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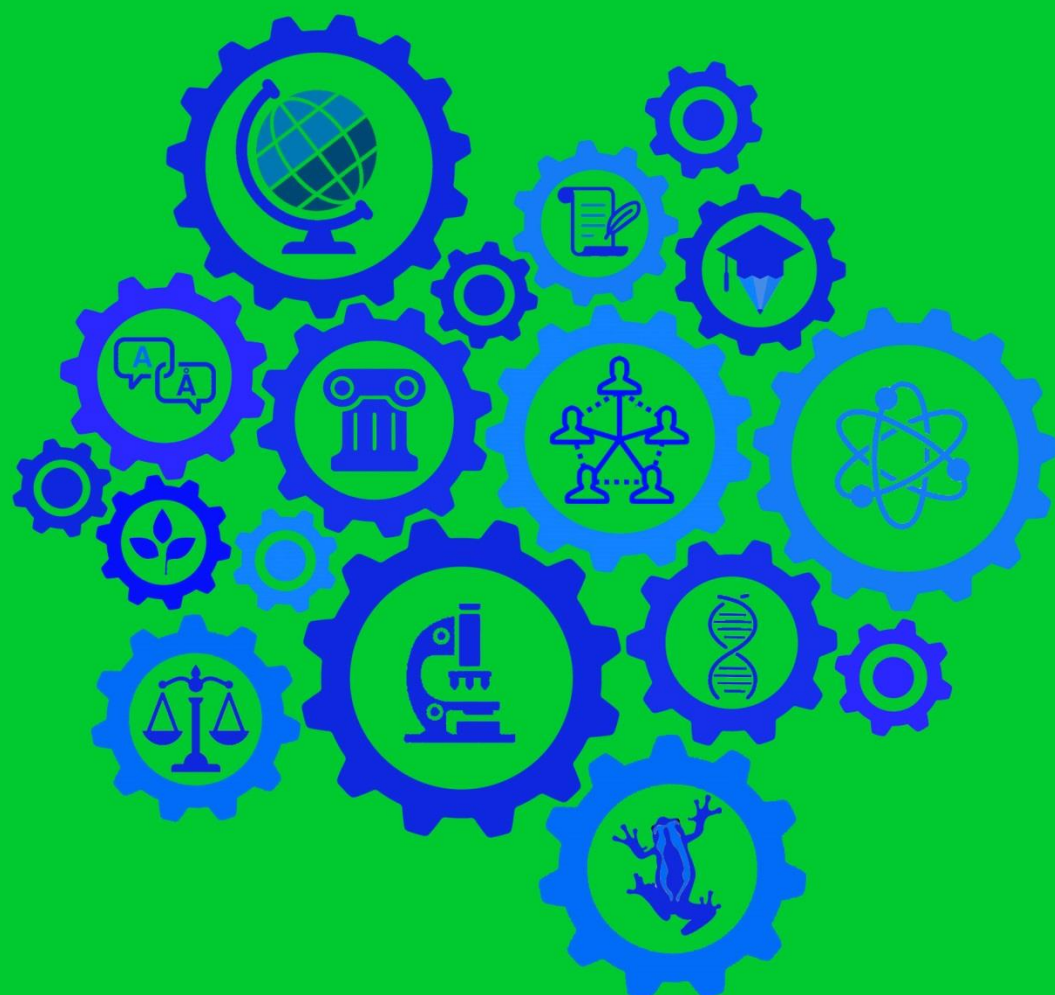
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USAGE OF EXERCISES IN TEACHING LITERARY TRANSLATION

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Abstract

Translation is a peculiar sample of creativity and it is a means of communication between two nations. In order to accept the text of the translation as a text with equal expressiveness to the original text, we must translate the text without any mistakes as much as possible. We know that translation can be divided into several types according to the style of the text, such as literary, scientific, official, journalistic, technical, and economical and others.

The most complicated type one is literary translation among other types of translation because of the usage of literary-expressive means, the existence of the specific connotative meanings in linguistic units and other factors. Teaching students to literary translation requires a great deal of hard work and skill. In the process of teaching translation, a teacher may face two main difficulties. The first is the decline in students 'interest in literary translation due to the complexity of the text.

The second is the lack of translation exercises that form students' skills in the process of teaching literary translation. This article discusses the exercises; their types and content are used in teaching students literary translation.

Introduction

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several types according to the style of the text, such as literary, scientific, official, journalistic, technical, and economical and others.

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The second is the lack of translation exercises that form students' skills in the process of teaching literary translation.

Any kind of ability develops in the process of activity and training with exercises forming it. Exercises are a purposeful activity, in the process of which students master the language material and acquire the skills of operating with this material in the appropriate form of speech activity [B.Lapidus, 2006] and "act as the foundation on which the formation and further improvement of skills and abilities takes place" [O.Slabuho, 2011].

It is very important to have necessary skill and competence on literary translation, active usage of exercises which help to form skill and competence on transforming literary- aesthetic meaning into target language at the process of the lesson.

So, the exercises for literary translation teaching can be divided into three stages, respectively to the stages of translation:

1) preparatory stage, which forms the core component of the translator's competence and in which students receive the necessary theoretical knowledge before performing translation;

2) stage 1 – the stage of pretranslatory analysis and interpretation of text including the performing of pretranslatory exercises; its goal is to develop students' ability to find

and identify a better variant of translation; it creates the conditions for successful implementation of translation;

3) stage 2 – implementation of the translation itself, includes translation tasks and exercises, forms a specific and special components that are implemented in the basic skills of producing translation and transformation and to perform the methods and techniques of translation;

4) stage 3 – editing, removal and correction of semantic and stylistic errors in translation.

According to Latysheva and Provorotov, at the stage of pretranslating exercises it is necessary to develop skills of goal setting, which is then converted into automated skill. Tasks and exercises for development of goal setting skills aimed at finding the best translation option, revealing errors in translation (Latyshev, L. K., Provorotov, V. I., 2001). At the same time translation exercises are aimed at solution of specific translation problems. Actually translation exercises can be divided into:

- language exercise, forming and developing the ability to solve translation problems connected with the peculiarities of the semantics and the use of certain types of language units in TL (subdivided into lexical, phraseological, grammatical and stylistic);

- operational exercise, working out the ability to apply various transformations and translation techniques;

- communicative exercise, forming the ability to perform the necessary communicative actions included in the translation process (Latyshev & Semenov, 2003).

Language exercises are directly related to language translation problems, which are based on differences between the systems of FL and TL and which have been described in detail by linguistic theories of translation, they primarily include following exercises:

- exercises on translation culture-specific vocabulary;

- exercises on translation of translator`s "false friends";

- exercises on identifying contextual meanings;

- exercises on translation of collocations;

- exercises on translation phraseological units;

- exercises on the choice of grammatical correspondences.

Here I can present some exercises on teaching literary translation created on the basis of well-known Uzbek novel "Days gone by" by Abdulla Kadiriy and its English translation done by Carol Ermakova.

Exercise I. Analyze the following translated text comparing with the original one paying attention to culture specific words express your attitude which translation techniques are used in translating these lexical units. Which of the following translation techniques are used: *cultural equivalent, formal equivalent, borrowing, transliteration, descriptive translation, linguistic equivalent, transcription?*

Target text

And now, crossing the outer courtyard, we pass the mehman khana and arrive at the inner courtyard, the ichkari. There is a second ginnel leading deeper into the complex and, just like the first, it is closed on all sides, making it pitch black inside. Coming out into the light again, if we turn right, we come out into the stables; if we turn left, we find ourselves in a large courtyard, just as imposing as the first. All four sides are made up of ancillary structures. In the far reaches of the courtyard are two large houses, adjacent to another structure, and we can glimpse a square ayvan with four wooden pillars decorated with tiles and carvings. In the middle of the ayvan, seated at the end of the sandal festooned with atlas3' covers, a man clad in a marten fur coat lined with black felt is leaning back against the wall. We shall not repeat our introductions for the reader already knows him - this is Mirzakarim-Kutidor.

Source text

Endi biz tashqari havlini qo'yib mehmonxonaning yonidan ichkariga kiramiz. Ichkari havlining yo'lagi ham nargisidek usti va bag'ri yopiq — qorong'u,

> *yo'lakning nihoyatiga borib o'ngga yurilsa axtaxonaga, chapka yurilsa birinchi martaba kirganimizdek ulug' bir havliga chiqarmiz. Havlining to'rt tarafi turlik ehtiyoj binolari bilan va to'rdagi binoning ikki biqini katta uylar bilan o'ralg'an bo'lib, shu ikki uyning orasig'a o'lturgan koshinkor va naqshin chorxari ayvon bu havlining birin-chi martaba ko'zga chalinadirg'an ortiqliqlaridandir. Shu chorxari ayvonning o'rta bir yerida, ustiga atlas ko'rpalar yopilg'an tanchaning to'rida devorga suyanib, avrasiga qora movut sirilgan sovsar po'stin kiyib bir kishi o'lturadir. Bu kishi bilan ikkinchi martaba tanishib o'lturmaymiz, chunki, bu odam o'qug'uchi bilan tanishqan — Mirzakarim qutidor.*

This type of exercises services to form student's linguocultural competence by translating sentences, in which used culture specific words. Besides, students will have enough skills to translate culture specific words and they can use different translation techniques, such as cultural equivalent, formal equivalent, borrowing, transliteration, descriptive translation, linguistic equivalent, transcription. This kind of exercise can be used in some aspects, such as written translation, literary translation, theory and practice translation.

Exercise II. Translate the following text analyzing stylistic devices. Pay attention the sentences in which stylistic devices were used. Which translation strategies of stylistic devices are effective used in translating sentences with stylistic devices?

Target text

> *The room we are already familiar with was pointed out to them, and the visitors set out for it. One of them - a young man, about twenty-five years old, shortish, round-faced, with a sparse beard and moustache - was the son of Ziya-shakhichi, a very well-to-do man from Margilan. He went by the name Rakhmat. The second was about thirty-five years old, lanky, his dark face disfigured by pockmarks. With his flinty eyes and dishevelled beard, he made a most unpleasant impression. Although affluent enough, this man was renowned not for his wealth but for his nickname 'Hamid-the-Womaniser'. So popular was this epithet that it had, in fact, become an intrinsic part of his name; should someone refer to him merely as Hamid, others failed to realise who was being referred to. Hamid-the-Womaniser was not acquainted with Atabek, but he was a close relative of Rakhmat, being the latter's uncle, and Ziya-shakhichi's brother-in-law.*

Source text

Bizga tanish hujra ko'rsatilishi bilan ular shu tomonga qarab yurdilar. Bu ikki kishining bittasi gavdaga kichik, yuzga to'la, ozroqqina soqol-murtlik, yigirma besh yoshlar chamaliq bir yigit bo'lib, Marg'ilonning boylaridan Ziyo shohichi deganning Rahmat otliq o'g'lidir, ikkinchisi: uzun bo'ylik, qora cho'tir yuzlik, chag'ir ko'zlik, chuvoq soqol, o'ttuz besh yoshlarda bo'lg'an ko'rimsiz bir kishi edi. Bu yigit yaxshig'ina davlatmand bo'lsa ham, lekin shuhrati nima uchundir boyligi bilan bo'lmay, «Homid xotinboz» deb shuhratlangan, kishilar Homid orqasidan so'zlashkanda uning otig'a taqilg'an laqabni qo'shib aytmasalar, yolg'iz «Homidboy» deyish ila uni tanita olmaydirlar. Homidning Otabek bilan tanishlig'i bo'lmasa ham Rahmatka yaqin qarindosh— Ziyo shohichining qaynisi, Rahmatning tog'asi.

Exercise III. Translate the following text paying attention to phraseological units. Which kind of translation procedures are used in translating phraseological units, such as word for word translation, translating by analogue, descriptive translation?

Target text

When the news reached his ears, his peace of mind deserted him, and his throat tightened: with his clear vision and sharp mind, he saw the whole tragic scene laid out before him, and felt with all his heart that his people, his nation - Muslims - were standing on the edge of a terrifying, gaping abyss. Shuddering, he repeated: "May God preserve us!" The news rattled him, bringing back the pain of old wounds.

Source text

Bu xabarni eshitar ekan, yeb turgani og'zida, yutkani bo'g'zida qoldi: bunday o'zboshimchalik orqasidan o'zining ochiq ko'zi, o'tkir zehni orqaliq mudhish, falokatlik manzaralar ko'rar, millatini — xalqini — musulmonini qo'rqunch jar, tegsiz jahannam yoqasida, yiqilish oldida topar edi-da, seskanib «o'zing saqla tangrim!» der edi. Bu xabarni eshitkandan so'ng gangib esini yo'qotdi. Yarasi yangilandi:

We know that translating phraseological units are considered the untranslatable linguistic units in translation process. Sometimes we come across difficulties in

finding appropriate equivalent in target language. And literary texts differ from other texts by using different phraseological units in this text. This kind of exercise helps to improve future translator's professional competence and linguistic competence. Future translator's competence is developed by using word for word translation, translating by analogue, descriptive translation. Sometimes there is no closer variant or notion of phraseological unit in source text in target text.

Exercise IV. Translate the following text paying attention to types of sentences such as, simple, compound and complex sentences.

Target text

"Forgive me, oh venerable one," smiled Atabek. "It would seem you have but a vague impression of my father's position... Acting as advisor when our bek declares some decision or other is a task quite beyond the realms of possibility. While my father is indeed Azizbek's advisor — and what's more, his closest confidant - the bek only pays heed to my father's advice in trifling matters. Allow me to give you an example, something which occurred only recently: at one of the private Friday feasts, one man began praising Azizbek but another countered, saying: 'Why are you singing his praises? Azizbek is nothing but a bacha.' These words were carried at once to the ears of Azizbek by an informer who overheard it all.

Source text

— Kechiringiz, amak, — deb Otabek kulimsiradi,— siz otamning mushovirlig'ini boshqacharoq ongla-g'ang'a o'xshadingiz... Bizning beklarga hukm vaqtida ham mushovir bo'lmoq imkonsiz narsadir. Otam Azizbekning mushoviri va yaqin musohibi sanalsa ham va lekin bu juz'iy ishlardaginadir, buning uchun sizga bir misol keltiray, bu O'tkan kunlar (roman). Abdulla Qodiriy www.ziyouz.com kutubxonasi 7 ish shu yaqin oralardag'ina bo'ldi: Toshkanddagi jum'alik gap majlislaridan birida bir kishi Azizbekni maxtar va bu maxtovg'a qarshi ikkinchisi «nega munchalik maxtaysan, Azizbekning asli bir bachcha-da» der. Ularning bu muzokaralarini chetda eshitib turgan xufiyalardan biri bu so'zni Azizbekning qulog'iga yetkazur.

As we know, syntactic peculiarities of translation are always considered the actual problems of not only literary translation but also translation of journalistic text, scientific texts, technical text, juridical text and others. Because of English and Uzbek languages are belong to different language families and groups the syntactical construction of these language differ from each other. In order to remove such kind of syntactical problems we should know some translation strategies which are used in translating simple, compound and complex sentences such as, translating compound sentence changing it into two simple sentence, translating complex sentence changing it into several simple sentence. This type of exercise helps student's linguistic and professional competences which are important during translation process.

Conclusion

Having analyzed different aspects of literary translation learning we worked out the model of teaching which includes several stages directed to the formation of translators' basic, specific and special components of translation competence and to the development of students' ability to find and identify a better variant of translation. In order to form future translator's professional and linguistic competence we should create some exercises dedicated to analyze source and target texts paying attention different lexical units, syntactical units, stylistic devices. It is very important to use these kinds of exercise at the process of teaching literary translation and they can be considered the main factors of in teaching and preparing written translators, especially literary translators.

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