

## **Challenges and Solutions in Teaching Translation of Phraseological Units**

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**Abstract:** The main purpose of this article is to consider the study of general information about phraseological units around the world in a long-term process. As well as, it indicates various essential opinions about translation with different resources and it remind the most important challenges which could be appeared in translating phraseological units in different languages. Also in this research work were given several effective ways and useful methods of teaching phraseological unit's translation below.

### **INTRODUCTION**

Phraseological units, according to V.A.Maslova, are fragments of the linguistic world picture; it is devoted to understand and evaluate the world rather than to describe it. She suggests that phraseology has a close relationship with native speakers' background knowledge, as well as their cultural and historical traditions or in the other words "*Phraseology is the mirror where the human's national and cultural identity is reflected*". One of the categories in which national mindset manifests it is phraseological means of language. One of the most essential units of them are idioms, along with the imagery, symbols, and stereotypes they include, cover a large portion of the human experience and carry the nation's linguacultural code. They reflect centuries of history, religious beliefs, people's wisdom, and moral ideals, all of which are important aspects of the national culture.

V.N.Teliya trusts that phraseological units "*... are associated with cultural and national standards, stereotypes, myths and so on and when being used in speech they reflect the mindset characteristic for a certain linguacultural community*". Moreover, there are several types of phraseological units:

- 1. Fixed in the dictionary and known by everybody**
- 2. Out-of-use, but fixed in the dictionary**
- 3. Known only by certain social groups**

Phraseological unities are much more numerous. They are partially motivated word-groups because their meaning can be usually guessed from the meaning of its components through the metaphorical meaning of the whole phraseological unit. The classification of phraseological units on a semantic principle was suggested by the prominent Russian scholar V.V.Vinogradov, who made the great contribution to this branch of linguistic science. He took into account the degree of idiomaticity (motivation of meaning) of phraseological units that is the relationship existing between the meaning of the whole and the meaning of their component parts. In other words, he considered the degree of semantic cohesion between the components of phraseological

units: the more distant the meaning of a phraseological unit from the current meaning of its constituent parts, the greater is its degree of semantic cohesion. Thus, according to this principle Academician Vinogradov V.V. pointed out three types of phraseological units, namely phraseological fusions, phraseological unities and phraseological collocations.

Regarding all these above, it is fairly clear to have some challenges in translating and teaching to translate of phraseological items. On the other hand they are could be found not only in literary works, but also in various texts. Moreover, teachers may come across several, essential problems in teaching process. Since, a great number of phraseological items' do not exist with the same equivalents in the other languages.

**METHODOLOGY.** In any case, the first and the main problem is to be able to recognize phraseological units in the text.

**For example:**

*By that time he had reached the condition to see pink elephants.*

If we translate this phrase literally, "pushtu tillar" it forms us an unmeaning context. From these facts, we may conclude that if we see the expression which is logically contradicts the context, we can put down it like a probable phraseological unit. The second condition in the process of recognition of phraseological units consists in the skill of analyses their language functions. For example, the conflict between extended sense and direct meaning is used by the author for description of esthetic, emotional and other associations, but also for creation of humoristic effect. Moreover, phraseological units could be fixed by any layer of society. And they have different stylistic nuances: these could be the *grand style*, *neutral style* and *low style* or *slang expressions*. The most productive way is the skill of selection of contradicting units in text, as a rule, exactly the forthcoming of such units indicates an extended sense. To awaken such kind of sense teacher should use "**Tea party**" activity as a first step. Every student is given the same part with the same phraseological unit and they should find alternative translation by walking and asking each other. At the end of the task teacher tells right version of the translation. It helps them to recognize the difference in

Also a student could face a problem of national-cultural difference between similar phraseological units in both different languages. Having the same sense, phraseological units could have different stylistic nuances. For example: the phraseological expression when Queen Ann was alive, in which the sense could be explained to save the direct meaning "*qirolicha Anna davrida*". This phraseological expression cannot be translated into Uzbek as "*shox Gorox davrida*", because this time is not connected with the signs of the reference text such as: ladies, intrigues, balls. It would be correct to translate it as "*qirol Artur davrida*" or any other royal name which is well-known to Uzbek readers or to translate more general "*xuddi o'rta asrlardagidek*". As well as the problems could appear because of the resemblance of phraseological units, which have different meanings? Learners sometimes confuse the parts of phraseological units, so we need to be more attentive to them. Take for instance, in the English language there are two closely similar phraseological expressions, these are *every tree is known by its fruits* and *as the tree*, so the fruit in translation they get different forms: "*daraxtni measidan bilsa bo'ladi*" (the person is recognized with his deals) and "*olma olmani tagiga tushadi*" (as bad signs are sent hereditably).

So, what kind of teaching methods are more effective in teaching similar phraseological units?

1. Full equivalent - translation using phraseological units, where there is an alternative;
2. Through phrasebooks, where there is a partial equivalent ;
3. Translation through phrasebooks, similar in meaning, but formed on the basis of different images;
4. Through equivalents that can be selected ;

5. A literal or annotated translation of phraseological units in which there is no equivalent at all.

Examples above are universal and general methods in teaching phraseological units, but if we go in detail students should be awarded about the types of equivalents of phraseological units on transferable language. They could be full and partial phraseological equivalents. As a rule, it must have the same denotative and connotative meanings, no matter from the context. It means there must not have any differences in point of semantic content, stylistic nuance, metaphoricalness, emotional-expressive nuance between these correlative phraseological units. They must have approximately the same component structure; have the same lexico-grammatical signs: combinative power, belonging to the same grammatical category, connection with context words etc., but also there must be the absence of national color. Full phraseological equivalents are equivalents, which coincide with English (or other language) phraseological units in their meaning, lexical structure, figurativeness, stylistic orientation and grammatical structure. For example the English phraseological expression take the *bull by the horns* – *qizig'ida bosish*, belongs to full phraseological units, and would also belong to full phraseological units, as they have the same structure and the same sense.

We should, however, not forget that partial phraseological units are equivalents, which do not coincide with English (or other language) phraseological units in lexical structure, and grammatical structure, but coincide in their meaning. We, would like to give some examples of full phraseological units in both languages: *A drop in the ocean* – *dengizdan tomchi*; *Be in the seventh heaven* – *yettinchi osmonda bo'lish*; *Be on the tip of one's tongue* – *tilini uchida*; *He would not hurt a fly* – *beozor*; *Sharp tongue* – *tili zahar*; *To play with fire* – *olov bilan o'ynashish*; *To sit on the phone* – *telephonda osilib qolmoq*; *To take oneself in hand* – *o'zini qo'lga olish*; *Waste money* – *behuda sarflangan pul*. The examples presented would indicate that all these phraseological expressions are literally translated into both languages. There is no problem to translate full phraseological units into the English. But one could have some difficulties in translation of partial phraseological units. As we have mentioned before partial phraseological units coincide in their meaning, but have some lexical or grammatical differences. For example, the English phraseological expression *to hang by a thread* – *bazo'r*, belongs to partial phraseological units and would also belong to full phraseological units, as they have the same sense, but these variants a little differ from the Uzbek variant. The words “*thread*” and “*filo*” are translated into the Uzbek language as “*g'altak*”. Or take for instance the English phraseological unit it is a jawbreaker which also belongs to partial phraseological units and is translated into Uzbek as “*tili zo'rg'a kelishishi*”. The word “*jawbreaker*” is translated into the Uzbek language like “*jag'ini yemoq*”, so these two phraseological expressions have the same meaning, but they differ in lexical structure.

There are two versions for activities could be highly recommended in identifying partial and full phraseological units in translation period. In the first case, teacher distributes the part of translation with gaps in which phraseological units are omitted and students should match these gaps with answers.

In the second way, students are given the text with phraseological units in L1 translation. Moreover, students should translate them with their versions. *e.g For some linguists, communicative translation 'is produced, when, in a given situation, the ST uses a SL expression standard for that situation, and the TT uses a TL expression standard for an equivalent target culture situation' (Dickins et al. 2005: 17). Study the following examples: Charity begins at home. Diamonds cut diamonds.*

To achieve adequate translation also, antonymous translation could be useful. It is a lexical-grammatical transformation, in which affirmative form in original is substituted into negative form in translation, or vice versa from negative form into affirmative. *For example: to keep one's head* – *remain calm*, which is translated into Uzbek “*boshini yuqotib qo'ymaslik*”, *to keep one's head above water* – *avoid succumbing to difficulties*, typically debt is translated as “*qarzga botmaslik*”, *to keep one's pecker up* – *remain cheerful*, which has two ways of

translation into the Uzbek language “*ruhan tushmaslik*” and “*mag‘rur bo‘lish*”. The essence of antonymous translation of phraseological expressions consists in expressing the idea of phraseological unit though the opposite meaning with some changes in the structure. We would like to give an example of the Uzbek phraseological unit “*tilidan chiqmasligi*” which is translated with antonymous translation into the English language, to be on somebody’s tongue all the time, which is literally translated as “*tilini uchida bo‘lish*”.

**RESULTS.** “Tea party” method increases students' interest to the translation classes and proves that awakes that translation is not a difficult process, but can be done using several ways. This is a game. it serves as an effective way to overcome translation difficulties. In this case, the student will definitely learn to find and achieve an alternative option in the translation.

In this activity:

- ✓ students will learn about phraseological units in translation;
- ✓ also they learn to find the most alternative version of these compounds in the translation.

Phraseology is bound to cause problems in translation. However, having knowledge about their types will undoubtedly help to understand them in translation and to translate them into other languages.

Antonymous translation is definitely unusual. Although it happens in rare cases, it is more beneficial for students to do it with understanding. They should realize:

- ✓ they need to turn the other way the translation according to meaning;
- ✓ learners also should have a plenty of phraseological units base.

According to Hill, “the mental lexicon on any individual is huge; consisting as it does of a vast repertoire of learned phrases of varying degrees of fixedness”. Such phraseological units are usually considered quite difficult for learners owing to two main reasons: their cultural backgrounds and their conventionality, normally significantly different from the learners’ mother tongue. However, it is undeniable they are primary to achieve a good command of the language, and ultimately, a proper communicative competence. Undoubtedly, we can state that language is not something isolated, but a social and cultural tool; therefore, the phraseological competence of a speaker depends to a great extent on the cultural knowledge of the linguistic system he/she is involved in. So methods above could give effective results.

**Data collection and analysis.** Teach phraseological units in spoken form, not written, and explain to students how they are conversational, rather than formal. Have students practice the phraseological units in dialogue to help them understand they are used in spoken colloquial English. Do not just hand out a long list of phraseological units. Be sure to provide a small selection of 5–10 phraseological units (or less!) and explain each one. By using idioms, set expressions, the learner’s “speaking skills are increased. The original contribution of our study is developing the approach to improve speaking skills through phraseological units as well as increasing motivation of students. Now let’s look through some teaching technique which we have mentioned above. Use a theme. A great way to teach phraseological units is to use a theme. Most idioms in English fall into a thematic group. For example, you could use all weather-related idioms or teach context-related. By using a common theme to teach idioms, it’s easier for students to grasp the meanings of the phrases, and see how similar words can mean very different things. Teach phraseological units with pictures. Provide a picture to explain the context. This works best if you show an image that humorously illustrates the literal meaning of the phraseological units. It will make students laugh, but also help them understand or guess what a phrase means. Idioms are full of colorful imagery, perfect for a flashcard or photo. Show the picture to your students and have them guess the meaning of the phraseological units. For example: Money talks (show the picture related to this set expression) Meaning: (used to say that money has a strong influence on people's actions and decisions) Dialogue Writing and Role-play

in Reading. Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context.

Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels. In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels. Moreover, students learn better, when they are provided with collaborative activities because they can interact with peers and share fun in learning. For instance: A pretty penny. Meaning: people who is happy and have much money

Firstly, in order to obtain the status of a phraseological phrase, it is necessary that a stable phrase has a stable form, stable component composition. This feature is the basis for distinguishing phrasebooks from free vocabulary.

The second main criterion is that phrasebooks should be at least two-component. According to this criterion, words that are used in any figurative sense in the sense of metaphorical, metonymic and analogical are not studied as part of phraseological units.

The third necessary feature of phrasebooks is the stagnation of meaning in the composition of the component in them. But still, the process, the mechanism of the formation of phrasemes in languages that have come in to the "world", has not been fully studied in world linguistics.

Stylistic classification of phrasebooks plays an important role in the process of compiling any dictionary. The reason for this is the emotional and expressive coloring of most phrasebooks. Therefore, first of all, it is necessary to determine the status of phrasebooks as corresponding to the level of the general literary language. From this point of view, it was necessary to describe the following categories of phrasebooks:

1. phraseological turns of the literary language, that is, phraseological turns that can correspond to all the norms of the literary language;
2. Phraseological units used in oral speech. Such phraseological units exist in the hierarchy of the literary language and are found on the border of the literary language, as well as the spoken language;
3. it is necessary to separately describe the phrases "rude", "offensive", which occur in the process of everyday oral speech. Their stylistic essence cannot be translated into another language without being clearly revealed.

The question of describing phrasebooks from a grammatical point of view, that is, determining which category of words they belong to, also remains open within the framework of lexical dictionaries. By the way, the identification of grammatical features of lexical units does not cause difficulties. Semantic and structural features of phrasebooks acquire some complexity when determining which category of words they belong to. And when translating phrasebooks, this indicator doubles. Because the definition of the range of meanings of phrasebooks, the development of national and cultural characteristics in them and the selection of phrases corresponding to them in the translation language as equivalents requires great responsibility and skill from the compiler of the dictionary

## **Conclusion**

This means that good teachers should be able to relate the teaching materials to daily usage or practical examples. By providing appropriate applications, students will be able to remember them better and longer. With supporting ideas which is mentioned above studying idioms via TV commercials teaching technique proves to be very fruitful Also we want to suggest some rules for correct translation of phraseological expressions: 1. The optimum solution of translation of phraseological units is to search identical phraseological units in target language. However, we need to remember that the number of such identical units is very limited. 2. If there are no identical phraseological units, which are used in original language, we can translate it using



analogous phraseological unit. But the stylistic and emotional color would be changed. 3. The method of calking or literal translation is not effective. But sometimes interpreters could implant the phraseological units with cultural aspect in target language. The most known cases are connected with translation of phraseological units from the ancient or mythological sources. 4. Also calking can be used with descriptive translation, such type of translation of phraseological units is called combined translation, which is more preferable, because it makes the translation more clear and understandable. 5. If we do not remember the translation of phraseological unit or are not sure if it is correctly translated, we can explain the sense and the idea of phraseological unit. But it is in case of an emergency. This teaching technique is often funny to watch but they represent a huge language work-out, too. “At an advanced level, culture becomes an even more important part of the syllabus, and media are the great way to present. We pointed out the essence of phraseological units. Phraseological units are habitually defined as non-motivated word - groups that cannot be freely made up in speech but are reproduced as ready - made units. This term habitually used by linguistics is very often treated as synonymous with the term idiom. Phraseological units can be classified according to different classifications and play an important role in an English language.

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