



Linguistical analysis and translation problems of higher education terms in german and uzbek languages

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ABSTRACT

The article reveals the linguistic analysis and problems of translating the terms of higher education into German and Uzbek. It is emphasized that the translation is carried out taking into account the traditions and conventions of the culture of the people who speak the language of translation.

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Nemis va o'zbek tillarida oliy ta'lim terminlaring lingvistik tahlili va tarjima muammolari

ANNOTATSIYA

Kalit so'zlar:

lingvistik tahlil,
nemis va o'zbek tillari,
terminlar,
tarjima muammolari,
zamonaviy ta'lim jarayoni,
malaka,
so'zning semantikasi
(ma'nosi).

Maqolada oliy ta'lim atamalarini nemis va o'zbek tillariga tarjima qilishning lingvistik tahlili va muammolari ochib berilgan. Tarjima xorijiy tillarida so'zlashuvchi xalq nutq madaniyatiga oid urf-odat va an'analarni hisobga olgan holda amalga oshirilayotgani ta'kidlanadi.

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Лингвистический анализ и проблемы перевода терминов высшего образования на немецком и узбекском языках

АННОТАЦИЯ

Ключевые слова:

лингвистический анализ,
немецкий и узбекский
языки,
термины,
проблемы перевода,
современное обучение,
навыки,
семантика слова.

В статье раскрываются лингвистический анализ и проблемы перевода терминов высшего образования на немецком и узбекском языках. Подчёркивается, что перевод осуществляется с учетом традиций и обычаи культуры речи народов, которые разговаривают на языке перевода.

In modern conditions, leaders of organizations willingly hire those employees who are able to adapt, are able to take initiative and are capable of further learning and self-learning. Therefore, it is very important today, when teaching students to translate, to focus their attention on the fact that the professional competence of a translator of terms from one language to another in the specialty will include theoretical, procedural and integrative knowledge and professional skills that form the cognitive basis of his activity.

Integrative knowledge is understood as generalized knowledge obtained from a set of academic disciplines, forming an integral system and having an interdisciplinary structure.

Translation abilities are formed on the basis of language and speech skills that students master as a result of educational and speech activities under the guidance of a teacher and in the process of their independent activity. Learning activities for mastering a foreign language include solving a number of learning tasks using a combination of cognitive strategies that include many approaches to their definition and classification.

At present, term-forming prefixes in both German and Uzbek have been analyzed selectively. After examining the affixes and determining their functions, at the end of some developments and scientific research, the prefixes are characterized by the degree of productivity: productive, unproductive, unproductive. It should be especially noted that both in the Uzbek and German languages, the general and distinctive features of affixal word-formation means, as well as means of expressing specific semantic categories and groups of terms in the field of education, are analyzed and identified. In this direction, it should be especially noted that the main indicator and attribute of word-forming components and means is a direct manifestation of the relationship of synonymous functions between word-forming suffixes. As already noted, in the modern Uzbek literary language, synonymous relations between word-formation structures are relatively less developed. However, in German, this type of construction within semantic varieties shows extended synonymy B. Polylexemic terms in Uzbek and German

As is known, complex terms are the most productive way of term formation in German and Uzbek. In this article, a classification of terms of a complex structure was carried out with the aim of identifying similar typological features of the Uzbek and German languages. In this aspect, we adhere to the theory regarding such features of the word as 1) morphological composition; 2) features of the relationship of constituent components; 3) features of the syntactic relationship of the constituent components.

I. According to the composition of morphological components, the terms of the field of education in the Uzbek and German languages are divided into: a) two-lexemic terms; b) polylexemic terms. The main part of the terms of the education sector of the Uzbek and German languages are compound words of the two-lexeme type. Compound words of the two-lexical type are the addition of two stems belonging to different parts of speech. Derived compound words of the German language in the Uzbek language have their analogies in most cases in the form of phrases, such as *die Doktorarbeit* – doktorlik dissertatsiyas (doctoral dissertation), *das Fernstudium* – masofaviy ta'lim (correspondence education), *das Studienbuch* – zachyot daftarchasi (grade book), *der Studentenwohnheim* – talabalar turar joyi (student dormitory), *die Fremdsprache* – xorijiy til (foreign language), *die Hausaufgabe* – uy vazifasi (homework), *der Aufsatz* – yozma ish (written work), *das Klassenbuch* – sinf jurnali (class magazine), *der Notizblock* – yozma daftarchasi (notebook), *der Campus* – universitet shaharchasi (university campus).

II. In both languages, there are also multi-lexical terms formed by adding two and sometimes more than two lexemes: (In Uzbek) *ta'na qilish*, *nomlash* (reproaching, naming), *insho yozish* (writing an essay), *tayyorgarlik* (preparation), *talabalar* (students), *muvaffaqiyat* (success), *nazorat*, *tekshirish* (control, inspection), *estetik* (aesthetics); (In German) *Mittelmig* – o'rta, o'rta daraja (middle, intermediate level), *die Diplomarbeit* – diplom ishi (thesis), *das Fernstudium* – zaочно (correspondence), *das Reifezeugnis* – attestat (certificate), *die Aufnahmeprüfung* – kirish imtihoni (entrance examination).

And also there are “Simple and complex terms”: “a simple term” is usually understood as a generic concept. The basis for the formation of a simple term is borrowing from other languages or fields of science, rethinking the meaning of a general literary work or through individual term creation. As an example, the terms are given: *die Linse* – lens, *die Pupille* – pupil, *die Konjunktivitis* – conjunctivitis.

A “compound term” is a term that has two or more components, is characterized by its integral form and is formed by addition. For example: *das Retinoblastom* – retinoblastoma, *die Ophthalmoskopie* – ophthalmoscopy, *die Hornhautverkrümmung* – astigmatism.

By “terminological phrase” we mean a multi-component, semantically integral combination consisting of two, three or more components. For example: *die Augeninnendruck-Messung* – intraocular pressure measurement, *die LASIK-Behandlung* – LASIK treatment, *die Perimetrie-Screening* – visual field test.

Thus, our research has shown that the terminological system is replenished by traditional methods: morphological and lexico-semantic. The main and at the same time the most productive ways of forming German and Uzbek terminology in various professional areas.

Conclusion. Summing up, we can say that the study of German and Uzbek terms in various areas of the profession and specialty requires a more detailed analysis. The results of our work will contribute to the development of theoretical issues related to the methods of studying word-formation models of terms. The definition of such an approach opens up the possibility of predicting trends in the formation of term systems in various fields of science by identifying the most productive word-formation models. Since the terminology is of great difficulty for the translator, therefore, knowing the meanings of the various components of the terminology should make this task easier.

The purpose of translation and its function is to overcome the linguo-ethnic barrier between representatives of different cultures. Each side in a translation situation represents its own culture, each participant in communication has, from this point of view, its own mentality, a special worldview, worldview and its own national psychology. A future translator in his work will have to deal not only with two specific languages, but also with two different cultures. Every bilingual person can translate by making an intuitive choice. A professional translator must translate at a higher level. Therefore, it is possible to teach translation in the process of translation, correcting and commenting, motivating the choice with your subjective point of view. But most students demand a more serious explanation of the criteria for a good translation. Based on the ability to rationally analyze the original and translation, the translator will be able to further improve his skills in the process of work. At the same time, it seems logical to clearly prescribe for students the general contours and major details of the work, given that there will always be a significant component of the intuitive in translation activities. Therefore, it seems necessary to train students to build a translation taking into account the traditions and conventions of the culture of the people speaking the target language, otherwise the message will not fulfill its communicative function. In other words, the main pragmatic task of the translator is the need for a kind of practical adaptation of the output information in order to bring the perception of the message closer to the recipients of the translation and the recipients of the original. Most often, the translator has to resort to greater explication of the message, explaining and explaining those discrepancies in cultural phenomena that may prevent their adequate perception. Since much attention is paid in translation studies to the need to take into account the cultural component of the original in its translation, the difficulties of translation associated with the cultural aspect of its representativeness are considered in sufficient detail. However, in most cases this is done on the example of written translation. In practical work with students, most phenomena of this kind are first worked out on translation tasks, where the teacher achieves automatic application of skills, and then such tasks are transferred to the practice of oral translation. From the point of view of theory, one should “convert the most important provisions of translation into basic, universal translation skills, i.e. the skills involved in translation are always – regardless of the method of its implementation (written or oral), on the subject and functional and stylistic affiliation of the translated text, and even on a specific pair of languages.

Thus, the problem of translation from a foreign language lies in the fact that the translated term must be representative, that is, the same in meaning, as similar as possible in the form of expression of thought, and have approximately equal volume. Modern automatic text translation systems, such as, for example, Yandex-Translate and Google-Translate, today have achieved significant success in the quality of translation. These systems are able to translate and well convey the meaning of everyday text, however, when translating a scientific text, problems often arise when the meaning of the translated text is not conveyed, and sometimes its meaning is completely lost.

This means that the future translator must be proficient in the vocabulary often found in news of any level and on a wide variety of topics. Future translators need to be aware that the choice of a translation solution will reveal the meaning of realities and ensure the most complete perception of the term and its flavor by the recipient of the message with minimal semantic losses. It depends on the type of the term being

translated, the text, the recipient, the differences, the rules of word formation and the traditions of word usage in them, as well as on the nature of the realities and their significance in this message.

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