

– cognitive approach to text requires new methods of analysis, such as frame analysis, cognitive mapping and conceptual-metaphorical analysis.

### Literature

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*Абдуллаева У.Р.*

*Илмий раҳбар: ф.ф.н., доц. Н.М.Қамбаров*

## WORD COLLOCATIONS IN TRANSLATION OF FICTION

(Jane Austine "Pride and Prejudice" translated by Muhabbat Ismoilova  
"Andisha va G'urur")

From many years, translating literary texts plays a vital role as it presents a wonderful opportunity to be aware of culture, traditions of nation, lifestyle of people, feelings, worries and happiness of heroes. Especially it has become very popular translating English literature into Uzbek, while our curious native readers turn their attention to usage of vocabulary, lexicology, style of writing and meaning to open new world by learning foreign languages.

The felicity of any translation of fiction depends on the degree of matchability between the source and the target texts. During the past three decades, a lot of translation studies have been organized to test and to calculate the value of mutual intercultural process in translating literary texts. Such studies are quite worthy because they shed light on the contrastive difference between two languages and cultures. Translating literary texts is a creative process, which may give plenty of freedom to be creative to translator; on the other hand, much freedom in translation traps translator and reader in loss of real meaning of the event sequence. Everything must be taken into consideration, because translator holds a national and cultural value, lives of the people in his hand. Well, the main parts of such novels are rich in phrases, idioms, word combinations and collocations, which help them to color with meaningful, emotional ideas.

Word collocations still remain the subject of some debate, although they have been studied by many linguists. We should mention, collocation was first used in a technical sense by the British linguist, J.R. Firth (1957), who proposed that the meaning of a word is at least partly determined by its contextual environment or "meaning by collocation" (Firth, 1957). There are different criteria for classifying collocations.

However, in spite of the differences in approaches to define collocations there is a common arrangement among all the linguists that collocations are two or more words combined together continuously. For instance, the expression "big or serious problem" is called "collocation" because the word "big" or "serious" "co-locates" or "co-occurs" frequently to show that someone is in great trouble. If we wish to stress how much serious our problem we directly expect the presence of the adjectives "big", "major", "serious" with the word "problem". Well, to put it in nutshell, "big" could not be substituted for the word "enormous", "important" or "large" for the simple reason that it will not sound natural as indicated in definition from Oxford Collocation Dictionary: "Collocation is the way words combine in a language to produce natural-sounding speech and writing" (2002). Thus, teaching collocations is much advocated because it may lead to natural writing and speaking. There are two types of collocations: lexical and grammatical ones. The grammatical words that are considered as a collocation are grouped in different patterns. According to McCarthy and O'Dell (2005), collocations' patterns are: **Adjective + noun**, **Noun + verb**, **Noun + noun**, **Verb + preposition + noun**, **Verb + adverb**, **Adverb + adjective**. We agree with McCarthy and O'Dell's patterns, however there are nine parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction, article and interjection. This means we may combine the other parts of speech in order to compose the classification of collocation in this way:

<b>Adjective + noun</b>	Natural disaster
<b>Noun + verb</b>	Friendship grows
<b>Noun + noun</b>	A bunch of roses
<b>Verb + noun</b>	Taste freedom
<b>Verb + adverb</b>	Look suspiciously
<b>Adverb + adjective</b>	Reasonably cheap
<b>Verb + preposition + noun</b>	Covered in flowers
<b>Verb + adjective + noun</b>	Revise the original plan

In the table above we find eight patterns of collocations, as they focus on the main parts of speech. We should not forget while translating such collocations into other languages the word order, position of parts of speech could be changed.

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Now, let's look through translation of collocations, which are used in the novel of "Pride and prejudice" by Jane Austine and Uzbek fresh translation of this celebrated work by Muhabbat Isoilova as "Andisha va G'urur". The talented English author of "Pride and prejudice", Jane Austine compiled a historical dairy of life and times in the English middle classes, based around the Regency period that stretched on until the year 1830. And some words about the translator of such fabulous work, Muhabbat Isoilova is extremely busy with translating literary books into Uzbek during the past years. But it should be stressed that "Andisha va G'urur" is considered the greatest work by Muhabbat Isoilova. She desired heartily to introduce such impressive and romantic novel to the attention of Uzbek inquisitive readers. We, together try to find out the collocations in original novel and their translation in translated one. As we composed the classification of collocations in the table above, the appropriate way is to select them from the novels.

	Jane Austine "Pride and prejudice"	Muhabbat Isoilova "Andisha va G'urur".	Type of collocation
1.	With a book he was <b>regardless of time</b> ; and on <b>the present occasion</b> he had <b>a good deal of curiosity</b> as to the events of an evening which had <b>raised such splendid expectations</b> (p.10)	Kitob o'qib o'tirib, u vaqtning qanday o'tganini sezmay ham qoldi, u ham oila a'zolari ko'p narsa umid qilayotganlari ushbu kechaniq qanday o'tganiga qiziqib ketayotganedi (18-19-betlar)	<b>Noun + noun</b> <b>Noun + noun</b> <b>Noun + noun</b>  <b>Verb + adjective + noun</b>
2.	For my part, Mr. Bingley, I always <b>keep servants</b> that can <b>do their own work</b> ; MY daughters are <b>brought up very differently</b> (p.34)	Bizning xizmatkorlarimiz esa, mister Bingley, o'z vazifalarini bajarishni juda yaxshi bilishadi. Ha, mening qizlarim boshqacha tarbiyalandi (51-bet)	<b>Verb + noun</b>  <b>Verb + adverb</b>
3.	Mrs. Gardiner <b>looked at her niece</b> with a smile, but Elizabeth could not return it. (174)	Miss Gardiner jimgayib, Elizabethga qarab qo'ydi, u esa ko'zini olib qochdi. (254-bet)	<b>Verb +preposition+ noun</b>

As you witnessed, we have selected only given extracts of original and translated novel with the identifying types of collocation. Primarily, the main problems of translating collocations into Uzbek are the significant difference in grammatical structure, to find appropriate suffixes to bind the sentences, the ignorance of equivalent and to translate directly. In addition, two extensive separate languages and cultures such English and Uzbek creates serious difficulties in process of translation of literary texts. If you observe the

translation of collocations into Uzbek, it's visibly seen that the grammatical structures were not changed, while translating of collocations, such as: **Verb + noun, Adjective + noun, Verb + preposition + noun, Verb + adverb**. For example: Mrs. Gardiner looked at her niece with a smile - Missis Gardiner jimayib, Elizabetga qarab qo'ydi, **do their own work**- o'z vazifalarini bajarish. However, the translator used plenty of meaningful words to express implication of sentence in the translations of "noun+noun" collocation in extract 1. Here, we wished to give our own translated version to that extract: U o'tayotgan vaqtni inobatga olmay, kitob mutolaa qilar ekan, hozirgi vaziyatda shunday ajoyib umid bag'ishlayotgan kecha voqealarini juda intiqib kutardi. In our translation we tried to keep the grammatical structure, but to expose the meaning of sentence, translation of "**a good deal of curiosity**" (**noun+noun**) turned into verb.

To sum up, the interest in translating collocations comes from their great importance in language. They play a crucial role in coherence of language structure. Especially, in belles-lettres, the translation of collocations cannot be translated separately from context, the events of the plot must be connected directly with one another.

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*Абдуллаева У.Р.*

*Илмий раҳбар: ф.ф.н., доц. Н.М.Қамбаров*

## GREAT IMPORTANCE OF COLLOCATIONS IN VOCABULARY TEACHING AND LEARNING

By expressing our thoughts, we put words together, which make human's speech or writing more natural and easier. In fact, we don't pay attention that we are using closely associated words with one another, called collocations. A great number of scientific researches have been carried out on many aspects of English language. One of these aspects is collocation, which is problematic knowledge to learn and translate immediately, because knowing collocations is not translating word for word them or even equivalent lexical items do not always clarify the same sense in two particular language for different reasons, for

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*Абдуллаева У.Р.*

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instance cultural diversity which are reflected in every language. The given article is dedicated to reveal how crucial is learning collocations, while getting new fixed expressions in vocabulary teaching and learning.

Firstly, we would like to distinguish the meanings and the structures between collocations and phrasal verbs. The combination of a verb + a particle (preposition or adverb) is called phrasal verbs, resulting in a new phrase with different meaning from original one. For example, "I just can't make Tom out at all". In this case, it is impossible to translate this phrasal verb according to the original meaning of the verb "tomake". Before translating the given sentence, we should know the meaning of "to make out" as an unit of phrasal verbs. Thus, "to make out" illustrates as "to understand". Now, let's see example for collocation, "You have **made a mistake** in our bill". We can't use "to do" instead of "to make", because the given combination in bold type is fixed expression, which can't be changed at all. By these two examples, it is clearly seen that lexical items have to be memorized by taking some notes or learning through the specific sources, such as dictionaries. There is an entire world of collocations to explore. Learning collocations is very important because we begin to learn words in larger groups or "chunks" of the language. As a result, connecting these "chunks" of the language help to communicate with more fluent English. Actually, native speakers of English could softly collocate the necessary words, they can make difference of usage "wrong collocations" as well. For instance :

We say .....

To earn money

Heavy rain

To have a job

We don't say ....

To find money

Strong rain

To have a work

Through the given examples it becomes clear that there are several different types of collocations made from combinations of verbs, nouns, adjectives and adverbs. While being learners of ESL at any level, simultaneously students try to translate or find equivalents for each word combination or fixed expression. And eager students begin to ask problematic translation of the expression from their teachers. There are some number of reasons, the most common being direct translations from their native language. Take the example of "ta'lim olmoq" from Uzbek into English is "to get or to receive education". The first verb which comes to learners' mind automatically is the verb "to take" - "olmoq". So learning collocations might be quite challenging for most students. During English lessons where students have to manage to do various exercises consist mainly of word selection tasks, such as

completion of sentences, finding appropriate synonyms or antonyms, filling the gaps, correction of error words and so on. If students don't know the difference between synonymous words., they can be confused while completing the tasks. For example, the verbs belong to sport "do", "play", "go" could be tricky. We must say : "do sport " not "go sport" or "go dancing " not "do or make dancing". Consequently, taking into consideration that there are many more collocations than words, as many words occur in several different collocations, it is quite understandable why students, especially, at lower levels, fail to make "natural" sentences most of the time.

According to McCarthy (1990) knowledge of collocation usage is part of the native speaker's competence and could be difficult for learners in cases where collocability is language specific and does not only determined by universal semantic constrains. For overcoming such problems, the idea of collocations should be introduced to students at earlier levels. There can be trained by comparing and translating collocations with the native tongue, revising them in following lessons, playing games, running knowledge contest between divided groups. These activities help to convince learners how the same meaningful words can be used with different ones and express particular fixed meaning and collocations may stick in their memory for a long time. Besides, collocations make speech and writing more colorful, expressive or precise words. E.g. you'll find it easier to avoid words like very or nice or beautiful or do by selecting a word that fits the context better and has a more accurate meaning. This is particularly effective if students take writing exams in English and want to make a good impression on examiners. . Similarly, using collocations will also enable students to think more quickly and communicate more effectively.

Summarizing it should be mentioned that for expressing opinion and communicating efficiently, fixed expressions, meaningful word combinations and collocations make our speech more natural and expressive as well. This kind of speech is called idiomatic. Collocations make any speech idiomatic. They are considered to be the core of the vocabulary. The more the students learn collocations, the more their speech becomes idiomatic.

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ОЛИМ ВА УРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ



ЎЗБЕКИСТОН ДАВЛАТ  
ЖАҲОН ТИЛЛАРИ  
УНИВЕРСИТЕТИ

**ЗАМОНАВИЙ ТИЛШУНОСЛИК,  
АДАБИЁТШУНОСЛИК,  
ТАРЖИМАШУНОСЛИК ВА ХОРИЖИЙ  
ТИЛЛАР ЎҚИТИШНИНГ  
МУАММОЛАРИ**

**V - ИЛМИЙ-АМАЛИЙ КОНФЕРЕНЦИЯ**  
**4 май 2016 йил**

**Тошкент – 2016**