

THE LEXICAL PROBLEM OF TRANSLATING ENGLISH COUNTING RHYMES INTO UZBEK LANGUAGE

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Abstract: Translating English counting rhymes into Uzbek language poses a lexical problem due to differences in grammar, vocabulary, and counting systems. The words used in English may not have an equivalent in Uzbek, leading to confusion and ambiguity. Uzbek language also has its own counting system, making it difficult to translate without losing the meaning and rhythm of the rhyme. Translators must use creative and flexible approaches to modify the original English rhyme to fit Uzbek language and culture, approaching translation with sensitivity and cultural awareness. This article explores the difficulties of translating English counting rhymes into Uzbek language and provides insights into how translators can overcome these challenges.

Key words: grammar, vocabulary, translation process, translators, an equivalent, meaning, rhythm, language education.

Introduction. The lexical problem of translating English counting rhymes into Uzbek language is a complex issue that requires a deep understanding of both languages and their cultural contexts. Counting rhymes are a popular form of children's literature in English-speaking countries. They are used to teach children how to count and to develop their language skills. However, when these counting rhymes are translated into other languages, they often present a lexical problem. This is particularly true when translating English counting rhymes into Uzbek language. Uzbek is a Turkish language spoken primarily in Uzbekistan and other Central Asian countries. It has a distinct grammar and vocabulary from English, which makes it difficult to translate English counting rhymes into Uzbek language.

Translation problem related to finding equivalent words. The main problem with translating counting rhymes is that the words used in English may not have an equivalent in Uzbek language. For example, the English counting rhyme "One, two, buckle my shoe" has a specific meaning and rhythm. However, when translated into Uzbek, the meaning and rhythm may be lost. The phrase "buckle my shoe" does not have an equivalent in Uzbek language, which makes it difficult to convey the same meaning and rhythm. These languages have their own unique grammar, vocabulary, and counting system, which makes it challenging to translate English counting rhymes

into Uzbek. For example, the English word "one" has several equivalents in Uzbek, depending on the context and gender of the noun. The word "two" also has different forms in Uzbek, depending on whether it is used as an adjective or a noun. This can lead to confusion and ambiguity when translating the problem of finding equivalent words when translating English counting rhymes into Uzbek language arises due to the fact that some words in Uzbek language have multiple meanings, which can create confusion and ambiguity in the translation process. This can be particularly challenging when translating counting rhymes, as the rhythm and meaning of the rhyme must be preserved while also accurately conveying the numbers and language concepts being taught. Additionally, cultural nuances and context must be carefully considered to ensure that the translated rhyme is relevant and effective for the target audience. Overcoming this challenge requires a deep understanding of both languages and cultures, as well as an ability to adapt to the needs of the audience and collaborate with educators and language experts to ensure accuracy and effectiveness. Ongoing professional development is also important for translators to stay up-to-date with best practices and trends in translation and language education.

Translation problem of words with multiple meaning. Another problem with translating counting rhymes into Uzbek language is that some words may have multiple meanings. This can lead to confusion when translating the rhyme. For example, the word "jump" in the English counting rhyme "Jumping Jacks" can be translated into Uzbek as "tushish", which means both "jump" and "bounce". This can make it difficult to convey the same meaning and rhythm as the original English rhyme. One of the challenges that translators face when translating English counting rhymes into Uzbek language is the problem of having words with multiple meanings. This can lead to confusion and ambiguity in the translation, especially when the word has different meanings depending on the context. English is a language with many homonyms, which are words that sound the same but have different meanings. For example, the word "bear" can mean an animal or to tolerate something. Similarly, the word "bank" can mean a financial institution or the side of a river. These homonyms can create difficulties in translation, as the translator must choose the correct meaning based on the context. Uzbek language also has its own share of homonyms, which makes it challenging to translate English counting rhymes accurately. For example, the Uzbek word "to'rt" can mean both "four" and "square." Similarly, the word "besh" can mean both "five" and "hand." These multiple meanings can cause confusion in translation, especially when the word is used in a rhyme. To overcome this challenge, translators must carefully consider the context of the word and choose the correct meaning based on the rhyme's rhythm and meaning. They must also be aware of any cultural nuances that may affect the interpretation of the word. For example, the word "hand" may have different cultural significance in Uzbek than in English, so the translator must adapt the rhyme accordingly. Another approach that translators can use is to modify the

rhyme to avoid words with multiple meanings. For example, if a particular word has multiple meanings in Uzbek, the translator can replace it with a synonym that has a clearer meaning. This approach can help to reduce confusion and ensure that the rhyme is accurate and culturally appropriate. However, modifying the rhyme in this way can also change its rhythm and meaning, which may affect its effectiveness as a teaching tool. Counting rhymes are designed to help children learn numbers, language, and rhythm, so any modification must be done carefully to preserve these elements. In general, the problem of having words with multiple meanings is a significant challenge that translators face when translating English counting rhymes into Uzbek language. This challenge requires careful consideration of the context and cultural nuances of the word, as well as creative approaches to modifying the rhyme to avoid confusion. Despite these challenges, translating counting rhymes can help children learn language, numbers, and rhythm, and preserve cultural traditions for future generations.

Cultural acceptance of translated counting rhymes. Another challenge of translating counting rhymes is adapting them to the cultural context of the target language. Counting rhymes often contain cultural references, idioms, and wordplay that may not make sense or be relevant in another culture. For example, an English counting rhyme that mentions "Mary, Mary, quite contrary" may not be meaningful in Uzbek culture, where the name Mary is not commonly used. Some counting rhymes are specific to certain cultures and may not make sense or be relevant in other cultures. For example, the German counting rhyme "Fünf Finger hat die Hand" (The hand has five fingers) may not be as relevant or meaningful in a culture where people do not use their hands to count. Another challenge in translating counting rhymes is adapting them to the cultural context of the target language. Many counting rhymes in German and English reference specific cultural practices or objects that may not be familiar to speakers of the other language. For example, the German counting rhyme "Ene mene miste, es rappelt in der Kiste" (One, two, three, there's a rattling in the box) refers to a game where children guess what object is inside a box based on its sound. Translating this rhyme into Uzbek requires finding an equivalent cultural reference that will make sense to Uzbek-speaking children

Counting system problems when translating counting rhymes. In addition, Uzbek language has its own counting system, which differs from the English counting system. In English, the numbers are pronounced in a specific order (one, two, three, etc.). However, in Uzbek language, the numbers are pronounced in a different order (bir, ikki, uch, etc.). This can make it difficult to translate English counting rhymes into Uzbek language without losing the meaning and rhythm of the rhyme. English uses a base-10 system, while Uzbek uses a base-20 system. This means that numbers are counted in groups of 20 in Uzbek, which can make it difficult to fit the rhythm of the rhyme. For example, the English rhyme "One, two, buckle my shoe" would need to be

modified in Uzbek to fit the counting system, such as "Bir, ikki, patikamni yaltir" (One, two, tie my shoe).

Solution to the translating problems. To overcome these lexical problems, translators must use creative and flexible approaches. They may need to modify the original English rhyme to fit the Uzbek language and culture. For example, they may need to replace certain words with Uzbek equivalents or use synonyms to convey the same meaning. They may also need to adjust the rhythm and structure of the rhyme to fit the Uzbek language. In order to make easier the challenge of translating English counting rhymes into Uzbek language with words that have multiple meanings, there are several strategies that translators can employ. Firstly, translators must carefully consider the context and cultural nuances of the word to ensure that they choose the correct meaning based on the rhyme's rhythm and meaning. This requires a deep understanding of both languages and cultures, as well as an ability to adapt to the needs of the audience. Secondly, translators can modify the rhyme to avoid words with multiple meanings. However, this approach must be done carefully to preserve the rhyme's rhythm and meaning, as well as its effectiveness as a teaching tool. Translators can replace words with synonyms that have a clearer meaning or use alternative phrases that convey the same message. Thirdly, translators can work closely with educators and language experts to ensure that the translated counting rhymes are culturally appropriate and effective in teaching language, numbers, and rhythm. This collaborative approach can help to ensure that the translated rhymes are accurate, relevant, and engaging for the target audience. Finally, translators can continue to develop their skills and knowledge by attending training programs, workshops, and conferences focused on translation and language education. This ongoing professional development can help them stay up-to-date with the latest trends and best practices in translation and language education, and improve their ability to overcome challenges like words with multiple meanings. Overcoming the challenge of translating English counting rhymes into Uzbek language with words that have multiple meanings requires a combination of strategies, including careful consideration of context and cultural nuances, modification of the rhyme to avoid confusion, collaboration with educators and language experts, and ongoing professional development. By employing these strategies, translators can help preserve cultural traditions and promote language learning for future generations.

Approaches to overcome translating issues. One approach to translating counting rhymes is to focus on preserving the rhythm and rhyme scheme of the original text while adapting the words and phrases to the target language. This approach requires a careful balance between staying faithful to the original text and adapting it to suit the needs of the target audience. Another approach is to create entirely new counting rhymes that are culturally relevant and meaningful in the target language. This

approach requires a deep understanding of the target culture and its linguistic features, as well as creativity and imagination to create engaging and memorable rhymes.

Conclusion. Translating English counting rhymes into Uzbek language presents a lexical problem due to the differences in grammar, vocabulary, and counting systems. However, with creative and flexible approaches, translators can overcome these challenges and convey the same meaning and rhythm as the original English rhyme. It is important to recognize the linguistic differences between languages and to approach translation with sensitivity and cultural awareness. Translating counting rhymes from one language to another is a challenging task, especially when the languages have different grammar, vocabulary, and counting systems. Uzbek language has its own unique challenges, including a different counting system and cultural nuances. Translators must use creative and flexible approaches to modify the original English rhyme to fit Uzbek language and culture, approaching translation with sensitivity and cultural awareness. Despite these challenges, translating counting rhymes can help children learn language, numbers, and rhythm, and preserve cultural traditions for future generations.

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