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Problems of Translation of Lexical-Semantic Units of Language and Speech

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ANNOTATION

This article presents comments on the problems of translation of lexical-semantic units of language and speech.

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The similarity between the source language and the translation language in terms of content, structure and function is an alternative. Language units of the translation text that convey the meaning of the source text are used as functional substitutes (corresponding units) instead of the source text units. Since language units are used in a normative sense, there are certain alternatives of source language units in the target language, which are used as substitutes for those units in different translated texts.

If we compare several source texts and translated texts, we can see that the semantic similarity between them can change during the translation process. In other words, the alternation between the source text and the translation text may be based on the reproduction of the source text context in different parts. Accordingly, translation alternatives can be divided into several types. The source of the fact that the language units in the text and its translation are not completely similar is the conclusion that they are the same thing, or the lack of a clear logical connection that indicates that the same situation is being described. Nevertheless, it is clear that there is something in common between the original and translated sentences. In addition, context preserves larger pieces of information that may otherwise be lost in the translation process. [2, 96]

It is known that understanding the content of information in simultaneous translation is an important factor for its complete translation. This content of information consists of separate words. It differs in its two aspects: 1) the form of hearing and 2) the content and meaning expressed. The common form and meaning of a word in one language in another language allows for easy translation. However, in terms of meaning, words also have grammatical, categorical and lexical meanings (gender, number, certainty, uncertainty, objectivity, belonging to a certain word group, etc.) translation is important. [1, 51]

Grammatical meaning words include verbs, nouns, adjectives, adverbs, names of persons, things, places, adjectives derived from verbs and nouns, various forms of pronouns, prepositions, and conjunctions. Their main tasks are to ensure interdependence of speech. Although such words are given in dictionaries with several meanings, in related speech they

are used in a concrete sense and this meaning is determined by the context. For example, nouns such as forse, jeu, parole, part, verbs such as venir, prendre, mettre used in oral speech can lose their multiple meanings and be used only in one sense - contextual sense. This situation requires a separate study of polysemy and synonymy of words in simultaneous translation. [3, 73]

If we study the meaning of words not through a language system or a dictionary, but in speech, in context, the problem of polysemy will disappear by itself, and the problem of semantics will be studied from a different perspective. If it comes to replacing a word in the context with another word that expresses the same meaning, the number of synonyms will be excessive. It is intended to study the meaning of word combinations using component analysis. In linguistics, this meaning is described by terms such as "lexical concept", "sema", "semantic component". For example, we use several words to express the meaning of "seat": chair, chair, stool, armchair, sofa, saddle, etc. These words form a lexical-semantic group with the same meaning, and they are called a sema or semantic component. However, each of these words has several distinguishing features. These symbols, called semantic components, can be different in different languages. They are related to the mutual adaptation of words, the meanings expressed by the components. Usually, when we say adaptation, it is understood that a noun, adjective, number, pronoun, or possessive participle takes appropriate suffixes in stem, number, and tense. [3, 23]

Based on this, the new meaning formed as a result of combining a word with another word is not always given in dictionaries, and the meaning it expresses can be determined only through the context. The translator must understand and understand this contextual meaning. Different concepts are understood by the meaning, content, and basis of information. For example: "In what sense (content, intention) did you use this word?" We did not understand the meaning (purpose) of the said word. What was the meaning (purpose, intention) of doing this?" We can see that the word "meaning" means content, intention, and purpose in such questions. In the explanatory dictionary of the Uzbek language, the word "meaning" is explained as follows: 1) the inner meaning of something, a word; 2) the purpose, intention, reason to be understood; 3) consciousness. [1, 154]

It is necessary to start with simultaneous repetition of translation training exercises. This is called shadowing in English. Repetition is conducted first on the basis of the material in the native language, and then on the basis of the foreign language. It is important to change the speed and repeat. In this, the teacher reads a short passage and asks the student to summarize it. In translation, it is also important to learn to express the idea in other words. For this, the student is given a short text and its translation is recorded on a disk. It is better if the translation is done orally. Later, the student is given a ready-made translated text into English and works on the mistakes he has made, and then simultaneously translates the text without looking at the text again. This process must be done under the supervision of an experienced simultaneous interpreter.

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