

THE EQUIVALENCE FEATURES OF EDUCATIONAL LEXICAL
UNITS IN ENGLISH AND UZBEK IN TRANSLATION

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Abstract

This article discusses in detail the equivalence properties of educational lexical units in English and Uzbek. You will also encounter a storm of thoughts on translation from famous linguists. The equivalence properties of educational lexical units in two languages are explained and widely covered through examples.

Key words

A. I. Smirnitsky, R. Yakobson, K. Musayev, V.N. Komissarov, lexicosemantically, grammatically, stylistically, translation, lexicology, terminology, equivalence, semantic edges, educational terms.

The correct use of each lexical unit or terminological unit in the original language in its place and their accurate translation in the functional sense require high skill from each translator. Finding and using the most optimal lexical units and terms, coordinating them lexicosemantically, grammatically, and stylistically is important in translation. According to the use of the original words being translated, the various semantic edges (colors) embodied in them should find their place in the translation process.

The well-known translation scholar **K.Musayev** wrote: "Translation, as a necessary tool for the development of languages, accelerates their development, increases and improves the richness of their vocabulary, reveals the capabilities of the native language and enriches it with new concepts."

R.Yakobson emphasizes that "The translation process identifies, studies and models the laws of transformation of one text into another, comparing it with the text of a second language, that is, only the communicative correspondence of the texts created by the primary and translator indicates the reproduction of the information reflected in the original." Confirming the correctness of this idea, **A. Foster** explains his opinion as follows: "The translation process is the accurate and correct transfer of a certain content of a text, of linguistic units in the text, from one language to another." In addition, **A. I. Smirnitsky** also approves this idea and

explains: "Translation is the expression of the ideas of the original text expressed in one language in the second translated text."

V.N. Komissarov sets the following tasks for the translation process:

1) to open and describe the translation on the basis of general linguistics, to determine the boundaries of the language system, to determine its function in the translation process by determining its regularities;

2) to show its difference from other linguistic areas through linguistic research;

3) to clearly find the true meaning of the equivalents of lexical units in the original text and the translated text;

4) to show the influence of pragmatic and sociolinguistic factors in translation - he emphasized, while **F.A.Tsitkina** interprets "Lexical units and terminological pairs in translation as a means of identifying the regularities of similarities and differences at the grammatical level, along with lexical-semantic features between two texts."

S.Barkhudarov defines it as: "Translation should transform a work in one language into a spoken work in another language while preserving the original meaning."

From the above ideas and various points of view, it is clear that the main task of the translator in the translation process is to skillfully identify lexical units, special signs and categories of terms that are appropriate for the language, to distinguish their lexical-semantic, grammatical, stylistic meanings, and to translate them while preserving language norms.

S.I.Ibrohimov, reflecting on the translation process in our current literary language from the perspective of linguistics, noted that "At almost all levels of the language, one can observe a departure from the established norms of the literary language: grammatical, stylistic, spelling and orthoepic, and therefore, the continuing neglect of lexical-semantic rules is negatively affecting our speech culture and its development." In our opinion, the ideas expressed by the scientist are also fully relevant to the translation of lexical units and terms related to a particular field. Accurate translation of lexical units related to a particular field requires a high level of translation language culture, as well as the correct and appropriate use of the rules and tools of semantic translation theory. After all, the translation process requires a thorough and creative approach.

In the 21st century, linguistic research on translation issues has reached a qualitatively new level. Translation issues are being studied and improved by scientists every year as a scientific problem, and this research is creating a foundation that is increasingly positively affecting the quality of translations.

Creating not only the material harmony of two language units in the translation process, but also the functional-semantic similarity always requires full-fledged positive work from any translator. For example, at the same time, the lexical unit *institute*, which has undergone a phenomenon of deterritorialization of lexical units related to education, has been assimilated from English to Russian, and through Russian to Uzbek, and in Russian, “институт” is expressed in Uzbek using the lexical units of *oliygoh, oliy ta’lim maskani*.

The fact that lexemes in English are also often found in the educational lexicon of the Uzbek language, some lexical units have several additional meanings, and their multiplicity creates certain difficulties for the translator in understanding the structure of the original language text and its meaning during the translation process. At the same time, insufficient attention is paid to the semantic layers of lexical units, which leads to the creation of incorrectly translated texts that contradict the semantic-functional theoretical laws of their translation. Because there are such lexical units operating within the system of these lexical units that, according to the scope of application, have the meaning of semantic transfer.

For example, the lexical unit *rating* has different meanings in texts of different fields of education, that is, in scientific texts it indicates *the position and level of journals and universities*, in the personal plan of a professor-teacher it means *an indicator related to the number of students*, and in the record book it means *a percentage of a student's grade*. However, lexical units of the general literary language reflect the property of one meaning when used as terms, while some words are distinguished by their semantic scope and the breadth of the degree of meaning distribution.

Therefore, the role and influence of the translation process in the field of lexicology and terminology is very important. One of the areas that should be studied in each field is the precise use of one of the widely used processes in the translation process - “translation equivalent”, or “alternative word”.

Equivalence is one of the important concepts in linguistics in the field of translation, and it is appropriate to say that the solution of translation problems based on a linguistic approach, the direct connection of content-essence aspects.

The term equivalent appeared in the English language in the 15th century, and etymological dictionaries note that it entered the Latin language during this period. In the Middle Ages, the lexical form was “*aequivalent*”, and it was used in general use in the meanings of “*equal in force, amount, or value*” - *teng kuchga, qiymatga ega, muhim yoki e’tiborli*. In the modern Merriam Webster dictionary, recognized by world linguists, it is used in the meaning of “*that is equal in value, like in signification or import*” - *biror narsaning qiymati, ma’nosi yoki ahamiyatli, muhim bir narsa*.

Translation scholar **Kudrat Musayev** interprets the idea that “Translation, as a special type of interlingual communication, is a process that is conditioned by the semantic aspect of the two main language systems. Because the basis of completeness of information is the semantic harmony of texts of different languages. One of the important tasks of linguistic translation is to define the concept of “translational equivalence”.

Today, lexical units related to the field of education are becoming so popular that they have become integrated with the lexical units of the local, that is, national language, and have even begun to be used in our artistic and literary language, in our speech. For example: Syllabus should contain all important aspects of education which will help teachers to develop their lessons - sillabus o'tsinyarga kur In particular, lexical units such as *medresa - madrasa, darskhana - darshona, qalamkash - qalamkash* occupy a place among them. Unfortunately, in the translation process, perfect bilingual (English-Uzbek, Uzbek-English) dictionaries for the field of education that fully cover the lexical-semantic, functional semantic, structural characteristics of lexical units related to the field and provide alternative translation have not yet been created. The creation of such explanatory dictionaries is explained by the fact that it is expedient for every member of society to study in detail and comprehensively the existing scientific and practical sources that form the basis for scientific and theoretical research in this area.

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