

PROBLEMS IN TRANSLATING AND TEACHING METHODS

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***Annotation.** This article provides information about the problems during translation, its difficulties, teaching methods and its effective ways.*

***Key words.** Translation, culture, problems, language pairs, linguistic, methods, terminology, meaning, speech, context, strategies.*

Introduction.

Translation involves converting text or speech from one language into another. It is a complex and challenging task, and there are many potential problems that can arise during the translation process. Language pairs refer to the specific languages being translated from and to. For example, English to Spanish, French to German, or Japanese to English are all language pairs. Each language pair presents unique challenges due to differences in grammar, vocabulary, and cultural nuances. Translation can encounter several challenges:

1. **Cultural Differences:** Some concepts or idiomatic expressions don't have direct equivalents in other languages, requiring adaptation or explanation.
2. **Linguistic Nuances:** Languages vary in structure, tone, and vocabulary, making it difficult to convey the exact meaning of a phrase or word.
3. **Ambiguity:** Words or phrases can have multiple meanings depending on context, leading to potential misunderstandings if not translated accurately.
4. **Technical Terminology:** Specialized fields like law, medicine, or engineering often have terminology that doesn't directly translate, requiring research and expertise.
5. **Wordplay and Humor:** Puns, jokes, and wordplay often rely on linguistic nuances specific to a language, making them challenging to translate effectively.

Main part.

The variation between languages in the different components and relations of word meaning has two consequences for translation. Firstly, the meaning that is transferred will be decided by situation and context, not by the dictionary, and secondly, the transfer will nearly always involve some form of loss or change. These are both now a commonplace of linguistic theories of translation. As Catford (1965:49) says, "The SL [source-language] and TL [target-language] items rarely have the same 'meaning' in the linguistic sense; but they can function in the same situation", while Albrecht (1973:23) tells us that human translation "is always to some extent 'false'".

The same Albrecht (1973:5) uses the interesting analogy of currency transfer: although the aspect and numerical value of the coins and notes change, their 'real' value should not, but in reality it does, since they fit into a different price structure. He could also have said that they fit into a cultural system with different purchasing priorities. He points to the considerable differences in 'pure' meaning between the French *je suis allée à la gare pour chercher mon frère et ma soeur* and the German *ich bin zum Bahnhof gefahren um meine Geschwister abzuholen* (1973:10). The two most obvious differences are that the French shows the speaker to be a woman whereas the German doesn't, and the German tells us the speaker used motorized transport whereas the French doesn't. Another difference is that German can package *brother and sister* into one item. Yet none of this prevents the two sentences from being perfectly adequate situational translations of one another.

As noted above, there will be some difficulties in the translation process and here are some examples of difficulties in translating:

Idioms and Expressions:

- English: "It's raining cats and dogs."
- Direct translation to other languages may not make sense. Translators need to find equivalent expressions in the target language.

Cultural References:

- English: "He's a real Sherlock Holmes."

- In some languages, the reference to Sherlock Holmes might not convey the same meaning or cultural significance.

Wordplay and Puns:

- English: "I'm reading a book on anti-gravity. It's impossible to put down!"
- The pun on "put down" won't translate directly into other languages, requiring creativity to maintain the humor.

Technical Terminology:

- Medical Terminology: "Myocardial infarction"
- Translating medical terms requires precision and knowledge of specialized terminology in both languages.

Cultural Norms:

- English: "How's it hanging?"
- This casual greeting in English might not have an equivalent in other languages, requiring adjustment based on cultural norms.

- Every word is stylistically marked according to the layer of the vocabulary it belongs to. Stylistically words can be subdivided into literary and non-literary. (See I. R. Galperin, *op. cit.* - p.63.)

-The stylistic function of the different strata of the English vocabulary depends not so much on the inner qualities of each of the groups as on their interaction when opposed to one another. (I. R. Galperin, *op. cit.* - p.68.)

Each of these examples illustrates the complexity of translation and the need for translators to consider context, culture, and linguistic nuances in order to accurately convey the intended meaning.

Methods of teaching in translation. There are a variety of different methods that can be used to teach translation. Some of the most common methods include:

- The grammar-translation method: This method focuses on teaching students the grammar and syntax of the target language. Students are then given exercises to translate sentences from the source language to the target language.

- The communicative approach: This method focuses on teaching students how to use the target language in real-world situations. Students are given tasks to complete, such as writing letters, giving presentations, or having conversations.

- The task-based approach: This method focuses on teaching students how to complete specific tasks in the target language. Students are given tasks to complete, such as translating a document, interpreting a speech, or writing a summary.

The best method of teaching translation will vary depending on the needs of the students and the goals of the course. However, all of the methods listed above can be effective in helping students to learn how to translate. Translation teaching employs various methods to develop students' skills in translating between languages effectively. Some common methods include:

Direct Translation: Students translate texts directly from the source language to the target language and vice versa. This method helps develop language comprehension and vocabulary.

Comparative Analysis: Students compare translations of the same text done by different translators to understand variations in translation choices and techniques.

Interpretation Practice: Students practice interpreting spoken language in real-time, helping to improve their listening comprehension and ability to convey meaning accurately and fluently.

Text Analysis: Students analyze the structure, style, and cultural context of texts to better understand the nuances of translation and the importance of conveying meaning beyond literal translation.

Language Proficiency Exercises: Exercises focus on building language proficiency in both the source and target languages, including grammar, vocabulary, and syntax.

Cultural Studies: Understanding the cultural context of both source and target languages is crucial in translation. Students study the cultural nuances, customs, and social conventions of the languages they are working with.

Use of Translation Tools: Students learn to use translation tools and software effectively, such as dictionaries, glossaries, and computer-assisted translation (CAT) tools.

Practical Translation Projects: Students work on real-world translation projects, such as translating documents, websites, or multimedia content, to gain practical experience and apply their skills in professional settings.

As a conclusion, translation poses numerous challenges, ranging from linguistic complexities to cultural nuances and technical terminologies. These challenges demand careful consideration and effective strategies to ensure accurate and meaningful communication across languages. Integrating language proficiency exercises, text analysis, and practical translation projects into the curriculum helps students develop both linguistic proficiency and cultural competence. Overall, a comprehensive approach to translation teaching aims to cultivate critical thinking skills, linguistic methods, and practical experience, preparing students to excel in the complex and dynamic field of translation.

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