



**O‘ZBEKISTON RESPUBLIKASI  
OLIIY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAYLAT  
O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

**TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI**

**G.K. ODILOVA**

# **TARJIMA NAZARIYASI**

**FANI BO‘YICHA**

**O‘QUV – USLUBIY MAJMUA**

**TOSHKENT-2016**



**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT  
O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

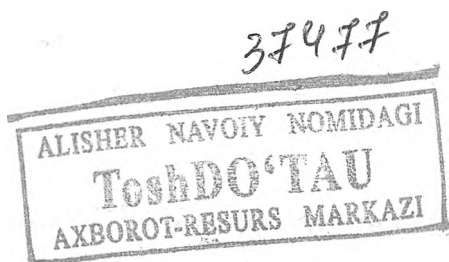
**O‘ZBEK-INGLIZ TARJIMA FAKULTETI**

**TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI**

# **TARJIMA NAZARIYASI**

**FANIDAN**

**O‘QUV-USLUBIY MAJMUA**



**Toshkent-2016**

Mazkur o'quv-uslubiy majmua Oliy va o'rta maxsus ta'lim vazirligining 2016 - yil 1-sonli buyrug'i bilan tasdiqlangan o'quv reja va dastur asosida tayyorlandi.

**Tuzuvchilar:**

G.K.Odilova - ToshDO'TAU, Tarjima nazariyasi va amaliyoti kafedrasini mudiri, filologiya fanlari nomzodi, dotsent.

**Taqrizchilar:**

Sh.Usmanova - ToshDO'TAU, filologiya fanlari doktori, professor.

R.Shirinova - O'zMU, filologiya fanlari nomzodi, dotsent.

A.Mamadlimov - JIDU qoshidagi Shayxontohur akademik litseyi chet tillar bo'yicha direktor o'rinbosari.

*O'quv-uslubiy majmua ToshDO'TAU kengashining 2016 yil \_\_\_\_\_dagi \_\_\_\_\_sonli qarori bilan tasdiqqa tavsiya qilingan.*

## Mundarija

<u>SO‘Z BOSHI</u> .....	4
<u>Namunaviy dastur va ishchi o‘quv dasturi</u> .....	5
<u>Mavzular uchun o‘quv-metodik material</u> .....	34
<u>Ma‘ruza 1.Theory of translation as a science</u> .....	35
<u>Ma‘ruza 2.The problems of translation</u> .....	43
<u>Ma‘ruza 3.Types of translation</u> .....	50
<u>Ma‘ruza 4.The theory of equivalence and adequacy.</u> .....	59
<u>Ma‘ruza 5.Lexica-semantic problems of translation</u> .....	67
<u>Ma‘ruza 6.Pragmatic problems of translation</u> .....	74
<u>Ma‘ruza 7.Phraseological problems of translation</u> .....	82
<u>Ma‘ruza 8.Grammatical problems of translation</u> .....	87
<u>Ma‘ruza 9.Stylistical problems of translation</u> .....	97
<u>Glossariy</u> .....	103

## SO‘Z BOSHI

Ushbu o‘quv-uslubiy qo‘llanma yettita qismdan iborat bo‘lib, ular namunaviy va ishchi o‘quv dastur, mavzular uchun o‘quv-metodik material (ma’ruza matni, adabiyotlar ro‘yxati, mustaqil ta’lim mavzulari), glossariy, fan bo‘yicha xorijiy adabiyotlar, taqdimotlar hamda qo‘shimcha o‘quv va ilmiy materiallar, video, keystadilardan tashkil topgan. “Tarjima nazariyasi” fanining o‘quv dasturi O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”gi PF–4797-son Farmonida keltirilgan tarjima muammosi bilan bog‘liq vazifalar asosida tuzilgan bo‘lib, unda asosan ilmiy, badiiy va boshqa sohalardagi adabiyotlarni o‘zbek tilidan ingliz va boshqa xorijiy tillarga, shuningdek, jahon tillaridan ona tilimizga yuksak sifat va mahorat bilan tarjima qiladigan tarjimonlar tayyorlash masalasiga alohida e’tibor berilgan.

O‘rganilayotgan til vositasida tarjimaning nazariy muammolari va ularning amaliy yechimi borasida tarjimashunoslik nuqtai nazaridan tahlil qilish mazkur fan doirasida amalga oshiriladi. Zamonaviy tarjima nazariyasi va amaliyotida umume’tirof etilgan tendensiyalar, tarjima turlari va usullari, tarjimaning rivojlanish bosqichlari, leksik semantik va grammatik muvofiqlik kategoriyalari, tarjimaning janr xususiyatiga ko‘ra turlari va ularda qo‘llaniladigan uslublar, tillarning lingvomadaniy va lingvogeografik xususiyatlari mazkur fan doirasida o‘rganiladi.

O'ZBEKISTON RESPUBLIKASI  
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI

Ro'yxatga  
olindi:

№ BD-5120900 - 303  
2016 - yil



Oliy va o'rta maxsus  
ta'lim vazirligi  
2016 - yil "23" 08

TARJIMA NAZARIYASI  
FAN DASTURI

**Bilim sohasi:** 100 000 – Gumanitar soha

**Ta'lim sohasi:** 120 000 – Gumanitar fanlar

**Ta'lim yo'nalishi:** 5120900 – O'zbek -ingliz tarjima  
nazariyasi va amaliyoti

Toshkent - 2016

O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining 201\_yil “\_\_\_” \_\_\_dagi \_\_\_-sonli buyrug‘ining \_\_\_-ilovasi bilan fan dasturi ro‘yxati tasdiqlangan.

Fanning dasturi Oliy va o‘rta maxsus, kasb-hunar ta’limi yo‘nalishlari bo‘yicha O‘quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi Kengashning 201 \_\_\_ yil " \_\_\_ " \_\_\_dagi " \_\_\_ " -sonli bayonnomasi bilan ma’qullangan.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida ishlab chiqildi.

**Tuzuvchilar:**

Sh.S.Sirojiddinov -ToshDO‘TAU, filologiya fanlari doktori,  
professor.

G.K.Odilova - ToshDO‘TAU, Tarjima nazariyasi va amaliyoti  
kafedrasi mudiri, filologiya fanlari nomzodi, dotsent.

**Taqrizchilar:**

Sh.Usmanova - ToshDO‘TAU, filologiya fanlari doktori,  
professor.

R.Shirinova -O‘zMU, filologiya fanlari nomzodi, dotsent.

A.Mamadlimov - JIDU qoshidagi Shayxontohur akademik litseyi  
chet tillar bo‘yicha direktor o‘rinbosari.

Fan dasturi Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti Kengashida ko‘rib chiqilgan va tavsiya qilingan (2016-yil 29-avgustdagi 1 - sonli bayonnomasi).

## **Fanning dolzarbligi**

“Tarjima nazariyasi” fanining o‘quv dasturi O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”gi PF–4797-son Farmonida keltirilgan tarjima muammosi bilan bog‘liq vazifalar asosida tuzilgan bo‘lib, unda asosan ilmiy, badiiy va boshqa sohalardagi adabiyotlarni o‘zbek tilidan ingliz va boshqa xorijiy tillarga, shuningdek, jahon tillaridan ona tilimizga yuksak sifat va mahorat bilan tarjima qiladigan tarjimonlar tayyorlash masalasiga alohida e‘tibor berilgan.

O‘rganilayotgan til vositasida tarjimaning nazariy muammolari va ularning amaliy yechimi borasida tarjimashunoslik nuqtai nazaridan tahlil qilish mazkur fan doirasida amalga oshiriladi. Zamonaviy tarjima nazariyasi va amaliyotida umume’tirof etilgan tendensiyalar, tarjima turlari va usullari, tarjimaning rivojlanish bosqichlari, leksik semantik va grammatik muvofiqlik kategoriyalari, tarjimaning janr xususiyatiga ko‘ra turlari va ularda qo‘llaniladigan uslublar, tillarning lingvomadaniy va lingvogeografik xususiyatlari mazkur fan doirasida o‘rganiladi. Ushbu bosqichda avvalgi o‘quv yillarida egallangan malaka va mahorat takomillashtiriladi.

### **Fanning o‘quv rejadagi boshqa fanlar bilan o‘zaro bog‘liqligi va uslubiy jihatdan uzviyligi**

Bu dasturni amalda bajarish uchun talabalar universitetgacha bo‘lgan bo‘lgan Integrallashgan ingliz tili, Mamlakatshunoslik, Stilistika, Nazariy grammatika, Til tarixi fanlaridan yetarli bilim va ko‘nikmalarga ega bo‘lishlik talab etiladi.

Asosiy qismda (ma‘ruza) fanning mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo‘yicha talabalarga DTS asosida yetkazilishi zarur bo‘lgan bilim va ko‘nikmalar to‘la qamrab olinishi kerak.

Asosiy qism sifatiga qo‘yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo‘layotgan ijtimoiy-siyosiy va demokratik o‘zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-



huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so‘nggi yutuqlari e‘tiborga olinishi tavsiya etiladi.

### **Fanning ilm-fan, ishlab chiqarish va iqtisodiyotdagi o‘rni**

O‘zbekiston Respublikasi Prezidenti I.A.Karimovning “Yuksak mav‘naviyat – yengilmas kuch” asarida tarjimashunoslikni rivojlantirishga, badiiy tarjima amaliyotini kuchaytirishga oid bergan ko‘rsatmalariga asosan mazkur fan negizida aslyatdan badiiy tarjima qilish amaliyotini shakllantirish vazifasi belgilangan.

### **Fanni o‘qitishda zamonaviy axborot va pedagogik texnologiyalar hamda o‘quv mashg‘ulotlarini loyihalash**

Ma‘ruza va amaliy mashg‘ulotlarda mos ravishda ilg‘or pedagogik texnologiyalardan foydalaniladi. Fanni o‘qitishda ta‘limning zamonaviy metodlaridan, pedagogik va axborot kommunikatsiya texnologiyalaridan keng foydalaniladi.

Interfaolmetodlarning quyidagilari keng foydalaniladi:

- ◆ guruhli muzokaralar (group discussion);
- ◆ jamoa loyihalari (project work);
- ◆ juftliklar bo‘lib topshiriqlarni bajarish;
- ◆ yakka holda ma‘lum mavzu bo‘yicha prezentatsiyalar qilish (individual presentation);
- ◆ davra suhbatlari o‘tkazish (round – table discussion);
- ◆ insert texnikasi (Insert technique);
- ◆ pinbord texnikasi (Pin board);
- ◆ keys – stadi (Case - study);
- ◆ aqliy hujum (brain storming);
- ◆ bahs – munozara (debate);
- ◆ loyihalash usuli;
- ◆ kichik himoya (mini dissertation);
- ◆ roli o‘yinlar (role play).

## Fan modulining dasturi (module syllabus)

<b>O'quv kursining to'liq nomi:</b>	<b>Tarjima nazariyasi</b>		
<b>Kursning qisqacha nomi:</b>	<b>TN</b>	<b>Kod:TN</b>	
<b>Kafedra</b>	<b>Tarjima nazariyasi va amaliyoti</b>		
<b>O'qituvchi haqida ma'lumot</b>	<b>f.f.n., dots. Odilova G.K.</b>	<b><u>gulnoz.asal@mail.ru</u></b>	
<b>Semestr va o'quv kursining davomiyligi</b>	<b>1-5-semestrlar 95 hafta</b>		
<b>O'quv soatlari hajmi</b>	<b>jami:</b>	<b>350</b>	
	<b>shuningdek:</b>		
	<b>ma'ruza</b>	<b>108</b>	
	<b>seminar</b>	<b>82</b>	
	<b>amaliy</b>	<b>38</b>	
	<b>mustaqil ta'lim</b>	<b>122</b>	
<b>O'quv kursining statusi</b>	<b>Umumkasbiy fanlar</b>		
<b>Dastlabki tayyorgarlik:</b>	<p>Bu dasturni amalda bajarish uchun talabalar Integrallashgan ingliz tili, tilshunoslikka kirish, ingliz tilida yozish ko'nikmalari, nazariy grammatika, Til tarixi fanlaridan yetarli bilim va ko'nikmalarga ega bo'lishi talab etiladi.</p>		
<p><b>Fanning predmeti va mazmuni-</b> tarjima nazariyasi va amaliyoti muammolari, tarjima tanqidi ushbu fanning predmetini tashkil qilib, talabalarga ushbu muammolar yuzasidan bilim beriladi.</p>			
<p><b>Fanni o'qitishdan maqsad-</b> filologiya yo'nalishida tahsil olayotgan talabalarga mazkur fan borasida umumiy nazariy tushunchalar berish. Til sohasida to'plangan nazariy bilimlarni tarjimachilikning muayyan</p>			

turlariga yo'naltirish. Tarjimonlik sohasiga qobiliyati bor yoshlarda dastlabki fundamental tushunchalarni hosil qilish.

**Fanning vazifasi** - zamonaviy tarjima metodlarini o'quv jarayonida tatbiq eta olish, tarjima qilingan asarlarni originali bilan solishtirib tahlil qilish, qilingan tarjima sifatini aniqlash mezonini o'rganish, zamonaviy va an'anaviy usullarini farqlay olishdan iborat.

### **Fan bo'yicha talabalarning bilimiga, ko'nikma va malakasiga qo'yiladigan talablar**

Tarjima nazariyasi fani bo'yicha bakalavr *quyidagi malaka va ko'nikmalariga* ega bo'lishi kerak:

- turli matnlardagi leksik-semantik farqlarni tushuna olish;
- tarjimadagi grammatik nomuvofiqlik kategoriyalarini tushuntirib berish;
- matnlarni interpretatsiya qila olish;
- tarjima metodlarini bilish va amaliyotda qo'llay olish;
- og'zaki va yozma tarjima uslublarini farqlay olish;
- amaliy ta'limni o'rganilayotgan tillar vositasida ma'naviy ma'rifiy va kasbiy pedagogik maqsadlarga erishish;
- lingvo kommunikativ va lingvo mamlakatshunoslik to'g'risidagi tushunchaga ega bo'lish;
- lingvistik bilimlar saviyasi, til haqida tushunchaga ega bo'lishi shart;
- chet tilidagi nutqiy qobiliyatni xotirlash turlarini belgilash;
- o'tilgan mavzu bo'yicha o'z fikrini erkin, og'zaki va yozma bayon qila olish;
- ko'rsatilgan vaqt mobaynida (30 daqiqa) fan doirasidagi test savollariga javob topa olish;
- chet tilidan ona tiliga va aksincha ona tilidan chet tiliga erkin tarjima qila olish.

### **Kursning tematik tarkibi**

1-semestr				
No	Mavzu	Ma'ruza	Seminar	Mustaqil ta'lim
1	Tarjima tarixi: G'arb va Sharq tarjima	2	2	2

	maktablari				
2	Jahon oliy ta'lim tizimida tarjima nazariyasining fan sifatida o'qitilishi	2	2	2	
3	Tarjima jarayoni va tarjimonning sifatlari	2	2	2	
	<b>Joriy nazorat(JN)</b>				
4	Tarjimon etikasi	2	2	2	
5	Tarjimonning mahorati	2	2	2	
6	Tarjima ishini tashkil qilish	2	2	2	
	<b>Oraliq nazorat(ON)</b>				
7	Tarjimonning qurollari	2	2	2	
8	Badiiy tarjima uchun munosib adabiyotni tanlab olish va baholash	2	2	2	
	<b>Joriy nazorat(JN)</b>				
9	Tanlangan material uchun ma'noviy bilimlarni yig'ish	2	2	2	
	Keys study		2	2	
	<b>Yakuniy nazorat</b>				
	<b>1-semestr bo'yicha jami</b>	<b>18</b>	<b>20</b>	<b>20</b>	
<b>2-semestr</b>					
<b>№</b>	<b>Mavzu</b>	<b>Ma'ruza</b>	<b>Seminar</b>	<b>Amaliy</b>	<b>Mustaqil</b>
10	The theory and practice of translation in Uzbekistan	2	2		2
11	Indirect translation school in Uzbekistan	2	2		2

12	Types of translation	2	2		2
	<b>Joriy nazorat (JN)</b>				
13	The theory of equivalence and adequacy.	2	2		2
14	Lexica-semantic problems of translation	2	2		2
15	Pragmatic problems of translation	2		2	2
	<b>Oraliq nazorat (ON)</b>				
16	Phraseological problems of translation	2		2	2
17	Grammatical problems of translation	2		2	2
18	Stylistical problems of translation	2		2	2
	<b>Joriy nazorat (JN)</b>				
19	Translation of Proper names and geographical names			2	2
	<b>Yakuniy nazorat(YN)</b>				
	<b>2-semestr bo'yicha jami</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>20</b>
		<b>3-semestr</b>			
20	Translation of Zoonims	2	2		2
21	Translation of Advertisements	2	2		2
22	Translation of food discourse	2	2		2
	<b>Joriy nazorat (JN)</b>				
23	Translation of figurative speech	2	2		2

24	Translation Fitonims	2	2		2
25	Translation of Onomotapeas	2		2	2
	<b>Oraliq nazorat (ON)</b>				
26	Translation of Humour and colloquialism	2		2	2
27	Translation of difficult language	2		2	2
28	Quotations from other sources	2		2	2
	<b>Joriy nazorat (JN)</b>				
39	Editing in translation	2			2
	<b>Yakuniy nazorat(YN)</b>				
	<b>3-semestr bo'yicha jami</b>	<b>20</b>	<b>10</b>	<b>8</b>	<b>20</b>
		<b>4-semestr</b>			
30	The need for an interdisciplinary approach in audiovisual translation	2	2		4
31	An integrated model of analysis: an unresolved matter	2	2		4
32	Models of analysis of audiovisual texts	2	2	2	4
	<b>Joriy nazorat (JN)</b>				
33	A framework of analysis based on signifying codes of film language	2	2	2	4
34	The linguistic code, Paralinguistic codes	4	2	2	4
35	The musical code and the special effects	2	2	2	4

	code				
	<b>Oraliq nazorat (ON)</b>				
36	The sound arrangement code	2	2	2	4
37	Iconographic codes	2	2	2	4
38	Photographic codes	2	2	2	4
39	Mobility codes	2	2	2	4
	<b>Joriy nazorat (JN)</b>				
40	Graphic codes	4	2	2	2
41	Syntactic codes (editing)	4	2	2	
42	Subtitor in translation	4			
	<b>Yakuniy nazorat(YN)</b>				
	<b>4-semestr bo'yicha jami</b>	<b>34</b>	<b>22</b>	<b>20</b>	<b>42</b>
	<b>5-semestr</b>				
43	Tarjimashunoslikda obyektiv tanqid	4	4		4
44	Tarjima tanqidida qiyosiy tahlil aspektlari	4	4		6
	<b>Joriy nazorat (JN)</b>				
45	Tarjima tili tanqidi	2	4		2
46	Tarjimon uslubi tanqidi	4	4		4
	<b>Oraliq nazorat (ON)</b>				
47	Jahon va O'zbekistondagi tarjima tanqidiga oid yirik ilmiy-ommabop maqolalar tahlili	4	4		4
	<b>Joriy nazorat (JN)</b>				
	<b>Yakuniy nazorat(YN)</b>				
	<b>5-semestr bo'yicha jami</b>	<b>18</b>	<b>20</b>		<b>20</b>

	<b>Umumiy</b>	<b>108</b>	<b>82</b>	<b>38</b>	<b>122</b>				
<b>Ta'lim berish va o'qitish uslubi:</b>	Ma'ruza, amaliy mashg'ulotlar, mustaqil ishlar (keys study, master klasslar)								
<b>Mustaqil ishlar:</b>	O'quv loyihalar, guruhli taqdimot, referatlar, krossvordlar, keyslar								
<b>Maslahatlar va topshiriqlarni topshiriq vaqti</b>	<b>Kunlar</b>	<b>Vaqt</b>	<b>Auditoriya</b>						
1.									
2.									
<b>Bilimlarni baholash usullari va tartibi:</b>									
<b>JN va ON ning ballari ishchi dasturda beriladi</b>									
<b>Baholash usullari</b>	Testlar, yozma ishlar, og'zaki so'rov, prezentatsiyalar								
<b>Fan bo'yicha talabalar bilimni nazorat qilish va baholash</b>	<p style="text-align: center;"><b>Nazorat shakllari</b></p> <p>Baholash turlari fan xususiyatidan kelib chiqqan holda so'rovlar, og'zaki savol-javob, yozma ish, test yoki boshqa ko'rinishda o'tkazilishi mumkin.</p> <p style="text-align: center;"><b>Fan bo'yicha talabalar bilimni baholash mezoni</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;"><b>Ball</b></th> <th style="text-align: center;"><b>Talabaning bilim darajasi</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>86-100 ball</b></td> <td>           -talaba mashg'ulotlarga doimo tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi;            - talab ijodoiy masqalalarni hal qilish mobaynida tegishli biulimlarni qo'llash         </td> </tr> </tbody> </table>					<b>Ball</b>	<b>Talabaning bilim darajasi</b>	<b>86-100 ball</b>	-talaba mashg'ulotlarga doimo tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi; - talab ijodoiy masqalalarni hal qilish mobaynida tegishli biulimlarni qo'llash
<b>Ball</b>	<b>Talabaning bilim darajasi</b>								
<b>86-100 ball</b>	-talaba mashg'ulotlarga doimo tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi; - talab ijodoiy masqalalarni hal qilish mobaynida tegishli biulimlarni qo'llash								



	<p>doirasini maqsadga muvofiq tanlab, yechimini topishga xizmat qiluvchi yangi usul va yo'nalishlarni topa oladi, o'quv materialining mohiyatini tushunadi;</p> <p>-talaba taqdim etilgan o'quv masalarini yechish yo'llarini izlaydi va turli materiallarni biladi, aytib bera oladi hamda tasavvurga ega bo'ladi.</p>
<p><b>71-85 ball</b></p>	<p>-Talaba o'rganilayotgan hodisalaraloqadorligini bilish hamda obyektни tavsiflay olish ko'nikmasiga ega bo'lishi bilan birgalikda, qo'yilgan masalalranni sabab-oqibat aloqadorligini ochib bergan holda yecha oladi, o'rganilayotgan nazariy bilimlarni amaliyot bilan bog'lay oladi va mustaqil mushohada qila oladi;</p> <p>- bilim va ko'nikmalar mazmunini tatbiq qila olish mahorati, bir tipdagi masalalarni yecha olish, yozib olish va eslab qolish faoliyatini amalga oshiradi, bilimlarni amaliyotda qo'llay oladi;</p> <p>-talaba mashg'ulotlarga</p>

		tayyorlangan, dasturiy materiallarni biladi, mohiyatini biladi va tasavvurga ega.
	<b>55-70 ball</b>	-talabning eshitganlari, ularga berilgan namunalar, taqdim etilgan algoritmlar va ko'rsatmalar asosida topshiriqlarni bajara oladi, mohiyatini tushunadi; -talaba qator belgilar asosida ma'lum obyektning farqlay bilish bilan birgalikda unga ta'rif bera oladi va o'quv materialini tushuntirib bera oladi va tasavvurga ega.
	<b>0-54 ball</b>	-talaba tasavvurga ega emas; -talaba dasturiy materiallarni bilmaydi.
<b>Fanga doir video ma'ruzalar, video roliklar:</b>		
<b>Glossariylar:</b>		
<b>Axborot resurs baza:</b>		

## ASOSIY QISM

### Fanning nazariy mashg'ulotlari mazmuni Mutaxassislikka kirish

#### 1-modul. Tarjima tarixi: G'arb va Sharq tarjima maktablari

Yer yuzidagi ilk tarjimalar Qur'on, Bibliya tarjimalari. Yer yuzidagi ilk tarjimalarga bo'lgan ehtiyoj. Ilk tarjima asarlarning shakli va mazmuni. Bobil, Bag'dod, Rim, Venetsiya tarjima maktablari amalga oshirilgan

tarjima ishlari. Qadimda tarjimaning davlat boshqaruvidagi roli.

## **2-modul. Jahon oliy ta'lim tizimida tarjima nazariyasining fan sifatida o'qitilishi**

O'zbek tarjimashunosligi asoschilari, o'zbek tarjimashunosligidagi qarashlar, tarjima maktablari va o'zbek tarjimachiligi namoyondalari. O'zbek tiliga rus tili orqali tarjimalar tahlili: yutuq va nuqsonlar. Asliyatdan uzoqlashuv omillari, bevosita va vositachi til orqali tarjimalar; jahon tajribasida badiiy tarjimaning akademik dissiplina sifatida o'qitilishi va fanning boshqa fanlar bilan bog'liqligi.

## **3-modul. Tarjima jarayoni va tarjimonning vazifalari**

Tarjima jarayoni va tarjimonning vazifalari, tarjimonning burchlari va muallif bilan ko'rinmas raqobati. Tarjimonga qo'yiladigan malaka talablari; tarjimonning muallif bilan ko'rinmas raqobati. Tarjimonning o'zini tutishi va imidji. Tarjima ijodiy faoliyat sohasiga kiradi. Shu jarayonda tarjimonning lisoniy va ma'naviy bilimlari matnda o'z ifodasini topadi. Tarjimon avvalo tilni yaxshi bilishi, boshqa xalqlarning, xususan, tarjima qilinayotgan asar mansub xalqning adabiyoti, tarixi, madaniyati va mentalitetini chuqur o'rgangan bo'lishi lozim. Tarjimonga qo'yiladigan talablardan yana biri filologik bilimlarining yuqori darajada bo'lishidir. Uning o'z ona tilini va uning o'ziga xos xususiyatlarini yaxshi bilishi, fonetika, grammatika, leksikologiya va stilistika masalalarini teran tushunishi, shuningdek, adabiyot nazariyasi, badiiy ifoda usullarini chuqur o'zlashtirgan bo'lishi tarjima matnning talab darajasida ishlov berilishini ta'minlaydi. Shundagina tarjimon til normalarini buzmasdan, asliyat matni shakliga putur yetkazmasdan uning mazmunini to'liq uzatishi, muallif maqsadi va g'oyasini aniq yetkazishi mumkin. Binobarin, tarjima san'at hisoblanadi. U nafaqat bilim, balki katta mehnat va fidoiylikni talab qiladi.

## **4-modul. Tarjimon etikasi**

Tarjima ishini tashkil qilish nashriyotlar va badiiy asar mualliflari, gazeta va jurnallar bilan hamkorlikni yo'lga qo'yish. Tarjima ishini

boshlash va yakuniga yetkazish bilan bog‘liq tashkiliy jarayonlar.

### **5-modul. Tarjimonning mahorati**

Yaxshi tarjimonning sifatlari, tarjimonning fundamental bilimlari. Tarjimonning matni tushunish, muallifning maqsadini anglash mahorati. Tarjimonning matni qayta yaratish mahorati.

### **6-modul. Tarjima ishini tashkil qilish**

Tarjimonning muallifga nisbatan hurmati “Tarjimonning ko‘rinmaslik nazariyasi”; tarjimonning madaniyati, muallif oldida hurmat saqlay bilishi; tarjimon va muallif uslubi; tarjimonning professional etikasi va o‘zini tutishi.

### **7-modul. Tarjimonning qurollari**

Tarjima uchun kerakli materiallar va ulardan foydalanish. Tarjima ishi uchun sharoit hamda tarjimonning qurollari. Badiiy tarjimada qo‘l keladigan eng yetakchi elektron resurslar, tarjimonlar portallari, forumlar, she‘riy chappa lug‘atlardan foydalanish masalasi.

### **8-modul. Badiiy tarjima uchun munosib adabiyotni tanlab olish va baholash**

Tarjima adabiyotini tanlash, xorijiy kitobxon auditoriyasi va ehtiyojlarini o‘rganish. Xorijiy bestsellerlar va klassik adabiyotda so‘nggi yillarda eng ko‘p o‘qilgan asarlar ro‘yxatini shakllantirish.

### **9-modul. Tanlangan material uchun ma‘naviy bilimlarni yig‘ish**

Tarjima uchun ma‘lum adabiyot va mavzu tanlab olingach shu adabiyotga tegishli ma‘lumotlar: tarixiy, geografik, lisoniy, maishiy va hkz ba‘zasini shakllantirish va o‘rganib chiqish. Asliyatda bayon etilayotgan voqelik, turli narsa-hodisalarning tasviri va obrazlarini bor murakkabligi bilan imkon qadar to‘g‘ri tarjima qilish uchun tarjimon, tabiiyki, original asarda tasvirlangan voqelikka doir bilimlarga ega bo‘lish.

## **TARJIMA NAZARIYASI**

### **10-modul. The theory and practice of translation in Uzbekistan**

O'zbekistonda tarjima nazariyasi va amaliyotining fan sifatida o'qitilishi.

### **11-modul. Indirect translation school in Uzbekistan**

O'zbekistonda vositachi til orqali tarjima maktabining shakllanishi rus tili orqali tarjimalar bilan tanishtiriladi.

### **12-modul. Types of translation**

Ilmiy, publitsistik, badiiy, og'zaki tarjima turlari haqida nazariy ma'lumotlar va misollar beriladi.

### **13-modul. The theory of equivalence and adequacy**

Ekvivalent va adekvat tarjimaning farqlari, olimlarning qarashlari nazariy ma'lumotlar, tahlillar o'rgatiladi.

### **14-modul. Lexica-semantic problems of translation**

Tarjimaning so'z tanlash bilan bog'liq muammolari, muvofiqlik darajalari: butunlay, qisman muvofiqlik, muvofiqlikning yo'qligi va tasodifiy nomuvofiqlik, tarjimonning yolg'on do'stlari, realiyalar kabilar o'rgatiladi.

### **15-modul. Pragmatic problems of translation**

Tarjimashunoslikda pragmatika: bu fanning tarjima nazariyasi bilan bog'liqligi; pragmatik asotsiatsiya nima? Pragmatik kontekstni tarjima qilishda ma'noviy bilimlarning ahamiyati o'rgatiladi.

### **16-modul. Phraseological problems of translation**

Frazeologizmlar tabiati turlari: zoonim frazeologizmlar, realiya frazeologizmlar va hkz. Ularni tarjima qilish muammolari-muvofiqlikning uchta turi o'rgatiladi.

### **17-modul. Grammatical problems of translation**

Tarjimaning morfologik, sintaktik muammolari, so'z qurilishi, gap tuzilishi bilan bog'liq muammolar o'rganiladi.

## **18-modul. Stylistic problems of translation**

Tarjimaning stilistik muammolari, yozuvchi uslubini tarjimada qayta yaratish. Ilmiy, siyosiy, badiiy va gazeta uslubiga oid matnlarni tarjima qilish muammolari o'rganiladi.

## **19-modul. Translation of proper names and geographical names**

Atoqli otlar va geografik nomlar tarjimasi muammolari. Geografik nomlarni tarjima qilishning o'ziga xos xususiyatlari qiyosiy asnoda tushuntirib beriladi.

## **20-modul. Translation of Zoonims**

Zoonim komponentli frazeologik birikmalar, inson tashqi ko'rinishi va fe'l atvoriga o'xshatmalarni tarjima qilishda yuzaga keladigan muammolar tahlil qilinadi va yechimi ko'rsatib beriladi.

## **21- modul. Translation of Advertisements**

Reklama va e'lonlarning tarjima tili va ularda qo'llanadigan stilistik priyomlar tahlilga tortiladi. Reklama va e'lonlarni sodda va ravon tarjima qilish yo'llari ko'rsatib beriladi.

## **22- modul. Translation of food discourse**

Olam lisoniy manzarasida oziq-ovqat bilan bog'liq tushunchalarni tarjima qilish masalalari o'rganiladi. Oziq-ovqat bilan bog'liq pragmatik assotsiatsiyalar va tushunchalarni tarjima qilish jarayonida yuzaga keladigan muammolarni bartaraf qilish masalalari o'rganiladi.

## **23- modul. Translation of figurative speech**

Stilistik priyomlar metafora, metonimiya, giperbola, simila va h.k.z larni tarjima qilish muammolari, ularni tarjima tilida qayta yaratish masalalari o'rganiladi.

## **24-modul. Translation Fitonims**

O'simlik nomlari va ular qatnashgan frazeologik birikmalar, o'xshatmalarni tarjima qilish muammolari turli tahlillar asosida yoritib beriladi.

### **25-modul. Translation of Onomotapeas**

Tovushga taqlid soʻzlarning kinofilmlar va badiiy asarlardagi ahamiyati, ularni tarjima qilish muammolari va usullari koʻrsatib beriladi.

### **26-modul. Translation of Humour and colloquialism**

Yumor tarjimasining oʻziga xos xususiyatlari va usullari komedik matnlar tarjimasini orqali qiyosiy oʻrganiladi.

### **27-modul. Translation of difficult language**

Murakkab tillar, dialektlar va tor doiradagi soʻzlashuvga xos ogʻzaki va yozma nutqni tarjima qilish.

### **28-modul. Intercultural communications in translation**

Tarjima jarayonida yuzaga keladigan madaniyatlararo muloqot muammolari, ularni bartaraf qilishdagi tarjimon mahorati masalalari muhokama qilinadi.

### **29-modul. Editing in translation**

Tarjimonning tahrir qilish mahorati, tarjimada tahrir bosqichlari, tarjimon va tahrirchi juftligida ish olib borish masalalari muhokama qilinadi.

### **30-modul. The need for an interdisciplinary approach in audiovisual translation**

Video tarjimaning oʻziga xos jihatlari va uni fan sifatida oʻrganish masalalari haqida soʻz boradi. Ilmiy va ommabop filmlar tarjimasini masalasidagi tadqiqotchilar fikr va qarashlari oʻrtaga tashlanadi.

### **31-modul. An integrated model of analysis: an unresolved matter**

Film tarjimasida integrallashgan tahlil modelining ishlash jarayoni, video tarjimasini toʻgʻri tashkil qilish masalalari oʻrganiladi.

### **32-modul. Models of analysis of audiovisual texts**

ilm tarjimasida tahlilning borishi, film tarjimasini boshlashgacha boʻlgan lingvistik va texnik masalalar tahlili haqida tushuncha beriladi.

### **33- modul. A framework of analysis based on signifying codes of film language**

Film tilini kodlashtirish jarayonining texnik va lingvistik jihatlari haqida fikr yuritiladi.

### **34-modul. The linguistic code, Paralinguistic codes**

Film tarjimasida jarayonida lingvistik va nolingvistik syujetlarni kodlashtirish va tarjimaga tayyorlash masalalari amaliy misollar yordamida ko'rsatib beriladi.

### **35-modul. The musical code and the special effects code**

Film tarjimasida maxsus effektlar va musiqa bilan ishlashning texnik nozikliklari amaliy va nazariy tushuntirib beriladi

### **36-modul. The sound arrangement code**

Film tarjimasida va dublyajda ovoz yozish va uni kodlashtirishning texnik muammolari o'rgatiladi.

### **37-modul. Iconographic codes**

Film tarjimasida ramzlar va turli xil simvollarga oid tasvirlar bilan bog'liq syujetlarni tarjima qilish va kodlashtirish muammosi borasida amaliy bahs-munozara yuritiladi.

### **38-modul. Photographic codes**

Film tarjimasida foto tasvirni kodlashtirish muammosi borasida amaliy bahs-munozara yuritiladi.

### **39-modul. Mobility code**

Film tarjimasida og'iz artikulyatsiyasini texnik nazorat qilib kodlashtirish va ovozli tarjimani tasmaga yozish masalasi ovoz rejissori va ma'ruzachi juftligida dublyaj laboratoriyasida ko'rsatib beriladi.

### **40-modul. Graphic codes**

Film tarjimasida jarayonida grafik tasvirni kodlashtirish va ovozli tarjimani tasmaga yozish masalasi ovoz rejissori va ma'ruzachi juftligida dublyaj laboratoriyasida ko'rsatib beriladi.



#### **41 -modul. Syntactic codes (editing)**

Film tarjimasida matnni sintaktik tahlil qilish va taqrizdan o'tkazish masalasi ko'rib chiqiladi.

#### **42-modul. Subtitor in translation**

Filmni subtitor qilish va tarjima matnini ekranga joylashtirish masalalari o'rganiladi.

### **TARJIMA TANQIDI**

#### **43-modul. Tarjimashunoslikda obyektiv tanqid**

Dunyo va o'zbek tarjimashunosligi tajribasida tarjima tanqidiga oid nazariy qarashlar va tanqidning tarjima sifatini oshirishdagi roli.

#### **44-modul. Tarjima tanqidida qiyosiy tahlil aspektlari**

Qiyosiy tahlil mezonlari. Ilmiy jurnalda va matbuotda tanqidiy maqola yozishning farqli jihatlari.

#### **45-modul. Tarjima tili tanqidi**

Tarjima tilidagi sun'iylik va g'alizliklar. Tanqid qilish prinsiplari. Badiiy asar tarjimasi tanqidi.

#### **46-modul. Tarjimon uslubi tanqidi**

Muallif uslubini yo'qotib qo'yish va bir tarjimonning bir necha mualliflardan qilgan bir xil uslubdagi tarjimalari misolida ko'rsatib o'tiladi.

#### **47-modul. Jahon va O'zbekistondagi tarjima tanqidiga oid yirik ilmiy-ommabop maqolalar tahlili**

Jahonda va O'zbekistondagi ilmiy-ommabop gazeta va jurnallarda tarjima tanqidiga oid yozilgan maqolalar tahlili.

#### **Amaliy mashg'ulotlar**

#### **Amaliy(seminar) mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar**

Amaliy mashg'ulotlarni tashkil etish bo'yicha kafedra professor-

o'qituvchilari tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Ma'ruza mashg'ulotlarida olgan bilim va ko'nikmalarni misol va masalalar yechish bilan mustahkamlaydilar hamda yanada boyitadilar. Bunga jamoa bo'lib mashq qilish yo'li bilan va mustaqil ishlash yo'li bilan erishiladi. Mustaqil ishlashda darsliklarni, o'quv qo'llanmalarni, uslubiy qo'llanmalarni, tarqatma va ko'rgazmali ashyolarni ahamiyati kattadir.

Talaba amaliy mashg'ulotlarda taqdimot (prezentatsiya) shaklida ma'ruzada keltirilgan mavzular doirasida savollarga javob beradi. O'z fikrini bayon qilishda prezentatsiya doirasida turli materiallardan foydalanadi.

### **Amaliy mashg'ulotlarning taxminiy ro'yxati**

1. The adequacy as a criterion in translation
2. Different levels of equivalence in source language and target language
3. Lexical problem of translation
4. Translation of polysemantic words
5. Translation of Proper names and geographical names
6. Translation of Zoonims
7. Translation of Advertisements
8. Translation of food discourse
9. Translation of figurative speech
10. Translation of food discourse
11. Translation of figurative speech
12. Translation of food discourse
13. Translation of figurative speech
14. Translation Fitonims
15. Translation of Onomotapeas
16. Translation of Humour and colloquialism
17. Translation of difficult language
18. Translation from other sources
19. Editing in translation

### **Seminar mashg'ulotlarning taxminiy ro'yxati**

1. What is translation?
2. General lexical problems of translation
3. Adequacy and equivalence
4. Pragmatical problems of translation

5. Phraseological problems of translation
6. Translation of Proper names and geographical names
7. Translation of Zoonims
8. Translation of Advertisements
9. Translation of food discourse
10. Translation of figurative speech
11. Translation of food discourse
12. Translation of figurative speech
13. Translation of food discourse
14. Translation of figurative speech
15. Translation Fitonims
16. Translation of Onomotapeas
17. The need for an interdisciplinary approach in audiovisual translation
18. An integrated model of analysis: an unresolved matter
19. Models of analysis of audiovisual texts
20. Editing in translation
21. A framework of analysis based on signifying codes of film language
22. The linguistic code, Paralinguistic codes

### **Laboratoriya ishini tashkil etish bo'yicha ko'rsatma va tavsiyalar**

Mazkur fan dasturida laboratoriya ishi nazarda tutilmagan.

### **Kurs ishi bo'yicha tavsiyalar**

Mazkur fan dasturida kurs ishi ko'zda tutilmagan.

### **Mustaqil ta'limni tashkil etishning shakli va mazmuni**

Talaba "Tarjima nazariyasi" fanidan mustaqil ta'limni tashkil etishda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi va joriy nazorat sifatida baholanadi:

1) **mavzular bo'yicha** konspekt (referat, takdimot) **tayyorlash**. Nazariy materialni puxta o'zlashtirishga yordam beruvchi bunday usul o'quv materialiga diqqatni ko'proq jalb etishga yordam beradi. Talaba konspekti turli nazorat ishlariga tayyorgarlik ishlarini osonlashtiradi, vaqtni tejaydi;

2) **o'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash**. Talabalar ma'ruza va amaliy mashg'ulotlar davomida olgan bilimlarini o'zlashtirishlari, turli nazorat ishlariga tayyorgarlik kurishlari uchun tavsiya etilgan elektron manbalar, innovatsion dars loyihasinamunalari, o'z-o'zini nazorat uchun test topshiriqlari v.b;

3) **fan bo'yicha qo'shimcha adabiyotlar bilan ishlash**. Mustaqil o'rganish uchun berilgan mavzular bo'yicha talabalar tavsiya etilgan asosiy adabiyotlardan tashqari qo'shimcha o'quv, ilmiy adabiyotlardan foydalanadilar. Bunda rus va xorijiy tillardagi adabiyotlardan foydalanish rag'batlantiriladi;

4) **Internet** tarmog'idan foydalanish. Fan mavzularini o'zlashtirish. Kurs ishi, bitiruv malakaviy ishlarini yozishda mavzu bo'yicha internet manbalarini topish. Ular bilan ishlash nazorat turlarining barchasida qo'shimcha reyting ballari bilan rag'batlantiriladi;

5) mavzuga oid masalalar. Keys-stadilar va o'quv loyihalarini ishlab chiqish va ishtirok etish;

6) amaliyot turlariga asosan material yig'ish, amaliyotdagi mavjud muammolarni yechimini topish. Hisobotlar tayyorlash;

7) ilmiy seminar va anjumanlarga tezis va maqolalar tayyorlash va ishtirok etish;

8) mavjud laboratoriya ishlarini takomillashtirish. Masofaviy (distansion) ta'lim asosida mashg'ulotlarni tashkil etish bo'yicha metodik ko'rsatmalar tayyorlash va h.k.

Uyga berilgan vazifalarni bajarish. Yangi bilimlarni mustaqil o'rganish. Kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, Internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish. Ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola (tezis) va ma'ruzalar tayyorlash

kabilar talabalarning darsda olgan bilimlarni chuqurlashtiradi. Ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Uy vazifalarini tekshirish va baholash amaliy mashg'ulot olib boruvchi o'qituvchi tomonidan, konspektlarni va mavzuni o'zlashtirish darajasini tekshirish va baholash esa ma'ruza darslarini olib boruvchi o'qituvchi tomonidan har darsda amalga oshiriladi.

Mustaqil ishni tashkil etish bo'yicha uslubiy ko'rsatma va tavsiyalar, keys- stadi, vaziyatli masalalar to'plami ishlab chiqiladi. Unda talabalarga asosiy ma'ruza mavzulari bo'yicha amaliy topshiriq, keys- stadilar yechish uslubi va mustaqil ishlash uchun vazifalar belgilanadi.

### **Tavsiya etilganmustaqil ish mavzulari**

1. O'rta Osiyodagi tarjima maktablari haqida taqdimot tayyorlash.
2. O'rta Osiyodagi ilk tarjima asarlari haqida ma'lumotlar to'plash.
3. O'zbek va ularning tarjimalari haqida taqdimot tayyorlash.
4. O'zbekistondagi tarjimachilik tarixi haqida ko'rgazmali portfolio tayyorlash.
5. Ingliz tilida yaxshi sifatlarga ega professional tarjimon CV(ma'lumotnoma)sini tayyorlash.
6. Guruhdoshingiz bilan tarjimonga ish beruchi tashkilot rahbari sifatida og'zaki intervyu so'rovnoma o'tkazish.
7. Tarjimon etikasining buzilishi holatiga oid muammoli vaziyat yarating va uning echimi haqida axborot tayyorlang.
8. Tarjima ishini loyihalashtiring.
9. Uzbek translators and their works
10. The problems of translating PU from Uzbek into English
11. Problems of translating false friends otranslator
12. Translating figurative language
13. Translating realies
14. Translation of Zoonims
15. Translation of Advertisements
16. Translation of food discourse
17. Translation of figurative speech
18. Translation of food discourse

19. Translation of figurative speech
20. A'zam Obidov tarjimalariga taqriz
21. Begoyim Holbekova tarjimalariga taqriz
22. Alisher Otaboev tarjimalariga taqriz
23. Hafiza Allanazarova tarjimalariga taqriz

### **Dasturning informatsion – metodik ta'minoti**

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

- Tarjima nazariyasi fani ma'ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;

- O'tkaziladigan amaliy mashg'ulotlarda aqliy hujum, "bumerang", guruhli fikrlash pedagogik texnologiyalarini qo'llash nazarda tutiladi.

### **Foydalanilgan adabiyotlar ro'yxati**

#### **Asosiy adabiyotlar**

1. Musaev K. Tarjima nazariyasi asoslari. Toshkent. 2005. 158 b.
2. Nancy Matis. How to manage your translation projects/Translation of French book: Comment gerer vos projects de traduction.(c)Edi.pro.2010. 211 pp.
3. Susan Bassnet. Translation studies. 3rd edition. Taylor & Francis e-Library, 2005.188 pp.
4. Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.
5. Lance Hewson. An Approach to translation criticism. ETI, University of Geneva, 2000.

#### **Qo'shimcha adabiyotlar**

1. Sh.Sirojiddinov, G.Odilova. Badiiy tarjima asoslari. Toshkent, 2011. 164 b.
2. G.Odilova, U.Mahmudova. O‘zbek tarjimonlari va badiiy tarjimalar. Toshkent, 2012. 119 b.
3. Baker Mona. Maeve Olohan and María Calzada Pérez .Text and Context. Manchester, UK & Kinderhook (NY), USA, 2010. 326 pp.
4. . Lawrence Venuti. The translators Invisibility. London & New York. 2004. 366 pp.

### **Internet saytlari**

1. [teneta.rinet.ru/rus/pe/parshin-and\\_theoria-i-praktika-perevoda.htm](http://teneta.rinet.ru/rus/pe/parshin-and_theoria-i-praktika-perevoda.htm)
2. <http://www.translatorstips.net/tranfreearchive/tf07.html>www.google.ru
3. <http://webcache.googleusercontent.com/search?q=cache:JiVGDDOwUwsJ:www.englishspace.com/+&cd=1&hl=ru&ct=clnkwww.youreng.narod.ru>
4. [http://www.translation.net/languages/english\\_translation\\_software.html](http://www.translation.net/languages/english_translation_software.html)
5. <https://translate.google.com/translate?hl=ru&sl=en&u=http://www.translationzone.com/&prev=searchwww.translatorstips.com>
6. <http://www.gbv.de/dms/goettingen/662601432.pdf>
7. [https://openlibrary.org/works/OL16360856W/An\\_approach\\_to\\_translation\\_criticismhttp://www.discourses.org/UnpublishedArticles/Ideology%and%20discourse.pdf](https://openlibrary.org/works/OL16360856W/An_approach_to_translation_criticismhttp://www.discourses.org/UnpublishedArticles/Ideology%and%20discourse.pdf)
8. <http://www.uv.es/tronch/Tra/NotesOnTranslationCriticism.pdf>

**O‘ZBEKISTON RESPUBLIKASI  
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

Ro‘yxatga  
olindi:

No. BD-5120900 - 3.03

4.09.2016-yil

“Tasdiqlayman”

O‘quv ishlari bo‘yicha

prorektor

J. Yo‘ldoshev

24.08.2016-yil



**TARJIMA NAZARIYASI  
FANI  
ISHCHI DASTURI**

**Ta‘lim yo‘nalishi:** 5120900 –O‘zbek -ingliz tarjima  
nazariyasi va amaliyoti

**O‘QUV SOATLARI**

**Umumiy o‘quv soati:** - 58

**Shu jumladan:**

Ma‘ruza - 18

Seminar - 10

Amaliy - 10

Mustaqil ta‘lim - 20

**Toshkent - 2016**



Fanning ishchi o'quv dasturi Oliy va o'rta maxsus ta'lim vazirligi tomonidan tasdiqlangan namunaviy o'quv dasturi asosida ishlab chiqildi.

**Tuzuvchilar:**

- Sh.S.Sirojiddinov - ToshDO'TAU, filologiya fanlari  
doktori, professor
- G.K.Odilova - ToshDO'TAU, Tarjima nazariyasi va  
amaliyoti kafedrasini mudiri, filologiya  
fanlari nomzodi, dotsent

**Taqrizchilar:**

- Sh.Usmanova - ToshDO'TAU, filologiya fanlari  
doktori, professor.
- R.Shirinova - O'zMU, filologiya fanlari nomzodi,  
dotsent.
- A.Mamadalimov - JIDU qoshidagi Shayxontohur  
akademik litseyi chet tillar  
bo'yicha direktor o'rinbosari.

Fanning ishchi o'quv dasturi Tarjima nazariyasi va amaliyoti kafedrasining 2016-yil 26-avgustdagi № 1-sonli majlisida muhokama etilgan va ma'qullangan.

**Kafedra mudiri**



**G.K.Odilova**

Fanning ishchi o'quv dasturi O'zbek-ingliz tarjima fakulteti kengashining 2016-yil 27-avgustdagi № 1-sonli yig'ilishida muhokama qilinib, tasdiqqa tavsiya etilgan.

**Dekan**



**Sh.R.Usmanova**

Mazkur ishchi o'quv dasturi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti o'quv-uslubiy kengashining 2016-yil 29-avgustdagi № 1-son majlisida tasdiqlangan.

**O'quv-uslubiy boshqarma boshlig'i**



**A.Savfullayev**

## **1-kurs, 2-semestr**

### **Fanning dolzarbligi**

Mazkur fanning o'quv dasturi O'zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son Farmonida belgilab berilgan vazifalar asosida tuzilgan. Ushbu fan doirasidatarjimonlik mutaxassisligining talablari, tarjima jarayoni va tarjimonning vazifalari, tarjima ishini tashkil qilish, tarjimonning mahorati, tarjimon etikasi, tarjimonning qurollari, tarjimonning lug'atlar va elektron resurslar bilan ishlashi, badiiy tarjima uchun munosib adabiyotni tanlab olish va baholash, tanlangan material uchun ma'noviy bilimlarni yig'ish yo'llari jahon tarjimashunoslari tajribasidan kelib chiqib o'rganiladi. Ushbu fan "tarjimon" mutaxassisligining asosiy maqsad va vazifalari, kelajakdagi faoliyatini aniq tasavvur qilishga yordam beradi.

### **Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviyligi**

Bu dasturni amalda bajarish uchun talabalar universitetgacha bo'lgan til haqida yetarlicha bilimga ega bo'lishlari lozim. "Tarjima nazariyasi" fani o'quv fani hisoblanib, o'zbek-ingliz tarjima nazariyasi va amaliyoti yo'nalishi bakalavr bosqichining 2-7 semestrlarda o'qitiladi. Dasturni amalga oshirish o'quv rejasida rejalashtirilgan. Mazkur fan tarjima amaliyoti, badiiy tarjima fanlariga kirish hisoblanadi.

Asosiy qismda (ma'ruza) fanning mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo'yicha talabalarga DTS asosida yetkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'nggi yutuqlari e'tiborga olinishi tavsiya etiladi.

## Fanning ilm-fan, ishlab chiqarish va iqtisodiyotdagi o‘rni

O‘zbekiston Respublikasi Prezidenti I.A.Karimovning “Yuksak mav’naviyat–yengilmas kuch” asarida tarjimashunoslikni rivojlantirishga, badiiy tarjima amaliyotini kuchaytirishga oid bergan ko‘rsatmalariga asosan mazkur fan negizida asliyatdan badiiy tarjima qilish amaliyotini shakllantirish vazifasi belgilangan.

### Fanni o‘qitishda zamonaviy axborot va pedagogik texnologiyalar hamda o‘quv mashg‘ulotlarini loyihalash

Ma’ruza va amaliy mashg‘ulotlarda mos ravishda ilg‘or pedagogik texnologiyalardan foydalaniladi. Fanni o‘zlashtirishda darslik, o‘quv va uslubiy qo‘llanmalar, ma’ruza matnlari, tarqatma materiallar, elektron materiallar, virtual stendlar, jadvallardan foydalaniladi.

Dasturda berilgan mavzular ma’ruza, seminar shaklida olib boriladi. Shuningdek, fanning dolzarb masalalari mustaqil ish sifatida talabalarga o‘zlashtirish uchun beriladi. Fan zamonaviy pedagogik texnologiyaning “Bumerang”, “Klaster” singari uslublari orqali olib boriladi.

### Fan modulining dasturi (module syllabus)

<b>O‘quv kursining to‘liq nomi:</b>	<b>Tarjima nazariyasi</b>		
<b>Kursning qisqacha nomi:</b>	<b>TN</b>	<b>Kod:TN</b>	
<b>Kafedra</b>	<b>Tarjima nazariyasi va amaliyoti</b>		
<b>O‘qituvchi haqida ma’lumot</b>	<b>f.f.n., dots. Odilova G.K.</b>	<b><u><a href="mailto:gulnoz.asal@mail.ru">gulnoz.asal@mail.ru</a></u></b>	
<b>Semestr va o‘quv kursining davomiyligi</b>	<b>2-semestr 19 hafta</b>		
<b>O‘quv soatlari hajmi</b>	<b>jami:</b>	<b>58</b>	
	<b>shuningdek:</b>		
	<b>ma’ruza</b>	<b>18</b>	
	<b>seminar</b>	<b>10</b>	
	<b>amaliy</b>	<b>10</b>	
	<b>mustaqil ta’lim</b>	<b>20</b>	
<b>O‘quv kursining statusi</b>	<b>Umumkasbiy fanlar</b>		

**Dastlabki tayyorgarlik:**

Bu dasturni amalda bajarish uchun talabalar Integrallashgan ingliz tili, Mamlakatshunoslik, Stilistika, Nazariy grammatika, Til tarixi fanlaridan yetarli bilim va ko'nikmalarga ega bo'lishi talab etiladi.

**Danning predmeti va mazmuni-** tarjima nazariyasi va amaliyoti muammolari ushbu fanning predmetini tashkil qilib, talabalarga ushbu muammolar yuzasidan bilim beriladi.

**Danni o'qitishdan maqsad-** filologiya yo'nalishida tahsil olayotgan talabalarga mazkur fan borasida umumiy nazariy tushunchalar berish. Til sohasida to'plangan nazariy bilimlarni tarjimachilikning muayyan turlariga yo'naltirish. Tarjimonlik sohasiga qobiliyati bor yoshlarda dastlabki fundamental tushunchalarni hosil qilish.

**Danning vazifasi** - zamonaviy tarjima metodlarini o'quv jarayonida tatbiq etish, tarjima qilingan asarlarni originali bilan solishtirib tahlil qilish, qilingan tarjima sifatini aniqlash mezonini o'rganish, zamonaviy va an'anaviy usullarini farqlay olishdan iborat.

**Fan bo'yicha talabalarning bilimiga, ko'nikma va malakasiga qo'yiladigan talablar**

Tarjima nazariyasi va amaliyoti fani bo'yicha bakalavr *quyidagi malaka va ko'nikmalariga* ega bo'lishi kerak:

- turli matnlardagi leksik-semantik farqlarni tushuna olish;
- tarjimadagi grammatik nomuvofiqlik kategoriyalarini tushuntirib berish;
- matnlarni interpretatsiya qila olish;
- tarjima metodlarini bilish va amaliyotda qo'llay olish;
- og'zaki va yozma tarjima uslublarini farqlay olish;
- amaliy ta'limni o'rganilayotgan tillar vositasida ma'naviy ma'rifiy va kasbiy pedagogik maqsadlarga erishish;
- lingvo kommunikativ va lingvo mamlakatshunoslik to'g'risidagi tushunchaga ega bo'lish;
- lingvistik bilimlar saviyasi, til haqida tushunchaga ega bo'lishi shart;
- chet tilidagi nutqiy qobiliyatni xotirlash turlarini belgilash;
- o'tilgan mavzu bo'yicha o'z fikrini erkin, og'zaki va yozma bayon qila olish;
- ko'rsatilgan vaqt mobaynida (30 daqiqa) fan doirasidagi test savollariga javob topa olish;
- chet tilidan ona tiliga va aksincha ona tilidan chet tiliga erkin tarjima

qila olish.

### Kursning tematik tarkibi

2-semestr					
No	Mavzu	Ma'ruza	Seminar	Amaliy	Mustaqil
1	The theory and practice of translation in Uzbekistan	2	2		2
2	Indirect translation school in Uzbekistan	2	2		2
3	Types of translation	2	2		2
	<b>Joriy nazorat (JN)</b>				
4	The theory of equivalence and adequacy.	2	2		2
5	Lexica-semantic problems of translation	2	2		2
6	Pragmatic problems of translation	2		2	2
	<b>Oraliq nazorat (ON)</b>				
7	Phraseological problems of translation	2		2	2
8	Grammatical problems of translation	2		2	2
9	Stylistical problems of translation	2		2	2
	<b>Joriy nazorat (JN)</b>				
10	Translation of Proper names and geographical names			2	2
	<b>Yakuniy nazorat(YN)</b>				
	<b>2-semestr bo'yicha jami</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>20</b>

<b>Ta'lim berish va o'qitish uslubi:</b>	Ma'ruza, amaliy mashg'ulotlar, mustaqil ishlar (keys study, master klasslar)		
<b>Mustaqil ishlar:</b>	O'quv loyihalar, guruhli taqdimot, referatlar, krossvordlar, keyslar		
<b>Maslahatlar va topshiriqlarni topshiriq vaqti</b>	<b>Kunlar</b>	<b>Vaqti</b>	<b>Auditoriya</b>
3. Mart	Seshanba-chorshanba	14:00	312
4. Aprel	Dushanba-juma	14:00	312
5. May	Payshanba-shanba	14:00	312

**Bilimlarni baholash usullari va tartibi:**

**Reyting nazorati va baholash mezonlari**

**Reyting nazorati jadvali**

№	Reyting nazorati shakli/Maksimal ballari							Ballar yig'indisi
		1-JN	MT	2-JN	MT	ON	YN	
1	Maksimal ball	20		20		30	30	100
2	Shakli	Yozma		Yozma		Yozma	Yozma	
3	Muddati (haftalarda)	6		12		15	19	

**“Tarjima nazariyasi” fani bo'yicha joriy nazoratni baholash mezonlari**

Joriy nazoratni bir semestrda 2 marta yozma tarzda o'tkazish ko'zda tutilgan. Har bir joriy nazorat uchun maksimal 20 ball qo'yiladi. Mustaqil ta'lim ham joriy nazorat ichida baholanadi. Jami umumiy 40 ballni tashkil etadi.

**35-40 ball olishning tartibi quyidagicha:**

1. Talaba ko'zda tutilgan 2 joriy nazoratda qatnashsa.
2. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarni bajarsa.

3. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan savollarga batafsil, to'liq javob bersa.

**29-34 ball olishning tartibi quyidagicha:**

4. Talaba ko'zda tutilgan 2 joriy nazoratda qatnashsa.

5. Ikki joriy nazorat savollarining ayrimlariga etarlicha javob bersa.

6. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarning 80 % ini bajarsa.

7. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan 20 savoldan 16 tasiga to'liq javob bersa.

8. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda faol ishtirok etsa.

**22-28 ball olishning tartibi quyidagicha:**

9. Talaba ko'zda tutilgan 2 joriy nazoratda ishtirok etsa;

10. Joriy nazorat savollarining ayrimlariga qisman javob bersa;

11. Talaba o'z vaqtida mustaqil ta'limda o'zlashtirishi kerak bo'lgan topshiriqlarning 50%ini bajarsa;

12. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan 20 savoldan 10 tasiga to'liq javob bersa;

13. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda etarlicha ishtirok etmasa.

**0-21 ball olishning tartibi quyidagicha:**

14. Talaba ko'zda tutilgan joriy nazoratning 1 tasida qatnashsa;

15. joriy nazorat savollarining ko'p qismiga javob bera olmasa;

16. Ko'zda tutilgan barcha amaliy mashg'ulotlarda berilgan topshiriqlarning ayrimlarini bajarsa;

17. Talaba berilgan adabiyotlarni o'zlashtirishda va amaliy mashg'ulotlardagi savollarga javob berishda qoniqarsiz ishtirok etsa.

**“Mutaxassislikka kirish” fani bo'yicha oraliq nazoratni baholash mezonlari**

Oraliq nazorat bir semestrda 1 marta: yozma ish tarzida o'tkazilishi ko'zda tutilgan. Oraliq nazorat uchun maksimal 30 ball qo'yiladi.

**26-30 ball olishning tartibi quyidagicha:**

18. Talaba berilgan vaqtda barcha savolga to'g'ri va to'liq javob bergan bo'lsa.

19. Javoblarni yozishda tavsiya etilgan adabiyotlardan foydalangan bo'lsa.

20. Fan bo'yicha istiloh va atamalarni to'g'ri qo'llasa.

21. Yozma ishda imlo xatoliklariga yo'l qo'ymasa.

22. Shaxsiy fikr va mulohazalarga ega bo'lsa.

23. Javoblar to'liq xulosalangan bo'lsa.

24. Javoblar hajmi talabga javob bersa.

**22-25 ball olish tartibi quyidagicha:**

25. Talaba berilgan vaqtda ko'zda tutilgan savollarga asosan to'g'ri javob bergan bo'lsa.

26. Javoblarni yozishda tavsiya etilgan adabiyotlardan kam foydalangan bo'lsa.

27. Fan bo'yicha istiloh va atamalarni qisman qo'llasa.

28. Yozma ishda imlo xatoliklariga yo'l qo'ymasa.

29. Shaxsiy fikr va mulohazalari etarli bo'lmasa.

30. Javoblar xulosalangan bo'lsa.

31. Javoblar hajmida mutanosiblik saqlanmagan bo'lsa.

**17-21 ball olish tartibi quyidagicha:**

32. Talaba berilgan vaqtda ko'zda tutilgan savollardan ayrimlariga to'g'ri javob bergan bo'lsa.

33. Javoblarni yozishda tavsiya etilgan adabiyotlardan qisman foydalangan bo'lsa.

34. Yozma ishda imlo xatoliklariga yo'l qo'ysa.

35. Shaxsiy fikr va mulohazalari yetarli bo'lmasa.

36. Javoblar hajmida mutanosiblik saqlanmagan bo'lsa.

**0-16 ball olish tartibi quyidagicha:**

37. Talaba berilgan vaqtda ko'zda tutilgan savollarga yaxshi javob bermagan bo'lsa.

38. Javoblarni yozishda tavsiya etilgan adabiyotlardan foydalanmagan bo'lsa.

39. Yozma ishda imlo xatoliklariga ko'p yo'l qo'ysa.

40. Shaxsiy fikr va mulohazalarga ega bo'lmasa.

41. Javoblar xulosalanmagan bo'lsa.

42. Talaba mavjud adabiyotlardan ko'chirgan bo'lsa;

43. mavzuga aloqasi bo'lmagan, o'qituvchini chalg'itish uchun fikrlar yozsa;

44. umuman savollarga javob bera olmasa.

**“Tarjima nazariyasi” fani bo'yicha yakuniy nazoratni baholash mezonlari**

Yakuniy nazorat bir semestrda 1 marta yozma o'tkaziladi. Yakuniy nazoratda 3 ta savol bo'lishi ko'zda tutilgan. Yakuniy nazorat uchun maksimal 30 ball qo'yiladi.



**26-30 ball uchun talabani faoliyati quyidagilarga javob berishi lozim:**

1. talaba javob berishi kerak bo'lgan 3 ta savolga hajman to'liq javob yozgan bo'lsa;
2. mavzu to'liq yoritilgan bo'lsa;
3. berilgan savollarga javob yozishda izchillik va mantiqiylik kuzatilsa;
4. istiloh va atamalarni qo'llashda xatoliklar bo'lmasa;
5. savollarga javob yozishda talabani mustaqil yondashuvi sezilib tursa;
6. yozilgan matn imlo xatolari va uslubiy g'alizliklarga ega bo'lmasa;
7. shaxsiy fikr va mulohazalarga ega bo'lsa;
8. javoblar to'liq xulosalangan bo'lsa

**22-25 ball uchun talabani faoliyati quyidagi talablarga javob berishi lozim:**

1. talaba javob berishi kerak bo'lgan 3 ta savoldan 2 tasiga to'liq 1 tasiga qisman javob yozgan bo'lsa;
2. mavzu atroflicha yoritilgan bo'lsa;
3. talaba savollarga javob yozishda mavzuga doir istiloh va atamalarni to'g'ri qo'llay bilsa;
4. mavzuga doir adabiyotlar bilan tanish bo'lsa;
5. yozilgan matnda juz'iy bo'lmagan ba'zi imloviy xatolar bo'lsa;
6. shaxsiy fikr va mulohazalarga ega bo'lsa;
7. javoblar yetarlicha xulosalangan bo'lsa.

**17-21 ball uchun talabani faoliyati quyidagi talablarga javob berishi lozim:**

1. talaba javob berishi kerak bo'lgan 3 ta savoldan 2 tasiga to'liq 1 tasiga kam javob yozgan bo'lsa;
2. mavzu qisman bo'lsada yoritilgan bo'lsa;
3. nazorat ishida ba'zi savollarga javob to'liq bo'lmasa;
4. imloviy va uslubiy xatolarga yo'l qo'yilgan bo'lsa;
5. javoblar hajmida mutanosiblik saqlanmagan bo'lsa;
6. shaxsiy fikr va mulohazalarga etarli bo'lmasa;
7. javoblar yetarlicha xulosalanmagan bo'lsa.

**0-16 ball bilan quyidagi hollarda talabani yakuniy nazorat ishlari baholanadi:**

8. talaba javob berishi kerak bo'lgan 3 ta savoldan 1 tasiga to'liq 1 tasiga kam javob yozgan bo'lsa;
9. mavzu yoritilmagan bo'lsa
10. imloviy va uslubiy xatolar ko'p kuzatilsa;
11. yozilgan matn nazorat talablariga javob bermasa;

12. shaxsiy fikr va mulohazalarga ega bo'lmasa;
13. javoblar xulosalanmagan bo'lsa;
14. talaba mavjud adabiyotlardan ko'chirgan bo'lsa;
15. mavzuga aloqasi bo'lmagan, o'qituvchini chalg'itish uchun fikrlar yozsa;
16. umuman savollarga javob yozmasa.

**Baholash usullari**

Testlar, yozma ishlar, og'zaki so'rov, prezentatsiyalar

**Fan bo'yicha talabalar bilimini nazorat qilish va baholash**

**Nazorat shakllari**

Baholash turlari fan xususiyatidan kelib chiqqan holda so'rovlar, og'zaki savol-javob, yozma ish, test yoki boshqa ko'rinishda o'tkazilishi mumkin.

**Fan bo'yicha talabalar bilimini baholash mezonlari**

Ball	Talabaning bilim darajasi
86-100 ball	<p>-talaba mashg'ulotlarga doimo tayyorlangan, juda faol, dasturiy materiallarni yaxshi biladi, xulosa va qarirlar qabul qila oladi, ijodiy fikrlaydi, bilimlarni amaliyotda qo'llay oladi;</p> <p>- talab ijodoiy masqalalarni hal qilish mobaynida tegishli bilimlarni qo'llash doirasini maqsadga muvofiq tanlab, yechimini topishga xizmat qiluvchi yangi usul va yo'nalishlarni topa oladi, o'quv materialining mohiyatini tushunadi;</p> <p>-talaba taqdim etilgan o'quv masalarini yechish yo'llarini izlaydi va turli materiallarni biladi, aytib</p>

	bera oladi hamda tasavvurga ega bo'ladi.
<b>71-85 ball</b>	<p>-Talaba o'rganilayotgan hodisalaraloqadorligini bilish hamda obyektни tavsiflay olish ko'nikmasiga ega bo'lishi bilan birgalikda, qo'yilgan masalalrani sabab-oqibat aloqadorligini ochib bergan holda yecha oladi, o'rganilayotgan nazariy bilimlarni amaliyot bilan bog'lay oladi va mustaqil mushohada qila oladi;</p> <p>- bilim va ko'nikmalar mazmunini tatbiq qila olish mahorati, bir tipdagi masalalarni yecha olish, yozib olish va eslab qolish faoliyatini amalga oshiradi, bilimlarni amaliyotda qo'llay oladi;</p> <p>-talaba mashg'ulotlarga tayyorlangan, dasturiy materiallarni biladi, mohiyatini biladi va tasavvurga ega.</p>
<b>55-70 ball</b>	<p>-talabaning eshitganlari, ularga berilgan namunalar, taqdim etilgan algoritm va ko'rsatmalar asosida topshiriqlarni bajara oladi, mohiyatini tushunadi;</p> <p>-talaba qator belgilar</p>

		asosida ma'lum obyektни farqlay bilish bilan birgalikda unga ta'rif bera oladi va o'quv materialini tushuntirib bera oladi va tasavvurga ega.
	<b>0-54 ball</b>	-talaba tasavvurga ega emas; -talaba dasturiy materiallarni bilmaydi.

**Unga doir video ma'ruzalar, video roliklar:**

**Glossariylar:**

**Axborot resurs baza:**

#### **Asosiy adabiyotlar**

6. .
7. Musaev K. Tarjima nazariyasi asoslari. Toshkent. 2005. 158 b.
8. Susan Bassnet. Translation studies. 3rd edition. Taylor & Francis e-Library, 2005.188 pp.
9. Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.
10. Baker Mona. Maeve Olohan and María Calzada Pérez .Text and Context. Manchester, UK & Kinderhook (NY), USA,2010. 326 pp.

#### **Qo'shimcha adabiyotlar**

1. Sh.Sirojiddinov, G.Odilova. Badiiy tarjima asoslari.Toshkent, 2011.164 b.
2. G.Odilova, U.Mahmudova. O'zbek tarjimonlari va badiiy tarjimalar. Toshkent, 2012. 119 b.

#### **Internet saytlari**

1. [teneta.rinet.ru/rus/pe/parshin-and\\_teoria-i-praktika-perevoda.htm](http://teneta.rinet.ru/rus/pe/parshin-and_teoria-i-praktika-perevoda.htm)
2. <http://www.translatortips.net/transfreearchive/tf07.html>www. google.ru
3. <http://webcache.googleusercontent.com/search?q=cache:JiVGDDOwUwsJ:www.englspace.com/+&cd=1&hl=ru&ct=clnkwww.youren g.narod.ru>

4. [http://www.translation.net/languages/english\\_translation\\_software.html](http://www.translation.net/languages/english_translation_software.html)
5. [https://translate.google.com/translate?hl=ru&sl=en&u=http://www.translationzone.com/&prev=searchwww.translator\\_tips.com](https://translate.google.com/translate?hl=ru&sl=en&u=http://www.translationzone.com/&prev=searchwww.translator_tips.com)

## **ASOSIY QISM**

### **Fanning nazariy mashg'ulotlari mazmuni**

#### **1-modul. The theory and practice of translation in Uzbekistan**

O'zbekistonda tarjima nazariyasi va amaliyotining fan sifatida o'qitilishi.

#### **2-modul. Indirect translation school in Uzbekistan**

O'zbekistonda vositachi til orqali tarjima maktabining shakllanishi rus tili orqali tarjimalar bilan tanishtiriladi.

#### **3-modul. Types of translation**

Ilmiy, publitsistik, badiiy, og'zaki tarjima turlari haqida nazariy ma'lumotlar va misollar beriladi.

#### **4-modul. The theory of equivalence and adequacy**

Ekvivalent va adekvat tarjimaning farqlari, olimlarning qarashlari nazariy ma'lumotlar, tahlillar o'rgatiladi.

#### **5-modul. Lexica-semantic problems of translation**

Tarjimaning so'z tanlash bilan bog'liq muammolari, muvofiqlik darajalari: butunlay, qisman muvofiqlik, muvofiqlikning yo'qligi va tasodifiy nomuvofiqlik, tarjimonning yolg'on do'stlari, realiyalar kabilar o'rgatiladi.

#### **6-modul. Pragmatic problems of translation**

Tarjimashunoslikda pragmatika: bu fanning tarjima nazariyasi bilan bog'liqligi; pragmatik asotsiatsiya nima? Pragmatik kontekstni

tarjima qilishda ma'naviy bilimlarning ahamiyati o'rgatiladi.

### **7-modul. Phraseological problems of translation**

Frazeologizmlar tabiati turlari: zoonim frazeologizmlar, realiya frazeologizmlar va hkz. Ularni tarjima qilish muammolari-muvofiqlikning uchta turi o'rgatiladi.

### **8-modul. Grammatical problems of translation**

Tarjimaning morfologik, sintaktik muammolari, so'z qurilishi, gap tuzilishi bilan bog'liq muammolar o'rganiladi.

### **9-modul. Stylistic problems of translation**

Tarjimaning stilistik muammolari, yozuvchi uslubini tarjimada qayta yaratish. Ilmiy, siyosiy, badiiy va gazeta uslubiga oid matnlarni tarjima qilish muammolari o'rganiladi.

## **Amaliymashg'ulotlar**

### **Amaliy(seminar) mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar**

Amaliy mashg'ulotlarni tashkil etish bo'yicha kafedra professor-o'qituvchilari tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Ma'ruza mashg'ulotlarida olgan bilim va ko'nikmalarni misol va masalalar yechish bilan mustahkamlaydilar hamda yanada boyitadilar. Bunga jamoa bo'lib mashq qilish yo'li bilan va mustaqil ishlash yo'li bilan erishiladi. Mustaqil ishlashda darsliklarni, o'quv qo'llanmalarni, uslubiy qo'llanmalarni, tarqatma va ko'rgazmali ashyolarni ahamiyati kattadir.

Talaba amaliy mashg'ulotlarda taqdimot (prezentatsiya) shaklida ma'ruzada keltirilgan mavzular doirasida savollarga javob beradi. O'z fikrini bayon qilishda prezentatsiya doirasida turli materiallardan foydalanadi.

### **Amaliy mashg'ulotlarning taxminiy ro'yxati**

#### **5. The adequacy as a criterion in translation**

6. Different levels of equivalence in source language and target language
5. Lexical problem of translation
6. Translation of polysemantic words
5. Translation of Proper names and geographical names
6. Translation of Zoonims
7. Translation of Advertisements
8. Translation of food discourse
9. Translation of figurative speech
10. Translation of food discourse
11. Translation of figurative speech
12. Translation of food discourse
13. Translation of figurative speech
14. Translation Fitonims

### **Seminar mashg'ulotlarning taxminiy ro'yxati**

1. What is translation?
2. General lexical problems of translation
3. Adequacy and equivalence
4. Pragmatical problems of translation
5. Phraseological problems of translation
6. Translation of Proper names and geographical names
7. Translation of Zoonims
8. Translation of Advertisements
9. Translation of food discourse
10. Translation of figurative speech
11. Translation of food discourse
12. Translation of figurative speech

### **Mustaqil ta'limni tashkil etishning shakli va mazmuni**

Talaba "Tarjima nazariyasi" fanidan mustaqil ta'limni tashkil etishda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi va joriy nazorat sifatida baholanadi:

9) **mavzular bo'yicha** konspekt (referat, takdimot) **tayyorlash**. Nazariy materialni puxta o'zlashtirishga yordam beruvchi bunday usul o'quv materialiga diqqatni ko'proq jalb etishga yordam beradi. Talaba konspekti turli nazorat ishlariga tayyorgarlik ishlarini osonlashtiradi, vaqtni tejaydi;

10) **o'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash**. Talabalar ma'ruza va amaliy mashg'ulotlar davomida olgan bilimlarini o'zlashtirishlari, turli nazorat ishlariga tayyorgarlik kurishlari uchun tavsiya etilgan elektron manbalar, innovatsion dars loyihasinamunalari, o'z-o'zini nazorat uchun test topshiriqlari v.b;

11) **fan bo'yicha qo'shimcha adabiyotlar bilan ishlash**. Mustaqil o'rganish uchun berilgan mavzular bo'yicha talabalar tavsiya etilgan asosiy adabiyotlardan tashqari qo'shimcha o'quv, ilmiy adabiyotlardan foydalanadilar. Bunda rus va xorijiy tillardagi adabiyotlardan foydalanish rag'batlantiriladi;

12) **Internet** tarmog'idan foydalanish. Fan mavzularini o'zlashtirish. Kurs ishi, bitiruv malakaviy ishlarini yozishda mavzu bo'yicha internet manbalarini topish. Ular bilan ishlash nazorat turlarining barchasida qo'shimcha reyting ballari bilan rag'batlantiriladi;

13) mavzuga oid masalalar. Keys-stadilar va o'quv loyihalarini ishlab chiqish va ishtirok etish;

14) amaliyot turlariga asosan material yig'ish, amaliyotdagi mavjud muammolarnng yechimini topish. Hisobotlar tayyorlash;

15) ilmiy seminar va anjumanlarga tezis va maqolalar tayyorlash va ishtirok etish;

16) mavjud laboratoriya ishlarini takomillashtirish. Masofaviy (distansion) ta'lim asosida mashg'ulotlarni tashkil etish bo'yicha metodik ko'rsatmalar tayyorlash va h.k.

Uyga berilgan vazifalarni bajarish. Yangi bilimlarni mustaqil o'rganish. Kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, Internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish. Ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola (tezis) va ma'ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarni chuqurlashtiradi. Ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Uy vazifalarini tekshirish va baholash amaliy mashg'ulot olib boruvchi o'qituvchi tomonidan, konspektlarni va mavzuni



o'zlashtirish darajasini tekshirish va baholash esa ma'ruza darslarini olib boruvchi o'qituvchi tomonidan har darsda amalga oshiriladi.

Mustaqil ishni tashkil etish bo'yicha uslubiy ko'rsatma va tavsiyalar, keys- stadi, vaziyatli masalalar to'plami ishlab chiqiladi. Unda talabalarga asosiy ma'ruza mavzulari bo'yicha amaliy topshiriq. keys- stadilar yechish uslubi va mustaqil ishlash uchun vazifalar belgilanadi.

### **Tavsiya etilgan mustaqil ish mavzulari**

1. Uzbek translators and their works
2. The problems of translating PU from Uzbek into English
3. Problems of translating false friends of translator
4. Translating figurative language
5. Translating realies
6. Translation of Zoonims
7. Translation of Advertisements
8. Translation of food discourse
9. Translation of figurative speech
10. Translation of food discourse
11. Translation of figurative speech

### **Dasturning informatsion – metodik ta'minoti**

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

- Mutaxassislikka kirish fani ma'ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;

- O'tkaziladigan amaliy mashg'ulotlarda aqliy hujum, "bumerang", guruhli fikrlash pedagogik texnologiyalarini qo'llash nazarda tutiladi.

### **Asosiy adabiyotlar**

1. Musaev K. Tarjima nazariyasi asoslari. Toshkent. 2005. 158 b.

2. Douglas Robinson. An Introduction to the Theory and practice of translation. Second Edition. 2003 New York. 318 pp
3. Susan Bassnet. Translation studies. 3rd edition. Taylor & Francis e-Library, 2005.188 pp.
4. Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.
5. Baker Mona. Maeve Olohan and María Calzada Pérez .Text and Context. Manchester, UK & Kinderhook (NY), USA,2010. 326 pp.

### **Qo‘shimcha adabiyotlar**

1. Sh.Sirojiddinov, G.Odilova. Badiiy tarjima asoslari.Toshkent, 2011.164 b.
2. G.Odilova, U.Mahmudova. O‘zbek tarjimonlari va badiiy tarjimalar. Toshkent, 2012.119 b.

### **Internet saytlari**

- 1.teneta.rinet.ru/rus/pe/parshin-and\_teoria-i-praktika-perevoda.htm
2. <http://www.translatortips.net/tranfreearchive/tf07.html>www.google. ru
3. <http://webcache.googleusercontent.com/search?q=cache:JiVGD DOwUwsJ:www.englspce.com/+&cd=1&hl=ru&ct=clnkwww.youreng.narod.ru>
4. [http://www.translation.net/languages/english\\_translation\\_software.html](http://www.translation.net/languages/english_translation_software.html)
5. <https://translate.google.com/translate?hl=ru&sl=en&u=http://www.translationzone.com/&prev=search>www. translator tips. com

## Lesson Plan

### Lecture: №1 THE THEORY OF TRANSLATION AS A SCIENCE

**Aim:** To give new inform about something , to improve reading, listening, writing and speaking

**Course:** 1 bachelor

**Time:** 80 min.

Activit y	Objective s	Procedure	Duratio n	Mode of Interacti on	Methodics	Material
Pre- activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>-discussion of the pictures</p> <p>-practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>-introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b>With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion,</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>

					<p>Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	
While-activity	-to introduce the topic	<p>-read, translate and analyz the text</p> <p>-working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</p> <p>-working on the vocabulary notes</p>	40 min.	<p>-group work</p> <p>-pair work</p> <p>- individual work</p>		<p>-handouts</p> <p>-black board</p> <p>-dictionaries</p>
Post-activity	<p>-to sum up the topic</p> <p>-to give a brief statement of the topic</p>	<p>-answering the questions</p> <p>-to have a discussion about stylistic problems</p> <p>-characterize the situation</p> <p>-give an example to show how man is</p>	20 min.	group work		<p>-handouts</p> <p>-black boar</p>

## Practical course 1. THE THEORY OF TRANSLATION AS A SCIENCE

### 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*

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.:

*Early December brought a brief respite when temperatures fell and the ground hardened, but a quick thaw followed.*

*В начале декабря наступила краткая передышка, температура понизилась, земля замерзла, но потом быстро началась оттепель.*

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 entirety, 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.

## 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.<sup>1</sup>

units equivalents – permanent correspondences not sensitive to context such as The League of Nations – ЛигаНаций, and context - Sensitive variant correspondences, such as Slander – клеветановогопоколения/ but also investigated some of the translation techniques, such as antonymic translation (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 / transfer 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 = Онстоял, егоногибылиширокорасставлены; онстоял, широкорасставивноги.

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<sup>2</sup>.

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

---

<sup>1</sup>Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.

<sup>2</sup>Roger. N. Bell. Translation and translating . (Theory and practice). London, New York. 1995.

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/ is

- 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 signs, 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 signs, and involving recourse to extralinguistic information. In fact, the two are very closely intertwined 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” / Двამестаближекпроходу/ would hardly make much sense unless it is known that the conversation takes place at a box – office / speech act situation /.

The phrase “ Поворотомрычагаустановитьмоментпоступлениявоздухавцилиндр” 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. Susan Bassnet. Translation studies. 3rd edition. Taylor & Francis e-Library, 2005.188 pp.
2. Baker Mona. Translations Studies. University of Manchester, 2009. 157pp.
3. Baker Mona. Maeve Olohan and María Calzada Pérez .Text and Context. Manchester, UK & Kinderhook (NY), USA,2010. 326 pp.

ADDITIONAL LITERATURE:

1. Salomov G'. Tarjima nazariyasi asoslari. Toshkent. 1983. 232 b.
  2. Musaev K. Tarjima nazariyasi asoslari. Toshkent. 2005. 158 b.3.
- Roger. N. Bell. Translation and translating . (Theory and practice). London, New York. 1995.

## Lesson Plan

### Lecture: №2 THE PROBLEMS OF TRANSLATION

**Aim:** To give new inform about something

**Course:** 1 bachelor

**Time:** 80 min.

Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>-discussion of the pictures</p> <p>-practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>-introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b>With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution.</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>

				Finally, randomly call on a few students to SHARE their ideas with the class	
-to introduce the topic	-read, translate and analyz the text  -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;  -working on the vocabulary notes	40 min.	-group work  -pair work  -individual work		-handouts  -black board  -dictionaries
-to sum up the topic  -to give a brief statemen t of the topic	-answering the questions  -to have a discussion  -characterize thel situation  -give an examples	20 min.	group work		-handouts  -black boar

## 2. THE PROBLEMS OF TRANSLATION

Plan:

1. The types of lexical meanings and their realization within a context.
2. The choice of a word among synonyms.
3. The problem of translation of international words.
4. The problem of translation of neologisms.
5. Antonymic translation.

KEY WORDS: *translation, lexical meaning, synonyms, international words, neologisms, antonymic translation*

The difference between educational and professional translation is as follows:

The aim of professional translation is to acquaint the reader with the original work of fiction; educational translation as a linguistic subject at the special institute and at school is one of the methods of more conscious and profound study of the foreign language by the way of showing up in the English text lexical, grammar and stylistic peculiarities of the English language.

Before speaking of the basic principles of translating process the concept of the term “faithfulness of translation” should be determined.

The translation is considered to be faithful when the content of the book, its stylistic peculiarities are rendered by the linguistic means of the native language. It means that very often we have to use such linguistic categories of the native language, which formally don't coincide with those of the English language but have the same emotional and psychological effect on the Russian reader.

The process of educational translation presents 4 stages:

1. First of all the text should be thoroughly understood. It means that the student should be acquainted with the whole book, should have some knowledge of the history of literature and mode of life of the people from whose language the translation is being done.

2. The student should realize the stylistic functions of lexical and grammar and phonetic phenomena which are used to express the content of the text.

3. Then the work on the choice of corresponding means of expression in the native language should be done.

4. The last stage is a work on the Russian or Uzbek text.

### 2. THE CHOICE OF THE WORD. THE TYPES OF LEXICAL MEANING

The choice of the word is one of the most difficult problems of translation, which is closely connected with the following problems.

#### 2.1. THE LOGICAL MEANING OF THE WORD.

Any grammatical phenomena or stylistic peculiarities do not always coincide with those of the foreign language as well as the meaning of the separate words, which are lexical equivalents. The main meaning of the English word “table” coincides with that of the Russian language. But the Russian “стол” has one

additional meaning: “питание” “пансион” means while in English we have the special words to express the idea: “board»,» room and board”. At same time English “table” has the additional meaning to “таблица”. table стол board

## 1. 2. INDEPENDENT AND CONNECTED MEANING OF WORD.

The logical meaning of the word may be both independent and connected with other words. The latter can be understood in the given combination of words.

A color bar – цветной /яркоокрашенный/ барьер was seen in the distance.

There exist a color bar (расовая дискриминация) in the South Africa.

## 2.3. EMOTIVE MEANING OF THE WORD

A lot of words may acquire emotive meaning and the same word in different sentences may be rendered by different words.

- China is a large country(страна )

- We are ready to die for our country(родина)

While translating one should take into consideration on that in different languages the words which are lexical equivalents may arouse quite different associations.

For Russians “зима” means snow and frost, for Englishmen - fog and cold wind.

“Она ходит павой перед ним”- Дело Артамоновых.

For Russians “пава” arouses the idea of something beautiful, stately, majestic, proud /a sama – to величава, выступаетбудтопава -Пушкин /.

For Englishmen “ peahen” has nothing in common with these associations. That’s why it’s quite correct to translate the sentence as follows:

- “She poses proudly before him / to pose – позировать/

## 2.4. THE MEANING OF THE WORD AND ITS USE.

The meaning of the word shouldn’t be mixed with its use. Sometimes even a monosemantic word can be combined with a lot of words and is rendered in Russian by different words:

A young man Молодой человек

A young child Маленький ребёнок

Young in a crime Неопытный преступник

The night is young Началась ночь

Department of justice Министерство юстиции

Ministry of defense Министерство Обороны

Board of trade Министерство торговли

Admiralty Морское министерство

The First Lord of Admiralty Военно- Морской министр

Chancellor Министр финансов

War office Военное Министерство

A bad headache Сильная головная боль

A bad mistake Грубая ошибка

A bad weather Плохая погода

A baddebt Невозвращённый долг

A badaccident Тяжёлый / несчастный/ случай

A bad wound Тяжёлаярана

## 2.5. .CONTEXT

The word in the sentence may acquire so-called contextual meaning. It may be not constant , as a rule we can't find the contextual meaning of the word in the dictionary . But it always has something in common with the main meaning of the word.

“In the atomic war common and children will be first hostage.” The dictionary gives only one meaning of the given word-“ заложник”, but in the given sentence the word acquires a new meaning: “жертва ”. Its a great difficulty to find out the contextual meaning of the word as the dictionary only gives hints how to search for the necessary word in our native town language .

The majority of the words are known to be polysemantic and the context becomes especially important while translating polysemantic words as translating in different languages is quite different<sup>3</sup>.

While translating one should remember he may use the words not included in the dictionary because it's impossible to include in the dictionary all the correct meanings of the word, which it may acquire in the context.

“He was developing grammatical nerves” –  
Унегоразвивалосьграмматическоечутьё.

We can find a lot of meanings of the word “nerves” “нервы, сила, мужество, хладнокровие, дерзость, нахалство” but in our text it is rendered as “чутьё”.

The student are to make out that thoughts, reflections should be translated not by separate words. So it's quite possible and natural either to introduce some words and even:

- I lit my candle at the watchman's/ Dickens/-  
Язажёгсвоюосвечуотфонаряночносторожа.

Sentences or omit them if one can manage without them.

## &3.SYNONYMS

Besides finding the exact meaning of the word the students should be able to choose the necessary word from corresponding number of synonyms in the native language.

-“She was brave about it.”

“Brave” means “храбрый”, “смелый”, “благородный”, “прекрасный” sentence and other words can be used in translating the given sentence and other words should be given preference too: “отважный”, “мужественный”.

The English language is very rich in synonyms. Synonymous pairs are very characteristic of the English language.

## 4.THE TRANSLATION OF INTERNATIONAL WORDS.

Those words which have similar form and meaning in different languages are called international words.

---

<sup>3</sup>. Shvaytser A.D. Translation and Linguistics. M.1973

Some of them completely coincide in their meaning /such as football, diplomacy, artillery/ some of them partially.

They may be different in their stylistic coloring e.g. “businessman”, “cosmopolitan” are neutral in English while in Russian they have negative meaning. Some of them have entirely different meaning: compositor – наборщик

conductor – дирижёр, кондуктор

These words are called pseudo-international words: решительный- dramatic pathetic – 1) трогательный 2) политический

наука и техника – science and technology

## 5. TRANSLATION OF NEOLOGISMS.

The English language is very rich in neologisms – the word have been created recently and perhaps will not live in the language for a long time. It is very seldom that we find equivalent for the translation of neologisms and for the most part we use descriptive translation and word-for-word translation /people of good will, top level talks.

We usually make out the meaning of the new words with the help of the context, but it is also necessary to take into consideration the way of their formation.

## 6. TRANSLATION WITH THE HELP OF ANTONYMS.

The translation with the help of antonyms can't be escaped in case of different structure peculiarities of the English, Uzbek and Russian languages.

1. The combination of negative prefixes with negative particles – litotes/widely used in English but not typical of the Russian language.

He was not unfriendly to a particular type of prisoner.

-“Soames, with his set lips and his square chin, was not unlike a bulldog” /Galm. The Man of Property/...

– 2. Negative conjunctions “until” and “unless” used with negation:

The United States didn't enter the war until April 1917 – Соединённые Штаты вступили в войну только в апреле 1917 г

## QUESTIONS FOR SELF-CONTROL:

1. Is there any difference in the aim of educational and professional translation?
2. What does the term “faithfulness of translation” mean?
3. What meaning is important in translation, dictionary or contextual? Why?
4. Say a few words about the international and pseudointernational words?
5. What is the main problem in translating neologisms?
6. What can you say about the role of antonymous translation?

## INDEPENDENT WORK:

1. The main problems in the theory of translation
2. The adequacy as a criterion in translation

## OBLIGATORY LITERATURE:

- 1.. Catford I.C. A Linguistic theory of translation. L.N/Y.



2. Shvaytser A.D. Translation and Linguistics. M.1973.
3. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

**ADDITIONAL LITERATURE:**

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.

**Lesson Plan**

**Lecture №3 :TYPES OF TRANSLATION**

**Aim:** To give new inform about something

**Course:** 1 bachelor

**Time:** 80 min.

Activit	Objectiv es	Procedure	Durati on	Mode of Interaction	Methodics	Material
Pre- activity	-to get students to think about the topic  -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures  -practicing the pronunciations of new words from the text.  -referring to transcription  -introducing the new vocabulary words	20 min.	group work	<b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student	- Book: Listening Extra  -black board  -posting the pictures on the board

					<p>#1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	
While-activity	<p>-to introduce the topic</p>	<p>-read, translate and analyz the text</p> <p>-working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</p> <p>-working on the vocabulary notes</p>	40 min.	<p>-group work</p> <p>-pair work</p> <p>-individual work</p>		<p>-handouts</p> <p>-black board</p> <p>-dictionaries</p>
Post-activity	<p>-to sum up the topic</p> <p>-to give a brief statemen t of the topic</p>	<p>-answering the questions</p> <p>-to have a discussion</p> <p>-characterize thel situation</p> <p>-give an examples</p>	20 min.	group work		<p>-handouts</p> <p>-black boar</p>

## Lecture 3: TYPES OF TRANSLATION

### Plan:

1. The main types of translation
2. Mechanical&computer-aided
3. Audio visual translation

**Key words:** CAT, TR, *TLR as a linguistic person in the communicative act*, General translation & interpretation.

### TYPES OF TRANSLATION

a) historical aspects: **oral** vs. **written** vs. **mechanical**

significance / historical role of TR - contribution to & impact on:

development an growth of human culture (trade, preachers, military exchanges, diplomatic affairs, transfer of artefacts

civilisation

individual languages

b) TYPES: *literary* vs. *non-literary*

c) METHODS of ORAL TR: *simultaneous* vs. *consecutive*

d) FORM: *oral* (always non-literary) vs. *written*

e) medium in which TR is performed:

#### **Mechanical&computer-aided** vs. **Human**

- *TLR as a linguistic person (knowledge, spatio-temporal restrictions)*
- *Sender, TLR, Receiver as linguistic persons in the communicative act*
- *TLR as a linguistic person in the communicative act:*
  - *change as much as necessary - BUT –*
  - *as little as possible*

#### **MECHANICAL / MACHINE TR (MT)**

always written and non-literary

50's & 60's – cold war (US/Russia)

ASSUMPTION:

computer - programmed to decode (SL) & encode (TL) !!!?

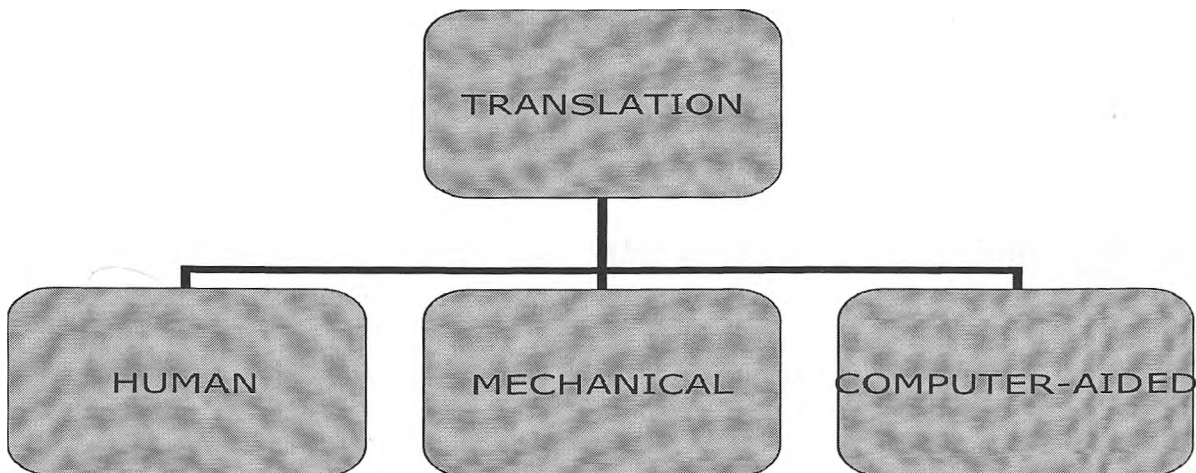
equivalence between SL and TL (one-to-one correspondence)

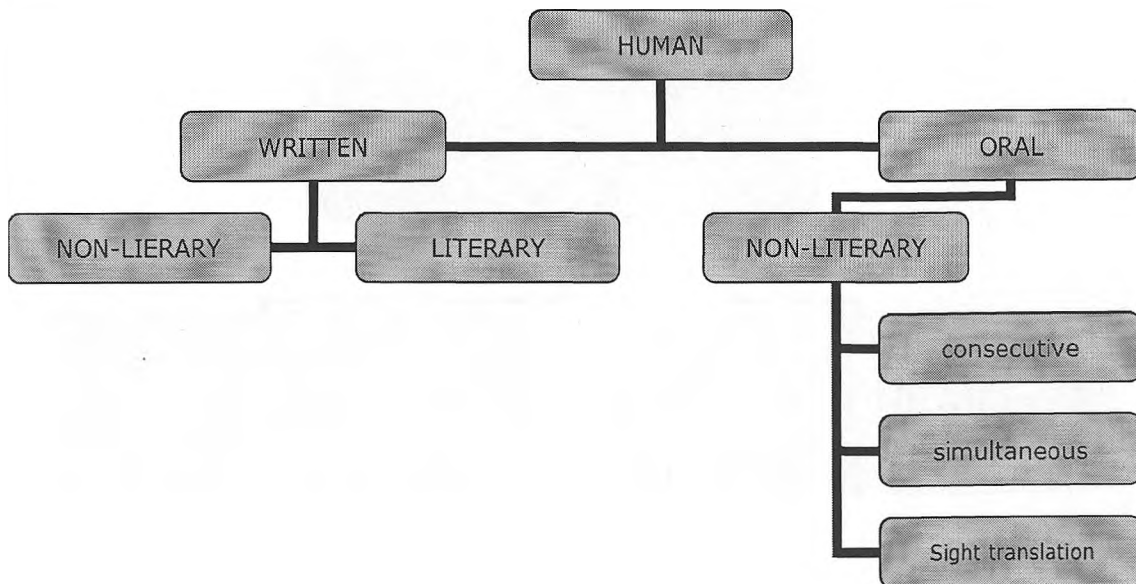
1980-ies: initial success and promises (large investments - projects)

human TLR - more efficient

- a procedure whereby a computer program analyses a source text and produces a target text without further human intervention.
- however, machine translation typically *does* involve human intervention, in the form of **pre-editing** and **post-editing**
- an exception to that rule:
  - e.g., the translation of technical specifications (strings of technical terms and adjectives), using a dictionary-based machine-translation system.

### Types of Translation





### Audiovisual Translation (AVT)

- *an exciting new field in translation - a growing professional demand*
- *dubbing and voice-over*
- *surtitling and subtitling*
- *[http://ics.leeds.ac.uk/papers/llp/exhibits/16/IntroAVTranslation\\_Adriana\\_Serban.ppt#257,2,Talk map](http://ics.leeds.ac.uk/papers/llp/exhibits/16/IntroAVTranslation_Adriana_Serban.ppt#257,2,Talk%20map)*

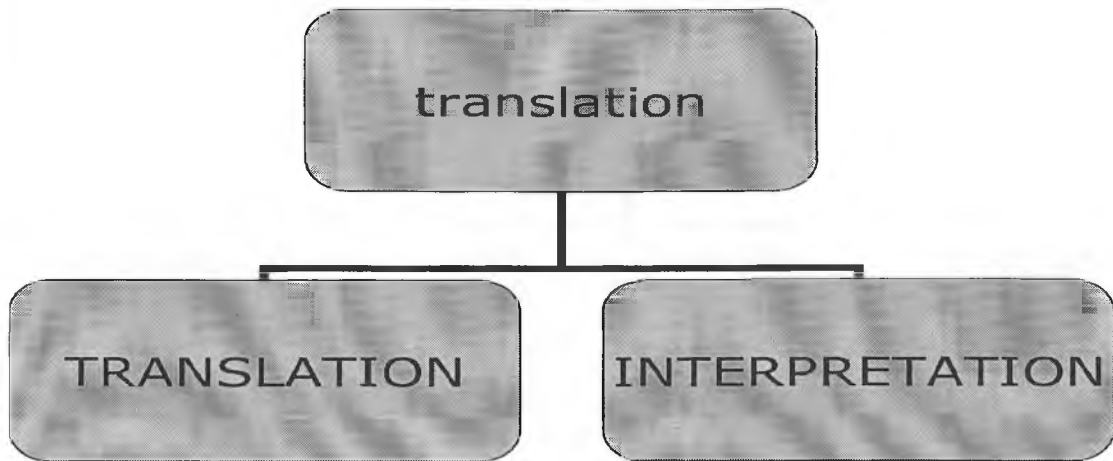
Audiovisual translation (AVT) - subtitling and dubbing:

one of the commonest forms of translation encountered in everyday life in contemporary societies

of the 8,108 hours of programming broadcast by the Finnish broadcasting company YLE in 1996, 48% consisted of foreign-language programmes (including re-runs) (Kontula, Larma and Petäinen 1997:52-53).

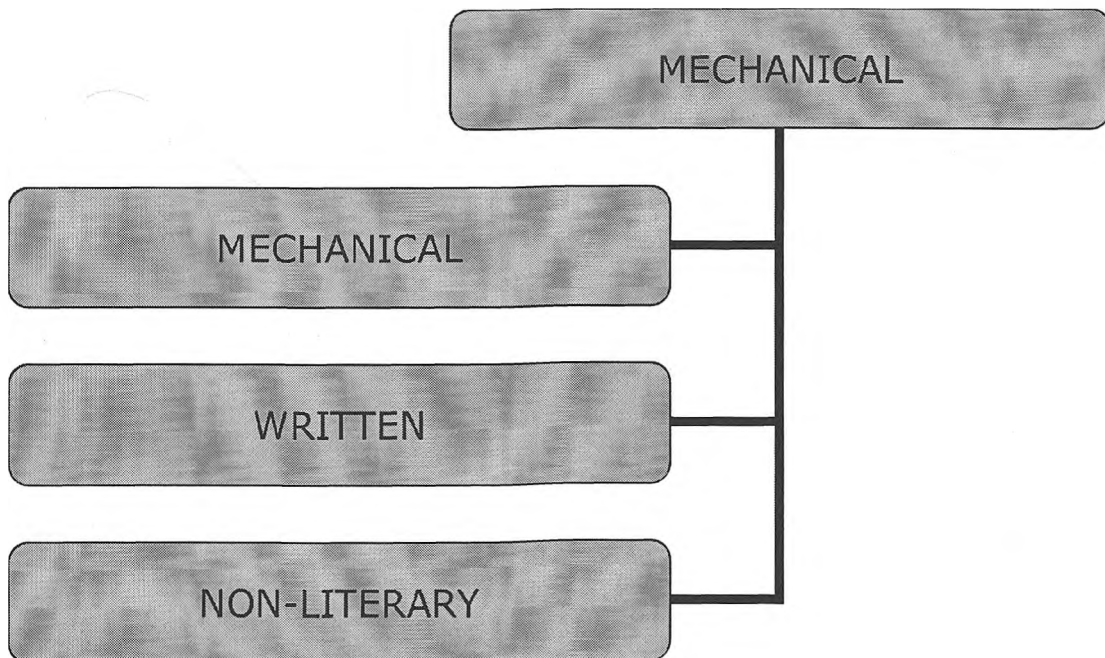
- The visibility of AVT is probably one reason why AVT also lends itself to easy and occasionally sharp criticism among viewers
- *"subtitles offer the pretext for a linguistic game of 'spot the error'" for those viewers who have a command of both* (Shochat and Stam 1985:46)

- Internet sites devoted to listing subtitling gaffes, e.g, *Turun Sanomat* 5.7.1998

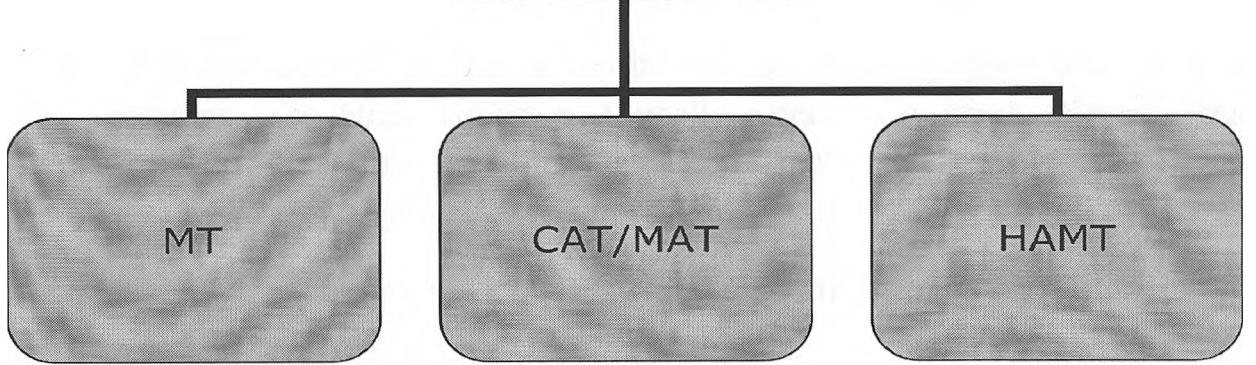


### Language interpreting or interpretation

- the intellectual activity of facilitating oral and sign-language communication, either simultaneously or consecutively, between two, or among three or more, speakers who neither speak nor sign the same source language.
- Functionally, *interpreting* and *interpretation* are the descriptive words for the activity;



COMPUTER-AIDED

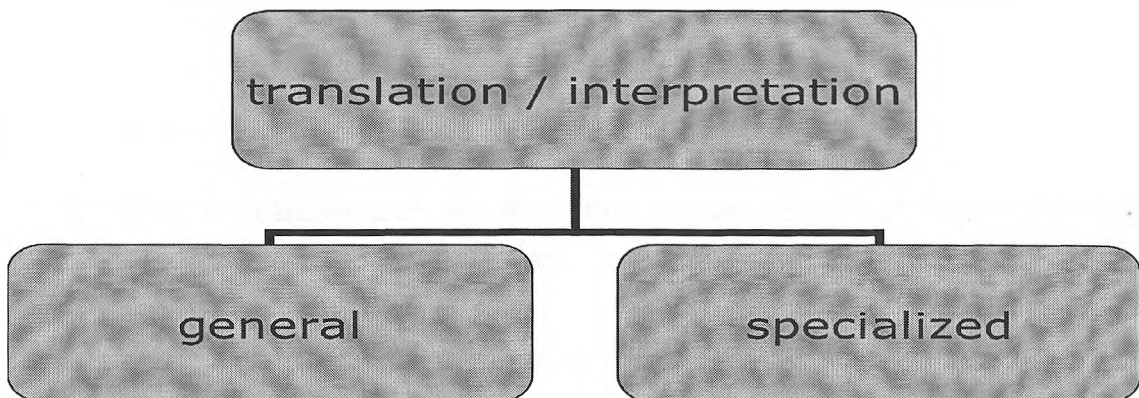


## Computer-assisted translation

- Computer-assisted translation (CAT), also called computer-*aided* translation or machine-aided human translation (MAHT), is a form of translation wherein a human translator creates a target text with the assistance of a computer program. The **machine** supports a human **translator**.
- Computer-assisted translation can include standard dictionary and grammar software. The term, however, normally refers to a range of specialized programs available to the translator, including translation-memory, terminology-management, concordance, and alignment programs.

## Types of Translation and Interpretation

- General translation & interpretation
- Specialized translation & interpretation



### General translation/interpretation

- the translation or interpretation of non-specific language that does not require any specialized vocabulary or knowledge
- However, the best translators and interpreters read extensively in order to be up-to-date with current events and trends so that they are able to do their work to the best of their ability, having knowledge of what they might be asked to convert
- good translators and interpreters make an effort to read about whatever topic they are currently working on



## **Specialized translation or interpretation**

- refers to domains which require at the very least that the person be extremely well read in the domain.
- training in the field (such as a college degree in the subject, or a specialized course in that type of translation or interpretation)
- common types of specialized translation:
  - financial translation and interpretation
  - legal translation and interpretation
  - literary translation
  - medical translation and interpretation
  - scientific translation and interpretation
  - technical translation and interpretation

### **QUESTIONS FOR SELF-CONTROL:**

1. What is translation? What is interlingual communication? How can it be demonstrated that TT has an identical communicative value with ST? In what respect do the TT users identify it with ST?
2. What is the translating process? What mental processes make up the translating process?
3. How can the translating process be studied and described? What is a model of translation? How can translation models be classified?
4. What are the two principles of translation classification? What are the main types of translation? What is the difference between literary and informative translations?

### **INDEPENDENT WORK:**

1. The main problems in the theory of translation
2. The adequacy as a criterion in translation

### **OBLIGATORY LITERATURE:**

1. Catford I.C. A Linguistic theory of translation.L.N/Y.

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

3. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

**ADDITIONAL LITERATURE:**

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

2. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.

**Lesson Plan**

**Lecture: №4. The theory of equivalence and adequacy**

**Aim:** To give new inform about this theme

**Course: 1 bachelor**

**Time: 80 min.**

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>-discussion of the the theory of equivalence and adequacy</p> <p>practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>-introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b>With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>

					<p>discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	
<p>Mid-activity</p>	<p>-to introduce the topic</p>	<p>-read, translate and analyze the text</p> <p>-working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</p> <p>-working on the vocabulary notes</p>	<p>40 min.</p>	<p>-group work</p> <p>-pair work</p> <p>-individual work</p>		<p>-handouts</p> <p>-black board</p> <p>-dictionaries</p>
<p>Post-activity</p>	<p>-to sum up the topic</p> <p>-to give a brief statement of the topic</p>	<p>-answering the questions</p> <p>-to have a discussion</p> <p>-characterize the situation</p> <p>-give an examples</p>	<p>20 min.</p>	<p>group work</p>		<p>-handouts</p> <p>-black board</p>

# THE THEORY OF EQUIVALENCE AND ADEQUACY

## 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 must distinguish between formal or fixed expressions/ *Le vous prie , madame, d’agrier l’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” replace the original expression, with a literal expression in brackets; Indian summer /dry, hazy weather in late autumn/

□ use a close equivalent: talk of the devil = veeknaoratima /literally/ the wolf at the door.

□ use a non- idiomatic or plain prose translation: a lot over the top = undue excessive.

The golden rule is: if the idiom does work in the LI, do not force it 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-  
войскабылипереброшеныповоздухунаполе.

The English word “airlifted” contains the same meaning as the Russian phrase *переброситьповоздуху*. 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- уступит дорогу. 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=вверхногами.

We shall therefore speak of two types of semantic equivalence; componential /identity of semantic components/ and referential /referential 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 out, hinges on the dual 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 propositional 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 place of communication the physical location of the speech level realized in the context.

Who? refers to the participants involved in the communication; 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, begin 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 channel SIGNAL/MESSAGE/ channel RECEIVER

CONTENT

Monolingual communication. 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<sup>4</sup>.

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 further 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

---

<sup>4</sup>Catford I.C. A Linguistic theory of translation. L.N/Y.



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 succeeds 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 users 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

#### OBLIGATORY LITERATURE:

1. Alan Duff. Translation. Oxford University press. 1972.
2. Barkhudarov L.S. Language and Translation. M.1975.
3. Frederick Fuller. The translation's handbook. L.N/Y.
4. Catford I.C. A Linguistic theory of translation. L.N/Y.

#### ADDITIONAL LITERATURE:

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

2. Roger. N. Bell. Translation and translating. Theory and practice. London, New York. 1995.
3. Salomov G. Tarjimanazariyasigakirish. T. 1978.
4. Salomov G. Tarjimanazariyasiasoslari. T. 1983.
5. Peter Newmark. Approaches to translation. London.
6. Shvaytser A.D. Translation and Linguistics. M. 1973
7. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.

## Lesson Plan

### Lecture 5: LEXIC- SEMANTIC PROBLEMS OF TRANSLATION

**Aim:** To improve reading, listening, writing and speaking

**Course:** 1 bachelor

**Time:** 80 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>-discussion of the pictures</p> <p>-practicing the pronunciation of new words from the text.</p> <p>-referring to transcription</p> <p>-introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>

					their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyze the text  -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;  -working on the vocabulary notes	40 min.	-group work  -pair work  -individual work		-handouts  -black board  -dictionaries
Post-activity	-to sum up the topic  -to give a brief statement of the topic	-answering the questions  -to have a discussion about solving ecological problems  -characterize the ecological situation  -give an example to show how man is affecting the ecology	20 min.	group work		-handouts  -black board

# LEXIC- SEMANTIC PROBLEMS OF TRANSLATION

## PLAN:

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 textical 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; ишданбушатмок / адабийтилда /, хайдамок /огиздагинуткда/, столнингчети / кирраси/, ойнингкирраси / 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 “picture 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 – каймоктутганиссиксут – горячеемолокоспенкой/.

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: сузмок /одамларҳакида/, сузмок /кема ҳакида/ сувюзидакалкибюрмок /предметтугрисиди/; 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 desemantized 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. -Поездхуштакчалибстанцияданжунабкетди. – Давсвисток, поездотошёлотстанции.

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 -.../каттикбошоғриги, куполхато...; сильнаяголовнаяболь, грубаяошибка.

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.

- ИшташлашнатижасидаНью-Йоркдагимактабларнингкупчилигиёпилди.

- 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 “Эхтиётбулинг, буялган”, 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.<sup>5</sup>

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 – Онучитьсявшколеж; Умактабдаукийди. Heisinthearmy – Онслужитвармии; Уармиядахизматкилади.

b) Generalization- replacing a word’s narrow meaning by one with a broad sense: A Navajo blanket – жунадёл; индийскоеодеяло.

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 – Майсаустиданюрманг – Неходитепотраве./

3. Compensation is used when certain elements in the original text cannot be

---

<sup>5</sup>Peter Newmark. Approaches to translation. London.

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/ - Узота- онасидануяларди, чункиуларсузларни нотугриталаффузкилардилар- Онстеснялся своих родителей, потому что они говорили “хочут” и “хотите”.

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 – Ишхаккини ошириш талаби, требование повысить заработную плату

Logical computer- Логик операцияларни бажарувчи хисоблаш машинаси, компьютер.

III. 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. Toraise one’s eye – brows – ялтэтиб кармак ; поднят брови – взнаки зумления/.

#### &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, дуппи, 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 – осмонўпар, 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

#### OBLIGATORY LITERATURE:

1. Musaev K. Tarjima nazariyasi asoslari. Toshkent. 2005.158 b.
2. Nancy Matis. How to manage your translation projects/Translation of French book: Comment gerer vos projects de traduction.(c)Edi.pro.2010. 211 pp.
3. Susan Bassnet. Translation studies. 3rd edition. Taylor & Francis e-Library, 2005.188 pp.
4. Baker Mona. Translations Studies. University of Manchester, 2009. 1571 pp.
5. Lance Hewson. An Approach to translation criticism. ETI, University of Geneva, 2000.
6. Frederick Fuller. The translation's handbook. L.N/Y.
7. Catford I.C. F Linguistic theory of translation. L.N/Y. 4. Peter Newmark. Approaches to translation. London.
8. Language Transfer Cross – Linguistic influence in language learning. CambridgeUniversity Press. 1993.

#### ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964
2. Nida.E. Linguistics and ethnology in translation problems. Language structure and Translation. Atanford. 1975.
3. Roger. N. Bell. Translation and translating . Theory and practice. London, New York. 1995.
4. Shvaytser A.D. Translation and Linguistics. M. 1973

## Lesson Plan

### Lecture 6: PRAGMATIC PROBLEMS OF TRANSLATION

**Aim:** To give new information about pragmatic problems of translation. To improve reading, listening, writing and speaking

**Course:** 1 bachelor

**Time:** 80 min.

Activity	Objectives	Procedures	Duration	Mode of Interaction	Methodics	Material
Pre-activity	<ul style="list-style-type: none"> <li>-to get students to think about the topic</li> <li>-to show them two pictures and ask them to tell the difference the two</li> </ul>	<ul style="list-style-type: none"> <li>-discussion of the pictures</li> <li>-practicing the pronunciations of new words from the text.</li> <li>-referring to transcription</li> <li>-introducing the new vocabulary words</li> </ul>	20 min.	group work	<p><b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	<ul style="list-style-type: none"> <li>- Book: Listening Extra</li> <li>-black board</li> <li>-posting the pictures on the board</li> </ul>
While-activity	<ul style="list-style-type: none"> <li>-to introduce the topic</li> </ul>	<ul style="list-style-type: none"> <li>-read, translate and analyz the text</li> <li>-working on</li> </ul>	40 min.	<ul style="list-style-type: none"> <li>-group work</li> <li>-pair work</li> </ul>		<ul style="list-style-type: none"> <li>-handouts</li> <li>-black board</li> <li>-dictionaries</li> </ul>

	<p>the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</p> <p>-working on the vocabulary notes</p>		- individual work		
<p>-to sum up the topic</p> <p>-to give a brief statement of the topic</p>	<p>-answering the questions</p> <p>-to have a discussion about solving ecological problems</p> <p>-characterize the ecological situation</p> <p>-give an example to show how man is affecting the ecology</p>	20 min.	group work		<p>-handouts</p> <p>-black board</p>

## PRAGMATIC PROBLEMS OF TRANSLATION

### PROBLEMS FOR DISCUSSION:

1. The role of semantic, syntactic and pragmatic relations.
2. The effect of the pragmatic motivation of the original message.
3. The effect of the receptor of the text relation
4. The effect of the translator's angle of view
5. The problem of translatability
6. The rendering of the words of national colouring
7. The way of rendering realies

**KEY WORDS:** translation, translatability, pragmatics, words of national colouring, realie

## & 1. THE ROLE OF SEMANTIC, SYNTACTIC AND PRAGMATIC RELATIONS.

Semantics /the science investigating the general properties of sign system/ distinguish the following types of relations:

1. semantic (sign to object),
2. syntactic (sign to sign),
3. pragmatic (sign to man).

One of the two texts / the original and its translation should be semantically equivalent sets a relationship between the linguistic science and their denotata (referents). The goal of translation is to produce a text, bearing the same relation to the extralinguistic situation as the original. Semantic equivalence of message does not necessary to imply semantic identify of each linguistic sign. Semantically equivalent utterances include not only those, made up of the semantically identical signs/ as for instance, He lives in Paris – УПариждашайди, but also utterances comprising different sets of signs which in the theory totality at up denotates the same types of relationship to the extralinguistic world and denotate the same extralinguistic situation (e.g. Wet paint – Эхтиётбулинг. Бўялган).

Semantic relation effect translation both in the initial stage of analysis and in producing the target – language text of the translator to As distinct from semantic relations, syntactic relations are important only at the stage of analysis since relations between linguistic signs are essential for their semantic interpretation (e.g. Bill hits John and John hits Bill). But also they may be occasionally preserved in translation, the translator does not set himself this goal, very often and syntactically non-equivalent utterances prove to be semantically equivalent: He was considered invisible – Униенгилмас хисоблашарди.

Pragmatic relations are superimposed on semantic relations and play an equally important role in analyzing the original text, and in producing an equivalent text in the target language. Semantically equivalent message do not necessary mean the same thing to the source and target language receptors, and therefore are not necessary pragmatically equivalent. The phrases “ He made 15 yard and run”- « У 15 ярдгасакради» are semantically equivalent for they denote the same situation but the American reader, familiar with American football will extract far more information from it then Uzbek counterpart who would neither understand the aim of the manourre nor appreciate the football player’s performance. The pragmatic problem, involved in translation, arises from three types of pragmatic relations. The relation of the source – language sender to the original message; the relation of the target – language receptor to the target – language message and the relation both messages.

## 2. THE EFFECT OF THE PRAGMATIC MOTIVATION OF THE ORIGINAL MESSAGE

The first type of relations’ amount to the sender’s communicative intent or the pragmatic motivation of the original message. The translator, in other words, should be aware whether the message is a statement of fact a request, an entreaty

or a joke. Very often the speaker's communicative intent differs from what of fact in which case it would be translated as "Менбилмайман" but also expression or hesitation "Сизганимадесамэкан?" "What gives?" in American slang may either a question "Нимаянгиликларбор?" or just a greeting "Салом". "Is Mr. Brown there, please" is not a question but a distinguished request "ТелефонгажанобВраунничакирибюборсангиз".

### 3. THE EFFECT OF THE RECEPTOR TO THE TEXT RELATION

Prof. A. Neubet / Text and Translation/ has proposed a classification of texts depending on their orientation towards different types of receptors: Texts, Intended for "domestic consumption" /local advertising, legislation, home news, etc./, texts intended primarily for the source – language receptor but having also a universal human appeal / belle- letters/ and texts without any specific national addresses / scientific literature/.

Typically, in written translation the translator deals with the text, not intended for target- language audience and therefore subject to pragmatic adaptations. Allowances are made for sociocultural: psychological and other differences in their background knowledge.

According to E.Nida / Linguistics and ethnology in translation problems/ /Language in culture and society; Language structure and translation. /, "snow" – white is translated into one of the African languages as a feathers of a "white heron." Pragmatic factors mat effect the scope of semantic information conveyed in translating. Differences in background knowledge call for the addition of deletion of some information / e.g. "Part of the nuclear station in Cuberland has been closed down"- «Каберлендэлетростанциясидагиатомэлектростанциясинингбиркисмиёпилган эди»; "According to Newsweek"- "Ньюсвикжурналинингхабарберишича"/. Some cultural realize may be translated by their functional analogies/Америкаимпериализминингжандарми -a watchdog of US imperialism – from story about the 7 th US Fleet/

### 4. THE EFFECT OF THE TRANSLATOR'S ANGLE OF VIEW.

Another pragmatic factor relevant to translation, is the socio-psychological and ideological orientation of the translator himself.

Translation is a process, determined by quite a number of factors. In addition to conveying the semantic information, contained in the text, the detonational meanings and emotive-stylistic connotations, the translator has to take into account the author'scommunicative intent the type of an audience for which the message is intended socio-psiological characteristics and back-ground of knowledge. A process governed by so many variables cannot have a single outcome.

A process, governed by so many variable cannot have a single outcome. What is more, the synonymic and paraphrasing potential of language is so high that these may be several ways of describing the same extralinguistic situation, and even though they be not quite identical, the differences may be neutralized by the context. It should also be remembered that the translator's decision may very

depend on the receptor/ of the translation of realia, for the specialists and for the laymen/ and the purpose of translation.

If the old and the modernized version of the Bible: a woman, who had an evil spirit in her that had kept her such for 18 years... . A woman who for 18 years had been ill from some psychological cause. Also the poetic translation of Shakespeare by Pasternak and the scholarly translation by prof. Morozov.

#### 5. THE PROBLEM OF TRANSLATABILITY

Conflicting views have been expressed by linguistic concerning the problem of translatability ranging from entirely negative stand, typical of national spirit and the nation's world view and therefore regarded translation as an impossible task, to an unqualified positive attitude, found in many contemporary writings on translation. The very fact that translation makes interlingual communication, possible is in argument in favor of translatability.

Yet it is an oversimplification to claim that every meaningful element of the text is translatable.

In the preface to the "Adventures of Huckleberry Finn" Mark Twain says, that he had reproduces in the book "painstakingly and with the..." support of personal familiarity the shadings of a number of dialects/The Missouri Negro dialects the backwoods – South- Western dialect, the Pike- country dialect, etc.../. Naturally none of these fine distractions can be reflected in the translation.

Yet by using colloquial and substandard forms the translator can give an adequate impression of the character's socio and educational status and will render the most essential, functional characteristics of these dialects features.

#### 6. THE RENDERING OF THE WORDS OF NATIONAL/ LOCAL/ COLOURING

National or local coloring is one of the main features of national peculiarities in literature. Here belong the following elements:

1. The world denoting things peculiar to the social and material life of the Nation// реалии /- star chamber- въезднаяпалата; камин; дилитанс; клуб.
2. Proper names, geographical denominations, names of streets, big shops, theatres.
3. The way of greetings, formulas of politeness/ Hello, sir /
4. Linear measures, liquid measures, day measures /мерасыпучихтел /.

The translation of realia usually presents some difficulties. It's necessary to have a thorough knowledge of the life of the nation to avoid ridiculous mistakes. Here are some ways of translating the words of local coloring: by translator / cab –кеб, ser-cep/. It helps to preserve foreign coloring in the translation, but the word translated should be clear to the reader. Otherwise, the disruptive translation is desirable.<sup>6</sup>

-“A tall man entered the room. He wore a tweed coat and a pair of hob-nails”

-“Tweed” – a kind of Scottish woolen stuff dyed into two colors.

---

<sup>6</sup>. Catford I.C. F Linguistic theory of translation. L.N/Y.

-«В комнату вошёл высокий человек. На нём была куртка сшитая из твида и подбитые гвоздями сапоги».

But for the Russian and Uzbek readers it is not clear what the word “tweed” means that’s why it’s better to translate the sentence as follows:

В комнату вошёл высокий человек, одетый в шерстяную куртку.

But if we have no idea of the context we can’t say if the translation is correct. First of all we should find out for what reason the author mentioned the fact that the coat was made of tweed. After the reading the story we learn that the person who entered the room was a detective distinguished as a pleasant. So the translation should be as follows:

-В комнату вошёл человек, одетый в простую крестьянскую куртку.

If the author wanted to accentuate that it was cold outside he should have translated it as follows:

-В комнату вошёл человек, одетый в тёплую шерстяную куртку.

## 7. THE WAYS OF RENDERING REALIAES.

Proper names, geographical denominations are rendered as a rule by means of transliteration, but we should take into account concerning historical proper names, geographical denominations, etc.

William the conquer – Вильгельм завоеватель

King Charles I – Карл I

/ But Charles Darwin – Чарлз Дарвин /

Hamlet – Гамлет

Paris-Париж

England - Англия.

The names of political parties and state offices are usually not translated. The names of newspapers and journals are usually translated, as well as the names of firms and companies:

House of Commons – Палата общин

Security council – Совет безопасности

But Scotland yard – Скотлендьярд / управление Лондонской полиции /

Intelligence service – интеллект-сервис / развед управления Англии /

But: modern languages - модерн-ленгвижес

New time - новое время

We translate the proper names which make some semantic meanings:

dramatic / театральное / persons of “The School for scandal” by Sheridan.

Sir Peter Teazle / ворс /

Sir Oliver Surface

Sir Harry Bumpster - / амортизатор, прибор, смягчающий удары /

Sir Benjamin Backbite – / to blackbite - злословить за стеной, клеветать /

Joseph Surface

Charles Surface

Careless

Snake

Crabtree / crab- дикая яблоня /

Jadysneerwall- / to sneer – глушиться/  
Mrs. Candour- / искренность, прямота/

Formulas of politeness are rendered by means of transliterations. But in official documents and informations “Господин” and “Госпожа” are usually used.

As for as linear measures, liquid measures and etc. They are usually rendered by means of transliteration, but the tradition is also taken into consideration:

A pound of sterling – фунтстерлинг

Ounce – унция

Mile- миля

Pint –пинта

Some peculiarities of English measures are not reflected in Russian:

Six months- полгода

Eighteen month –полторагода

Fortnight- двенедели

The peculiarities of the English language are extremely exact indications of measures, which seem for Russian quite unusual:

He could take nothing for dinner but a partridge with an imperial “cab”.

1. Наёмныйэкипаж /we want for example to stress that the hero was rich/
2. Кеб /we have for an object to preserve national coloring/
3. Извозчик / russian coloring /
4. Такси /modern life/

#### QUESTIONS FOR SELF-CONTROL:

1. What is the role of semantic, stylistic and pragmatic relations in translation.
2. What is the effects of the pragmatic motivation of the original message?
3. Speak about the effect of the receptor to the text relation.
4. What are the main features of rendering of the words of national colouring?
5. How do you understand the problem of translatability?
6. What is pragmatics?

#### INDEPENDENT WORK:

1. Pragmatics and translations
2. Translation as an act of communication
3. Translation and national world picture

#### OBLIGATORY LITERATURE:

1. Alan Duff. Translation. OxfordUniversity press. 1972.
2. Frederick Fuller. The translation’s handbook. L.N/Y.
3. Catford I.C. F Linguistic theory of translation. L.N/Y.
4. Peter Newmark. Approaches to translation. London.
5. Pragmatics and translation. M.1990



### ADDITIONAL LITERATURE:

1. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.1974.
2. Language Transfer Cross – Linguistic influence in language learning. CambridgeUniversity Press. 1993.
3. Nida.E. Towards a science of translation. Leiden. 1964
4. Nida.E. Linguistics and ethnology in translation problems. Language structure and Translation. Atanford. 1975.
5. Roger. N. Bell. Translation and translating. Theory and practice. London, New York. 1995.
6. Shvaytser A.D. Translation and Linguistics. M. 1973

### Lesson Plan

#### Lecture 7: PHRASEOLOGICAL PROBLEMS OF TRANSLATION

**Aim:** To give new information about theme

**Course:** 1 bachelor

**Time:** 80 min.

Activit y	Objectiv es	Procedure	Durat ion	Mode of Interaction	Methodics	Material
Pre-activity	-to get students to think about the topic  -to show them two pictures and ask them to tell the difference the two	-discussion of the pictures  -practicing the pronunciation s of new words from the text.  -referring to transcription  -introducing the new vocabulary words	20 min.	group work	<b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)Ask students to PAIR with their partner to discuss	- Book: Listening Extra  -black board  -posting the pictures on the board

					the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class	
While-activity	-to introduce the topic	-read, translate and analyz the text  -working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;  -working on the vocabulary notes	40 min.	-group work  -pair work  -individual work		-handouts  -black board  -dictionaries
Post-activity	-to sum up the topic  -to give a brief statement of the topic	-answering the questions  -to have a discussion about solving ecological problems  -characterize the ecological situation  -give an example to show how man is affecting the ecology	20 min.	group work		-handouts  -black boar

## Phraseological problems of translation

### PROBLEMS FOR DISCUSSION:

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 depends 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.<sup>7</sup>

The main types of phraseological conformities are as follows:

- I. Complete conformities II. Partial conformities III. Absence of conformities

### &.I. COMPLETE CONFORMITIES.

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

---

<sup>7</sup>Shvaytser A.D. Translation and linguistics .M. 1973.

I. PARTIAL CONFORMITIES. 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/ - Чапёнибилантурмок - Встатьслевоиноги

b) - To have one's heart in one's boots /idiom/ -Юрагиоркасигакетмок - Душавпяткуушла

c) -To lose one's temper / phraseme/ -Сабричидамок - Выйтиизсебя, потерятьтерпение.

d)- To dance to somebody's pipe / idiom/ - Бировнингногорасигауйнамок - Игратьподчью –либодудочку

2) Partial conformities by grammatical parameters

3) Differing as to morphological arrangement / number/

a. To fish in troubled waters./ idiom/ - лойкасувдабаликтутмок . -- ловитьрыбувмутнойводе

b. From head to foot / idiom/ - бошданоёғигача - сногдоголовы

c. To agree like cats and dogs / phraseme/ - итмушукдекяшамок - житькаккошкассобакой .

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

4. Differing as to syntactical arrangement

a. Strike while the iron is hot. –темирникизигидабос - куйжелезопокагорячо

b. Egyptian darkness - коп-коронгизимистон / ғордек қоронги/ - тьмаегипетская  
c. Armed to teeth - тиш – тирногигачакуролланган - вооружённыйдозубов

d. All is not gold that glitters –барчаялтираганнарсаолтинэмас -невсёзолото, чтоблестит

### 3.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. VERBATUM TRANSLATION 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 / - харнарсаниузномибиланатамок - называть все вещи своими именами .
2. The arms race / phraseme/ - куролланишпойгаси - гонка вооружений
3. Coldwar / idiom/ - совукуруш - 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, кузимнинггури”- хурсандлигиданхитобкилдимитиодамэшиккабошинисукиб

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

2. Topulls somebody’s leg / idiom/ - мазаҳкилмоқ - 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 / - парламентаъзосибўлмоқ - 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 unit 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 conformities?
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. Barkhudarov L.S. Language and translation. M. 1975.
2. Shvaytser A.D. Translation and linguistics .M. 1973.
3. Levitskaya T.R, Fiterman A.M. The problem of Translation on the material of the contemporary English language. M. 1974

## Lesson Plan

### Lecture 8: GRAMMATICAL PROBLEMS OF TRANSLATION

**Aim:** To give new information

**Course:** 1 bachelor

**Time:** 80 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>- discussion of the pictures</p> <p>-practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>- introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>

<p>While-activity</p>	<p>-to introduce the topic</p>	<p>-read, translate and analyze the text</p> <p>-working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</p> <p>-working on the vocabulary notes</p>	<p>40 min.</p>	<p>-group work</p> <p>-pair work</p> <p>- individual work</p>		<p>-handouts</p> <p>-black board</p> <p>-dictionaries</p>
<p>Post-activity</p>	<p>-to sum up the topic</p> <p>-to give a brief statement of the topic</p>	<p>- answering the questions</p> <p>-to have a discussion about solving ecological problems</p> <p>- characterize the ecological situation</p> <p>-give an example to show how</p>	<p>20 min.</p>	<p>group work</p>		<p>-handouts</p> <p>-black board</p>

	man is affecting the ecology				
--	---------------------------------------	--	--	--	--

## GRAMMATICAL PROBLEMS OF TRANSLATION

### Problems for discussion:

1. Levels of grammatical correspondence.
2. Morphological correspondence: Complete; Partial; Absence of morphological correspondence.
3. Syntactic correspondence: Complete; Partial; Absence of syntactic correspondence.

**KEY WORDS:** translation, correspondence, morphologic, syntactic, 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 – Овчибуруниулдирди - 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 with 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.

### c. 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.

#### б.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 – tubешиша- найчастекляннаятрубочка

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 а)уЙпланипландома

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

б)уЙнингплани

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.

*Onebook- Биттакитоб - Однакнига*

*TwobooksИккитакитобДвекниги*

*ThreebooksУчтакитобТрикниги*

*FourbooksТурттакитобЧетырекниги*

*FivebooksБештакитобПятыкниг*

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 – Хаётмамоткураши, борьбаненажизньнасмерть Go- to – hell voice – Дагаловоз, грубыйголос

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 – буердачекишманкилинган, куритьздесьзапрещено.

With that he blue out his candle – ушамниучирди, онзадулсвечи (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 inter conditionality 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... – Эшикочилганиниэшитдим,  
Яуслышалкаоткрыласьдверь.

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.

## &1. TYPES OF GRAMMATICAL TRANSFORMATIONS

In order to attain the fullest information from one language into another one is obliged to resort numerous interlinguistic lexical and grammatical transformations.

Grammatical transformations are as follows:

1. substitution;
2. transposition;
3. omission;
4. supplementation.

The cited types of elementary transformations as such are rarely used in the process of translating. Usually they combine with each other, assuming the nature of “complex” interlinguistic transformations.

## &2. SUBSTITUTION AS A TYPE OF GRAMMATICAL TRANSFORMATION.

By substitution we understand the substitution of one part of speech by another or one form of a word by another. Consequently, there are two kinds of substitutions constituting a grammatical type of transformations; substitution of parts of speech and the grammatical form of a word. Transformation by substitution may be necessitated by several reasons: the absence of one or an other grammatical form or construction in the target language; lack of coincidence in the use of corresponding form and construction as well as lexical reasons – different combinability and use of words, lack of a part of speech with the same meaning.

An example of the substitution of a word-form may be the interpretation of the meaning of the grammatical category of posteriority of the English verb, which is presented in two particular meanings: absolute posteriority /he says he will come / and relative posteriority / he said he would come /. Uzbek and Russian verbs do not

possess word form of this kind and communicate their meaning with use of other grammatical means: Укелишинийайтаяпти. Он говорит, что придёт.

У келишинийайти. Он сказал, что придёт.

In Uzbek the meaning of this category is expressed by a substantivized participle ending in –jak or by the infinitive ending in –(i)sh; in Russian the future tense form of a verb is used.

There are two types of substitution of parts of speech; obligatory and non-obligatory. The obligatory substitution is observed when in the target language there are no part of speech corresponding to that used in the source language e.g. the English articles and may be used for emphasis. In cases of the kind it is necessary to substitute them with functionally – adequate means of expression in Uzbek and Russian.

E.g. When we were in Majorca, there was a Msr. Leech there and she was telling us most wonderful things about you. ( A.Christie).

Биз Малоркада булганимизда, уерда кандай дир миссис Лич бор эди. У бизга Сиз ту грингизда жуда куп кизикарли нарсаларни айтиб берди.

Когда мы были в Малорке, там была некая миссис Лич, которая рассказывала очень много интересного о Вас.

In Uzbek and Russian an indefinite pronoun is used for translating the indefinite article.

Non obligatory substitution is a substitution undertaken by the needs or demands of the context:

The climb had been easier than he expected.

Кутарилиш у кутгандан оsonроқ булди.

Подняться оказалось легче, чем он ожидал.

A noun in the English sentence is substituted by infinitives in the Uzbek and Russian languages.

### &3. TRANSPOSITION

“Transposition” (as a type of transformation used in translations) is understood to be the change of position/order) of linguistic elements in the Target language in comparison with a Source language.

Transposition (change in the structure of a sentence / is necessitated by the difference in the structure of the language( fixed or free order of words etc), in the semantic of a sentence, and others. There are two types of transpositions; transposition (or substitution) of parts of a sentence and transposition occasioned by the change of types of syntactic connection in composite sentence.

An experimented translator uses various techniques in order to obtain great results. There are plenty of methods that make the text sound better in the target language. One of the most important translation techniques is called transposition. The term might seem familiar, as it is used in many fields, but this article will explain the role of transposition in translation.

Transposition is the first technique or step towards oblique translation. Oblique translation is another term for free translation where the translator exercises his/her freedom to attain equivalence. It operates at the grammatical level and it consists of the replacement of a word class by another word class without changing the meaning. From a stylistic view point, the transposed expression does not have the same value, but the meaning is the same. Transposed expressions are usually more literary in character. What is the most important is to choose the form that best fits the context.

Transposition can be:

– Free: when the transposition that we use is mainly dependent on the context and particularly on the desired effect. For example:

*The course is of interest to all of us. (The course interest all of us: back translation)*

– Compulsory: when only a transposition is acceptable, thus it is absolutely necessary in a particular context. For instance:

*I will never forget that time when I saw you in the village. (I will never forget the time that I saw you in the village: back translation)*

Types of transposition:

– Adverb-verb: I only defended myself / I did nothing but defend myself

– Adverb-noun: I called you early this week / I called you at the beginning of the week

– Adverb-adjective: He lives dangerously / He lives a dangerous life

– Adjective-noun: He found it difficult to learn for exams / He had difficulties learning for the exams

– Possessive article-definite article: Your hair is too long / You have the hair too long

– Verb or past participle-noun: I intended to give you a present / My intention was to give you a present

– Adverb-noun: I wrote to you early this year / I wrote to you at the beginning of this year

In other words, transposition is the process where parts of the speech change their sequence when they are translated (*blue ball* becomes *boule bleue* in French). It is in a sense a shift of word class. Grammatical structures are often different in

different languages. He likes swimming translates as *Er schwimmt gern* in German. Transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; Spanish can have it closer to the end.

This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text, for example: English Hand knitted (noun + participle) becomes Spanish Tejido a mano (participle + adverbial phrase)<sup>8</sup>.

In English the indefinite article, the construction it is ...that ( who) inversions of different kinds are used for this purpose, while the order of words is the most frequent means of expression in Uzbek and Russian: words, communicating new information are not placed at the beginning of the sentence:

A big scarlet Rolls Royce had just stopped in front of the local post office. (A.Christie).

МахаллийалокабулимиолдидакизилрангдагикаттаРолсРойсавтомашина ситухтади.

У местного почтового отделения остановилась комфортабельная автомашина алого цвета РолсРойс.

In the English sentences the semantic core is expressed by the indefinite article while in Uzbek and Russian it is assigned to the second and third places accordingly.

When translating English component sentences into Uzbek and Russian, the principal and subordinate clauses may be transposed. This is explained by the fact that the order of words in compound sentences does not always coincide in the languages considered. Compare:

A remarkable air of relief overspread her countenance as soon as she saw me. (R.Stevenson).

Меникуришибиланок, унингюзидангилтортганликаломатипайдобулди. Как только она увидела меня, на её лице выразилось чувство облегчения.

#### &4. OMISSION AND ADDITION.

As a type of grammatical transformation – omission is necessitated by grammatical redundancy of certain forms in two languages.

He raised his hand. –Укулиникутарди.- Онподняруку.

Addition, as a type of grammatical transformation can be met with in cases of formal inexpressiveness of grammatical or semantic components in the language of the original text.

Also, there was an awkward hesitancy at times, as he essayed the new words he had learnt.

Баъзида у  
якиндагинаурганганяннгисузлариниталаффузкилишдахозирланиб,  
тухтабколарди.

<sup>8</sup>[translathoughts.com/2016/05/transposition/](http://translathoughts.com/2016/05/transposition/)

Иногда он запинаясь, готовясь произнести слова, которые он только недавно выучил.

The meaning of the verbal form is expressed in Russian by the words “тольконедавно”, and in Uzbek by the adverb “якиндагина”.

It must be emphasized that the division into lexical and grammatical transformations is, to a great extent, approximate and conditional. In some cases a transformation can be interpreted as one pr another type of elementary transformation. In practice the cited types of lexical and grammatical transformations are seldom met with in “pure form”. Frequently they combine to form complex transformations.

#### 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:

- 1 .[www.translatorthoughts.com/2016/05/transposition/](http://www.translatorthoughts.com/2016/05/transposition/)

#### ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . (Theory and practice). London, New York. 1995.



## Lesson Plan

### Lecture 9: Stylistic problems of translation

**Aim:** To give new information

**Course:** 1 bachelor

**Time:** 80 min.

Activity	Objectives	Procedure	Duration	Mode of Interaction	Methodics	Material
Pre-activity	<p>-to get students to think about the topic</p> <p>-to show them two pictures and ask them to tell the difference the two</p>	<p>- discussion of the pictures</p> <p>-practicing the pronunciations of new words from the text.</p> <p>-referring to transcription</p> <p>- introducing the new vocabulary words</p>	20 min.	group work	<p><b>Think-Pair-Share</b> With students seated in teams of 4, have them number them from 1 to 4. Announce a discussion topic or problem to solve. (Example: What are the SP of the given texts? How could we define them?) Give students at least 10 seconds of think time to think of their own answer. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.) Ask students to PAIR with their partner to discuss the topic or solution.</p> <p>Finally, randomly call on a few students to SHARE their ideas with the class</p>	<p>- Book: Listening Extra</p> <p>-black board</p> <p>-posting the pictures on the board</p>
While-activity	<p>-to introduce the topic</p>	<p>-read, translate and analyze the text</p>	40 min.	<p>-group work</p> <p>-pair work</p>		<p>-handouts</p> <p>-black board</p> <p>-dictionaries</p>

		<ul style="list-style-type: none"> <li>-working on the exercises: translating the following sentences; fill in the blanks with suitable words; matching the definition;</li> <li>-working on the vocabulary notes</li> </ul>		<ul style="list-style-type: none"> <li>- individual work</li> </ul>		
Post-activity	<ul style="list-style-type: none"> <li>-to sum up the topic</li> <li>-to give a brief statement of the topic</li> </ul>	<ul style="list-style-type: none"> <li>- answering the questions</li> <li>-to have a discussion about solving ecological problems</li> <li>- characterize the ecological situation</li> <li>-give an example to show how man is affecting the</li> </ul>	20 min.	group work		<ul style="list-style-type: none"> <li>-handouts</li> <li>-black board</li> </ul>

## STYLISTIC PROBLEMS OF TRANSLATION

### Problems for discussion:

1. Different styles of the text;
2. Scientific Prose Style;
3. The Style of Official Documents;
4. Publicistic Style;
5. Newspaper Style
6. Belles-Lettres Style
7. Group activity

**KEY WORDS:** translation, correspondence, morphologic, syntactic, complete, partial, absence of syntactic correspondence. **AL STYLE**

- ⊙ is a system of interrelated language means, which serves a definite aim in communication. Each style is recognised
- ⊙ as an independent whole. The peculiar choice of language means is primarily dependent on the aim of the communication, on the *function*
- ⊙ the style performs. **SCIENTIFIC PROSE STYLE**

### Proving a hypothesis and creating new concepts

- ⊙ objective, precise, and mostly unemotional language
- ⊙ means; words used in primary logical meaning
- ⊙ • use of terms and learned words
- ⊙ • impersonality and generalized form of expression
- ⊙ reflected in the choice of grammar and syntactic constructions
- ⊙ • logical sequence of utterances
- ⊙ • most developed system of connectives
- ⊙ • accepted sentence-patterns:
- ⊙ *postulatory, argumentative, and formulative*
- ⊙ • use of quotations and references
- ⊙ • use of footnotes both of the reference kind and digressive
- ⊙ in character

### Analyze the text:

A snowfall consists of myriads of minute ice crystals that fall to the ground in the form of frozen precipitation. The formation of snow begins with these ice crystals in the subfreezing strata of the middle and upper atmosphere when there is an adequate supply of moisture condenses and freezes

## THE STYLE OF OFFICIAL DOCUMENTS

- ⊙ Features
- ⊙ • use of words in logical dictionary meaning special
- ⊙ system of clichés, terms, set expressions
- ⊙ • use of terminological nomenclature
- ⊙ • no emotive words retaining their original meaning
- ⊙ • special obligatory forms of address, opening and concluding
- ⊙ • encoded character of language: use of abbreviations
- ⊙ (*M.P.*) and conventional symbols (*\$*)
- ⊙ • non-flexible compositional design
- ⊙ • fixed paragraphing
- ⊙ • restricted choice of syntactical patterns
- ⊙ • grammar and punctuation depending on the pattern
- ⊙ (*combining several pronouncements into one sentence*)

BLICISTIC STYLE

direct contact with the audience

(use of *you, your, we, our*)

- the use of the 1st person singular to justify a personal approach to the problem treated
- combination of logical argumentation and emotional appeal

due to *logical argumentation*:

- coherent and logical syntactic structure
- expanded system of connectives (*hence, inasmuch, thenceforward, therefore*)

- careful paragraphing
- brevity of expression

due to *emotional appeal*:

- use of emotionally coloured words
- imagery and stylistic devices are used but usually are not fresh and genuine for the audience to comprehend the message implied with less effort

use of similes and sustained metaphors to emphasize ideas

direct address to the audience

(*Your Worship, Mr. Chairman;*

*you, with your permission,  
Mind!)*

- special obligatory forms to open and end an oration (*Ladies and Gentlemen; In the name of God do your duty*)
- words expressing speaker's personal opinion (*I'm no idealist to believe firmly in, I'm confident that*)
- wide use of repetition (lexical, synonymic, syntactical) to focus on the main points
- frequent rhetoric questions
- use of similes and sustained metaphors to emphasize ideas
- contractions are acceptable

The **headline** is the title given to a news item or a newspaper article.

The main function of the headline is to inform the reader briefly of what the news that follows is about. Composing headlines is a real art demanding much creativity on the author's part. They are usually written in a sensational way in order to arouse the reader's curiosity. As headline writers try to catch the reader's eye by using as few words as possible the language headlines use is jocularly called *Headlinesese*. This sublanguage is characterised by a number of peculiarities. They are given in the table below.

#### ⊙ Features

⊙ concise syntax presented by different kinds of sentences:

⊙ • full declarative sentences ("*Allies Now Look to London*"),

⊙ • interrogative sentences ("*Do You Love War?*"),

⊙ • rhetoric questions ("*The Worse the Better?*"),

⊙ • nominative sentences ("*Gloomy Sunday*"),

⊙ • elliptical sentences:

⊙ (a) with an auxiliary verb omitted ("*Initial Report Not Expected*

⊙ *Until June*")

⊙ (b) with the subject omitted ("*Stole Luxury Cars by Photos*")

⊙ (c) with the subject and part of the predicate omitted ("*Still in*

⊙ *Danger*")

⊙ • complex sentences ("*Senate Panel Hears Board of Military*

⊙ *Experts Who Favoured Losing Bidder*")

⊙ specific use of grammar:

⊙ • simple verb forms used ("*Queen Opens Hospital Today*")

⊙ • sentences with articles omitted ("*Royal Family Quits*")

- ◎ • phrases with verbals:
- ◎ (a) infinitive standing for "going to happen" ("*President to Visit Russia*")
- ◎ (b) participial and gerundial constructions expressing present time ("*Keeping Prices Down*", "*Speaking Parts*")
- ◎ • use of direct speech ("*What Oils the Wheels of Industry?*"
- ◎ *Asks James Lowery-Olearch of the Shell-Mex and B.P. Group*)
- ◎ • emotive syntax and vocabulary suggestive of approval or disapproval
- ◎ • allusive use of set expressions and sayings;
- ◎ • their deliberate breaking-up ("*Cakes and Bitter Beer*")
- ◎ • deformation of special terms ("*Conspirator-in-Chief*")
- ◎ • use of stylistic devices producing a strong emotional effect

#### QUESTIONS FOR SELF-CONTROL:

1. What are the features of Scientific Prose Style?
2. What are the differences of official documents.
3. What stylistic devices uses in headlines?

#### INDEPENDENT WORK:

1. Analyze the scientific text
2. Write review about article headline
3. Analyze and compare official style documents

#### OBLIGATORY LITERATURE:

1. Futional styles. Учебно-методическое пособие/ Сост.: Н.Р. Афанасьева, Т.В.Сеньюшкина-Омск: Изд-во.ОмГУ, 2005. -80с.

#### ADDITIONAL LITERATURE:

1. Nida.E. Towards a science of translation. Leiden. 1964.
2. Roger. N. Bell. Translation and translating . (Theory and practice). London, New York. 1995.

## ГЛОССАРИЙ

Атама	Термин	Terminology	Изоҳи
Адекват	Адекват	Adequate	“adequate” сўзидан олинга бўлиб, тўла мос, айнан ўша деган маъноларни англатади.
Академик дицилина	Академик дицилина	Academic discipline	академик фан
Аруз	Аруз	Aruz	туркий ғазал системаси
Аналитик билим	Аналитическая навика	Analysis	воқеа-ҳодисаларни аналитик таҳлилдан ўтказиш малакаси
Аслият тили(АТ)	Язык оригинала (ЯО)	Source language	ахборотни узатаётган тил
Ботиний маъно	Имплицидное значение	Implicit meaning	бадийматндақўлланган шеърисанъатларваме тафораларичигаяширин ганмаъно
Воситачи тил (ВС)	Язык посредник (ЯП)	Meta-language	ахборотнибиртилданқа булқилиб, иккинчитилгаузатаётган тил
Зоҳирий маъно	Эксплицитный значения	Explicit meaning	бадий матнни ўқиганда англашиладиган умумий маъно
Ички ёндашув	Внутренний подход	Personal view	Таржимага таржимоннигоҳи билан профессионал баҳо бериш
Лойиҳани	Контролировать	Project	Лойиҳани жадвал

назорат қилиш	проект	controlling	асосида назорат қилишни йўлга қўйиш
Прагматика	Прагматика	Pragmatics	тил коллективларининг бирор ахборотга нисбатан субъектив муносабати
Профессионал маҳорат	Профессиональная компетенция	Professional competence	Таржимоннинг йиллар давомида шаклланган қобилияти
Профессионал ғурур	Профессиональное достоинство	Professionalism	Таржимоннинг ўз касбидан фахрланиши, уни севиши
Процессуал хотира	Процессуальная память	Procession memory	Йиллар давомида йиғилган назарий маълумотлар, эслаб қолинган воқеалар
Рецептор	Рецептор	Recipient	ахборотни қабул қилувчи шахс
Репрезентатив хотира	Репрезентативная память	Representative memory	Элементар воқеа ва ходисаларни эслаб қолиш хотираси
Силлабо-тоник	Силлабо-тоническая	Syllabic-tonic	тоник-инглиз шеъринг вазн системаси
Таржимачилик	Переводоведение	Translation studies	таржима қилиш жараёнлари, босқичлари, ютуқ ва нуқсонлари, таржимонлар ҳақидаги маълумотларни ўз ичига олади
Таржимашуносл ик	Язык перевода	Translation science	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



<b>Таржима тили (ТТ)</b>		<b>Target language</b>	ахборотни қабул қилаётган тил
<b>Таржимон</b>	<b>Переводчик</b>	<b>Translator</b>	форсча “тарзабон” сўзидан олинган бўлиб чиройли сўзловчи нотик киши деган маънони англатади.
<b>Таржимоннинг сохта дўстлари</b>	<b>Ложные друзья переводчика</b>	<b>False friends of translators</b>	аслият тилидаги сўзларнинг таржима тилида ҳам мавжуд бўлиши аммо бутунлай бошқа маънони билдириши.
<b>Ташқи ёндошув</b>	<b>Взгляд из вне</b>	<b>External attitude</b>	Таржимага нотаржимон нигоҳи билан баҳо бериш
<b>Трансформация</b>	<b>Трансформация</b>	<b>Transformation</b>	таржимаамалиётида матнни маълум мақсад учун қайта куриш
<b>Турок</b>	<b>Турак</b>	<b>Turok</b>	ўзбек шеърининг вазн системаси
<b>Фон билимлари</b>	<b>Фоновые знания</b>	<b>Knowledge</b>	аслият тили, миллати, маънавиятига тегишли билимлар мажмуи
<b>Эквивалент</b>	<b>Эквивалент</b>	<b>Equivalent</b>	лотинча “equalence” сўзидан олинган бўлиб, ўхшаш деган маънони англатади

