic sense of the text at the expense of its context-sensitive communicative value of the text at the expense of its context- free semantic sense.

Each of these questions defines one or more parameters of variation.

What is the message contained in the text; the content of the signal; the proposional content of the speech act. Why? orients us towards the intention of the sender, the purpose for which the text was issued, the illocutionary forces of the speech acts which constitutes the underlying structure of the text, the discourse. These run the whole gamut from informing through persuading to flattering... and, as we shall see, it is rare for a text to possess a single function. Multiply functions are the norm rather than the exception for adult language so our task as receivers of text, is to find out the primary function from those which are secondary. When? is concerned with the time of the communication realized in the text and setting it in its historical context; contemporary or set in the recent or remote past or future. How? is ambiguous, since it can refer to:

a) manner of delivery; the tenor of the discourse; serious; flippant or ironic.

b) medium of communication; the mode of the discourse; the channel.

c) verbal / non-verbal, speech/ writing – selection to carry the signal.

Where? is concerned with the <u>place of communication</u> the physical location of the speech level realized in the context.

Who? refers to the <u>participants involved in the communication;</u> the sender or receiver/s/. Both spoken and written texts will reveal to a greater or lesser extent characteristics of the speaker or writer as an individual and also, by inference, the attitude the sender adopts in relation to the receiver/s/ and to the message being transmitted; tabulated above are the following major types of translation equivalence/ formal equivalence + semantic componential equivalence +pragmatic equivalence; semantic componential and/or referential equivalence +pragmatic equivalence; pragmatic equivalence alone.

Pragmatic equivalence which implies a close fit between communicative intent and the receptor's response is required at all levels of equivalence. It may sometimes appear alone, without formal or semantic equivalence, as in the case: Сднёмрождения! – Many happy returns of the day!

4. TRANSLATION AS A COMMUNICATION PROCESS.

The translator, as we have been saying, is by definition a communicator who involved in written communication. We might, therefore, began by providing a rough, general model of the process of

written communication before moving on to the special and particularly problematic process in which translators are involved.

The model of communication process may contain 9 steps which take us from encoding the message through its transmission and reception to the decoding of the message by the receiver. It provides us with a starting point for the exclamation of the process of communication, always limited to the monolingual and, by implicating, to dyadic interaction; one sender and one receiver:

CODE

SENDER <u>channel</u> SIGNAL/MESSAGE/ <u>channel</u> RECEIVER

CONTENT

<u>Monolingual communication</u>. Even with these limitations, however, it contains within it the elements and process which need to be explained and raises a large number of questions which require an answer. If we are to succeed at all in our attempt to make sense of the phenomenon of translation. We could describe this process in terms of 9 steps:

      1. the sender selects message and code

      2. encodes message

      3. selects channel

      4. transmits signal containing message

      5. receiver receives signal containing message

      6. recognizes code

      7. decodes signal

      8. retrieves message

      9. comprehends message.

We ought not, however, to assume that this is a simple, unidirectional and linear process nor that each step must be completed before the next can be started.

Processing is by its very nature both cycling / the sender/ sends more message at the receiver takes over the sender's role/ and cooperative/ the sender may well begin again at step 1 while the receiver is no future advanced than step 5 or 6.

The model of translating process is as follows:

1. Translator receives signal I containing message

2. Recognizes

3. Decodes signal I

4. Retrieves message

5. Comprehends message

6. Translator selects code II

7. Encodes message by means of code II

8. Selects channel

9. Transmits signal II containing message.

We might commit here. There are several crucial points of difference between the monolingual communication and bilingual communication involving translation/we are sticking to written communication in both cases/: there are two codes, two signals/ or utterances or texts/ and given what we have been saying about the impossibility of 100 % equivalence, the sets or content/ i.e more than one message/.

It follows, then that in our modeling of translating, we shall need two kinds of explanation:

1. Psycholinguistic explanation which focuses mainly on steps 7 – decoding and encoding – and,

2. A more text – linguistic or sociolinguistic explanation which successes more on the participants, on the nature of the message and on the ways on which the resources of the code are drawn upon by uses to create – carrying signals and the fact socio-cultural approach is required to set the process in context.

QUESTIONS FOR SELF-CONTROL:

1. What are general principles which are relevant to all translation? Name them.

2. What are the reasons for using translation in the classroom?

3. Speak about the levels of equivalence.

4. What is semantic equivalence?

5. What is stylistic equivalence?

6. What is formal equivalence?

7. What is situational equivalence?

8. What is a communication process?

INDEPENDENT WORK:

1. Different levels of equivalence in source language and target language

2. The role of translation into communication process

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3- мавзу: Lexica- semantic problems of translation

(2 соат)

PROBLEMS FOR DISCUSSION:

1. **Lexical problems of translation. Complete lexical correspondences.**

2. **Partial lexical correspondences.**

3. **Types of lexical transformations.**

4. **Absence of lexical correspondences.**

KEY WORDS: translation, lexical problems, correspondence, transformation

1.LEXICAL PROBLEMS OF TRANSLATION.

Due to the semantic features of language the meaning of words, their usage, ability to combine with other words, associations awakened by them, the " place" they hold in the lexical system of a language do not

concur for the most part. All the same "ideas" expressed by words coincide in most cases, though the means of expression differ.

As it is impossible to embrace all the cases of semantic differences between two languages, we shall restrict this course to the most typical features.

The principal types of lexical correspondences between two languages are as follows:

I Complete correspondences.

II. Partial correspondences

III. The absence of correspondences

COMPLETE LEXICAL CORRESPONDENCES

Complete correspondences of lexical units of two languages can rarely be found. As a rule they belong to the following lexical groups.

1. Proper names and geographical denominations;

2. Scientific and technical terms / with the exception of terminological polysemy/;

3. The months and days of the week, numerals.

3. PARTIAL LEXICAL CORRESPONDENCES

While translating the lexical units partial correspondences mostly occur. That happens when a word in the language of the original conforms to several equivalents in the language it is translated into. The reasons of these facts are the following.

1. Most words in a language are polysemantic, and the system of word – meaning in one language does not concur with the same system in another language completely

/ compare the nouns " house" and "table" in English, Uzbek and Russian/.That's why the selection of a word in the process of translating is determined by the context.

2. The specification of synonymous order which pertain the selection of words. However, it is necessary to allow for the nature of the semantic signs which

an order of synonyms is based on consequently, it is advisable to account for the concurring meanings of members in synonymic order, the difference in texical and stylistic meanings, and the ability of individual components of orders of synonyms to combine: e.g. dismiss, discharge / bookish/, sack, fire / colloquial/ the edge of the table – the rim of the moon; ишдан бўшатмоқ / адабий тилда /, ҳайдамок /оғзаки нутқда/, столнинг чети / кирраси/, ойнинг кирраси / чети/.

3.Each word effects the meaning of the object it designates. Not unfrequently languages "select" different properties and signs to describe the same denotations. The way, each language creates it's own "pecture of the word" , is known as " various principles of dividing reality into parts". Despite the difference of signs, both languages reflect one and the same phenomenon adequately and to the same extent, which must be taken into account when translating words of this kinds, as equivalence is not identical to having the same meaning /e.g. compare: hot milk skin on it – қаймоқ тутган иссиқ сут – горячее молоко с пенкой/.

4.The differences of semantic content of the equivalent words in two languages. These words can be divided into three sub – groups:
a. words with a differentiated / undifferentiated/ meaning: e.g. in English: to swim/ of a human being/ , to sail / of a ship/, to float / of an inanimate

object/; in Uzbek: сузмоқ /одамлар ҳақида/, сузмоқ /кема ҳақида/ сув юзида қалқиб юрмоқ /предмет тўғрисида/; in Russian: плавать, плыть

b. words with a "broad" sense; verbs of state / to be/, perception and brainwork /to see, to understand/, verbs of action and speech / to go, to say/, partially desemantisized words /thing, case/.

c. "adverbial verbs" with a composite structure, which have a semantic content, expressing action and nature at the same time: e.g. The train whistled out of the station.- Поезд хуштак чалиб станциядан жўнаб кетди. – Дав свисток, поезд отошёл от станции.

5.Most difficulties are encountered when translating the so called pseudo–international words i.e. words which are similar in form in both languages, but differ in meaning or use. The regular correspondence of such words, in spelling and sometimes in articulation / in compliance with the regularities of each language. Coupled with the structure of word-building in both languages may lead to a false identification /e.g. English moment, in Uzbek-лаҳза; in Russian – момент, важность, значительность/.

6. Each language has its own typical rules of combinability. The latter is limited by the system of the language. A language has generally established traditional combinations which do not concur with corresponding ones in another language.

Adjectives offer considerable difficulties in the process of translation, that is explained by the specific ability of English adjectives to combine. It does not always coincide with their combinability in Uzbek or Russian languages on account of differences in their semantic structure and valence. Frequently one and the same adjective in English combines with a number of nouns, while in Uzbek and in Russian different

adjectives are used in combinations of this kind. For this reason it is not easy to translate English adjectives which are more capable of combining than their Uzbek and Russian equivalents /A bad headache, a bad mistake -.../қаттиқ бош оғриғи, қўпол хато...; сильная головная боль, грубая ошибка./

A specific feature of the combinability of English nouns is that some of them can function as the subject of a sentence, indicating one who acts, though they do not belong to a lexico- semantic category NominaAgentis. This tends to the "predicate – adverbial modifier" construction being replaced by that of the "subject – predicate".

- The strike closed most of the schools in New – York.

- Иш ташлаш натижасида Нью-Йоркдаги мактабларнинг кўпчилиги ёпилди.

- В результате забастовки большинство школ Нью – Йорка было закрыто.

Of no less significance is the habitual use of a word, which is bound up with the history of the language and the formation and the development of its lexical system. This gave shapes to cliches peculiar to each language, which are used for describing particular situations/ e.g. in English " Wet point", in Uzbek "Эхтиёт бўлинг, бўялган", in Russian "Осторожно, окрашено".

3.TYPES OF LEXICAL TRANSFORMATIONS.

In order to attain equivalence, despite the differences in formal and semantic system of two languages, the translator is obliged to do various linguistic transformations. Their aims are to ensure that the text imparts all the knowledge inferred in the original text, without violating the rules

of the language it is translated into the following 3 elementary types are seemed most suitable for describing all kinds of lexical transformations:

I. lexical substitution;

II. supplementation;

III. omissions / dropping/

1. Lexical substitution.

1. In substitutions of lexical units words and stable word combinations are replaced by others which are not their equivalents. More often 3 cases are met with:

a) A concrete definition – replacing a word with a broad sense by one of a narrower meaning: He is at school – Он учиться в школе; У мактабда ўқийди. He is in the army – Он служит в армии; У армияда хизмат қилади.

b) Generalization- replacing a word's narrow meaning by one with a broad sense: A Navajo blanket – жун адёл; индийское одеяло.

c) An integral transformation: How do you do – Салом; Здравствуйте

2. Antonymous translation is a complex lexico – grammatical substitution of a positive construction for the negative one / and vice – versa/, which is coupled with a replacement of a word by its antonym when translated / Keep off grass – Майса устидан юрманг – Не ходите по траве./

3. Compensation is used when certain elements in the original text cannot be expressed in terms of the language it is translated into. In cases of this kind the same information is communicated by other or another place to as to make up the semantic deficiency:

"He was ashamed of his parents…, because they said don't" and "she don't"… /Celindjer/ - У ўз ота-онасидан уяларди, чунки улар сўзларни нотўғри талаффуз қилар эдилар – Он стеснялся своих родителей, потому что они говорили "хочут" и "хотите" (перевод Раи Ковалёвой).

II. Supplementations. A formal inexpressibility of semantic components is the reason most met with for using supplementation as a way of lexical transformation. A formal inexpressibility of certain semantic components is especially of English word combinations N + N and Adj + N

Payclaim –Иш хаққини ошириш талаби, требование повысить заработную плату

Logical computer - Логик операцияларни бажарувчи ҳисоблаш машинаси, компьютер.

Ш. Omissions/ dropping /. In the process of lexical transformation of omission generally words with a surplus meaning are omitted / e.g. Components of typically English pair – synonyms, possessive pronouns and exact measures/ in order to give a more concrete expressions. Toraiseone'seye – brows – ялт этиб қарамоқ ; поднять брови – в знак изумления/.

4.ABSENCE OF LEXICAL CORRESPONDENCES

Realiae are words denoting objects, phenomena and so on, which are typical of people. In order to render correctly the designation of objects referred to in the original and image associated with them it is necessary to know the tenor of life epoch and specific features of the country depicted in the original work.

The following groups of words can be regarded as having no equivalents: 1. realiae of everyday life – words denoting objects, phenomena etc, which typical of a people / cab, fire – place/; 2. Proper names and geographical denominations; 3. Addresses and greetings; 4. The titles of journals, magazines and newspapers; 5. Weights, linear measures and etc.

When dealing with realiae it is necessary to take special account of the pragmatic aspect of the translation because "the knowledge gained by experience" of the participants of the communicative act turns out to be different. As a result, much of which is easily understood by an Englishmen is in comprehensible to an Uzbek or Russian readers or experts the opposite influence upon them. It is particularly important to allow for the pragmatic factor when translating fiction, foreign political propaganda material and advertisements of articles for export.

Below are three principle ways of translating words denoting specific realiae: 1.Transliteration / complete or partial /, i.e., the direct use of word denoting realiae or its roots in the spelling or in combination with suffixes of the mother tongue / cab, дўппи, сандал, изба /;

2. Creation of new single or complex word for denoting an object on the basis of elements and morphological relationships in the mother tongue / skyscraper – осмонупар, небоскрёб /;

3. Use of a word denoting sometimes close to / though not identical with / realiae of another language. It represents an approximate translation specified by the context, which is something on the verge of description/ pedlar – таркатувчи, торговец- разносчик /.

RESUME:

QUESTIONS FOR SELF-CONTROL:

1. What are the principal types of lexical correspondences between the two languages?

2. What lexical units are liable for complete lexical correspondences?

3. What cases refer to partial lexical correspondences?

4. What is understood under lexical substitution?

5. In what cases is supplementation is applied?

6. What are cases of absence of lexical correspondences?

INDEPENDENT WORK:

1. Lexical problem of translation

2. Translation of polysemantic words

3. Translation of Proper names and geographical names

4. Translation of words of measurement

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4-мавзу: Phraseological problems of translation

(2 соат)

Plan:

1**. Complete conformities in phraseological units.**

2. Partial conformities in phraseological units.

3. Translation of phraseological units with n phraseological conformities:

☐**verbatim translation;**

☐**translation by analogy;**

☐**descriptive translation.**

KEY WORDS: translation, verbatim translation, phraseological units, translation by analogy, descriptive translation

Translating a phraseological unit is not an easy matter as it depend on several factors: different combinability of words, homonymy, polysemy, synonymy of phraseological units and presence of falsely identical units, which makes it necessary to take into account of the context. Besides, a large number of phraseological units have a stylistic – expressive component in meaning, which usually has a specific national feature. The afore-cited determines the necessary to get acquainted with the main principles of the general theory of phraseology.

The following types of phraseological units may be observed : phrasemes and idioms. A unit of constant context consists of a dependent and a constant indicators may be called a phraseme. An idiom is a unit of constant context which is characterized by an integral meaning of the whole and by weakened meanings of the components, and in which the dependant and the indicating elements are identical and equal to the whole lexical structure of the phrase.

Any type of phraseological unit can be presented as a definite micro-system. In the process of translating of phraseological units functional adequate linguistic units are selected / by comparing two specific linguistic principles. These principles reveal elements of likeness and distinction. Certain parts of these systems may correspond in form and content (completely or partially) or have no adequacy.

The main types of phraseological conformities are as follows:
I. Complete conformities   II. Partial conformities   III. Absence of conformities

I. <u>COMPLETE CONFORMITIES.</u>

Complete coincidence of form and content in phraseological units is rarely met with.

1. Blackfrost / phraseme/ - кора совук - сильный мороз

2. Tobringoiltofire/idiom/ - алангагаёгкуймок - подлитьмасловогонь

3. Toloseone'shead/ idiom/ - гангибколмок - потерятьголову

I.<u>PARTIAL CONFORMITIES</u>. Partial conformities of phraseological units in two languages assume lexical, grammatical and lexico- grammatical differences with identity of meaning and style, i.e.

they are figuratively close but differ in lexical composition, morphologic number and syntactic arrangement of the order of words. One may find:

1) Partial lexical conformities by lexic parameters/ lexical composition/.

a) - To get out of bed on the wrong foot / idiom/ - Чап ёни билан турмоқ - Встать с левой ноги

b)   - To have one's heart in one's boots /idiom/ - Юраги орқасига кетмоқ - Душа в пятку ушла

c) –To lose one's temper / phraseme/ - Сабри чидамоқ - Выйти из себя, потерять терпение.

d)- To dance to somebody's pipe / idiom/ - Бировнинг ноғорасига ўйнамоқ - Играть подчью –либо дудочку

2) Partial conformities by grammatical parameters

3) Differing as to morphological arrangement / number/

a. To fish in troubled waters./ idiom/ - лойқа сувда балиқ тутмоқ. – ловить рыбу в мутной воде

b. From head to foot / idiom/ - бошдан оёгигача - с ног до головы

c. To agree like cats and dogs / phraseme/ - ит мушукдек яшамоқ - жить как кошка с собакой .

d. To keep one's head /idiom/ - ўзини йўқотмаслик - не потерять голову

4. Differing as to syntactical arrangement

a. Strike while the iron is hot. – темирни қизиғида бос - куй железо пока горячо

b. Egyptian darkness - қоп-қоронғи, зимистон / ғордек қоронги / - тьма египетская c. Armed to teeth - тиш – тирноғигача қуролланган - вооружённый до зубов

d. All is not gold that glitters – барча ялтираган нарса олтин эмас - не всё золото, что блестит

ABSENCE OF CONFORMITIES

Many English phraseological units have no phraseological conformities in Uzbek and Russian. In the first instance this concerns phraseological units based on realiae. When translating units of this kind it is advisable to use the following types of translation:

A. A verbatim word for word translation.

B. Translation by analogy.

C. Descriptive translation.

A. <u>VERBATUM TRANSLATION</u> is possible when the way of thinking / in the phraseological unit / does not bear a specific national feature.

1. To call things by their true names / idiom / - ҳар нарсани ўз номи билан атамоқ – называть все вещи своими именами .

2. The arms race / phraseme/ - куролланиш пойгаси - гонка вооружений

3. Cold war / idiom/ - совуқ уруш -холодная война

B. TRANSLATING BY ANALOGY;

this way of translating is resorted to when the phraseological unit has a specific national realiae.

1. " Dick" said the dwarf, thrashing his head in at the door – " my pet, my pupil, the apple of my eye hey". /Ch. Dickens " The Old Curiosity Shop" ch 1 / idiom//.

- "Дик, азизим, толибим, кўзимнинг нури"- хурсандлигидан хитоб қилди митти одам эшикка бошини суқиб

- "Дик, – воскликнул карлик, просовывая голову в дверь,- мой любимец, мой ученик, свет моих очей"

2. To pull somebody's leg / idiom/ - мазах қилмоқ - одурачить кого-либо.

C. DESCRIPTIVE TRANSLATION

i.e. translating phraseological units by a free combination of words is possible when the phraseological unit has a particular national feature and has no analogy in the language it is to be translated into.

1. To enter the house / phraseme / - парламент аъзоси бўлмоқ - стать членом парламента

2. To cross the flour of the house / idiom/ - бир партиядан бошқа партияга ўтиб кетмоқ - перейти с одной партии в другую

QUESTIONS FOR SELF-CONTROL:

1. What is a phraseological uinit and what types of them do you know?

2. What is understood under conformities in phraseological units?

3. Is it rare or often met?

4. What cases refer to partial conformties?

5. What are the mechanisms of translating phraseological units with no phraseological conformities?

6. In what cases can we apply descriptive translation?

INDEPENDENT WORK:

1. Complete correspondences in Phraseological systems of the two languages

2. Translation of phraseological Units as cross-cultural problem

3. Ways of rendering different types of phraseological Units into Your native language

OBLIGATORY LITERATURE:

1. Shvaytser A.D. Translation and linguistics .M. 1973.

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5-мавзу: Grammatical problems of translation

Plan:

1**. Levels of grammatical correspondence.**

2. Morphological correspondence: Complete; Partial; Absence of morphological correspondence.

3. Syntactic correspondence: Complete; Partial; Absence of syntactic correspondence.

&1.LEVELS OF GRAMMATICAL CORRESPONDENCE

Every language has a specific system which differs from that of any others. This is all the more so with respect to English, Uzbek and Russian, whose grammatical systems are typologically and genetically heterogeneous. English and Russian belong to the Germanic and Slavonic groups respectively in the Indo - European family of languages. The Uzbek language patronize to the Turkish group of the Altaic family. Concerning the morphological type both English and Russian are inflected, though the former is notable for its analytical character and the latter for its synthetic character in the main, Uzbek is an agglutinative language.

As to grammar the principle means of expression in languages possessing in analytical character / English / is the order of words and use of function words / though all the four basic grammatical means – grammatical inflections, function words, word order and intonation pattern are found in any languages/. The other two means are of secondary importance.

The grammatical inflections are the principal means used in such languages as Russian and Uzbek, though the rest of grammatical means are also used but they are of less frequency than the grammatical inflections.

The comparison of the following examples will help to illustrate the difference between the language considered;

The hunter killed the wolf - Овчибуриниулдирди - Охотникубилволка

In English the order of words is fixed. The model of simple declarative sentences in this language is as follows.

SUBJECT - PREDICATE

This means that the subject /S/ is placed in the first position /V/ - in the second position. If the predicate is expressed by a transitive verb when in the third position we find the object / O/ that is: S - Vtr - O

Any violation of the order of the word brings about a change or distortion of the meaning. The corresponding Russian silence adheres to the patters S – Vtr – O. But it permits the transposition of the word i.e.

Охотник убил волка - Волка убил охотник.

These patterns are not equivalent. The first allows transposition of words, which leads to stylistic marking / characteristic of poetry/. Besides, the ending "NI" expresses an additional meaning of definiteness. The second pattern doesn't tolerate transposition of words.

The principal types of grammatical correspondences between two languages are as follows:

     a. complete correspondence

     b. partial correspondence

     c. the absence of correspondence.

&2. MORPHOLOGICAL CORRESPONDENCE
a. COMPLETE MORPHOLOGICAL CORRESPONDENCE.

Complete morphological correspondence is observed when in the languages considered there are identical, grammatical categories with identical particular meanings.

In all the three languages there is a grammatical category of number. Both the general categorial and particular meanings are alike:

NUMBER

SINGULAR   PLURAL

Such correspondence may be called complete.

b.PARTIAL MORPHOLOGICAL CORRESPONDENCE

Partial morphological correspondence is observed when in the languages examined there are grammatical categories ways identical categorial meanings but with some differences in the particular meanings.

In the languages considered there is a grammatical category of case in nouns. Though the categorial meaning is identical in all three languages the particular meanings are different both from the point of view of their number and the meanings they express. English has 2 particular meanings while Uzbek and Russian have 6. Though latter two languages have the same quantity of particular cases, their meanings do not coincide.

The differences in the case system or in any other grammatical categories are usually expressed by other means in languages.

с.ABSENCE OF MORPHOLOGICAL CORRESPONDENCE.

Absence of morphological correspondence is observed when there are corresponding grammatical categories in the languages examined. As for instance in Uzbek there is a grammatical category of possessiveness, which shows the affixation of things to one of the three grammatical persons, e.g. :

Uzbek

Китоб – им

Китоб – инг

Китоб – и

This grammatical category is neither found in English nor in Russian. These languages use pronouns for this purpose.

English Russian

My book моякнига

Your book твоякнига

His / her book его / еёкнига

In English we use certain grammatical means to express a definite and indefinite meanings, that is articles. But there are no equivalent grammatical means in Uzbek and Russian. They use lexical or syntactic means to express those meanings. / see substitution/

&3. SYNTACTIC CORRESPONDENCE
a. COMPLETE SYNTACTIC CORRESPONDENCE

By complete syntactic correspondence is understood the conformity in structure and sequence of words in word – combinations and sentences.

Complete syntactic correspondence is rarely to be found in the languages examined here. However, the pattern adj +noun is used in word –combination: red flags – кизилбайроклар, красныезнамёна. The same may be said of sentences in cases when the predicate of the simple sentences is expressed by an intransitive verb: he laughed – укулди , онзасмеялся.

b.PARTIAL SYNTACTIC CORRESPONDENCE

By partial syntactic correspondence in word – combinations is understood the conformity in meaning but discrepancy in the structure of phase.

Partial syntactic correspondence in word- combinations are found in this following patterns.

1. Attributes formed by the collocation of words.

Owing to the fact that English is poor in grammatical inflections, attributes are widely formed by means of mere collocation of words in accordance with the pattern N(1)+N(2) which expressed the following type of relations.

Attributive

English Uzbek Russian

Glass – tube шиша- найча стеклянная трубочка

N (1) + N(2) N(1)+ N(2) ADJ + N

In this example English and Uzbek translation is unmarked while Russian is marked.

Possessive

English Uzbek Russian

House –plan a) уй плани план дома

N(1)+ N(2) N (1)+N (2) (n) N(1)+ N(2) (a)

b) уйнинг плани

N(1нинг)+N(2) (n)

The Uzbek and Russian versions are marked, while English is unmarked. Besides, in Russian the transposition is observed.

As it is seen in the examples cited, languages differ as to the way they express these relations, though they maintain identical relations between the components of word –combinations.

1. word – combination whose first component is expressed by a numeral.

One book- Битта китоб - Одна книга

Two books Иккита китоб Две книги

Three books Учта китоб Три книги

Four books Тўртта китоб Четыре книги

Five books Бешта китоб Пять книг

The order of words in these combinations is the same in all the three languages, though the manner of expressing plurality differs in the second components.

Compare:

English Uzbek Russian

Num + N (pl) Num + N sing from two to five

Num + N(sin) rod. p

From five on

Num + N (pl) rod.p

2. As is seen in English and Russian the second components are grammatically marked, though the markers do not coincide.

In Uzbek it is unmarked.

3. Partial syntactic correspondence is also observed in complete polycomponentprepositive attributes with inner predication as in the following examples:

This is to be or not to be a struggle – Хаёт мамот кураши, борьба не на жизнь а на смерть Go- to – hell voice – Дағал овоз, грубый голос

By partial syntactic correspondence in sentences is understood the divergence in the order of the words, omission or partial substitution of parts of sentences:

It is forbidden to smoke here – бу ерда чекиш ман қилинган, курить здесь запрещено.

With that he blue out his candle – у шамни ўчирди, он задул свечи (P.Stivenson)

c. ABSENCE OF SYNTACTIC CORRESPONDENCE

By absence of syntactic correspondence we mean lack of certain syntactic construction in the target languages, which were used in the Source language. In English this concerns syntactic constructions with non- finite forms of the verb, which compose the extended part of a sentence with an incomplete or secondary predications.

The semantic function of predicative construction can be formulated as intercommunication and interconditionality of actions or states with different subjects.

These constructions have no formal grammatical connection with the main parts of sentences though there is always a conformity between them. The degree of attendance of action or condition in predicative constructions determines the choice of complex, compound or simple in translation. Compare :

I heard the door open... – Эшик очилганини эшитдим, Я услышал как открылась дверь.

In the English sentences the predicative construction which functions as an object is composed of a noun in the common case and an infinitive. In Uzbek this construction corresponds to the word-combination "эшикочилганини" which carries out the same function, though there is neither structural nor morphological conformity: it is a word combination expressed by a noun and participle. Thus, an English predicative construction when translated into Uzbek gets nominalized. In Russian this construction is expressed by a complex sentence with a subordinate object clause.

QUESTIONS FOR SELF-CONTROL:

1. What family of languages do the English, Uzbek and Russian languages belong to? How does it account for peculiarities of grammatical systems of these languages?

2. What are the levels of morphological correspondences?

3. How would you deal with cases of absence of morphological correspondence?

4. What are the mechanisms of translating cases with absence of syntactic correspondence?

INDEPENDENT WORK:

1. Grammatical problems of translation

2. Translation of the corresponding grammatical forms

3. Cases of absence grammatical correspondence and the transformation used to overcome this problem

4. Typical grammatical transformation

OBLIGATORY LITERATURE:

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IV. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

(жами 12 соат)

1– амалий машғулот

Таржима муаммолари.

(2 соат)

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

Маърузада кўриб ўтилган таржимада учровчи беш муаммо ва унинг ечимига оид амалий бадиий таржималардан йиғилган мисоллардан презентациялар тайёрлаш ва муҳокама қилиш (2-соат).

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3. Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.
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1. Ш.Сирожиддинов, Г.Одилова. бадиий таржима асослари. Т., 2011. 164 Б..
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3. http://webcache.googleusercontent.com/search?q=cache:JiVGD DOwUwsJ:www.englspace.com/+&cd=1&hl=ru&ct=clnkwww. youreng.narod.ru
4. http://www.translation.net/languages/english_translation_softwa re.html

2–амалий машғулот

Семантик ва стилистик эквивалентлик

(2 соат)

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

Эквивалентликнинг бешта типига оид аслият ва таржима матнларидан олинган парчалар муҳокамаси (2-соат).

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3– амалий машғулот

Таржиманинг лексик муаммолари

(2 соат)

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

Сўзларнинг эмоционал бўёғи ва уни таржимага кўчириш муаммоси. Аслият ва таржима матнлари билан ишлаб, таржима қилишнинг оптимал йўлларини ишлаб чиқиш (2-соат).

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5. https://translate.google.com/translate?hl=ru&sl=en&u=http://ww w.translationzone.com/&prev=searchwww. translator tips. Com

4 – амалий машғулот

Таржимада семантика ва прагматиканинг аҳамияти

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

(2 соат)

Таржимада прагматик таъсирчанлик мавжуд парчаларни таҳлил қилиш ва бевосита таржималарда уларни узатиш муаммоларини излаш, таржиманинг экстралингвистик муаммолари (2-соат).

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1. Nancy Matis. How to manage your translation projects/Translation of French book: Comment gerer vos projects de traduction.(c)Edi.pro.2010. 211 pp.

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5 – амалий машғулот

Фразеологик бирликларни таржима қилишнинг амалий муаммолари

(2 соат)

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

Фразеологик луғатлар билан ишлаш ва фразеологизмларни таржима қилишнинг усулариҳақидаги назарий қонуниятларни амалий тадбиқ этиш. Қиёсий таҳлилий презентациялар(2-соат).

6 – амалий машғулот

Таржиманинг морфологик ва синтактик муаммолари

(2 соат)

Мақсад: тингловчиларда қуйидаги муаммолар бўйича теран тушунчалар ҳосил қилиш:

Инглиз-ўзбек тилларидаги грамматик номувофиқлик ҳосил қиладиган муаммоларни амалий мисоллар ёрдамида таҳлилий анази қилиш. Аслиятдан бевосита таржималарда синтактик ва морфологик таркиб мувофиқлигининг таржима услубига таъсирини қиёсий таҳлил қилиш. Таржимада лингвистик ва адабиётшунослик нуқтаи назаридан ёндошувнинг аҳамияти (2-соат)

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V. КЕЙСЛАР БАНКИ

1-Кейс. Таржиманинг стилистик муаммолари қандай ҳолларда намоён бўлади?

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг(индивидуал ва кичик гуруҳда).

- **Таржиманинг стилистик муаммоларнинг** кетма-кетлигини белгиланг (жуфтликлардаги иш)

Муаммо тури	Келиб чиқиш сабаблари	Ҳал этиш йўллари

2-Кейс. Ўзбек бадиий адабиётига тегишли асарларнинг инглиз тилига таржимасида унда фразеологик бирликларга дуч келинди. Бу муаммо қандай бартараф этилади?

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабаблар ва ҳал этиш йўлларини жадвал асосида изоҳланг (индивидуал ва кичик гуруҳда).

Муаммо тури	Келиб чиқиш сабаблари	Ҳал этиш йўллари
	74	

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишларни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган холда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий хужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;

- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;

- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;

- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;

-тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш.

Тингловчининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш қуйидаги Низом асосида олиб борилади. Мазкур низом Ўзбекистон Республикаси Вазирлар Махкамасининг 2001 йил 16 августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сонли қарорида қайд қилинган кадрлар тайёрлаш сифатини назорат қилишда талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолашни талаб даражасида йўлга қўйишга қаратилган. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги 34-рақамли буйруғи билан тасдиқланган "Талаба мустақил ишини

ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида намунавий Низом" асосида ишлаб чиқилган.

МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

(4 соат)

Юқоридагилардан келиб чиқиб мазкур фан юзасидан мустақил таълим учун:

Инглиз тилидаги махсус адабиёт билан мустақил ишлаш, грамматик шаклларни тўғри ишлатиш, махсус адабиёт матнини тушуниш, изоҳ ва таржима қилиш. Тингловчиларга кўпроқ мустақил ишлаш имконини бериш, ўрганилаётган тилда фикрлаш ва барча масалаларни ечишни ҳам режалаштириш. Талабанинг мустақил иши юзасидан илмий муҳокама ўтказиш.

Маҳсус адабиёт материаллардан фойдаланиш. Матбуот материаллари воситасида халқаро воқеаларни ўрганиб чиқиш.

Олинган билимларни мустаҳкамлаш ва уларни бойитишга йўналтирилган мустақил иш мавзулари:

- *илмий матнлар таржимаси;*
- *фразеологизмлар таржимаси;*
- *энг кўп қўлланувчи сўз ва иборалар таржимаси;*
- *прагматик асоциатив жумлалар таржимаси;*
- *реалиялар таржимаси. Ўзбек таржимонлари ва бадиий таржималар*
- *Ўзбек тилидан инглиз тилига таржима қилинган замонавий таржималар*
- *Таржима муаммолари ва ечимлари*

- *Таржиманинг экстралингвистик омиллари. Фон билимлари*
- *Таржиманинг лексик-семантик муаммолари*
- *Ўзбек халқ мақолларини таржима қилишда фразеологик муаммолар*

VII. ГЛОССАРИЙ

Атама	Изоҳи
Адекват	"adequate" сўзидан олинга бўлиб, тўла мос, айнан ўша деган маъноларни англатади.
Академик дициплина	академик фан
Аруз	туркий ғазал системаси
Аналитик билим	воқеа-ҳодисаларни аналитик таҳлилдан ўтказиш малакаси
Аслият тили(АТ)	ахборотни узатаётган тил
Ботиний маъно	бадиий матнда қўлланган шеърий санъатлар ва метафоралар ичига яширинган маъно
Воситачи тил (ВС)	ахборотни бир тилдан қабул қилиб, иккинчи тилга узатаётган тил
Зоҳирий маъно	бадиий матнни ўқиганда англашиладиган умумий маъно
Ички ёндашув	Таржимага таржимон нигоҳи билан профессионал баҳо бериш
Лойиҳани назорат қилиш	Лойиҳани жадвал асосида назорат қилишни йўлга қўйиш
Прагматика	тил коллективларининг бирор ахборотга нисбатан субектив муносабати
Профессионал маҳорат	Таржимоннинг йиллар давомида шаклланган қобилияти
Профессионал ғурур	Таржимоннинг ўз касбидан фахрланиши, уни севиши

Процессуал хотира	Йиллар давомида йиғилган назарий маълумотлар, эслаб қолинган воқеалар
Рецептор	ахборотни қабул қилувчи шахс
Репрезентатив хотира	Элементар воқеа ва ҳодисаларни эслаб қолиш хотираси
Силлабо-тоник	тоник- инглиз шеърий вазн системаси
Таржимачилик	таржима қилиш жараёнлари, босқичлари, ютуқ ва нуқсонлари, таржимонлар ҳақидаги маълумотларни ўз ичига олади
Таржимашунослик	таржима назарияси ва амалиётини академик фан сифатида қабул қилиш босқичларидан тортиб, мазкур фанни илмий тадқиқ қилиш, фаннинг назарияси ва амалиёти муаммолари, фаннинг тадқиқотчи олимлари ва уларнинг концепцияларини ўз ичига олади
Таржима тили (ТТ)	ахборотни қабул қилаётган тил
Таржимон	форсча "тарзабон" сўзидан олинган бўлиб чиройли сўзловчи нотиқ киши деган маънони англатади.
Таржимоннинг сохта дўстлари	аслият тилидаги сўзларнинг таржима тилида ҳам мавжуд бўлиши аммо бутунлай бошқа маънони билдириши.
Ташқи ёндошув	Таржимага нотаржимон нигоҳи билан баҳо бериш
Трансформация	таржима амалиётида матнни маълум мақсад учун қайта қуриш
Туроқ	ўзбек шеърий вазн системаси
Фон билимлари	аслият тили, миллати, маънавиятига тегишли билимлар мажмуи
Эквивалент	лотинча "equalence" сўзидан олинган бўлиб, ўхшаш деган маънони англатади

Термин	Значение
Адекват	Происходит из слова"адекуате" означает точно, точ в точ, тот же самый
Академик дициплина	Академический предмет
Аруз	Система тюркской газели
Аналитическая навыка	умения анализировать и суммировать события
Язык оригинала (ЯО)	Язык который передаётся информация
Имплицидное значение	Значения которая скрыта над метафорами и поэтическими приёмами в художественном тексте
Язык посредник (ЯП)	Язык который получает информацию из одного и передаёт на другой язык
Эксплицидный значения	Общая значения и содержания художественного текста
Внутренный подход	Оценивать перевод профессиональном взглядом
Контролировать проект	Контролировать процесс проекта по сетевому графигу
Прагматика	Субъективная отношения языковых коллективов к информации
Профессиональная компетенция	Компетенция переводчика набранная годами
Профессиональное достоинство	Гордость переводчика и его любовь к профессии
Процессуальяная памаять	Опыт набранная годами
Рецептор	Человек воспринимающий информацию
Репрезентативная память	Элементар воқеа ва ҳодисаларни эслаб қолиш хотираси
Силлабо-тоническая	Английская система поэзии

Переводоведение	Включает в себя информацию о переводах и переводчиках а также всю теоретическию и практическую часть предмета
Язык перевода	Язык на который осуществляется перевод
Переводчик	Из персидского "тарзабон" – человек который говорит красиво
Ложные друзья переводчика	Слова которые выглядят одинаково но означают разные значения
Взгляд из вне	Взгляд на перевод непереводчиком
Трансформация	Переработка текста перевода для каких либо целей
Турак	Поэтическая система узбекского языка
Фоновые знания	Свод знаний включающие в себя разного рода знания
Эквивалент	Похожий

Terminology	Meaning
Adequate	Derived from the word "adequate" and means the highest point of equality in the translation
Academic discipline	Lesson
Aruz	System of Turkic gazel
Analysis	The ability of mental response to the material
Source language	The original language of the information
Implicit meaning	The meaning that has been hidden under the stylistically marked units of the language
Meta-language	The language that works as a bridge between the source and target language
Explicit meaning	The general meaning of the text
Personal view	The analysis of the translation text from personal point of view
Project controlling	Controlling of the project according to the network system
Pragmatics	The personal attitude to the information of the participants

Professional competence	The ability and competency of the translator
Professionalism	The quality of the work of the translator
Procession memory	The experience of the translator
Recipient	Person receiving the information
Representative memory	Memory the processes the elementary routine
Syllabic-tonic	The poetry system of English literature
Translation studies	The information about the translation, translators and the process of rendering from one language into the other
Translation science	The collection of the knowledge and information on the translation studies, translation theories, translators and practical aspects of translation
Target language	The language into which the translation is being done
Translator	From Persian "tarzabon" – a person who speaks beautifully
False friends of translators	The words which look like the same in two languages but mean the different things
External attitude	Assessing of the translation by a non-translator
Transformation	Reshaping of the text according to special needs
Turok	Uzbek poetic system
Knowledge	The collection of the knowledge on the wide range
Equivalent	Similar

VIII. АДАБИЁТЛАР РЎЙХАТИ

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