

THE SYSTEM OF EXERCISES IN TEACHING TRANSLATION OF ENGLISH PHRASEOLOGICAL UNITS FROM ENGLISH INTO UZBEK LANGUAGE

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ABSTRACT

The aim of the present paper is to study the problems of teaching English phraseological units and their translation. The national-cultural specificity of phraseological units with the names of animals which is opened is caused by the factors linguistic and extra linguistic character. The system of exercises, a text-translation method, and an interactive method of teaching have been developed.

Keywords: Phraseological units, idiom, national-cultural specificity, linguistic and extra linguistic character, calque, zoonims, florionims, speech exercises, text-translation method.

INTRODUCTION

Language is a mirror of culture, it reflects not only the real world around a person, but also the national character, way of life, traditions, customs, morals, value system, attitude, vision of the world. The language stores cultural values – in vocabulary, in grammar, in idioms, in proverbs, sayings, in folklore, in fiction, in the forms of written and oral speech.

The language of each nation is a living organism, inextricably linked with the history, culture and social life of this nation. Native speakers of different languages, communicating, interacting with each other, convey the culture of their people through language, and the key link of inter-language communication is the translator.

It is undeniable that different peoples perceive the world through the prism of their native language and, therefore, this determines the formation of culturally-determined phenomena or realities that are characteristic of the language and such phenomena are manifested in various spheres of human activity - a native speaker of a foreign language.

A future specialist translator, in turn, needs not only excellent knowledge of grammar, phonetics, stylistics, vocabulary of a foreign language, but also background knowledge about the culture and history of a foreign language.

One of the specific features of teaching English idioms their cultural specificity. Any society cannot do without values. They can choose, divide these or other values. Some are committed to collectivism values, and others – to individualism values (Azizova, 2018: 35).

The translation of phraseological units is one of the most complex and interesting problems developed within the framework of modern translation theory. Difficulties in translating phraseological units are explained by the complexity of their semantic structure. Phraseological units are a kind of "microtexts" that absorb a variety of information about the objects of real reality.

The problems of translating phraseological units in general affect many researchers: V.S.Vinogradov, S.Florin, E.F.Arsentieva, A.V.Fedorov, V.N.Komissarov. Such scientists as V.N.Komissarov, R.K.Minyar-Beloruhev, Ya.I.Retsker, V.N.Krupnov, V.S.Slepovich, Zh.A.Golikova, and E.V.Breus contributed to the development of methods of teaching translation of phraseological units.

The value of culture is the special objective positive importance something in spiritual life of the specific person, social group, society embodied in various carriers of the importance and expressed in signs and the sign systems of this culture (Gurevich, 2003: 59).

What values are important for people and have a great influence and what are not taken into account – depends on culture. Their structure and the importance define originality and features of culture (Grushchevskaya, 2003: 28-29).

Thus, different types of cultural norms penetrate practically all spheres of human activity. Their range is quite wide – from the simple bans to a complex system of social institutes. In development of culture some of them acquired the status of cultural values, and the obligation of their execution in public consciousness of modern society is perceived not only as a simple duty, but also as conscious need, internal belief of the person. All these standard regulators can be both allowing, and prohibitive. However irrespective of their character they help to coordinate actions of certain individuals and human groups, to develop optimum solutions of conflict situations, to find cultural ways of realization and satisfaction of various requirements (Sadohin, 2005: 62-64).

When teaching the translation of phraseological units, you should pay attention first of all to the knowledge of two languages, that is, English and Uzbek. Secondly, to the collection a vocabulary. Third, the knowledge of phraseological units, proverbs and sayings, idioms of English and Uzbek languages. Fourth, you should train them correctly to determine which translation method should be used in a certain situation. Fifth, the optimal translation solution is undoubtedly the search for an identical phraseological unit. Sixth, in the absence of direct correspondences, the phraseological unit used in the original language can be translated using a similar phraseological unit, although it will be built on a different verbal-figurative basis. It should also be borne in mind that the stylistic or emotional coloring does not always coincide. In this case, no substitution is possible. Seventh, you need to use translation methods such as calque, equivalent method, adequate method, and descriptive method of translation. Eighth, if there is no phraseological unit's equivalent to a phraseological unit in the target language, you need to look for words that correspond in meaning and color, the so-called one-word partial equivalents of phraseological units. Ninth, you need to pay attention so that the student understands the meaning of phraseological units or idioms. Tenth, the cultures of the two languages should be introduced. And the latter, when translating phraseological units from one language to another, it is recommended to use the most complete explanatory phraseological bilingual dictionaries. Unfortunately, to date, there is no English-Uzbek phraseological dictionary. We have made an attempt to compile a "Short English-Uzbek-Russian phraseological dictionary".

Proverbs of the English and Uzbek languages differ slightly in terms of their lexical features and structural components. The English components hen and egg are expressed in Uzbek as sigir and sut components. But semantically they correspond to each other. This circumstance reveals the national-cultural feature of the proverb. Stylistically, a proverb is translated as a proverb. The corresponding equivalent is found (Azizova, 2020: 672-673).

On the basis of these rules, a methodology was developed for teaching translation of phraseological units to students of the translation and philological faculties. Special attention is paid to the translation of phraseological units with national coloring (zoonyms, florionyms, clothing, color, geographical names and historical terms).

The purpose of the developed methodology is to help students work on the text, choose the correct translation of phraseological units and determine the correct way to translate phraseological units, to correctly analyze the meaning of phraseological units.

We have developed a method of teaching phraseological units translation, which includes a method of teaching using a system of exercises, a text-translation method, and an interactive method of teaching.

I. The exercise system includes 3 types of exercises. 1) preparatory exercises 2) speech exercises and 3) translation exercises.

1) Preparatory exercises. The purpose of the preparatory exercises is to assimilate the forms and meanings of linguistic realities (in this case, phraseological units).

a) match each phraseological unit with the correct form

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|------------------------|--------------------------|-----|
| 1. A lazy sheep | a. out of mole hill | 1 – |
| 2. An old dogs | b. thinks its wool heavy | 2 – |
| 3. Don't tell tales | c. bark not in vain | 3 – |
| 4. Make a mountain | d. hear himself sing | 4 – |
| 5. Every bird loves to | e. out of school | 5 – |

b) fill the blanks with idioms

1. It was a _____ day when the first person went to space in a rocket.
(yellow-streak, white-elephant, red-herring, red-letter)
2. The mother _____ when her daughter came home at 3 o'clock in the morning.
(rolled out the red carpet, saw red, showed her true colors, looked at the world through rose-colored glasses)
3. The computer software patent is _____ for our company. (cash cow, as strong as an ox, a horse of a different color, a dark horse)
4. He is the _____ in his company.
(holy cow, dog in the manger, alley cat, top dog)

c) match the proverbs similar in their meaning:

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| 1. A bird in the hand is worth two in the bush. | a) Never judge a tree by its bark. |
| 2. Don't count your chickens before the are hatched. | b) You cannot make a crab walk straight. |
| 3. All that glitters is not gold. | c) Better an egg today than a hen tomorrow. |
| 4. Can the leopard change his spots? | d) First catch your hare, then cook him. |

2) Speech exercises. The purpose of speech exercises is that they contribute to the development and development of communication skills.

a) read the text and find suitable proverb for this sentence

- Joe had a very big supper. When he asked for a piece of bread and butter at bedtime, his mother said, "I have never seen anyone eat so much. You are always as hungry as"

(a lark, a wolf, a horse, a bee)

- After the long school holidays, Mrs. Hay went to talk to Betty's teacher, "Betty is glad that school has started", she said. "She is as ...".
(as busy as a bee, as happy as a lark, as clever as an owl, as slow as a tortoise)

- I often do my homework in the evening. Sometimes I'm sleepy and don't understand what I read. Then my mother tells me to go bed and do the rest of my homework in the morning. she says: ...

(never put off till tomorrow what you can do today, what can be cured must be endured, an hour in the morning is worth two in the evening, health is above wealth)

b) Choose the appropriate proverb for each paragraph

1. One of our group mates fell ill, and was taken to hospital. In three months he was out, but lagged behind the students with his studying. He asked many pupils to help him, nobody came to his rescue, but me. After that we become friends

2. I lived in a small village. Everybody knew each other for years. I had a good position there. Everybody respected me. But oh, lord how bored I was there. I decided to accept the teaching position in a big city and moved to Tashkent. But alas, it was a big mistake. Now I live in Tashkent, I know nobody here and lead the life of a friendless and lonely man. It was too late I realized that it is better

3. One day J.K.J. went to the Haymarket Store. There were a lot of dogs in the lobby waiting for the return of their owners, who were shopping inside. All the dogs were patient and good. Then a young lady entered leading a little fox terrier and chained him there. Without a warning the fox terrier bit his neighbors on the right and on the left, and in the second the whole lobby was a perfect pandemonium of fighting dogs

4. A fisherman had been fishing for a long time but without luck. At last he tugged at his net and saw a small fish caught in it. "Please let me go", begged the fish, "I will grow bigger in a few days and then you can catch me again". The fisherman said, "Now that I have caught you, I won't let you go. If I leave you, I may never see you again"

5. We were having a Geography lesson. The teacher showed us different countries on the map and told us interesting stories about some of them. At the end of the lesson the teacher suggested that we should read and make a report about other countries ourselves. Nobody volunteered. Suddenly Peter offered to do that. At the next Geography lesson we were eager to listen to Peter's story, but instead of speaking on the countries he said he had been busy and hadn't been able to prepare the report

6. I have a younger sister. From her childhood she dreamt of becoming a pianist. When she was seven our mother sent her to the music school. At first it was difficult for a little girl to spend hours playing the piano and she could not achieve much progress; but my sister didn't give up. Time passed. From year to year she became more skillful and succeeded in her dream. She played better and better. Now she is the best pupil in her school

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| a) First think than speak | 1 – |
| b) One scabbed sheep will mare a whole flock | 2 – |
| c) To be big fish in a small pond | 3 – |
| d) Practice makes perfect | 4 – |
| e) A friend in need is a friend in deed | 5 – |
| f) A bird in the hand is worth two in the bush | 6 – |

3) Translation exercises. The purpose of translation exercises is to identify difficulties in translation and to teach translation.

a) Read the text and choose sayings and proverbs with names of animals and plants and try to translate the text into Uzbek.

TEXT 1: In spring, when the sun shines brightly, children in the classroom always begin to understand why nightingales do not sing in cage, for they would like to escape to the fresh air as soon as possible. But until all tasks are done walking in the street seems to be a hard nut to crack. It remains only to hope that every dog has his day. ‘If only our teacher decided to dismiss us earlier!’- The pupils think, but they know that if the sky falls, they shall catch larks. And at the same time everybody has to study rules and perform tasks, even if he feels like a cat on hot bricks. Watching at such behavior of the class the teacher again reminds them that little strokes fell great oaks. He severely says to those who are especially impatient -‘He that would eat the fruit must climb the tree! And if somebody performs the task carelessly, he will go out of the class only when pigs fly!’” And children again start to flip through their books, but can the leopard change his spots?

b) Translate the following phraseological units from English into Uzbek

1. Bird in the hand is worth two in the bush
2. Early bird catches the worm
3. Don’t count your chickens before they’re hatched
4. To take the bull by the horns
5. Better an egg today than a hen tomorrow
6. One swallow does not make a summer

c) Translate the following examples and which way of translation can you use (absolute, analogue, description)

1. A hard nut to crack
2. A snake in the grass
3. To play with fire
4. A bird in the hand is worth two in the bush
5. To have a skeleton in the cupboard
6. Out of blue

II. In the text-translation method, we used the following tasks:

Tasks #1

The group is divided into two people. Pre-prepared cards are distributed to students. Each card contains four sentences, which include phraseological units. Students translate sentences in writing into Uzbek and exchange cards with the student sitting next to them. Students check the translation made and read it to the teacher. After listening to the translation options, the teacher gives his correct version of the translation and explains the mistakes made by the students when translating a sentence or phraseological units.

For example:

- On election day they sold their votes as a matter of course
- “You see,” he heard James says, “We can’t have it all begin over again. There is a limit; we must strike while the iron is hot.”
- What did he know of her – he had only loved her all her life, looked on her as the apple of his eyes!
- “A petty kettle of fish,” he muttered. Where it will end. I can’t tell.

Tasks #2

Students are given several sentences in English, they must translate the sentences into Uzbek and explain how they used the translation method and why.

For example:

- My aunt decided to take the bull by the horns and begin preparations for the family reunion

- Don't count your chickens before they're hatched - remember you haven't passed your exams yet and may not get the job you expect
- Let's leave about six o'clock in the morning. Remember the early bird catches the worm.
- He should stop that monkey business and try to do the job the correct way

III. Interactive method. The purpose of the interactive method is to be in contact, in conversation mode, in a dialogue with someone. In other words, unlike other methods, the interactive method is focused on a broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. An important difference between interactive exercises and tasks from the usual ones is that by performing those, students not only and not so much consolidate the material they have already learned, but also learn new ones.

For example:

The student chooses a card with phraseological units and without preparation gives its description. Other students try to guess phraseological units under the description. The one, who will guess by first, receives point.

For example:

- 1) Any possession that is useless, unwanted, or costs a lot of money – white elephant
- 2) Somebody who appears to be harmless but is really dangerous – wolf in sheep's clothing
- 3) A bleak, harsh, terrible existence without much happiness or freedom – dog's life
- 4) To wear white clothes – be dressed in white

CONCLUSION

Based on the above, the translation of phraseological units is a significant difficulty, there are no ready-made recipes for translating phraseological units. The developed method has shown its effectiveness in teaching the translation of phraseological units. Working with phraseological units of the English language allows you to expand your lexical and phraseological stock, introduce elements of fun and diversity into the study of the English language, and stimulate learning activities.

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