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Mamura Bakhtiyarovna Yuldasheva
Tashkent railway engineering institute
Lecturer, Tashkent, Uzbekistan

HISTORY OF THE ENGLISH UZBEK TRANSLATION

Abstract: This research paper describes specifics of the translation of English into Uzbek is revealed in terms of the maximum possible preservation of them, first of all, semantic, and then lexical, and linguistic content. The possibilities of an adequate transfer of meanings and images, the mechanisms and principles of literary translation, as well as the use of a comparative method to achieve the objectives are considered.

Key words: History, history of English translation, history of Uzbek translation, methodology, period, literature.

Language: English

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Introduction

From history, we know translation plays a large role in shaping the development of interethnic cultural relations. Genres in the literature are enriched through translations. Thanks to the translation, we get acquainted with the lifestyle, culture, customs, tradition, history, literature, as well as the science of the peoples of other countries or continents. Similarly, the peoples of the world, also through translation literature, receive information about the spiritual life of the East. The basis of literary relations between states is also translation.

The history of the development of the Uzbek school of translation has its own specifics and originality. This peculiarity is characterized by the wide development already in the Middle Ages of translations from Eastern languages, mainly from Arabic, the presence of bilingual dictionaries; beginning in the second half of XIX translations directly from Western languages, and finally, a rather widespread development of translations of fiction and scientific literature from the English language, including translations from other languages of world literature. The role of these translations of English literature (1;2;5;), or through world literature, was very influential on the development of Uzbek culture as a whole. In this cultural and literary interchange and interpenetration, the English language played the role of a bridge connecting the Uzbek reader with world culture and literature.

Methodology

The Uzbek translation school of the last century, in fact, in its main composition and practice was based on translations from Russian. Consequently, English-language literature was also born through the Russian language. There was practically no translation school directly from English. The above specifics of the Uzbek translation school are based on the following factors: Firstly, the Uzbek translation school was formed in the Middle Ages and was one of the opportunities for the wide development of Islamic religion and culture. Subsequently, many representatives of the Serenasiyan school of science and literature made a huge contribution to the formation and development of Islamic civilization in many sciences. The work of the great encyclopedists of that time is a vivid evidence of this. One of the characteristics of that time was the presence of translators and bilingual, as well as explanatory dictionaries. Secondly, the development process of the Uzbek translation school has always been associated with the growth of national identity and the manifestation of the ideas of the revival of national greatness, with the growth of the educational movement (2;4;7;). The Uzbek enlightenment sought to acquaint the reader with the greatest and immortal works included in the golden fund of world literature. Therefore, it was during the period of enlightenment that the first attempts to translate from Russian and other languages, including from the English language,

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appeared. Thirdly, the most developed period of the Uzbek school of translations falls on the second half of the last century.

It was during this period that the main principles, methodology, and main directions of the Uzbek translation school and Uzbek translology formed as a scientific discipline. A number of translologists and translators entered the literary scene. Also, many poets and writers engaged in translation activities. During this period, research works were carried out on the features of literary translation by such translologists as G. Salamov, S. Mamadzhonov, G. Khojaev, N. Vladimir, K. Dzhuraev, N. Kamilov, S. Meliev, S. Azimov, Sh. Atabaev, S. Achilov, B. Ermatov, H. Ismailov, M. Bakae, N. Atadzhonov, K. Musae. It was during this period that hundreds of translations of works of world literature were published, made by dozens of translators, writers and poets like Usman Nasir, Sanjar Syddyk, Dzhumaniyaz Sharipov, Ninel Vladimirova, Mirzakalon Ismaili (more than 200 works of classics of Russian and Western literature), Gulnara Gafurova, Askad Mukhtar, Gafur Gulyam (Shakespeare, Othello), M. Sheikhzade (Shakespeare, Hamlet, Romeo and Juliet, King Lear), Uygun (Shakespeare, Julius Caesar), Camille Yashen (Shakespeare, "Anthony and Cleopatra"), Jamal Kamal (Shakespeare, "Richard III"), Fly Mmad Ali (Ramayana), Kadyr Mirmuhamedov (J. Bocaccio, "The Decameron"), Erkin Vahidov (Goethe, "Faust"), Abdulla Aripov (Dante, "The Divine Comedy"), Sh. Shamuhamedov (Firdousi, "Shahnameh" and classics Persian literature) (1; 5; 7; 8;). In the same period, the works of English poets Robert Burns and Byron, the Shakespeare sonnets, the works of Charles Dickens, Jonathan Swift, Theodore Dreiser, John Steinbeck, Ernest Hemingway and other authors were translated into Uzbek. In 1980-1990, the tragedy of Christopher Marlo "Sahibkiran Timur" was translated into Uzbek. In the same period, the works of more than thirty representatives of English and American literature, writers and poets were translated into Uzbek. However, the main feature of these translations was that they were not direct translations from English, but were indirect translations through Russian. During the years of independence (after 1991), the Uzbek school of translations underwent significant transformations. The practice of direct translations of world literature has intensified. The Russian language began to lose its role as an intermediary language. Fourthly, the peculiarity of the Uzbek school of translations today is the tradition of direct translations into the Uzbek language from all world languages, including English. Moreover, translations go mainly in one direction - they are translated into Uzbek. But there is no active movement from Uzbek into English yet.

Another feature of today's practice is the development, along with fiction, of translations significant on a global scale and recognized by readers in the world of literature on socio-political, historical,

philosophical, scientific, technical and natural disciplines, including direct translation film materials. Today, there are all opportunities for the broad development of the school of translation into the Uzbek language and from the Uzbek language, and most importantly, the acquisition of original works of art is not difficult (1; 2; 3; 9;10;). At the same time, activities in publishing language dictionaries are developing rapidly in Uzbekistan, which is a convenient opportunity for translology. The tradition of direct translations from English into Uzbek begins in the 30s of the last century. Then, in the 80s of the last century, the tradition of direct translations into Uzbek from English was resumed. Thus, the history of the translation from English into the Uzbek language has revealed the peculiar aspects of the Uzbek national tradition of language translations. Today in Uzbek translology a new, promising, full of opportunities period has begun. The main features of this period are determined by such factors as the expansion of literary, cultural, scientific communication with foreign countries, wide opportunities for learning foreign languages, the ability for many people to travel to foreign countries to improve their language skills, especially English, the abundance of necessary educational supplies and dictionaries, the possibility of using the Internet and telecommunications, the organization in many universities of live communication with native speakers and many and others. However, these opportunities are not enough. Until the work on the preparation of specialists aimed at literary and scientific translation is effectively carried out in the system of higher education, the flaws in translations from Uzbek into English and from English into Uzbek will continue to be felt (3; 7;). Therefore, in a number of urgent tasks of the current period related to the field of translology, we can point out problems such as the targeted education of highly qualified personnel, providing them with translation activities, attracting modern poets and writers to translation activities, organizing special courses in translation skills, material support for creative business trips of young specialists to foreign countries within the framework of their specialization, continuous improvement of their qualifications, provision of legal guarantees Labor Tille translators and material support at the appropriate level of their intellectual and creative activity. The history of the development of direct translations from English into Uzbek can be divided into the following stages:

1. The stage of the first transfers during the period of national enlightenment (end of the 19th century and the beginning of the 20th century). Translations from English during this period are based on the desire to introduce progressive and educational ideas, the desire to promote the most famous works of world literature.

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2. Indirect and direct translations from English, carried out in the former Soviet period. (1924-1991 years). During this period, the most famous works of English literature were translated. Behind this activity lies the desire, first of all, to acquaint the reader with progressive literature. She was supported and encouraged financially. But this movement did not develop naturally, but was carried out on the basis of certain intentions of the national policy of the Soviet period of the country's development. This was a difficult period in the development of a translation school. Along with a wide scale of translations, it also included repressions against translators, a lack of freedom for translators to choose literature for translation, and translations of works approved "from above", that is, by party bodies. Along with this, properties were inherent in this period, such as censoring the original work, making the necessary changes to it, in some cases, distorting the original (6; 8; 10;). In most cases, a Russian-language version was prepared first, after which it was translated into Uzbek. As a result, the number of direct translations from English is a minority, and in the end, a school of translators capable of direct translations is not created.

3. Translation of works of English-language literature during the years of independence (1991-2011). A feature of this period is the increased social need for direct translations of works from English. But in these translations, changes were made in matters of the objective preservation of the essence of the original work. At the same time, the issue is the revision of translations saturated with the ideology of the totalitarian system, that is, they need to be freed from amendments to censorship and gross interferences in the text. Step by step, the national translation school is starting to recover. However, translology does not directly begin to manifest itself through the translation of literary works, but through the dubbing of films. Another feature of this period is that in the first years of independence, after the economic and political crisis, translology as an independent direction of the cultural life of society stops in its development, but then gradually begins to recover. Above, we purposefully used a term such as

English literature. Because English-language literature covers literary works of the countries of England, the USA, Australia and other countries, including India. Thus, based on a scientific study of the main features of works translated from English into Uzbek, we can come to the following conclusions: First, the creation of an Uzbek school of national translation became possible only during the period of independence. Therefore, in this period, instead of indirect translations through the Russian language, it was difficult, but nevertheless, the tradition of direct translations from foreign languages was established. Secondly, during the period of independence through the activities of the national school of translations, an opportunity was created to free translations from ideological requirements and censorship. Thirdly, it was precisely during these years that a creative environment and opportunities were created for restructuring the Uzbek translology on a national basis and forming the criteria for translology based on modern requirements.

Results

After independence, there is every opportunity for the broad development of the school of translation into the Uzbek language and from the Uzbek language, and most importantly, it is not difficult to acquire the originals of fiction. In Uzbek translology, a new, promising, full of opportunities period has begun.

Conclusion

Consequently, the main features of this period are determined by such factors as the expansion of literary, cultural, scientific communication with foreign countries, wide opportunities for learning foreign languages, the ability for many people to travel to foreign countries to improve their language skills, especially English, the abundance of necessary educational supplies and dictionaries, the possibility of using the Internet and telecommunications, the organization in many universities of live communication with native speakers and many and others.

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