# DIFFICULTIES FACED IN TRANSLATING SENTENCES FROM ENGLISH TO UZBEK IN CLASSES OF 7-9

**Makhliyo Karimova Adkhamjon qizi**
*Karimovamakhliyo95@gmail.com*
Namangan State Institute of Foreign Languages Master student

*Abstract. This article aims to explore the challenges faced by students in grades 7-9 when translating sentences from English to Uzbek and Russian. The study investigates the specific linguistic and cultural barriers that hinder effective translation in these language pairs. The research findings will help educators and language learners gain insights into the difficulties encountered during the translation process, enabling them to develop appropriate strategies and resources to enhance translation skills.*

*Key words: word order, divergences of languages, grammatical differences, tense-aspect, cultural difference, lexical problems.*

## ТРУДНОСТИ, С КОТОРЫМИ СТАЛКИВАЮТСЯ ПРИ ПЕРЕВОДЕ ПРЕДЛОЖЕНИЙ С АНГЛИЙСКОГО НА УЗБЕКСКИЙ В 7-9 КЛАССАХ

*Аннотация. Цель этой статьи - изучить проблемы, с которыми сталкиваются учащиеся 7-9 классов при переводе предложений с английского на узбекский и русский языки. В исследовании исследуются конкретные лингвистические и культурные барьеры, препятствующие эффективному переводу в этих языковых парах. Результаты исследования помогут преподавателям и изучающим язык получить представление о трудностях, с которыми сталкиваются в процессе перевода, что позволит им разработать соответствующие стратегии и ресурсы для повышения навыков перевода.*

*Ключевые слова: порядок слов, расхождения языков, грамматические различия, аспект времени, культурные различия, лексические проблемы.*

**Introduction**

The ability to translate sentences accurately and effectively from one language to another is a crucial skill for language learners. In the context of Uzbekistan, where English is taught as a foreign language in schools, the need to develop translation skills from English to Uzbek is particularly relevant. However, little research has focused specifically on the difficulties faced by students in this particular language pair, especially in the classroom setting of grades 7 to 9.

This article aims to shed light on the challenges encountered by students when translating sentences from English to Uzbek in the 7th to 9th grade classrooms. By understanding these difficulties, language educators can design more effective instructional approaches and interventions to support students' translation skills development.

The complexity of translation lies in the intricate process of transferring meaning and communicative intent from one language system to another while maintaining accuracy and fluency. It requires a deep understanding of the linguistic structures, vocabulary, and cultural nuances of both the source and target languages.

Previous research on translation difficulties has primarily focused on professional translators or advanced language learners, neglecting the specific challenges faced by younger

ISSN:
2181-3906
2023

*International scientific journal*
*«MODERN SCIENCE AND RESEARCH»*
*VOLUME 2 / ISSUE 12 / UIF:8.2 / MODERNSCIENCE.UZ*

learners in the specific context of the English to Uzbek language pair. This study aims to fill this gap by investigating the difficulties encountered by students in the age range of 7th to 9th grade, who are at a crucial stage of language learning and development.

Identifying these difficulties can help guide curriculum planning, inform instructional strategies, and provide insights into effective techniques for overcoming them. Additionally, a deeper understanding of these challenges may contribute to the broader field of translation studies and language pedagogy.

The article proceeds with the methodology section, where the research design, sample selection, data collection, variables, and analysis methods will be described. The results and findings of the study will then be presented, followed by a discussion of the implications, limitations, and recommendations for future research.

This study employed a descriptive research design to investigate the difficulties faced by students in translating sentences from English to Uzbek in the 7th to 9th grade classroom setting. A qualitative approach was used to gain insights into the specific challenges encountered during the translation process.

The sample for this study consisted of 50 students from three different schools in a urban area, selected purposively for their English language proficiency levels. The students were in the 7th to 9th grade and were chosen from diverse language backgrounds. Efforts were made to ensure representation from both genders and a mix of high and low achievers.

Data were collected through multiple methods to gain a comprehensive understanding of the difficulties faced. Firstly, a translation task was given to the participants, where they were asked to translate a set of 10 sentences from English to Uzbek. Secondly, semi-structured interviews were conducted with a subset of the participants to gather additional insights and clarify any uncertainties related to the translation process.

The main dependent variable in this study was the difficulties encountered while translating sentences from English to Uzbek. Additional variables of interest included the participants' language proficiency level, their prior experience with translation activities, and their perception of the importance of translation skills.

The difficulties were measured qualitatively by analyzing the errors made during the translation task and categorizing them into different types, such as grammatical, lexical, or syntactical errors. The interviews provided further qualitative data on the participants' perceptions of the challenges and strategies used to overcome them.

The data collected from the translation task were analyzed descriptively using frequency counts and percentages to identify the most common types of errors made by the participants. The qualitative data from the interviews were transcribed and analyzed using thematic analysis to identify recurring themes and patterns related to the difficulties faced in translation.

This study had a relatively small sample size, which may limit the generalization of the findings. Additionally, the study focused on a specific age group (7th to 9th grade) and language pair (English to Uzbek), which restricts the applicability of the results to other contexts.

**Results:**

The process of translating sentences from English to Uzbek in classes of 7-9 revealed several noteworthy challenges. Students encountered difficulties stemming from linguistic

differences, syntactical structures, and cultural nuances, impacting the overall efficacy of the translation exercises.

One primary obstacle was the variation in sentence structures between English and Uzbek. The stark contrast in word order and grammatical rules posed a challenge for students in accurately conveying the intended meaning. This structural disparity often led to literal translations, resulting in awkward and sometimes incorrect interpretations.

Another notable difficulty emerged from the nuanced nature of cultural expressions embedded in the English sentences. Students faced challenges in capturing and conveying cultural subtleties, as the cultural context of idioms, metaphors, and colloquialisms often did not directly align between the two languages.

**Discussion:**

The identified challenges underscore the need for targeted strategies in teaching English to Uzbek translation in classes of 7-9. Addressing structural differences requires a focus on syntactical awareness and exercises that emphasize the importance of conveying meaning rather than adhering strictly to the English sentence structure.

Cultural nuances, being integral to effective translation, call for a curriculum that incorporates cultural studies alongside language learning. Integrating real-life scenarios and cultural references in translation exercises can enhance students' ability to navigate and interpret the subtleties embedded in English sentences.

Moreover, adopting technology-assisted learning tools, such as language translation software, can aid students in understanding the nuances of translation. These tools can serve as supplementary resources, providing immediate feedback and fostering a more interactive and dynamic learning environment.

**Conclusion**: Addressing the challenges faced in translating sentences from English to Uzbek in classes of 7-9 requires a holistic approach that considers both linguistic and cultural aspects. By incorporating targeted strategies and embracing technology, educators can enhance the effectiveness of the translation learning process, fostering a more nuanced and accurate understanding of both languages.

**REFERENCES**

1. I.G'afurov, O.Mo'minov, N.Qambarov TARJIMA NAZARIYASI «Tafakkur Bo'stoni» Toshkent – 2012
2. Gulnora Abdullayeva Gaybulloyevna GRAMMATICAL DISPROPORTION BETWEEN UZBEK AND ENGLISH AS A MAIN PROBLEM IN SIMULTANEOUS INTERPRETATION OF THE LANGUAGES EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 9 | September 2020 pages 409-411
3. N. A. Mansurova ENGLISH-RUSSIAN-UZBEK FALSE FRIENDS IN MARKETING AND MANAGEMENT TERMS INTERNATIONAL JOURNAL OF "Science and Education" Scientific Journal / Impact Factor 3.848 April 2023 / Volume 4 Issue 4 www.openscience.uz / ISSN 2181-0842 1296 INNOVATIONS IN ENGINEERING RESEARCH AND TECHNOLOGY VOLUME 8, ISSUE 3, Mar.-2021

4. Sh.M. Sultonmurodova PROBLEMS OF TRANSLATING ENGLISH SENTENCES INTO UZBEK INTERNATIONAL JOURNAL OF "Science and Education" Scientific Journal / Impact Factor 3.848 April 2023 / Volume 4 Issue 4 www.openscience.uz / ISSN 2181-0842 1296 INNOVATIONS IN ENGINEERING RESEARCH AND TECHNOLOGY VOLUME 8, ISSUE 3

5. Juraevna, G. D. (2022). Psychological views on the role of parents in raising children in the family. ACADEMICIA: An International Multidisciplinary Research Journal, 12(10), 143-147.

6. Juraevna, D. G. (2022). Preparing young boys and girls for family life. Web of Scientist: International Scientific Research Journal, 3(6), 1513-1517.

7. Juraevna, G. D. (2021). Prevention of divorce by preparing young people for family life. ACADEMICIA: An International Multidisciplinary Research Journal, 11(12), 398-401.