ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

THE PRACTICAL BASES OF USING AND TRANSLATING IDIOMS

Name of the author: Irisboyeva Muxlisa

Place of work/study: Uzbekistan state world languages university

Name of the supervisor: Salomat Boboqulova

Place of work/study: Uzbekistan state world languages university

Email address: muxlisailhomjonovna@gmail.com

Abstract.

This article explores the significance of utilizing and translating idiomatic expressions into the English language. Idiomatic expressions consist of words with specific meanings that may not directly relate to the meanings of their individual components. They enrich our speech by adding sensitivity and vibrancy. Despite potential grammatical inaccuracies in their structure, idioms convey precise meanings. Additionally, learners often compare English idiomatic expressions with their equivalents in their native language, such as Uzbek.

Key words: idioms, complete conformity, partial conformity, absence of conformities, translation,

Introduction

This is an area where languages can be different. Sometimes you can translate an idiom from one language to another, but most often this is not possible. For example, there is an English idiom:

The German and Italian equivalents also speak of sleeping dogs, but not the French or Spanish.

Translating a phraseological unit is not an easy matter as it depends on several factors: different combinability of words, homonymy, synonymy, polysemy of

phraseological units and presence of falsely identical units, which makes it necessary to take into account of the context.

Besides, a large number of phraseological units have a stylistic-expressive component in meaning, which usually has a specific national feature.

Any type of phraseological unit can be presented as a definite micro-system. In the process of translating phraseological units functional adequate linguistic units are selected by comparing two specific linguistic principles.

These principles reveal elements likeness and distinction. Certain parts of these systems may correspond in form and content or have no adequancy.

The main part of phraseological conformities are as follows:

a) Complete conformity

b) Partial conformity

c) Absence of conformities

1. Complete conformities. Complete coincidence of form and content in phraseological units is rarely met with:

Ex: 1. Follow in one's father's footstep.[1]

Otasini izidan bormoq

2. To poke one's nose into[2]

Burun suqmoq (birovning ishiga)

2. Partial conformities. Partial conformities of phraseological units in two languages assume lexical, grammatical and lexico-grammatical differences with identity of meaning and style, they are figuratively close, but differ in lexical composition, morphologic number and syntactic arrangementof the order of words:

Ex: 1.To lose one's head

Aqlini yo'qotmoq

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[1] Manser N. Martin "A Dictionary of idioms"1997
[2] Peaty D. "Working with English Idioms"

3.   Absence of conformities. Many English phraseological units have no phraseological conformities in Uzbek and Russian. In the first instance this concerns phraseological units based on realiae. When translating of this kind it is advisable to use the following types of translation:

a)   A verbatim word for word translation.

b)   Translation by analogy.

c)   Descriptive translation.

  A verbatim word for word translation is possible when the way of thinking does not bear a specific national features:

  Ex: 1.To call things by their true names.[3]

        Har narsani o'z nomi bilan atamoq

        2.Armed to the teeth - Tish tirnog'igacha qurollangan

Translation by analogy. This way of translating is resorted to when the phraseological unit has specific national realiae.

1.Two peas in a pod.

Ikki tomchi suvdek.

Descriptive translation. Descriptive translation translating phraseological units by a free combination of words is possible when the phraseological unit has a particular national feature and has no analogue in the language it is to be translated into:

1.To cross the floor on the House.

Bir partiyadan boshqa partiyaga o'tib ketmoq.

2.Albatross around one's neck[4]

Boshga bitgan balo bo'lmoq

Benefits of Pedagogical Technologies:

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[3] "Translation theory and practice" "Ukituvchi-1989"

Understanding idiomatic expressions is beneficial for both students and teachers. From my perspective, students should possess prior knowledge of idioms to enhance their communicative skills and grasp how to use them in conversation. Moreover, if teachers incorporate more idiomatic expressions into their lessons, students can gain practical experience in using them. I believe that interactive games and activities centered around idioms can greatly enhance their usage. For example, an activity could involve finding idiomatic expressions and their equivalents in one's native language, followed by a comparison. For instance, "On cloud nine" translates "yettinchi osmonda" in Uzbek, while "It's raining cats and dogs" equates to "yomg'ir chelaklab quyyapti" indicating heavy rainfall.

Methods

As previously mentioned, it is recommended to incorporate formulaic language like idioms into English as a Foreign Language (EFL) teaching to enhance learners' language fluency and naturalness. Teaching and learning idioms offer various benefits, including improving communicative competence, proficiency, fluency, and cultural familiarity with the target language (Bardovi-Harlig, 2002; Fernando, 1996; Liu, 2008; Moon, 1998a; Schmitt, 2004; Thyab, 2016; Wood, 2002; Wray, 2000). Understanding and using idioms are crucial, as their absence can lead to comprehension difficulties and misunderstandings, even in contexts rich with clues, and idioms are more common than previously assumed (Boers, 2013). Research by Maisa & Karunakaran (2013) highlighted the significance of teaching idioms to ESL students, as perceived by teachers, suggesting that integrating idioms into vocabulary teaching enhances speaking and writing fluency. Consequently, they proposed including idioms in dialogues, readings, and curriculum stories.

Results

Boers (2000) conducted three experiments on figurative expressions in EFL settings, involving control and experimental groups. Participants, numbering 118, 73, and 74 respectively, were intermediate English learners. In the first experiment, both groups read a text on emotions, with the experimental group receiving a list of expressions organized by metaphoric themes, while the control group received the same list in a random order. After studying and discussing the expressions, both groups took a cloze test based on the vocabulary list. In the second experiment, both groups received a vocabulary list on economic trends, but the experimental group's list was sorted based on source domains of the expressions, unlike the control group's list. They were then asked to write an essay describing graphs, with their use of expressions examined and compared. In the third experiment, participants were presented with prepositional and phrasal verbs. The experimental group received a categorized list based on underlying metaphoric themes, while the control group's list was alphabetical. Subsequently, they all took a cloze test on the topic. Results of all three experiments showed better retention of figurative expressions in the experimental groups, indicating that organizing expressions by underlying metaphoric themes led to deeper cognitive processing, enhancing memory retention and learning.

Discussion

It is important that we are very careful if have to translate the English idiom into an idiom in our language, however, there may be no idiom and we may just to explain the meaning.

One of the reason of the difficulty in translating idiomatic language is that it is the area of language closest to culture. The metaphors of one culture will be different from those of another.

So the idioms are translated not word for word, but with equivalents. Here is such example of translated idiom:

Ex: keep under one's hat[5]; keep something a secret. (sir tutmoq)

Shake a leg(hurry) – tez, shoshilinch, oyog'ini qo'lga olgan holda.

Ex: Mary, you always take such a long time to put on your make up. Come on, shake a leg!

Meri, sen doim bo'yanishga ko'p vaqt ketqazasan, bo'l tez.

Kick the bucket (die) – rixlat qilmoq, asfalasofilinga ketmoq, o'lmoq.

Ex: it's been said that the old man knew of a buried treasure, but he kicked the bucket before telling anyone where it was.

Boylik ko'milgan joyni faqatgina chol biladi deyilgandi, ammo buni birovga aytolmay chol olamdan o'tdi.

Conclusion

Idioms are more complex units than words. The specific peculiarities of idioms, their difference from free word-combinations required a special method of their investigation and the absence of it made it difficult emerge of phraseology as an independent linguistic discipline. Generally, students encounter difficulties mainly due to the disparity between the meanings of idioms and individual words. This challenge is compounded by the infrequent use of English idioms in students' everyday experiences and the absence of instruction on English idioms. To address some of these issues, strategies involve leveraging familiar sources for students, such as contextual interpretation, relating to their native language, and seeking answers online from others. Mostly, students face challenges because English idioms are not commonly taught, resulting in their limited familiarity with them. To

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[5] Jon Wright "Idioms Organizer"1999

alleviate this, educators should incorporate idioms more frequently during instruction to enhance students' acquaintance with idiomatic expressions.

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