

PRINCIPLE OF SELECTION PHRASEOLOGICAL MINIMUM FOR TRAINING THE INTERPRETERS

Azizova Fotimakhon Saidbakhramovna
Uzbekistan State University of World Languages

ABSTRACT

The aim of the present paper is to show some problems of about selection necessary in practice of translation phraseological units from English into Uzbek. During training, first of all, the principles of selection of phraseological units were studied. Moreover, English and Uzbek phraseological units based on dictionaries were analyzed and distributed according to semantics into groups. Based on the principle of vocabulary selection, five principles were selected: The semantic principle; the principle of stylistic unlimited; the principle of formation of phraseological units; the principle of compliance with a particular topic; the principle of frequency.

Keywords: Phraseological units, linguaculturalogy, equivalent, culture of speech, component, transformation.

INTRODUCTION

At present, when translation gained the status of an independent scientific discipline with its theoretical base, concept and system of terms, it was necessary to study this problem even more carefully together with the problem of training translators. Currently, the professional translator is not an auxiliary, but one of the central figures of international communication and mutual understanding.

It is difficult to understand the values of phraseological units in one language, and if we add another language here, it will create additional difficulties in translating and understanding the values of phraseological units.

Phraseological units, proverbs and sayings react to all phenomena of reality, reflect the life and worldview of the people in all its diversity, they convey every day, social, philosophical, religious, moral, ethical, and aesthetic views of the people. And with this task proverbs cope very successfully. Their subject matter is truly limitless. They cover absolutely all aspects of human life, the most diverse relationships between different phenomena of reality. (1)

In the course of translation activities, phraseological units must be translated adequately to the culture in question, the translator must take into account the textual, substantive, pragmatic and emotional aspects, for "translation can be considered successful only when it awakens a reflection in the recipient of the host culture that is similar to reflection original recipients "(3).

In preparation for the implementation of the learning process of future translators, we decided to make the conversation at least for translators.

It must be emphasized that for the successful formation and expansion of vocabulary is necessary to observe the principles of teaching foreign language vocabulary to summarize and form the basic regularities of the learning process. These include: (4)

- the principle of rational limit phraseological dictionary minimum of translators, which includes most common words, idioms and phraseological units;
- the principle of reliance on lexical rules: lexical rules are used semantics, compatibility and stylistic differentiation of the studied lexical units;
- the principle of unity of training language and speech activities: the ultimate goal of dictionary work is achieved at the completion of a lexical mechanism that is included in the main types of speech activity;
- the principle of accounting, a didactic-psychological characteristics of training: each lexical unit at all levels of education is gradual and expanding the disclosure of its features in a systemic and intensive training and speech practice;
- the directional principle presentation of the lexical units in the educational process: all of the studied lexical units have to buy with the introduction and explanation of training and practice training of an operational nature, i.e., learners must produce them in steps is the best way of fixing lexical units. This is achieved by proper screening of lexical items, a demonstration of its interaction with other lexical units in a sentence on the basis of substitutions, permutations, combinations;

Phraseological minimum - the volume of language means, which is maximum in terms of student capabilities and allotted time and maximum in terms of the entire language system, i.e. allowing you to use the language as a means of communication.

To facilitate the teaching of phraseological units, we decided to select the translation necessary for the practice of translation, which should be learned by students throughout the entire course of study, which will be a real vocabulary for students.

Phraseological units will be selected in accordance with certain principles. According to the nature of signs and indicators, principles can be divided into three groups: statistical, methodological and linguistic (5).

statistical	methodological	linguistic
<ul style="list-style-type: none"> • use (frequency) 	<ul style="list-style-type: none"> • relevance to a specific topic • semantic principle 	<ul style="list-style-type: none"> • phraseological value • stylistic unlimited

1. The principle of frequency, according to which the most common phraseological units are included in the phraseological minimum. In English, most commonly used phraseological units are associated with animal names. If in English these are animal names like: *dog, cat, cow, horse, sheep, pig, wolf, tiger, lion, bear, crow, snake*, then in the Uzbek language, they include words like *um (dog), эшак (donkey), мушук (cat), сизур (cow), қўй (sheep), от (horse), тую (camel), бўри (wolf), илон (snake), бузоқ (calf), қуён (rabbit), эчки (goat), товуқ (hen), сичқон (mouse), папиша (fly), хўкиз (ox), қарға (crow)* and others.

2. The principle of conformity to a certain topic, that is, a phraseological minimum with the names of animals, colors, clothes, plants, with geographical names and historical terms. 1) names of animals: like a cat on hot bricks - o'iri kuigan tovduday pitirlaidi; 2) geographical names: To send owls to Athens - daryo boyida quduq qazimoq, qovun polizga qovun kotarib bormoq; 3) colors: as red as a cherry - qip-qizil olmadek; 4) plants: a tree is known by its fruit - darahtiga ko'ra mevasi; 5) historical terms: the Black Death - qora o'lim (Europadagi epidemiya); 6) national costumes: white caps - suvning mavj urishi.

3. The semantic principle that the selected phraseological units should express the most important concepts on the subject with which the student meets when studying a foreign

language. According to the emotional and psychological state: Love is blind. According life experience: Get a look at the elephant. On ethical features (arrogance): Don't ride a high. In appearance: As like as two peas. By labor activity: No bees, no honey; no work, no money. Mental maturity: Know black from white.

4. The principle of phraseological and educational value, which consists in the fact that the phraseological minimum includes only the most productive idioms in phraseological and educational terms, from which the greatest number of phraseological units can be formed. In English, words like Dog (121), Cat (89), Horse (81), and in Uzbek, Horse (153), Dog (131), Camel (87), and Donkey (75) are the words with which formed a greater number of phraseological units.

5. The principle of stylistic unlimitedness, ie the attribution of phraseological units to the book and colloquial styles of language. *Has the cat got your tongue?– нима, тилингизни ютиб юбордингизми?*

Idioms have lexical and grammatical stability. It implies that they are fixed in their form, hence any substitutions and rearranging in their structure can lead to complete loss of their primary meaning. Idiomatic expressions are integral units. It literally means that idioms possess indivisible completeness, so all the components are bound within one idiom. The idioms have the important role in learning and teaching English language. Knowing idioms you can express your opinion fluently. Your ideas become colorfully with the help of idioms. Specific features in teaching English idioms as a foreign language in Uzbek groups it required a good knowledge of idioms and methodology (2).

Curricula of 3-4 courses of study at the translation department of the Uzbekistan State University of World Languages will plan training in phraseological units. Currently, students are offered the phraseological units that are found in the textbooks of V. D. Arakin "Practical English Course" (2), G.H. Bakiyeva and others "Stay in Touch" (3) and G.H. Bakiyeva and others "Touch the Future" (4), as well as newspaper articles, magazines. However, for the training of translators, the necessary, appropriate phraseological minimum was not selected.

Our task is to, based on the above selection principles, determine the phraseological minimum for the training of translators, and then introduce it into the educational process.

We have given some examples of phraseological units and examples of work with these phraseological units in English classes in senior courses.

1. Why shouldn't you: *kill the goose that lays the golden eggs; count your chickens before they are hatched;*
2. Why should you: *kill two birds with one stone;*
3. Complete the following and explain: *Old birds are not...; Little pigeons ...;*
4. Find the Russian equivalents to the animal idioms given above.
5. Explain and use the following: *play the peacock; that cock won't fight; a lame duck; a sitting duck; a black hen lays a white egg; a queer duck.*
6. Make up stories using the following idioms: *a) a spring chicken, kill two birds with one stone, go off at half cock, count one's chickens before they are hatched, shoe a goose; b) a lame duck, make ducks and drakes of smth., kill the goose that lays the golden eggs, a queer duck;*
7. Make ten sentences of your own using animal idioms given above.

The phraseological units that are adopted in the colloquial style of the language, and which reflect the most important concepts encountered in conducting conversations in a foreign

language, are selected as the active minimum. At the same time, phraseological units should reflect the peculiarities of life and life of the people of the country whose language is being studied.

REFERENCES

1. Azizova F.S. Linguoculturological aspect of phraseological units as an object of translation // *European Journal of Research and Reflection in Educational Sciences*. – Great Britain Progressive Academic Publishing, 2019. – Vol.8 No.1. ISSN 2056-5852. – P.104.
2. Azizova F.S. Specific features in teaching English idioms as a foreign language /*European Journal of Research and Reflection in Educational Sciences*. – Great Britain Progressive Academic Publishing, 2018. – Vol. 6 No.6, ISSN 2056-5852. – P. 36-37.
3. Razhina V. A. Onomastic realities: linguoculturological and pragmatic aspects. - Krasnodar, 2007.
4. Rogova G.V. Methods of teaching foreign languages in high school. - M.: Education, 1991. - 40-45s.
5. Mirolubov A.A., Rakhmanov I.V., Tsetlin S.V. General methodology of teaching foreign languages in high school. –M.: Enlightenment, 1967. 282-284s