

## TRANSLATION PROBLEMS OF EDUCATIONAL TERMS

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**Abstract:** The paper presents an analysis and translation of some terms of education in linguistics. The sphere of research work has become the terminology of the communicative methodology of teaching English. When translating terms, the main task is to create an adequate translation.

**Key words:** education terms, usage of terms, education science, and definition.

### ПРОБЛЕМЫ ПЕРЕВОДА УЧЕБНЫХ ТЕРМИНОВ

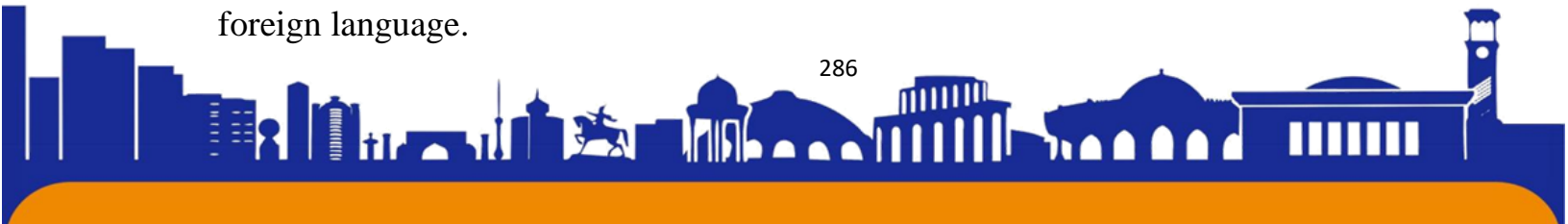
**Аннотация:** В статье представлен анализ и перевод некоторых терминов образования в лингвистике. Сферой научных исследований стала терминология коммуникативной методики преподавания английского языка. При переводе терминов основной задачей является создание адекватного перевода.

**Ключевые слова:** образовательные термины, терминологическое употребление, педагогическая наука, определение.

Education is a constantly evolving field, with new approaches, technologies, and concepts emerging all the time. For students and educators alike, keeping up with the latest terminology and jargon can be a daunting task. That's why we've compiled this glossary of education terms, complete with definitions from a variety of sources. Whether you're a teacher, a student, or simply interested in the world of education, this glossary can help you stay informed and up-to-date.

There is a large number of works devoted to the translation of terms from various fields of knowledge: architectural, metallurgical, meteorological, and financial. However, the translation of the terms of the methodology of teaching foreign languages has not been studied so extensively. This is probably due to the lack of the need for translation for teachers who know a foreign language (in particular English).

According to existing data, up to 75% of the time spent on translation in the study of methods of teaching foreign languages is spent on translating terms and studying their origin [1]. Therefore, the problem of studying the translation of terms is becoming more and more urgent, and it is no coincidence that teachers and translators are constantly interested in the study of English terms in the methodology of teaching a foreign language.



In the latter years the main education terms became the point of rather active discussion. And it is natural, because over the last two decades education terminology expanded, a lot of new terms joined education sciences. On the one hand, such changes were caused by rapid education science development, abundant theoretical and empiric researches, on the other hand, after Independence, new possibilities opened to get acquainted with international practice, to adopt it to educational practice.

As practice showed, it is very difficult to find common decisions. Ambiguity, abundance of various synonymic terms became prominent in educology; the process of emergence of new terms is practically out of control, chaotic. Quite a big part of new terms are contradictory (e.g, development education, global and/or international education). It becomes unclear, what is the place of the main (axial) terms in the whole education terminology system, how the hierarchy of the whole term system is kept (or is it kept).

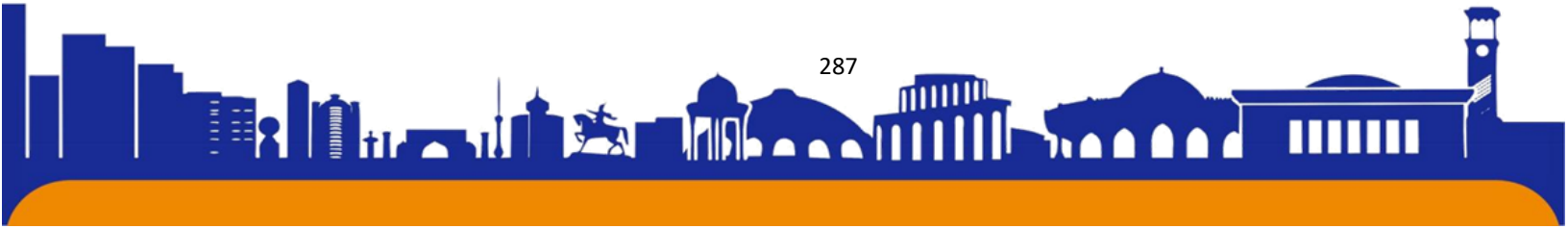
Without attempting to go into exhaustive educology term analysis, we can give definitions of the main educology terms referring to systemic approach principle.

Education – organized, expedient and purposeful life experience (knowledge, abilities and values) acquisition for life (cognition, consideration, acting)

Education (enlightenment) - situational person (personality) and society’s orientation in current situation expansion in various aspects. [2]

When translating terms, the main task is to create an adequate translation. Research work was carried out to determine the prevailing ways of translating terms in the field of communicative teaching methods. Pedagogical terms are analyzed and, on the basis of a system analysis, the following translation methods are identified: tracing, transliteration, transcription, descriptive translation, as well as the use of other grammatical and lexical transformations [3].

So, for the translation of scientific texts on pedagogical topics and for the correct transfer of the content of the text, it is necessary to know well the subject under study and the terminology associated with it (both of the original and the translated languages), to have sufficient command of a foreign language and to be able to competently express one's thoughts in the target language [4]. Like many other languages, the Uzbek language is very rich in stable combinations of words - humorous and ironic expressions and allegories, hints, expressions of ethics, benevolence,





blessings, ethnographisms and folklorisms. They are also rich in content, but also have an external cultural character.

Translation implies a process or series of steps and decisions to be performed or taken. In broad terms, the translation process helps the exchange of information between languages. Nida and Taber [5] define translation not merely from the point of transference of meaning, but also of style: “Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. Translation scholars, such as Baker, Newmark, Nida and Taber, or more recently Dejica-Cartis, Liang, or Bouregbi [6] agree that translation is approached from different perspectives, such as linguistic, cultural or stylistic.

During the process of translation, the translator might encounter translation problems, which are not to be confused with the difficulties caused by the translator’s competence. For didactic reasons, Christiane Nord classified translation problems in four categories: pragmatic, cultural, linguistic and text-specific. These problems require specific transfer strategies in order to be solved.

Pragmatic problems arise mainly because of the differences in the extra-textual factors of the ST and

They occur in idiomatic phrases, sayings, irony, humor, sarcasm, or culture-bound terms. Cultural translation problems, in turn, result from differences in the conventions between the cultures involved. Examples are conventions, text-type and genre conventions, explications, and names of food, festivals or cultural connotations. Interlingual or linguistic translation problems spring from structural differences in vocabulary or syntax. There are cases when the TL allows for several variants of the SL expressions, with different meanings and effects. The most common cases are different word order, or false friends.

Finally, according to Nord [7], text-specific problems emerge from the translation of a specific text, from the author’s style and the degree of his acceptance of the generic conventions. These include puns, rhyme, alliteration or rhetorical figures.

Although translation scholars and theorists propose extensive strategies for translation problems, still, it is not always easy to find the appropriate translation. To





solve pragmatic translation problems, it is advisable to refer to the translation brief. In the case of the cultural problems, one should consult

parallel texts and build up a corpus to get more familiar with the specific terminology.

Linguistic problems may be solved by recourse to specialized dictionaries or databases, while the text-specific ones require the translator's creativity. It is important to underline that translators usually deal with texts, not isolated words or expressions, and most often with "texts-in-situation-and-in-culture". In order to be communicative, texts need to meet the seven standards of textuality established by Beaugrande and Dressler, and adapted to Interlingual or linguistic problems, as established by Nord, arise from the differences in vocabulary or syntax of the two languages, or more exactly, are linked to the linguistic systems. Schaffner [8] observes that "functionalist approaches, however, stress that no clear line can be drawn between language and culture. Translation means crossing cultural boundaries, not only language boundaries.

Knowledge of the linguistic structures of the two languages is obviously highly relevant for translators (...), but it is not sufficient to carry out the task of translation". The most relevant linguistic problems encompass words with different meanings or different word order in the SL and TL. The neologism management academic is a good example of linguistic problem. In English and German languages, the word order is changed to academic management and Akademisches Management due to the different sentence structure which places the adjective before the noun. Romanian and French languages, having both Latin origins, share the same word order, but the English word management is found in French under two possible forms: gestion and management. Interlingual problems may result in different variants of expression, or have different effects in the TL. Although the French language

dictionaries include the term management, the expression to be translated uses the word gestion, therefore focusing on the linguistic choice and overpassing the cultural boundaries.

In addition to this, the two Germanic languages have a different word order compared to Romanian, and as such mirror another linguistic problem.





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