

EFFECTIVE TRANSLATION TECHNIQUES FOR ENGLISH–UZBEK IDIOMATIC EXPRESSIONS IN TEACHING AND PRACTICE

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Abstract: The translation of idiomatic expressions from English into Uzbek presents significant linguistic and cultural challenges that require careful methodological approaches. Idioms often possess metaphorical meanings that cannot be derived from their individual lexical components, making direct word-for-word translation ineffective or misleading. The research highlights the importance of semantic equivalence, cultural adaptation, contextual analysis, and functional translation strategies to ensure accurate meaning transfer. It also explores commonly used methods such as full equivalence, partial equivalence, descriptive translation, modulation, and cultural substitution, evaluating their effectiveness in classroom instruction and real translation practice. The findings suggest that a systematic, context-sensitive approach to idiom translation significantly improves both comprehension and communicative competence among Uzbek EFL learners.

Key words: Idiomatic expressions, phraseology, translation techniques, semantic equivalence, cultural adaptation, contextual meaning, descriptive translation, modulation, functional approach, full and partial equivalence, cross-cultural communication, EFL teaching, translator training, linguistic competence, and pedagogical practice.

INTRODUCTION

Idiomatic expressions represent one of the most culturally rich and linguistically complex components of any language. Unlike ordinary lexical units, idioms carry figurative meanings that cannot be understood from the literal meanings of their individual words. Because of this, the translation of idiomatic expressions from English into Uzbek requires not only linguistic competence but also deep cultural awareness and interpretative skills. In the context of English language teaching and professional translation practice in Uzbekistan, the ability to accurately identify, interpret, and translate idioms plays a crucial role in ensuring meaningful communication and the preservation of stylistic nuances. In recent years, the growing internationalization of education, expanding intercultural interactions, and increased exposure to English media have intensified the need for effective translation techniques that allow Uzbek learners and translators to handle idioms successfully. However, idiomatic expressions often present significant challenges due to their non-transparent meanings, cultural connotations, syntactic structures, and usage contexts. These challenges frequently lead to literal mistranslations, semantic distortions, or the loss of pragmatic intention. Therefore, developing systematic, reliable translation strategies is essential for enhancing both language competence and communicative accuracy. By evaluating these approaches, the study aims to provide

practical guidance for teachers, students, and translators who encounter idioms in textbooks, authentic texts, films, conversations, and professional translation tasks. Generally, the research on effective translation techniques for English–Uzbek idiomatic expressions contribute to a deeper understanding of cross-linguistic differences, cultural symbolism and communicative functions.

METHODOLOGY

The methodology of this research is designed to systematically investigate the most effective translation techniques for English–Uzbek idiomatic expressions and to evaluate their applicability in both teaching contexts and real translation practice. A qualitative, descriptive, and comparative approach was adopted to ensure a comprehensive analysis of idioms, translation strategies, and pedagogical implications. The methodology adopted in this research provides a comprehensive and systematic foundation for examining effective translation techniques for English–Uzbek idiomatic expressions in both teaching and practical translation contexts. By integrating descriptive, comparative, and context-based analytical approaches, the study ensures that idioms are explored not only as linguistic units but also as culturally embedded expressions that require nuanced interpretation. Through the careful selection of idioms, detailed linguistic and cultural analysis, and the application of multiple translation strategies, this methodology creates a structured pathway for identifying the most appropriate and effective techniques. The incorporation of classroom observation and pedagogical analysis further strengthens the research by linking theoretical findings to real educational practices. This dual lens linguistic investigation combined with teaching-oriented evaluation makes the study relevant for both translators and language educators. The methodological framework also reinforces the importance of qualitative analysis, authentic data selection, and triangulated validation to ensure accuracy and reliability. By analyzing idioms across literature, media, teaching materials, and translation practice, the study captures a wide range of usage patterns, thereby enhancing the generalizability of its conclusions. This foundation prepares the way for the subsequent analysis, results, and pedagogical recommendations presented in the study.

RESULT.

The result of the research show that the effective translation of English idiomatic expressions into Uzbek depends on the translator's ability to select appropriate strategies based on context, cultural meaning, and communicative purpose. The analysis revealed that no single technique works universally for all idioms; instead, successful translation requires the flexible application of several complementary methods. First, the study demonstrated that full and partial equivalents are the most efficient techniques when they exist, as they allow translators to preserve both figurative meaning and stylistic effect. However, such equivalents are available only for a limited number of idioms, particularly those that share similar cultural imagery in both languages. Second, idioms that lack Uzbek equivalents are best translated using descriptive paraphrasing or contextual explanation. These strategies ensure accuracy and prevent misunderstandings, especially in educational settings where learners often struggle with idiomatic ambiguity. Although they may reduce stylistic richness, they improve clarity and comprehension. Third, cultural substitution emerged as a valuable method for achieving naturalness in translation, particularly in informal, literary, or communicative contexts. When appropriately applied, this strategy helps maintain the pragmatic intent of the original expression without distorting its overall message. Fourth, modulation restructuring or reinterpreting the idiom proved effective for translating expressions embedded in complex syntactic or cultural contexts. This technique supports the preservation of meaning while adapting the idiom to Uzbek linguistic norms. Finally, the results confirmed that literal

translation is generally ineffective for idioms, often producing inaccurate or humorous meanings. Students and novice translators showed significant difficulty when relying on literal interpretation, highlighting the importance of explicit idiom instruction and translation practice. Generally, the findings indicate that English–Uzbek idiom translation is most successful when translators combine multiple strategies and rely on contextual, cultural, and functional analysis. The results also show that incorporating idiom translation techniques into language teaching improves learners’ comprehension, cultural awareness, and communicative competence.

DISCUSSION.

The findings of this study highlight the complexity and cultural richness of idiomatic expressions and emphasize the need for context-sensitive translation techniques when transferring idioms from English to Uzbek. The discussion centers on the practical implications of using various translation strategies, the challenges encountered by learners and translators, and the broader significance of idiom translation in educational and professional contexts. One of the central insights of the research is that idiomatic expressions cannot be approached through literal translation due to their figurative meanings and cultural associations. The frequent failure of literal translation observed among students and novice translators supports existing linguistic theories that classify idioms as non-compositional units whose meanings cannot be deduced from individual words. This reinforces the need for specialized instruction that teaches idioms as fixed expressions embedded in cultural contexts. The effectiveness of full and partial equivalents demonstrates that shared conceptual metaphors between English and Uzbek can facilitate idiom translation. However, the limited availability of such equivalents indicates that translators must often rely on alternative strategies. This highlights the linguistic and cultural distance between the two languages, making idiom translation not only a linguistic task but also a cross-cultural one. The use of descriptive translation, cultural substitution, and modulation becomes essential in bridging this gap and ensuring that the intended meaning is preserved. Descriptive translation emerged as particularly valuable for idioms without direct Uzbek counterparts. Although this strategy may reduce stylistic nuance, its clarity is highly beneficial in teaching contexts, where comprehension takes precedence over literary effect. This suggests that language educators should prioritize meaning-based strategies when introducing idioms to learners, gradually shifting toward stylistic accuracy as proficiency increases. The integration of idiom translation techniques into teaching not only improves students’ linguistic skills but also enhances their ability to communicate naturally and accurately across cultural boundaries. The study contributes to both translation studies and language pedagogy by demonstrating that idioms often perceived as difficult and unpredictable can be effectively taught and translated through well-informed, context-based methods.

CONCLUSION.

The study of English–Uzbek idiomatic expressions highlight the critical role of effective translation techniques in ensuring accurate meaning transfer, cultural relevance, and communicative clarity. The research demonstrates that idioms, due to their figurative nature and culture-specific connotations, cannot be reliably translated through literal methods alone. Instead, a combination of strategies such as full and partial equivalence, descriptive translation, modulation, and cultural substitution is necessary to produce translations that are both meaningful and contextually appropriate. Full and partial equivalents are highly effective when available, allowing translators to preserve stylistic nuances and intended meanings. However, for idioms lacking direct Uzbek counterparts, descriptive translation and modulation ensure semantic accuracy, while cultural substitution enhances naturalness and fluency in communication. The results also underscore that literal translation often leads to

misinterpretation, highlighting the need for targeted instruction and practice in idiom translation. From a pedagogical perspective, the study confirms that systematic teaching of idiomatic expressions improves learners' comprehension, cultural awareness and communicative competence. Contextualized instruction, exposure to authentic texts, and guided practice in multiple translation techniques help learners internalize idioms and apply them effectively in both written and oral contexts. Overall, this research contributes to the development of effective methodologies for teaching and translating idiomatic expressions. By combining linguistic, cultural, and functional approaches, educators and translators can overcome the challenges posed by idioms and enhance both learning outcomes and translation quality. The findings emphasize that mastery of idiomatic language is not only a matter of vocabulary acquisition but also a crucial component of cross-cultural understanding and professional translation practice.

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