
TRANSLATING CULTURE-SPECIFIC CONCEPTS

Bekjan Askarovich Akhmedov
Chirchik State Pedagogical University

Yulduz Juraxojayevna Jakhongirova
Chirchik State Pedagogical University

ABSTRACT

Translating culture-specific concepts (CSCs) in general and allusions in particular seem to be one of the most challenging tasks to be performed by a translator; in other words, allusions are potential problems of the translation process due to the fact that allusions have particular connotations and implications in the source language (SL) and the foreign culture (FC) but not necessarily in the TL and the domestic culture. There are some procedures and strategies for rendering CSCs and allusions respectively. The present paper aims at scrutinizing whether there exists any point of similarity between these procedures and strategies and to identify which of these procedures and strategies seem to be more effective than the others.

Keywords: Allusion, culture-specific concept, proper name, SL, TL.

INTRODUCTION

Translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers.

If language were just a classification for a set of general or universal concepts, it would be easy to translate from an SL to a TL; furthermore, under the circumstances the process of learning an L2 would be much easier than it actually is. In this regard, Culler (1976) believes that languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own (p.21-2). The conclusion likely to be drawn from what Culler (1976) writes is that one of the troublesome problems of translation is the disparity among languages. The bigger the gap between the SL and the TL, the more difficult the transfer of message from the former to the latter will be.

The difference between an SL and a TL and the variation in their cultures make the process of translating a real challenge. Among the problematic factors involved in translation such as form, meaning, style, proverbs, idioms, etc., the present paper is going to concentrate mainly on the procedures of translating CSCs in general and on the strategies of rendering allusions in particular.

Translation Procedures and Strategies

The translating procedures, as depicted by Nida (1964) are as follow:

I. *Technical procedures:*

A. analysis of the source and target languages;

B.a through study of the source language text before making attempts translate it;

C.Making judgments of the semantic and syntactic approximations. (pp. 241-45)

II. Organizational procedures:

constant reevaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions (pp. 246-47).

Krings (1986:18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task," and Seguinot (1989) believes that there are at least three global strategies employed by the translators: (i) translating without interruption for as long as possible; (ii) correcting surface errors immediately; (iii) leaving the monitoring for qualitative or stylistic errors in the text to the revision stage.

Moreover, Loescher (1991:8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators. In this regard, Cohen (1998:4) asserts that "the element of consciousness is what distinguishes strategies from these processes that are not strategic."

Jaaskelainen (1999:71) considers strategy as, "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information." He maintains that strategies are "heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives."

Product-related strategies, as Jaaskelainen (2005:15) writes, involves the basic tasks of choosing the SL text and developing a method to translate it. However, she maintains that process-related strategies "are a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation" (p.16). Moreover, Jaaskelainen (2005:16) divides this into two types, namely global strategies and local strategies: "global strategies refer to general principles and modes of action and local strategies refer to specific activities in relation to the translator's problem-solving and decision-making."

Newmark (1988b) mentions the difference between translation methods and translation procedures. He writes that, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). He goes on to refer to the following methods of translation:

- Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

- Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- Free translation: it produces the TL text without the style, form, or content of the original.
- Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b: 45-47).

3. Conclusion

Although some stylists consider translation "sprinkled with footnotes" undesirable, their uses can assist the TT readers to make better judgment of the ST contents. In general, it seems that the procedures 'functional equivalent' and 'notes' would have a higher potential for conveying the concepts underlying the CSCs embedded in a text; moreover, it can be claimed that a combination of these strategies would result in a more accurate understanding of the CSCs than other procedures.

Various strategies opted for by translators in rendering allusions seem to play a crucial role in recognition and perception of connotations carried by them. If a novice translator renders a literary text without paying adequate attention to the allusions, the connotations are likely not to be transferred as a result of the translator's failure to acknowledge them. They will be entirely lost to the majority of the TL readers; consequently, the translation will be ineffective.

It can be claimed that the best translation method seem to be the one which allows translator to utilize 'notes.' Furthermore, employing 'notes' in the translation, both as a translation strategy and a translation procedure, seems to be indispensable so that the foreign language readership could benefit from the text as much as the ST readers do.

REFERENCES

1. Sagdullaev, P. (2022). Modern approaches and innovations in teaching foreign languages. *Андрияновские педагогические чтения*, 1(1), 210-212.
2. Сагдуллаев, П. К. (2022). Технология развития языковых компетенций у будущих учителей английского языка. *Наука и образование сегодня*, 3(72), 49-51.
3. Сагдуллаев, П. К. (2021). Развитие языковых компетенций у будущих учителей английского языка. *Наука. Культура. Искусство: актуальные проблемы теории и практики*, 1(2), 270-272.
4. Sagdullayev, P. K. (2020). Raqamli texnologiyalar vositasida bo'lajak o'qituvchilarning til kompetensiyalarini rivojlantirish. *PEDAGOGIKA*, 5(1), 19-21.
5. Сагдуллаев, П. К. (2020). Инновационная деятельность педагогов в изучении студентами иностранных языков. *Наука и образование сегодня*, (3 (50)), 46-47.
6. Sagdullayev, P. K. (2019). Chet tillarni o'qitishda kompetensiyaviy yondashuvning ahamiyati. *Ўқитувчининг касбий компетентлигини оширишда инновацион ёндашувлар*, 1(3), 52-53.
7. Исломов, И. Н., Сагдуллаев, П. К. (2016). Марказий Осиё давлатлари иқтисодий ва ижтимоий географияси фанидан электрон дарслик. Тошкент, 1(1), 220.

8. Сагдуллаев, П. К., Мирзаева, Г. О. (2015). Кадрларни қайта тайёрлаш ва уларнинг малакасини оширишда ахборот-коммуникацион технологиялардан фойдаланиш. Педагогик кадрлар тайёрлаш, 1(1), 232-233.
9. Sagdullayev, P. K., Mamadaliyeva, A. (2014). Differences between American English and British English. Десятые Виноградовские чтения, 1(1), 470-473.
10. Sagdullayev, P. K. (2014). The features of Sonorants. Десятые Виноградовские чтения, 1(1), 465-467.
11. Maksumov, A. G., Sagdullayev, P. K. (2012). Xorijiy til ta'limini modernizatsiya qilish muammolari. Xorijiy til ta'limini modernizatsiya qilish muammolari, 1(1), 129-131.
12. NuritdinovnaIhamova, I., Rasuleva, N. Z., Dzugaeva, Z. R., Tashmetova, S., & Pulatova, Z. A. (2020). Content and technology of teacher training in pedagogy and psychology. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 11076-11087.
13. Nuritdinovna, I. I. (2022). Improving the speech skills of students of Non Philological areas of education in the context of socio-cultural competence. *Web of Scientist: International Scientific Research Journal*, 3(02), 412-418.
14. Ilkhamova, I. (2022). Issues of improving socio-cultural competence of students in foreign language lessons. *Oriental Journal of Philology*, 2(1), 30-42.
15. Mamatkulov, K., Giyasova, U., Djuraev, A., Ilkhamova, I., & Baymanova, N. Eğitim Modernizasyonunun Ana Faktörlerinden Biri Olarak Yabancı Dil Öğretmenlerinin Mesleki Yeterliliğinin Geliştirilmesi. *Motif Akademi Halkbilimi Dergisi*, 7(13), 281-291.
16. Yunusova, N. A. (2022). Features of teaching a foreign language to preschool children. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(3), 641-646.
17. Юнусова, Н. А. (2022). Хорижий тилларни ўқитишда инноватив методлардан фойдаланиш. ТДПУ илмий ахборотланомаси, 1(1), 106-109.
18. Yunusova, N. A. (2022). Formation of Foreign Language Speech skills in Preschool Children. *Экономика и социум*, 4(95), 200-204.
19. Yunusova, N. A. (2022). Origin development and types of the field of linguistics. International conference on Advance Research in Humanities Sciences and Education, 1(2), 55-65.
20. Юнусова, Н. А. (2012). Психодиагностика как необходимая составная часть педагогического мастерства читателя. Оилада бола тарбияси, 1(2), 121-125.
21. Кадирова, О. Х. (2022). Мотивы свободы и одиночества в поэзии Лермонтова и Усмана Насыра. Традиции и инновации в изучении и преподавании языков, 1(1), 173-176.
22. Kadirova, O. K. (2021). Comparative typological analysis of Russian-Uzbek literary relations in their historical development. *湖南大学学报(自然科学版)*, 48(12).
23. Kadyrova, O. (2021). Information and communication technologies in the process of teaching foreign languages as the basis of an innovative approach to learning. *THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука*, (9), 649-651.
24. Kadyrova, O. K. (2021). Motivational basis for the formation of eastern and western literature. Мотивационная основа формирования восточной и западной литературы. Журнал филологических исследований, 6(3), 17-22.

-
25. Кадырова, О. Х. (2021). Использование учебного перевода как один эффективных приемов обучения русскому языку как иностранному в средней школе. Современное образование и воспитание, 1(1), 289-294.
 26. Kadyrova, O. K. (2021). Foundations of artistic synthesis in the literatures of the west and the east at the present stage. Innovative engineering and management research, 10(01), 227-232.
 27. Kadyrova, O. K. (2020). Professional pedagogical activity its types and structure. Актуальные проблемы гуманитарных и естественных наук, 1(12), 93-96.
 28. Илёсов, Б. А., & Кадырова, О. Х. (2019). Поэзии А. Блока в узбекских переводах. *ПЕРЕВОДЧЕСКИЙ ДИСКУРС: МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД*, 1(2), 133-138.
 29. Кадырова, О. Х. (2013). Русский язык 5 класс Книга для учителя. Маънавият, 1(1), 160.
 30. Кадырова, О. Х. (2002). Межлитературные типологические сопоставления в процессе преподавания. Янги аср авлоди, 1(1), 96.
 31. Кадырова, О. Х. (1995). Методика реализации сопоставительного подхода в профессиональной филологической подготовке студентов-билингвов Узбекистана (русская и родная литература).
 32. Кадырова, З. З. (2021). Некоторые комментарии к интерпретации и противопоставлению аспектов терминов перефразирование и перифраз. Теоретическая и прикладная наука, 1(6), 486-489.
 33. Кадырова, З. З. (2021). Лексические издания в формировании перифраза о первом перифразе в прозе Алишера Навои. Журнал филологических исследований, 6(1), 17-23.