



TRANSLATION OF PHRAZEOLOGICAL UNITS FROM ENGLISH INTO UZBEK LANGUAGE

Abduvaxobova Maftuna Vohid qizi

Mirzo Ulug'bek nomidagi O'zbekiston

Milliy universitetining Xorijiy filologiya fakulteti,
Xorijiy til va adabiyoti yo'nalishi 3 – bosqich talabasi

Abstract

This article examines the importance of linguistic and semantic features of phraseological units in the process of translation. In addition, the correct use of English phraseological units in the Uzbek context and the problems faced by translators are analyzed.

Keywords: Phraseology, stable combinations, standard, metaphor, methods, culture, translation difficulties.

Introduction

The role of phraseologisms in English, like any other language in the world, is invaluable. In other words, these stagnant compounds make a huge contribution to increasing the level of diversity and expressiveness in whichever language there is. At the same time, the study and teaching of phraseological units is also one of the topical issues of today's linguistics.

Phraseology is the science of complex linguistic units derived from the Greek words "frases" – expression, "logos" – education, and have a stable character. [1, 138] Linguist B.Yo Idoshev defines the term as follows: "Phraseological compounds consist mainly of a combination of words, in other words, phraseological units are a separate unit of language, which in structure is equal to a free connection or sentence". The origin of the theory of phrasing can be traced back to the recent past, i.e. this theory was first introduced by the Swiss-French linguist Charles Bally (1865-1947) as a separate chapter in his book entitled "A Stylistic Sketch". Subsequently, a number of linguists conducted research work



in this area, and in the 20th century phraseology was introduced into science as an independent branch.

Translating phrasing units from one language to another presents a challenge for most language learners. The main reason lies in the linguistic and semantic features of these compounds. Here are explanations of these features using examples:

1. The integrity of phrasological meaning. This means that these fixed units are a collection of words from different categories that together represent a figurative meaning, and the literal translation of phraseological units can undermine meaning. In particular, Jonathan Swift's "Gulliver's Travels" uses many idiomatic units specific to 18th century English, and when translated into Uzbek, they try to preserve the meaning so that they can convey the artist's mind to the readers. For example, in the work an idiom such as "I promised to keep my word with the emperor" is used, when translated directly into Uzbek, something like "I promised the emperor to keep my word" and the integrity of meaning of the idiom is not preserved. One of the important tasks facing the translators is the translation into Uzbek while preserving the semantic integrity of phraseological units. It is expedient to replace the above idiom with an Uzbek alternative and translate it as "I promised to keep my promise to the emperor."
2. Image, expressiveness, value assessment. The phrasal composition of a language is a mirror through which the linguistic and cultural community determines its national identity. Associative-cultural foundations (internal form) and different meanings of phraseological units are inextricably linked with cultural data of a particular ethnic group: myths, historical events, elements of material culture. [6, 281] For example, in the Uzbek language there are widely used standards reflecting the culture of the people, such as beshik (seek knowledge from the cradle to the grave), doppi (throw his friend into the sky – he was very happy), nogara (before the wedding nogarmak – to hurry up). Similarly, in English, phraseological compounds reflect the names of objects of the people's past, customs, national culture. Let's say the phrase "egg war" – to fight over something trivial – has its origins in an egg-borne war in a city near San Francisco in 1863, and it has a satirical reference.



Another phraseological compound like this is "return to my roots" – "to return to my roots". At the same time, the standard "roots" creates a figurative meaning, and saying this phrase in Uzbek "return to my roots" leads to strangeness and incomprehensibility in the translation of the text.

3. Phraseological units are distinguished by the stability of the grammatical form in their components. Each member of the phrasalisms is repeated in a certain order, which cannot be arbitrarily changed. [2,36] Take, for example, the combination "ups and downs." This phrase can be translated as "advantages and disadvantages". At the same time, if the plural suffix -s of nouns is omitted, the meaning is completely changed in the case of "up and down", that is, in the case of "from nest to bush", and expresses the rhetoric of the state in the sentence. [2, 35] There are some exceptions, and omitting the plural suffixes in the phrase "make an elephant out of a fly" does not affect the meaning. At the same time, other synonyms (like create, build) can not be used instead of the verb "make" in the phrase. Just as the use of phraseologisms in the Uzbek language as "the melon fell from the armpit" and not "the melon fell from the armpit" does not mean "disappointed", the incorrect use of these units in English causes gross errors.

Hence, as can be seen from the above examples, phraseologisms are inseparable, stable additions, the words contained in it reflect the culture, customs, mentality, worldview of the people over the centuries and pass it on from generation to generation. This is why most second language learners have trouble mastering phraseologisms in another language and using them fluently in their own speech. As a practical solution to this urgent problem, several methods are recommended:

- ✓ Although phraseological units are often used in real English dialogues, these units have not yet been systematically integrated into English textbooks in secondary and higher education programs. And teachers rely on external sources, and as a result, there is a disconnect between students' real communication and the English they learn in the classroom. Therefore, phraseologisms should be given in a certain order in various interactive games or picture exhibitions and together in textbooks. It is advisable to complete classes aimed at developing speech skills using idioms in the classroom. (5, 2021)



-
- ✓ *Difference between cultures is a barrier for a language learner.* To solve this problem, it is necessary to educate students not only about the language, but also about the values of a particular nation, rituals, folk art, and even sports. In particular, expressions associated with Anglo-American culture are very difficult to understand. For example, it takes a lot of research to be able to properly use sports idioms – *"throw in the towel"* (show surrender in boxing) – military-related metaphors (*"bite the bullet"*) in speech. (5, 2019)
 - ✓ Reinforcement through repetitions. Teachers should give practical reinforcement tasks so that the phrases learned in the classroom remain in the students' memory longer. For example, *learning to practice engaging techniques such as role-playing, storytelling, or watching and imitating a movie* makes the process easier. At a time when modern techniques are advanced, learning through various videos, *imitating (shadowing) speeches of celebrities of real English ethnicity* is also an effective method.

In conclusion, phraseological units (idioms, proverbs, sayings, phrasal verbs) play a very big role in English language learning, since they are an integral part of the language, and accurate translation and fluency in speech not only increase stylistic coloring, but also make the speaker's speech impressive. Thus, overcoming the problems in learning and teaching these stable units brings some relief and convenience for language learners.

References:

1. Mamatov A. E. Modern linguistics – Tashkent: "Tafakkur generation", 2020. pp. 138-143 (pp.).
2. Alimkulova Z. Lexical-Semantic Composition of Phraseological Units in the English Language and as a Specific Language Unit – Tashkent, Ucheniy 21 Veka, 2022. pp. 35-36.
3. Kurbonova N. S. & Israilov E. N. Peculiarities of phraseological compounds in English and issues of their translation into Uzbek language – T., Scientific, remote, online conference entitled "Innovative research in the modern world: Theoretical and practice", 2020, pp. 129-131 pp.
4. Sadikova S. M. Phraseological units and problems in their translation process and ways of their solution – T., Republican scientific and practical conference



-
- on the theme: "Development trends of the Uzbek literary language in New Uzbekistan: problems, solutions, recommendations", October 21, 2024. pp. 294-296.
5. Tojimurodova X. R. The use of phraseological units in the english language: functions, features, and learning challenges – T., America Academic publishers, volume 05, issue 06, 2025. 2019 – 2021 bb.
 6. Yuldosheva M. B. Linguistic and cultural aspects of phraseological units in Uzbek and English – T., Oriental Renaissance: Innovative, educational, natural and social sciences, September, 2023. pp. 280-284.
 7. Rakhmatullaev Sh. Phraseological dictionary of the Uzbek language. –T.: Teacher, 1977. – 224 pp.
 8. Judith S. Oxford Dictionary of Idioms – Oxford Press, 2004.
 9. <https://uz.wikipedia.org/wiki/Frazeologiya>
 10. <https://www.scribd.com/document/801453715/Frazeologiya-Iboralar-Haqida-Umumiy-Ma%CA%BClumot>