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Introduction

Language is the chief means by which the human personality expresses itself and fulfils its basic need for social interaction with other people. Learning foreign languages in Uzbekistan has become very important since the first days of Independence of our country which pays much attention to a rising the education level of people and their intellectual growth. As President of Uzbekistan I. A. Karimov said: "Today it's difficult to overvalue the importance of knowing foreign languages for our country, as our people see their great prosperous future in the cooperation with foreign partners." [1,7] [1] That's why knowing foreign languages has become a must issue today. Under the notion of "knowledge" we understand not only practical but theoretical basis too. Scientists of the Republic are carrying out fundamental and applied research in many areas of modern science. The development of our own intellectual, scientific, and technical potential, as a factor for sustainable progress of our country, we immediately associate with further expansion of scientific, technological and cultural links with prestigious research centers in the world, with the joint research in many important fields.

It should be underlined that after identifying the aspiration to science and education, intellectual development, growing comprehensively developed generation which is second to none, achieved significant practical results in this direction. Thanks to that Uzbekistan today moves to front lines of world development. The present study is a linguistic investigation of phrasal verbs` translation. It deals with the difficulties of equivalence and non equivalence of posed in translating English phrasal verbs into Uzbek, and the methods of finding the suitable equivalent in the target language.

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[1] Karimov I.A."Uzbekistan on the Threshold of the 21st century: threats to the security, conditions and guarantees of progress". – Tashkent, Uzbekistan , 1997. – 315p

The present study is a linguistic investigation of phrasal verbs` translation. It deals with the difficulties of equivalence and non equivalence of posed in translating English phrasal verbs into Uzbek, and the methods of finding the suitable equivalent in the target language.

The initial task of this thesis is to collect information on learners' knowledge and their familiarity with this typical English linguistic phenomenon. The reason why the topic was chosen is to show the methods and techniques of translating phrasal verbs into Uzbek with appropriate equivalents owing to their insufficient exposure to them.

The topicality of the research. Interest in phrasal verbs has grown considerably over the last years. Nowadays, the issues of identifying and classifying phrasal verbs as well as integrating them into theoretical research and practical application has a much more profound influence on researchers and their agendas in many different sub-disciplines of linguistics as well as in language learning, acquisition, and teaching, natural language processing, and **translating** as well.

One of the main problems in the art of translation is considered *Phrasal Verbs*. In this context, it is a disheartening fact that most of the language-pair-related phrasal verbs dictionaries are unidirectional (source language to target language) and based on a selection of the target language's phrasal verbs. The problem with the unidirectional approach is the very important fact that phrasal verbs cannot simply be reversed. It is necessary to make a new selection among other phrasal verbs of the target language in order to achieve a central, adequate corpus of lexical units.

It should be also mentioned that these numerous articles are of common character only. Moreover, co-operation of languages at a phrasal verbs level was

also explored insufficiently, in our opinion. This question, mainly, was examined in a complex with other linguistic problems.

So, the work is devoted to the research of peculiarities of English phrasal verbs` translation into Uzbek.

The aim of the research is to explore the peculiarities of translation of phrasal verbs in the context and reveal grammatical and lexical, semantic, syntactic as well as cognitive features of translation of the texts in terms of phrasal verbs.

The object of the research is to investigate phrasal verbs and their types and places in linguistics.

The subject of the research is English phrasal verbs in literary discourse and their ways of translation.

The research tasks include the followings:

1. To open and describe the common linguistic basis of translation, that is to show which peculiarities of linguistic systems and regularities of the language operation are the basis of the translating process, make this process possible and determine its character and borders related to phrasal verbs.

2. To determine the translation as the subject of the linguistic

research, to show its difference from other kinds of linguistic mediation;

3. To work out the basis of classification of tools of the translating

activity to pertaining to phrasal verbs.

4. To reveal the essence of the translating equivalence on the basis of the communicative identity of the original texts and the translation;

5. To work out the common principles and the peculiarities of construction of the peculiar and special translation theories for the different combinations of languages on the basis of phrasal verbs.

6. To work out the common principles of the scientific description of the translation process as actions of a translator of transforming the original text to the translating text proceeding from phrasal verbs as translation unit.

7. To reveal the influence on the translating process of pragmatic and social linguistic factors;

8. To determine the translation problems of phrasal verbs and to work out the principles.

The following methods have been used to solve the problems faced:

1. Descriptive method is utilized to describe the main points of the research work.

2. Comparative analysis is used to compare English phrasal verbs with their equivalents in Uzbek.

3. Componential analysis is used when taking components: certain parts out of the whole phrasal verbs and analyzing them).

4. Cognitive – conceptual analysis is mostly used to investigate associations, and background knowledge of language learners in dealing with phrasal verbs).

5. Lingual-cultural analysis is to find out specific cultural events which are related to phrasal verbs).

6. Critical analysis of the literature on the problem of the research is to analyze scientific issues dedicated to the theme of investigation.

These methods enabled us to establish the conceptual and conditional relationships between English and Uzbek terms. The method of contextual analysis, as well as the method of continuous definition is not always possible to get a full picture of the phrasal verbs meaning. Method of comparing and contrasting concepts in determining sampling.

The material of the research work was based on theories and concepts of linguists in the sphere of phrasal verbs, a number of phrasal verbs dictionaries,

original texts ("Rain" by Somerset Maugham and it's translation version into Uzbek by Alisher Otaboyev).

The novelty of the research work is based on the complex investigation of the grammatical, lexical, cultural, historical and stylistic features of English phrasal verbs. On the basis of English and Uzbek materials the translation problems of phrasal verbs were studied for the first time where much attention was paid to the methods of translation and conveyance.

The theoretical value of the research is evident in the presenting important and interesting information about culture, historical background, semantic-stylistic and grammatical-lexical structures of English phrasal verbs. The explanation of phrasal verbs and classification of them to facilitate translating problems pertaining to them.

The practical significance of the research is the possibility of usage of the rich material in communication during the speech act with English people, at the lessons of practical English, lectures and seminars on Translation Theory, Lexicology, Stylistics, writing scientific articles and lecture course and graduation papers on the theme of research, and compiling dictionaries of phrasal verbs.

The publication of the results of the thesis. The results of the research work were published in the following issues:

1) scientific article "**On Difference between the Usage of Metaphors and Phrasal Verbs**" // "*Zamonaviy tilshunoslik, adabiyotshunoslik, tarjimashunoslik va horijiy tillar o`qitishning muommolari*". – Tashkent: UzSWLU, 2014. PP. 272-275.

2) scientific article **"Learners` Problems of Translating Phrasal Verbs"** // "*Zamonaviy tilshunoslik, adabiyotshunoslik, tarjimashunoslik va horijiy tillar o`qitishning muommolari*".- Tashkent: UzSWLU, 2014. PP. 543-545.

Structure of the study. It consists of an **introduction**, three chapters, final conclusion, and list of used literature.

The introduction outlines the topicality, the main goal and tasks. It presents methods and value of the research.

Chapter 1 provides the basic linguistic descriptions of the phrasal verbs and discussions of classification. This necessary description highlights the salient qualities of the phrasal verbs translation, and deals with general concept of phrasal verbs, defines categories of phrasal verbs and their importance as well as it represents the characteristic features of phrasal verbs thoroughly. In addition it focuses on the semantic properties of **Phrasal verbs**.

Chapter 2 of this work contains the theory of translation and description to the notion of conveyance by some certain authors. This chapter also briefly describes techniques and methods of translations from SL into TL. As well as it sheds a light upon the theory of equivalence in translation and basic types of equivalence specified by Nida. This chapter also covers some certain types of problems of conveying message from SL to TL in very specific way.

Chapter 3 outlines the concepts behind the theory of phrasal verbs translation and its basic assumptions regarding language, and briefly addresses the work on phrasal verbs which has been done in the field of phrasal verbs translation, as well as offering a look at analysis of translation and closely examines its techniques and problems of translation in some particular examples. In addition it summarizes the results of the research and outlines future objectives.

At the end we drew **conclusion** on the basis of the research and analysis; conclusion presents a brief summary of what has been done before, as well as re-addressing the main questions that have been described in this introduction. It re-affirms our choice of methods of translating Phrasal Verbs.

The list of literature consists of 99 items.

CHAPTER I THEORITICAL BASIS OF PHRASAL VERBS

1.1 Overview of phrasal verbs

Phrasal verbs have always tended to play a rather marginal role in English linguistics which does not do justice to the facts. Although having been thoroughly defined by researchers as to their special models of expression, semantic and syntactic features, phrasal verbs create problems for language learners, partly because there are so many of them, but also because the combination of a verb and a particle so often seems totally arbitrary. However, if one looks closely at the combination of a verb and a particle, patterns start to emerge which suggest that the combinations are not so arbitrary after all.

The aim of this study is to discuss the syntactic, phonological, and semantic criteria of phrasal verbs, and try to present useful ways that may help learners of English overcome some of the difficulties they face in using phrasal verbs.

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in modern English. This linguistic phenomenon is called **Phrasal verb**. Phrasal verbs are verbs comprised of two parts: *a verb and a particle*. The particle is also called a **"helper."** The particle is usually a preposition, but it can be an adverb or a combination of both.

Before moving onto phrasal verbs, we would like to give several definitions of the notion given by various linguists.

One of the English linguists J.B. Heaton pointed out that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English language. The choice of a preposition or a particle following a certain verb, noun, adjective or adverb can be determined only after constant practice. An important aspect of the subject is illustrated by the phrasal verb in

which an adverbial particle combines with a verb to form a collocation producing a new meaning. (1965)

Phrasal verbs are combination of a set of short verbs with a set of adverbs or prepositions, sometimes the two together to create new concepts and new word category. A phrasal verb is, according to the Cambridge advanced learners Dictionary: "a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts" (Weiss.D).

A phrasal verb is usually defined as a structure that consists of a verb proper and morphologically invariable particle that functions as a single unit both lexically and syntactically. (Quirk, Greenbaum , Leech & Svartvik, 1985 in Liao &Fukuya, 2004:196)

According to American lexicographer R. A. Spears a phrasal verb is a verb + particle collocation in which a verb governs a particle that looks like a preposition but functions as an adverb; e.g. *put* it *down, roll along, stand up, call* her *up, call up* your friend. The particle can occur before or after a direct object. (1994)

In addition, an American famous linguist G. Azzaro explains that a phrasal verb is a verb and a particle that together have a special meaning. Particle is as a preposition (e.g. *off, on, in*, etc) and an adverb (e.g. *away, back*, etc). For the example: *put off* (postpone), *figure out* (find the solution of a problem), *hand it* (submit the homework to the teacher), and *wake up* (stop sleeping) (1992: 241).

Phrasal verbs are best described as a lexeme; that is a unit of meaning which may be greater than a word (Crystal, 1995). Phrasal verbs are one type of the English verbs that operates like a phrase, more than a word. This means that they are unlike single and simple verbs in the sense that they are a set of words (verb+ adverb/preposition). The term *phrasal verb* was first used in print by Logan

Pearsall Smith, in ´Words and Idiom` (1925). It is noted that this type of verbs were also known as: *discontinuous verbs, compound verbs, verb and adverb combination*, *verb particle construction*, *two part word verb* and *three part word verb* (McArthur, 1992).

There can be no doubt that phrasal verbs have received a considerable amount of attention in recent years. One of the eminent linguists, Cornell points out that phrasal verbs have been "discovered" as an important component in university curricula (1985). The interest in phrasal verbs is clearly reflected in modern dictionaries, especially those which list phrasal verbs separately in their own right and give them separate entries. For example, they give **put up** a separate entry rather than list it under **put**. Besides, special dictionaries have been designed exclusively for phrasal verbs.

An English linguist and lexicographer Mortimer[2] states that "The English language has hundreds of two-part verbs such as **bring up, carry on, pick up** and **put up** (1972). These are easy enough to understand when the meaning of the whole two-part verb is equal to the meaning of the sum of its two parts". However, he concedes: "But in many cases, knowing the meaning of the parts does not help us to know the meaning of the whole". Thus, to add the meaning of *bring* to the meaning of *up* will not help us to understand the meaning of **bring up** in various sentences. To illustrate what we have said, we can give the following examples:

1) She was *brought up* by her grandmother. (to care for a child until it is an adult, often giving it particular beliefs)

2) She's always *bringing up* her health problems. (to start to talk about a particular subject)

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[2] Mortimer, C. *Phrasal Verbs in Conversation* (Seventh ed.). London: Longman Group Limited. 1979.

3) She was crying so much I thought she'd *bring up* her breakfast. (UK informal to vomit something)

Phrasal verbs can have meanings that are different from the meanings of the separate units of the phrase, and knowledge of these phrases enhances the understanding and command of a language, as well as the ability to communicate successfully. The reason why phrasal verbs can cause problems for learners is that, over time, some phrasal verbs, which were originally literal, have lost some of their transparency of meaning. Phrasal verbs exist on a cline of transparency, which can be difficult to decipher as a foreign language learner. Even phrasal verbs that consist of the same two words may have different meanings.

Phrasal verbs are difficult for non-native English writers because dictionaries do not always list them. Individual phrasal verbs can also have multiple meanings. In contrast, native writers are comfortable with their use but tend to overuse them. Phrasal verbs can bring richness and color into our writing, but sometimes their meaning cannot be precise. Identifying them can also be challenging. At times, the "helper" is separated from the verb. This makes the helper look like just another preposition. It should be underlined that there are no great tricks to mastering phrasal verbs. Knowing how they work, however, will help us better understand prepositions and add clarity to our writing.

In some cases phrasal verbs have literal meaning, which means that their meaning can be deduced from the component parts. The examples are: *climb up, sit down.* There are also situations where the meaning from the first word keeps its meaning, but the second has a s p e c i a l ´*intensifying*` sense – it means something like completely or thoroughly. Examples are *break up, tire out*. In other cases, the new two-part verb has quite a different meaning from the two separate parts: *give up* means ´surrender`, and *blow up* means ´explode`. (Swan, 1990 p.491)

One of the eminent American linguists J. Lederer, commenting on statements of the Iatcu (2004) provides an interesting quote on the confusion of the phrasal verbs (1989:22):

″If uplift is the same as lift up, why are upset and set up opposite in meaning? Why is that when I wind up my watch, I start it, but when I wind up this essay, I shall end it? How can expressions like ″ I`m mad about my flat″, ″No football coaches allowed″ and ″I`ll come by in the morning and ″knock you up″ convey such different messages in two countries that purport to speak English? ″I lucked out″. To luck out sounds as if you're out of luck. Don′t you mean I lucked in?

A group of English grammarians Kollin Martha and Rober Funk say: "Phrasal verb only form an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts." (1998:35)

One of the eminent members of society for Caribbean linguists J. Allsop says; "A phrasal verb consists of a simple verb + 1 or two particles where the meaning of the compound is often different from the meaning of the individual parts" (2002: 210).

Prominent English grammarians and theorists A. Downing and Ph. Locke stated: "Phrasal verbs examined so far display a high degree of semantic cohesiveness and idiomaticy". This statement and explanation from this book help me to give more information about the meaning of phrasal verbs clearly. (1992:335)

Phrasal verbs are said to be one of the greatest indicators of linguistic competence for speakers of English as a foreign language. A phrasal verb consists of a verb and a preposition, a verb and an adverb, or a verb and an adverb as well as a preposition. Multi-word phrases such as phrasal verbs are characterized by degrees of opacity of meaning, where some are quite literal and some are completely idiomatic. This can cause learners to avoid using phrasal verbs.

An English lexicographer and linguist A.P Cowie indicates the phrasal verbs are among the most difficult lexical items for foreign language learners (1993: 38). Still, Cowie notes that in order to achieve native-like proficiency, language learners must acquire understanding of this multi-word unit.

Furthermore, a prominent English R. linguist and lexicographer Side elaborates on the difficulties of phrasal verbs that affect foreign language learners and points out that different combinations of a verb and a particle such as *make up*, *take up*, *make out*, *put out*, etc. are confusing (1990: 144). Also, he refers to the idiomatic phrasal verbs that cannot be interpreted by the sum of their combinations: e.g. *hang out* in *my tongue is hanging out to visit Europe*, which means the speaker is looking forward to visiting Europe.

Similarly, a German professor of English linguistics, Dr. Beate Hampe confirms the difficulty of idiomatic phrasal verbs (1997: 239). However, she argues that not all phrasal verbs are restricted in the same syntax, since some phrasal verbs do allow movement and even then although the meaning of the idiomatic phrasal verbs cannot be predicted from their parts, they are not at all arbitrary.

Phrasal verbs are an interesting linguistic phenomenon. They were found in Middle English. They were also common in Shakespeare writings and often used to define verbs of Latin origins. The importance of phrasal verbs is often expressed in quantitative term. Cornell points out that there are at least 700 phrasal verbs in ordinary, everyday use in English, 3000 established phrasal verbs, and hundreds of two-part verbs (1985).

According to a professor of Linguistics and Education at Boston University Bruce Fraser, they are: "one of the most characteristic traits of the English language"(1976, P.64). Phrasal verbs are a very specific linguistic feature in the English language; An English linguist R. Moon stated: "very few languages have phrasal verbs like English"(cited in McMillan, 2005:6).

The English language is characterized by the existence of numerous and various phrasal verbs. An American linguist and professor of Romance Languages and Literature at Harvard University D. Bolinger answered the question of why there are so many phrasal verbs in English, he said:"they are words the everyday inventor is not required to reach for elements such as roots and affixes that have no reality for him; it takes only a rough familiarity with other cases of phrasal verbs (1971).

Nevertheless, large numbers of phrasal verbs are non-idiomatic in nature, in the sense that their meanings are easily deduced from the verb element. A high proficiency in using phrasal verbs indicates a good foreign learner. In this respect, Cornell[3] states:

"The plain fact that what distinguishes the writing and, above all, the speech of a good foreign student from those of an Englishman is that what an Englishman writes or says is full of these expressions (phrasal verbs), whereas most foreigners are frightened of them, carefully avoid them, and what sounds stilted should be the phrasal verbs, not foreigners in consequence. Foreign students who enjoy being flattered on their English can best achieve this by correctly using masses of these component verbs". (1985-*270p)*

Phrasal verbs are important in the English language and for learners to be learnt and mastered. Using phrasal verbs both in spoken and written language makes them sound natural and native alike; because they are used in natives both speech and writing. They are more expressive than single word verbs as they are indisputably important for learners of the English language. They can be used in both situations; formal and informal. An Australian linguist J. Fletcher says:

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[3] Cornell, Allen: Realistic Goals in Teaching and Learning Phrasal Verbs, *English Today* 36, Vol. 9, N. 4. 1985

"phrasal verbs are used across all types of texts, even where the writer or the speaker has the option of choosing a single word alternative.

Although phrasal verbs tend to enter the language through casual speech, in most cases, they progressively become accepted across a wide range of texts until they reach even the most technical or conservative of text types"(cited in McMillan, 2005:14).

It seems apparent from the statements above that phrasal verbs are rather problematic for linguists because of the abundance of views and definitions. Some identify phrasal verbs as combinations of a lexical verb and a particle, others as a verb and a preposition and some debate whether it is an adverbial particle or a preposition that combines with the verb. Most linguists narrow down their studies and identify phrasal verbs only as idiomatic combinations which can be replaced with one single word.

1.2. Vocabulary Defining: Dissimilarities between Phrasal Verbs and Prepositional Verbs

This paragraph deals with the difference between Phrasal Verbs and Prepositional Verbs as they play a pivotal role in linguistics. Some distinct continuum between the Phrasal verbs and Prepositional Verbs are described as one of the obstacles which cause some confusion in most EFL learners and in the process of translation.

As we have mentioned before, a phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition, any of which are part of the syntax of the sentence, and so it is a complete semantic unit. Sentences, however, may contain direct and indirect objects in addition to the phrasal verb. Phrasal verbs are particularly frequent in the English Language.

However, some verbs need particular prepositions to be used after them in sentences having a direct object. Such a verb with its required preposition is called a prepositional phrase. Prepositional verbs are phrasal verbs that contain a preposition, which is always followed by its *nominal object*. Prepositional verbs are transitive and they have a direct object in sentence. Some of the frequently used prepositional verbs: *laugh at*, *knock at*, *listen to*, *look at*, *look for*, *wait for*, *and agree with* and so on.

It is often hard to distinguish between the phrasal verbs and verbs followed by prepositions. Now, we would like to have a closer look at some accurate distinctions between both of them on the basis of definitions of some linguists.

According to some English grammarians, such as K.H. Potter a **multiword verb** is the best name for this linguistic phenomenon to refer to all forms of phrasal verbs which can take verb (2005). These possible combinations are distinguished by two different names for some other grammarians: such as Quirk, when the particle is a preposition, the combination is called a **prepositional phrase**, and when the particle is *an adverb and a preposition*, the combination is called a **phrasal prepositional phrase** (1995).

Two American linguists Gardner and Davies highlight the on-going discussion among linguists about how to define a phrasal verb. For the purpose of their study, in which they used the British National Corpus (henceforth *the BNC*), they define them to be a two-part word tagged in the BNC as a lexical verb proper, followed by an adverbial particle that is either contiguous or non-contiguous, meaning that the particle can either be placed directly after the verb as in *put out*, or placed later in the sentence as in *put* the fire *out*. This simple, corpus-based definition is attractive in comparison to other more complex definitions (2003; 341).

Phrasal verbs are, as one of the American linguists and theorists; Alexander defines them, "any commonly-used combination of verb followed by preposition or adverb particle." (1985: 13). However, Alexander argues that verbs that indicate movement and combine freely with particles and prepositions are not considered phrasal verbs. For example: the verb *"went"* in *He **went down** the hill* can be replaced with *hurried, ran,* or *walked*; and according to Alexander, the verb + preposition is used literally here and does not depend on common association.

Alexander points out that based on his definition, the free association (non-phrasal) is distinguished from the common association (Alexander, 1985: 13).In addition, Alexander argues that the combination of the verb + particle is considered phrasal if this combination generates a meaning that is either 'obvious' like *take off* in *I **took off** my jacket*, or 'highly idiomatic' as in *the plane **took off***. Thus, the verb particle combination may not be phrasal in one context like *Please do not step on that carpet*, but can be phrasal in another like *We're late, we'd better step on it*. (Alexander, 1985: 13)

Further, Alexander[4] properly distinguishes four types of phrasal verbs with different characteristics as follows (1985: 13):

Verb + preposition (transitive): The preposition cannot be separated from the verb, and not all phrasal verbs in this type allow passive construction. For example:

A-Non-idiomatic examples: *believe in, approve of.*

B-Idiomatic examples: *get over* (recover); *run into* (meet by accident).

Verb + particle (transitive): The particle here can be separated from the verb, as all transitive verbs allow passive construction. For example:

A-Non-idiomatic examples: *drive away, cut down* and *call out.*

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[4] Alexander, R. "Problems in understanding and teaching idiomaticity in English". *Anglistik und Englischunterricht 32*: 105-122. 1985.

(Alexander stresses that the particle here and strengthen the verb's effect.)

B-Idiomatic examples: *bring up the children* and *bring off a deal*.

Verb + particle (intransitive): This type of phrasal verbs does not allow passive construction and thus cannot be followed by an object. For example:

A-Non-idiomatic examples: *hurry up* and *move out*.

B-Idiomatic examples: *break down* (collapse) and *die away* (become quiet).

Verb + particle + preposition (transitive): The passive construction is not possible here and this must be followed by an object. For example: A-Non-idiomatic examples: *come down from* and *stay away from*.

B-Idiomatic examples: *look up to* (respect) and *run out of* (use up).

An influential English scholar and linguist Geoffrey Leech in his book "A Communicative Grammar of English" stated: "Some phrasal verbs retain the individual meaning of the verb and the adverb, whereas for other phrasal verbs the meaning of combinations cannot be built up from the meanings of the individual verb and adverb" (1975:263).

Furthermore, an American linguist G. Lamont[5] argues that a phrasal verb in present-day English is a verb that takes a complementary particle, in other words, an adverb resembling a preposition, necessary to complete a sentence (2005). A common example is the verb "to fix up": "He fixed up the car." The word "up" here is a particle, not a preposition, because "up" can move: he fixed the car *up*. This movement of the particle "up" distinguishes it from the preposition "up." Because the forms of the particle and the preposition are themselves identical, it is easy to confuse phrasal verbs with similar-looking type of verb: the prepositional verb.

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[5] Lamont, G. The Historical Rise of the English Phrasal Verb. In: *The Historical Rise of the English Phrasal Verb*. 2005 Retrieved from: http://homes.chass.utoronto.ca/~cpercy/courses/6361lamont.html

A prepositional verb takes a complementary prepositional phrase. Movement verbs are readily identifiable examples. For example: the verb "to go" is intransitive, and without the benefit of context, it can't operate in a complete sentence only accompanied by a subject. One can't say, "I went," and expect to satisfy a listener without including a prepositional phrase of place, such as "I went to the store." Prepositional verbs are immediately distinguishable from phrasal verbs in terms of movement, as prepositions can't move after their objects. It is not possible to say, "I went the store to," and so "went" is a prepositional verb.

According to one of the influential English linguist and theorist F.R. Palmer, prepositional verbs are considered as a type of compound verbs since they contain two parts one genuine verb of motion and one short preposition that has a meaning of an adverb which is similar to the adverb of phrasal verb ; motion plus terminus:(1974. P. 230). For example: He *walked across* the bridge. / He *ran up* the hill. In such utterances, there is a motion of *walking* and *running* with some extent relation to the bridge or the hill, and the terminus position, *across* the bridge *up* the hill.

According to McGirr (2011), phrasal verbs differ from verbs with prepositions semantically and syntactically. In phrasal verbs the particle is intrinsically connected to the verb to form a *single semantic unit*. With verbs followed by prepositions, the preposition is part of a prepositional phrase and does not change the meaning of the verb.

Phrasal Verb: *Max **looked up** Mary's number.*

Verb + Preposition: *Max **looked up** Mary's dress.*

The phrasal verb, *look up* means to search for something in a reference w o r k (idiomatic meaning). In the verb followed by preposition version, the

preposition *up* does not change the meaning or sense of the verb *look*, to employ one's sight or vision (literal meaning).

With regard to a Welsh linguist and theorist the McGirr, phrasal verbs are semantic units, and have an abstract or idiomatic meaning, whereas prepositional verbs do not function as a unit and have literal meaning (2011). However, a grammarian and linguist T. McArthur states, that a verb and a preposition can function as a unit, and the preposition can change the meaning of a verb in an idiomatic way.

A simple tree structure for each sentence would be[6]:
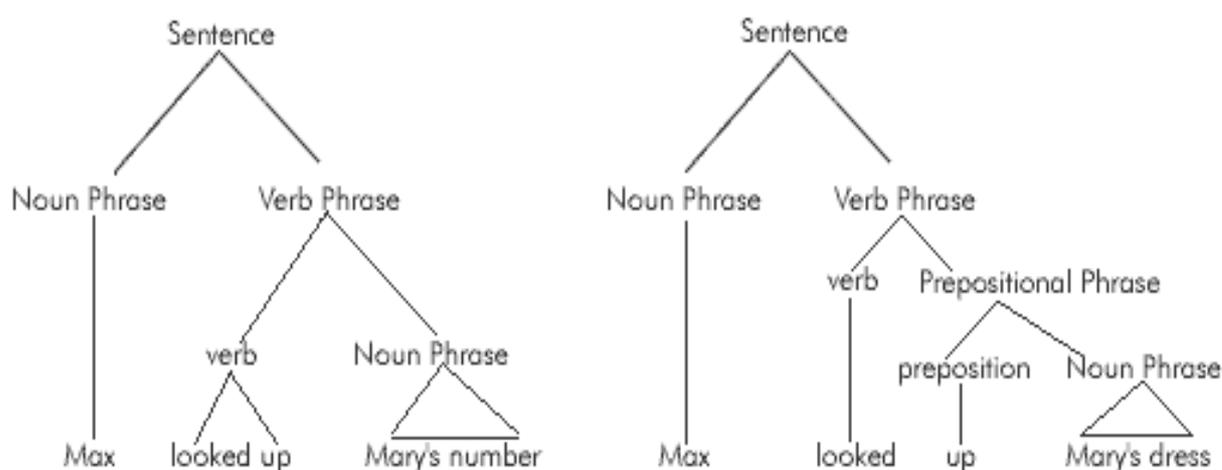
We have analyzed several definitions of phrasal verbs as well as differences between phrasal verbs and prepositional verbs and we have come to the conclusion that phrasal verbs have the specific features distinct from prepositional verbs and these discrepancies are clearly seen when they are compared with each other.

1.3. Semantic Categories of Phrasal Verbs

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[6]McGirr, R. *Phrasal Verbs Versus Verbs with Prepositions* .2011. Acquired from
http://www.eflnet.com/pverbs/phrasalverbs.php on July 15, 2012

In addition to classifying phrasal verbs on the ground of syntax, as it has been outlined in the previous paragraph, English grammarians and linguists have classified them on the ground of meaning, in view of the fact that they "vary in the extent to which the combination preserves the individual meanings of verb and particle" (Quirk & Greenbaum, 1973, p.348). A leading linguist F.R. Palmer, in this respect, indicates that two kinds of classification are appropriate. The forms may be distinguished grammatically, first, in terms of the adverbial versus the prepositional nature of the particles (1968).

Secondly, they may be distinguished in terms of idioms, some of the combinations being idiomatic, others not. The two types of classification must be kept distinct. It is often not clear whether the term 'phrasal verb' is defined in terms of the first, the second, or both (pp. 180-181).

Due to the fact that meaning of phrasal verbs ranges from literal to idiomatic (Gries, 2002), and their semantic types, as an influential Chinese linguist and theorist Chen puts it, "vary from the most literal to the most idiomatic" ,they can be semantically classified as follows (p. 82:1986):

A)Literal Meaning of Phrasal Verbs

Some phrasal verbs have an obvious meaning, which are easily to be guessed (King, G.2000). In such a case, both the verb and the particle remain their logical concept as *sit down*, and *stand up*. The combination is semantically unspecialized or transparent (Fraser, 1976 in Ketteman.1993). As two British linguists E. Kellerman and J. Grass who state that semantic transparent phrasal verbs when the components tend to occur in their core or prototypical meaning (1979, 1983) (Ketteman and Wieden.1993).

E.g. He *got in* the car and *drove off*.

He *turned around* and saw me. (Doff and Jones. 1994. P.136).

The meaning is so clear and transparent if we know the items *get*, *in*, *drive*, *off, turn*, and *around*. In these cases, learners could easily work out the meaning of the phrasal verb by looking at the meaning of the verb. For example, the car really *eats up* petrol, or by looking at the particle, for example, *up*. The particle "up" denotes the meaning of completeness as in *catch up, clear up* (Barot[7], M. 2000. P. 112).

B) Idiomatic Meaning of Phrasal Verbs

Various terms have been used in discussing the issue of idiomaticity in phrasal verbs, such as 'literal', 'transparent', 'non-literal', 'figurative', 'opaque' and 'idiomatic', to name some commonly used terms. The term 'literal' is usually equivalent to 'transparent', while 'non-literal', is equivalent to 'figurative' and 'idiomatic'. Both 'literal' and 'transparent' are frequently used in opposition to 'figurative' and 'idiomatic' (e.g. Dagut and Laufer 1985; Laufer and Eliasson 1993; Liao and Fukuya 2004). Similarly, in this study, the term literal phrasal verbs is used to refer to phrasal verbs, which are non-idiomatic and transparent in meaning, while non-literal phrasal verbs refer to those that are idiomatic, and non-transparent, as meanings are totally different from the meanings of its parts.

When the verb and the particle abandon their natural meaning, they create idiomaticity; this is why the meaning of phrasal verbs could be hardly predicted from its individual parts. For example, *hold up* is a phrasal verb consisting of a verb *hold*, which means to keep and preposition *on*. It conveys the meaning *to cause a delay or try to rob someone*; and it has nothing to do with the natural idea that comes from the literal meaning of holding something (Wyatt, R.2006). A further example would clarify the contrast in an easy way.

E.g.   The two housewives enjoy *talking over* the fence. (Place)

The committee is *talking over* our report. (Discussing)

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[7] Barot, M. Grammar of English Teachers. Cambridge University Press. 2000

C) Semi-Literal Meaning

Such type of compound verbs have a semi-literal meaning, in which its basic or root verb keeps its natural meaning while its combined preposition or adverb gives up an extra meaning. For example:

E.g. After stopping for fuel in New York, the plane *flew on* to Los Angeles

In this construction, the verb *flew* indicates the same meaning; to move through the air, however, the particle *on* adds a further concept of continuing flight. These examples will clarify the idea much better; the particle *on* has the same general concept of combination of something. (Oxford Dictionary. 2000)

E.g. I thought of leaving my job, but my boss persuaded me to stay *on*.

We thought the ship would stop and pick us up, but it sailed *on*.

The road conditions were dreadful, but we decided to drive *on*

Therefore, some particles keep their general meaning when they are combined to some other verbs. For example, the particle round can be used to transmit the message of informal visit. For example:

E.g. You can call *round* anytime. We will always be pleased to see you.

Let us ask Ann and Mike *round* for a meal next week.

Would you like to come *round* on Sunday? We will be in all day.

She is not here at the moment. She has gone *round* to see the women next door.

D) Multiple Meaning of Phrasal Verbs

As we have mentioned earlier, phrasal verbs have different amount of meaning from transparent meaning to semi-transparent meaning along with idiomaticity. This creates difficulty for non-native learners, up to a further complication, which appears in the multiplicity they keep; one phrasal verb contains different meanings depending on the context (Forde, L.A.1985.p. 206).

For example: *go off* and *pick up* have multiple meanings as in the following, which are extracted, from English lexicographers and linguists Cowie[8], A.P, and Mackin, R. (1974. PP. 158, 252.253.)

E.g.   He did not seem to be able to *go off*. (Fall asleep)

The children seem to have *gone off* cornflakes for breakfast. (loose appetite for something)

The mine could *go off* just because of the vibration caused by a train at the village station. (Explode)

The water will *go off* for a couple of hours this morning. (to be disconnected)
You will soon *pick up* after a day or two in bed. (to get better)

There are men in that factory *picking up* three hundred pounds a week. (To collect)

A naval helicopter *picked up* the downed airman after receiving his SOS message. (to rescue somebody from the sea).

Branson seems to have *picked up* his philosophy of food during his career with the Indian Civil Service. (to acquire skill without special study).

I think the liberal democrats will *pick up* a lot of votes, so many as in the by election. (to win).

The port engine spluttered and seemed about to cut out, then it *picked up* again. (to start function again).

We *picked up* the story again at the point where John lost his job at the newspaper office. (To continue telling the story after interruption).

As we have mentioned above, all types of semantic categories of phrasal verbs are really important to master and should be considered seriously and translators and learners should bear in mind that these meanings of phrasal verbs

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[8] Cowie, A.P. and R. Mackin. Oxford dictionary of current English.Volume 1*: Verbs with prepositions and particles.* London: Oxford University Press. 1975

are the ones which trigger some confusion and aberration in the world of phraseology.

Most linguists, theorists, grammarians, and professional translators often come up with suggestions which are of great value in identifying their root meaning in the process of learning, and translating since there is not any concrete and laid down rules of translating and enhancing their mastery of phrasal verbs.

The examples given above shed a light upon the similarities of all meanings of phrasal verbs ranging from literal to the most idiomatic to some extent.

Conclusion to the 1st chapter

To sum up this section, we have provided necessary background on the topic of English phrasal verbs, including a linguistic description of phrasal verbs and some details regarding their content, form, semantic categories and idiomatic nature. In addition, we shed a light upon the dissimilarities between phrasal verbs and prepositional verbs which result in some misunderstandings among learners. Having considered all the facts related to phrasal verbs, we may safely arrive at following conclusions:

1. English phrasal verb refers to a combination that is composed of a lexical verb and a particle as well. The particle can be either a preposition or an adverb. The meaning of the phrasalized combination is not implied in the meaning of the individual units of the phrasal verb.

2. There are some distinct dissimilarities which distinguish Phrasal Verbs and Prepositional Verbs, one of them is idiomatic meaning of phrasal verbs which is exclusively attributable to verb + adverbial elements such as *get over*, *put on,* and *take off*. Unfortunately, prepositional verbs lack this feature.

3. Phrasal Verbs are of four semantic categories, namely: literal, semi-idiomatic, idiomatic, and multiple meaning of phrasal verbs.

4. The most important aspect of the English Phrasal verbs is the idiomatic usage since a single phrasal verb may carry different meanings. It is recommended that those who are involved in learning and teaching English have to

acquaint themselves with as many phrasal verbs as possible, especially with those which are frequently used.

5. Both the literal and the idiomatic types have the same syntactic characteristics. The distinction between them, however, is confined to their semantic properties.

6. Even though phrasal verbs are typically used in informal English, they are quite often employed in more formal register. It goes without saying that such a complicated picture of intricate semantic properties of phrasal verbs has a great deal of impact on the process of learning and understanding them by Uzbek-English learners, and in turn on translating/interpreting them by Uzbek translators and interpreters.

CHAPTER II TRANSLATION PROBLEMS AND METHODS OF TRANSLATING PHRASAL VERBS INTO UZBEK

"In antiquity, for instance, one of the dominant images of translators was that of a builder: his(usually it was him, not the   task to carefully demolish a building, structure (the source text), carry the bricks somewhere else (into the target culture), and construct a new building-with the same bricks." **[9]**

2.1. **Functional theory of translation**

Language is one of cultural products that are used to communicate in certain community or country, so is English. Since it becomes a course in the schools or universities in Uzbekistan, knowing the meaning of its words is an essential part in learning English as a foreign language both spoken and written. It means that students have to be able to translate words, phrases or sentences from the Source Language (SL) to Target Language (TL) appropriately. So, students need a process to make it understandable in their own language. Simply, translation can be defined as a process of replacing the source language (SL) into a target language (TL).

With more than 5000 languages spoken in the world today, the need for translation and educated translators is evident – some might say even crucial. This need is reinforced by the increasing mobility of people and ever growing internationality; never before have we been as much in contact with other cultures and languages as we are today. As German linguist and critic W. Lorscher puts it, the ever-increasing exchange of information in areas such as *economy*, *politics* and *science*, makes communication between different languages and cultures absolutely vital (1991: 1). As the world is becoming more internationalized each day, also language skills are emphasized more than ever. This phenomenon has resulted in the fact that the importance of translation has also grown greater than

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[9] *"Andrew Chesterman, Can Theory Help Translator: A dialogue between the Ivory Tower and the Wordface".*

ever before. Translation enables communication across cultural and linguistic boundaries and reinforces intercultural understanding.

According to a English professor of translation at Surey University Dr. P. Newmark[10], the very first signs of translation can be traced back to as far as 3000 BC (1988: 3). A popular view is that translation is almost as old as language itself; where there has been language; there has always been also translation. Despite the fact that translation has become increasingly important in recent decades, translation still continues to be somewhat undervalued. The common misconception seems to be that anyone who masters another language in addition to their native one is also capable of producing smooth translations between these languages quite easily and without any considerable effort.

As two European linguist and translation theorists S. Bassnett and A. Lefevere put it, people often assume that texts only need to be transferred mechanically into another language with the help of dictionaries (1998: 2). And since everyone can look up words from a dictionary, translators' work is often not much valued or appreciated. However, we only need to take a look at some views on the goals of translation to understand that the process of translation is not as simple and straightforward a matter as one might assume.

The purpose of this chapter is to shed some light on the nature of contemporary translation. Firstly, it will present various definitions of translation given by many theoreticians some common definitions of translation as well as different views on the goals and aims of translation are introduced. Next we will move on to introduce some central concepts in translation theory. An overview of the development and current nature of translation theory will be given and the concepts of meaning, equivalence will be clarified. After that we will move on to discuss translation strategies, and finally, the problems of translation in general. A more focus will be on the problem of translating them from English into Uzbek.

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[10] Newmark, Peter.. *A Textbook of Translation*. London: Prentice Hall. 1988

2.2. Definitions and nature of translation

Translation is usually defined as a process of substituting a source language text by a target language text, where the aim is to preserve the meaning and content of the original text as accurately as possible. This is obviously an immensely simplified definition of a process which might seem relatively simple on the outside, but is actually a much more complicated process in reality. We will now introduce how translation theorists have defined translation and characterized the nature and aims of translation.

According to a Scottish linguist and phonetician J. Catford translation is replacement from the source language to the target language by equivalent material to make the content close to the original meaning. As a process, translation focuses on the role of changing language, from SL to TL include the content, sense, and build an equivalent form in the target language. Therefore, the aim of translation is how to build equivalent both in SL and TL. The replacement means that in translating SL to TL, the learners must pay attention not only to finding the meaning of each word but also to the structure of the language itself (grammatical structure), the situation when the communication happens, and the cultural context. In addition, students must realize that English is a unique language. It has its own rule both in grammatical structure and meaning.

According to a New Zealand linguist and translation theorist A. Bell, the goal of translation is "the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text (1991: xv)." In contrast to Catford, Bell argues that a total equivalence between a source language text and its translation is something that can never be fully achieved.

Newmark defines translation theory as "the body of knowledge that we have and have still to have about the process of translating" (1988: 19).

According to an English theorist and linguist Dr. David Wills, translation theory examines the transferability of texts from one language to another language,

as well as the "similarity of the effect produced by the source language text (SLT) and that produced by the target language text (TLT)"(1982: 13).

However, Wills also voices criticism towards translation theory. In his view, it is highly questionable whether some theoretical recommendations or hypotheses about translation will be of any use in solving the concrete problems that translators face in their work.

According to Newmark, with an ever-increasing number of both translators and translations, the general atmosphere among scholars in the 1950`s was that some sort of translation theory should be formulated as a frame of reference (1981: 4). Newmark points out that the main reason for the need to establish some kind of translation theory was the fact that the quality of the translations of the time was rather poor. It had also become increasingly important to standardize the terminology of translation.

Translation theory was therefore created in order to provide a framework of principles and guidelines for translating texts in general, as well as to propose translation methods for different text types (Ibid.:19).

According to two translation theorists and linguist Bassnett-McGuire, the aim of translation is that the meaning of the target language text is similar to that of the source language text, and that "the structures of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted (1980: 2)".

Due to its prominence, translation has been viewed differently. According to Ghazala[11], translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language" (P.1). Ghazala's definition focuses on the notion of meaning as an essential element in translation. That is, when translating, understanding the meaning of the source text is vital to have the appropriate equivalent in the target text (Ghazala, 1995).

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[11] Ghazala, Hasan. Translation as Problems and Solutions (4th ed).Syria: Dar El Kalem El-Arabi. 1995.

In other words, the source language structure must not be imitated to such an extent that the target language text becomes ungrammatical or sounds otherwise unnatural or clumsy.

Translation is, on the one hand, a product since it provides us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translated texts reach us (Bolinger, Dwight).

These definitions of translation are fairly congruent with each other, and various theorists define translation in relatively similar terms. Although a diversity of perspectives has been articulated within the field of translation theory, there are some views that translation theorists generally agree on. There are **three** prevailing features which seem to characterize the essence of contemporary translation, its aims and goals. One view is that free translation should be adopted as opposed to *literal*, *word-for-word translation*.

The second widely accepted view is that the meaning and content of the message should be prioritized over the form of the message.

The third view that most translation theorists recognize is that translation always involves some kind of loss of meaning. We will now have a closer look at these statements. Throughout the history of translation theory there has been constant debate about how faithful the translation must be to the original text and how much freedom the translators actually have in their work. Earlier the emphasis was on translating texts as literally as possible, by carefully substituting each source language word by a target language word which has 'the same meaning'. Nowadays the purpose of translation is no longer to merely match words of one language by those of another, but the stress is now rather laid on the function of the text (Bassnett and Lefevere 1998: 3).

Free translation is, thus, nowadays preferred to literal translation. Free translation aims at conveying the informational content of the message and preserving the style of the original, but it also takes equal notice of the target language's exigencies (Vehmas-Lehto 2002: 26).

Nowadays it is also commonly accepted in translation theory that in order to preserve the meaning of the message, the form must almost always be altered to some extent. For instance: Nida and Taber state that when a message in one language is transferred to another language, it is the content which takes priority over the form, and must therefore be retained at all costs (1969: 105). In other words, the meaning must be preserved at the expense of the form. Translation should therefore always aim at conveying the meaning of the original message as carefully as possible, even if it means transformations in the form or changes in the syntactic structure. Of course, ideally, the original sentence structure should be preserved, but due to differences between two languages, this is often simply not possible.

Another commonly acknowledged view is that all translation processes involve some kind of 'loss' of meaning. Newmark stresses that each translation assignment is bound to involve a loss of meaning to some extent, and translations may therefore only be approximate (1981: 7).These losses may be due to various different factors, for instance, if the text describes phenomena that are unique to the environment and culture of the source language area. The second, practically unavoidable reason for loss is the fact that "two languages, both in their basic character (*langue*) and their social varieties (*parole*) in context have different lexical, grammatical and sound systems."

Wills states that the fact that translations may only ever be approximate is a logical consequence of the fact that there are significant linguistic and socio-cultural differences between different languages and cultures (1982: 41-42).

Having discussed today's translation ideal on a fairly general level, it is time to move on to consider some more specific theoretical concepts which are popular in contemporary translation theory.

We will now take a glance at some of the key concepts in translation theory. Obviously, translation theory is full of different kinds of theoretical concepts, but we will only introduce concepts which bear relevance to this research in this

context; *the concepts of meaning* and *equivalence* as well as a particular theory of formal and dynamic equivalence by Nida.

1. The concepts of meaning: The concept of meaning is quite essential in translation theory – after all, the whole process of translation is from start to finish concerned with meaning. It is generally agreed among scholars that meaning is of crucial importance in translation: translations are said to have 'the same meaning' as the original texts.

According to Newmark ("meaning is complicated, many-levelled, a network of relations"1977, as quoted by Chesterman 1989: 134). American linguist and translation theorist Dr. R. K. Larson states that translation aims at transferring the meaning of a text in one language to another language - but before the translator may do so; s/he must know that there are various different types of meanings (1984: 36). The concept of 'meaning' cannot therefore in translation theory refer to one specific type of meaning, but rather, there are several *different* types of meanings. We will now look at the concept of meaning as interpreted and classified by some translation theorists.

According to Bell[12], already the meanings of words themselves are rather problematic, since a straightforward, one-to-one correspondence between the words of two different languages does not exist (1991: 83). In Bell's view the crucial problem in translation evolves from the fact that "the relationships of similarity and difference between concepts (and the words that express them) do not always necessarily coincide in the languages involved in the translation" (ibid.: 91). Another problem is the fact that words also have *connotative* meanings, i.e. meaning which is associational as well as highly subjective and is not always shared by the whole speech community (ibid.: 99). The connotations that words have, thus, vary from person to person, and this is why in translation it can be difficult to convey the appropriate connotative meaning to the target language audience.

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[12] Bell, R.T. Translation and translating: theory and practice. London: Longman Group. 1991

A professor of translation theory and linguist at the University of Helsinki Dr. I. Vehmas-Lehto, proposes four different types of meaning which bear relevance to translation: *denotative*, *connotative*, *pragmatic* and *intralinguistic meaning* (2002: 74). *Denotative* meaning refers to the meaning outside the language, and *connotative* meaning is the associative meaning of the word. Connotations are usually emotionally charged (positively or negatively) and they awaken reactions.

Vehmas-Lehto points out that the translator must know both the denotative and the connotative meaning of the words, because sometimes two words which are equivalent in their denotative meaning can have very different connotations in two different languages.

Pragmatic meaning, on the other hand, refers to the relationship between linguistic signs and language users (Vehmas-Lehto 2002: 75). The relationship between the expression and the participants varies according to various factors, such as differences in the participants' age, social status, education and so forth. Finally, Vehmas-Lehto differentiates *intralinguistic* meaning, i.e. the meaning which refers to the relations between the units of the language (ibid. 76). This meaning can be expressed by different grammatical elements, such as case suffixes, prepositions, tense and word order. In translation the intralinguistic meaning is usually not transferred to the target text, since imitating the source language structures can make the translation unintelligible to the target language reader.

It is probably safe to conclude that the term 'meaning' has various interpretations within the field of translation theory, and translation theorists have suggested a number of different types of meanings that should be taken into account in the process of translation. Translators must not only know the semantic meaning of the source language words, but also consider such aspects as the connotative, cultural or grammatical meaning, for instance. These aspects must also be considered in the choice of target language words.

The variety of different types of meanings introduced in this section clearly indicates that meaning is quite a complex issue in translation. However, in the translation of phrasal verbs there is one more meaning type that must be taken into consideration: the *figurative* meaning. According to Nida and Taber, each term has a certain primary, literary meaning, but some terms may also have additional, figurative meanings (1969: 87). These additional meanings can be very different from the primary meaning of the expression. Such meanings are called figurative, and idioms are prime examples of this kind of phrases.

Nida and Taber point out that figurative meanings are almost always culture- and language-specific, because these figurative extensions are often entirely arbitrary. The translator must therefore look beyond the primary meaning and be able to recognize the figurative meaning of the phrase. Since it is not possible to understand the meaning of these expressions by adding up the meanings of the individual words, understanding the figurative meaning is absolutely crucial.

2. The concepts of equivalence: The following concepts shed a light upon the appropriate theory of equivalence in translation, since the equivalence in translation plays a pivotal role in conveying the message on a large scale.

One of the most central concepts in translation theory is the concept of *equivalence*. Different kinds of categories of equivalence have also been suggested within the field of translation theory. The complexity and elusiveness of the concept has resulted in the fact that a universally valid, comprehensive definition of equivalence does not exist. Nevertheless, we will now introduce some views on translation equivalence and its different classifications.

The definition of equivalence has experienced great changes in the history of translation theory. According to Italian linguists and translation theorists S.Bassnett and A. Lefevere, in the early days of translation theory it was believed that there could actually be something like a
universally applicable equivalence (1998: 2). However, today the common view is that translators themselves have the power to decide on the specific degree of

equivalence that they choose to strive for in each translation assignment (ibid.). Equivalence is no longer understood as the mechanical matching of words. Instead, nowadays translators are "free to opt for the kind of faithfulness that will ensure, in their opinion, that a given text is received by the target audience in optimal conditions."

Eugene A. Nida's conceptualization of *dynamic equivalence* is perhaps the best known view on translation equivalence (1969). According to Nida and Taber, dynamic equivalence has been achieved if the target language readers respond to the same text in the same way that the source language readers responded to it (1969: 24). In other words, the translation should always have the same emotional effect on target language readers as the source text had on source language readers. This effect can hardly ever be perfectly identical, however, due to different cultural settings of the SL and TL audiences (ibid.). Another problem is that sometimes it might be somewhat difficult to determine what exactly the 'effect' of a given text is and who precisely is the intended receiver of the message (Chesterman 1989: 80).

J.C. Catford's *textual equivalence* is another well-known definition of translation equivalence. According to Catford, source and target language words do not usually have precisely the same meaning in the linguistic sense, but that does not mean that they could not nevertheless function well enough in the same situation (1974: 49). Thus, Catford (ibid.) argues that the translation is equivalent with the source text when they are "interchangeable in a given situation". Some translation theorists have attempted to clarify the concept of equivalence by suggesting that one type of equivalence which could be applicable to all translations is a sheer impossibility.

In each translation exercise the translator must therefore decide on the appropriate kind of equivalence that the text in question demands. One of the prominent British linguists Dr V. Koller suggests that equivalence has been achieved if the target text succeeds to preserve certain requirements, for example: the content, style or function of the original text (1979, in Chesterman 1989: 100).

Koller therefore proposes **five** different types of equivalence: **denotative, connotative**, **text-normative**, **pragmatic** and **formal equivalence**.

Furthermore, British linguists and lexicographers Hartmann and Stork[13] also reject the view that there could be only one type of equivalence (1972, as quoted by Bell 1991:6). Instead, they suggest that equivalence is rather a matter of degrees, and texts can be equivalent in different terms (e.g. equivalent in regard of the content or semantics, for instance).It can, therefore, be concluded that translation theorists have tried to define and describe the concept of equivalence with the aid of fairly different terms and from various perspectives. As stated earlier, much of the debate within the field of translation theory has been dedicated to the degree of faithfulness that translations should aim for.

From the perspective of leading Finnish linguist and translation theorist P. Koskinen, discussion on the concept of equivalence can be considered to continue the never-ending debate over how faithful translations should be to the original texts. With the help of the concept of equivalence, translation theorists have attempted to define the relation of 'sameness' between the original text and its translation (2003: 375).

After all, as Koskinen states, the traditional view has been that the more faithfully the translation succeeds to repeat the content and style of the original message, the more successful it is (ibid.: 374). However, the linguistic and cultural differences between two different languages make perfect correspondence a sheer impossibility in practice.

As Bassnett-McGuire puts it, equivalence in translation should no longer be understood as a relationship of sameness, since "sameness cannot even exist between two TL versions of the same text, let alone between SL and TL version" (1980: 29).

Wills concludes his discussion on translation equivalence by stating that translation theory has not been able to agree on the way translation equivalence should be measured, which is why clear-cut criteria for it cannot be offered (1982:

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[13] R.R.K Hartmann and F.C. Stork, *Dictionary of language and linguistics*. New York, John wiley and Sons,1972

136). Hence, at present, translation theory cannot really make unified statements about how equivalence should be achieved in translation.

Nida's Formal and Dynamic Theory of Equivalence in Translation

Now, we would like to have a look at the theory of equivalence by Nida. Translation equivalence does not mean that source and target texts are identical. It is a degree of similarity between source and target texts, measured on a certain level.

Viewed from the semiotic angle, the source and target texts can be identical pragmatically, semantically and structurally. Every text should be equivalent to the source text pragmatically, which means that the both texts should have one and the same *communicative function*. The target text should have the same impact upon the receptor as the source text has.

Semantic identity implies describing the same situation, using similar lexical meaning of the units, and similar grammatical meaning of the elements.

Structural similarity presupposes the closest possible *formal correspondence* between the source text and the target text.

According to V. Komissarov[14]**,** one can distinguish **five** levels of equivalence: *pragmatic*, *situational*, *lexical (semantic), grammatical*, *structural levels*.

As a Bible translator advocating Christianity, Nida made a major contribution to the science of translation and translating religious texts (1964). Nida's theory of equivalence was a reform in the world of translation studies. Nida proposed two basic types of equivalence:

1) formal equivalence

2) dynamic equivalence

"Formal equivalence focuses attention on the message itself, in both form and content …." (p.159). The one that is concerned with the message in the receptor language should match as closely as possible the different elements in the source language (Nida, 1964 as cited in Munday).

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[14] Komissarov.V.N.Teoriya Perevoda(lingvistichiskiy aspektiy), Moskva, Viysshaya shkola, ISBN5-06-001057-0.1990.

Therefore, it can be concluded that formal equivalence is intensely based on the source language text structure which plays a key role in determining accuracy and correctness in translation. The use of scholarly footnotes to let students gain close access to the language and customs of the source culture is of marked characteristics of formal equivalence (Munday, 2001).

In formal-equivalence based type of translation, the choices of correspondences are as "poetry to poetry, sentence to sentence and concept to concept". Based on this formal orientation, the message in the receptor language should match closely different elements in the source language text. It means that the criterion of determining the accuracy and correctness of translation is comparing the message in the receptor culture with the same in the source culture.

Such a formal kind of translation, which "typifies the structural equivalence", is called "gloss translation". "A gloss translation of this type is designed to permit the reader to identify himself as fully as possible with a person in the source-language context, and to understand as much as he can of the customs, manner of thought , and means of expression " (Hatim and Munday, 2004, p.167).

In contrast, a translation which is based on dynamic equivalence is the one attempting to produce a dynamic rather a formal equivalence. Such a translation is mainly based on the equivalent effect principle. This kind of translation is not concerned with matching the message in the source language to the message in the target language, but is to produce exactly the same effect on the receptor language reader. Nida (1964) stressed that "the relationship the receptor and message should be substantially the same as that which existed between the original receptors and the message. Dynamic equivalence is the closest natural equivalent to the source-language message" (p.159).

To Nida (1964), a dynamic-equivalence based type of translation is that which does not sound foreign to the reader and is quite natural to him/her. He maintained that the translation is successful while the equivalent response is achieved, and to achieve equivalent response, correspondence in meaning must

have priority over correspondence in style (Munday, 2001). The most outstanding contribution of Nida to translation was that by introducing formal and dynamic equivalence, he moved toward the reader, i.e. his approach to translation was receptor-based (1964).

2.3. Translation Strategies and Problems

Since the purpose of this study is to examine the translation strategies and problems of phrasal verbs, a few words about the concept of translation strategy are definitely in order. Very little has been actually written about translation strategies within the field of translation theory, since some scholars consider it a useless concept in the first place.

A German theorist and linguist W. Lorscher points out that the concept of translation strategy is hardly used at all in theoretical considerations of translation - on the rare occasions it does get mentioned, it is usually not defined adequately or distinguished from other similar concepts (1991: 70).

Some argue that the notion of translation strategy has little value in solving the concrete problems of translation. Others, such as a professor of translation theorist at the University of Helsinki R. Leppihalme, argue that familiarity with translation strategies and their application must be in central place in a competent translator's work (1997: 24).

In short, translation strategies are problem-solving tools which the translator may use when a translation problem occurs. Lorscher defines translation strategy as "a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another" (1991: 76).

In Leppihalme's view translation strategies are applied when a translation difficulty occurs and the translator wishes to solve the problem and produce a good translation (1997: 24). Thus, according to Leppihalme, translation strategies are "means which the translator, within the confines of his/her existing knowledge, considers to be the best in order to reach the goals set by the translation task."

According to Lefevere, translators first scan through the whole text and develop a strategy for translating the text as a whole, on the basis of which they then come up with tactical responses to more specific issues (1992: 97).

In Lefevere's view typical translation problems emerge from issues related to *language use*, *discourse*, *poetics* and *ideology*, and the translator must develop appropriate, routine strategies to deal with these reoccurring problems that s/he is likely to encounter also in the long run (ibid.: 86-87).

Leppihalme points out that translators often use translation strategies more or less unconsciously: the use of strategies is usually so automatized that few translators actually consciously deliberate the problem-solving process (1997: 25). When a translation problem occurs, then, the translator considers – consciously or unconsciously – different ways of solving the problem in question.

With regards to Leppihalme, the translator may "either consider strategies in abstract terms or try out different possible solutions for the problems at hand". S/he then chooses a strategy that s/he considers to be the most appropriate for the situation, after which s/he evaluates if the choice has been successful and the resulting translation works well enough (ibid.). The choice can therefore be made either through a conscious decision-making process, or completely intuitively.

Some opponents have criticized the notion of translation strategy for being prescriptive, "a form of giving instructions to the translator" (Leppihalme 1997: 26). Leppihalme, however, argues that in some cases the use of the concept of strategies helps to identify a number of potential ways to solve particular problems (ibid.:28). Awareness of different possible strategies may help translators learn something that can also be applied to other kinds of translation problems.

Leppihalme therefore states that by comparing the applied translation strategies to the quality of the resulting translation, it is possible to discover strategies that are likely to work in other, similar situations as well.

Whether or not a translator, then, makes any deliberate use of translation strategies, it may be good to be aware of the various sorts of existing strategies. As Lefevere points out, consideration of translation strategies can show individual

translators how other translators have dealt with different kinds of translation problems (1992: 108).

The wide range of translation strategies can therefore help the translator find the best and the most effective way to act when a certain translation problem reoccurs. Furthermore, Leppihalme stresses that considering a number of strategies is "more likely to lead to successful translations than routine use of one strategy only" (1997: 78).

Bassnett and Lefevere (1998: 4) point out that also different text types need different kinds of translation strategies: the main purpose of some texts is to convey information, while others aim at entertaining or persuading. Different text types need to be translated in a different way and therefore require different translation strategies. For instance: A German linguist and translation scholar, Katharina Reiss has distinguished different text types on the basis of the function of the texts, thus suggesting **three** different text types: *informative*, *expressive* and *operative texts*, which all require their own translation strategies (1976, as cited in Vehmas-Lehto 2002: 72). The translation of **phrasal verbs**, which the research object of this study represents, belongs to the *expressive* text type.

Now, we are going to speak about certain kinds of difficulties which translators run into in the process of translation between SL and TL.

It is a common phenomenon and indisputable fact that translation problems are difficulties which make a translator stop, think, re-read the SL sentence, then analyze, and check it employing reference sources and dictionaries to help translator overcome these obstacles. Basically, these problems are anything in the ST which causes the translator to stop translating. They could be related to *grammar*, *lexis*, *style*, and *sounds*. This is inevitable when translating from English to Uzbek due to the huge gap between them. Some translators try to solve these problems using *literal translation* only, but this could cause misunderstanding, due to not understanding certain phrases or even sentences, fogginess and loose translation which could cause some inaccuracies in the TL.

To produce texts which will approximate the goal of equivalent response, translators often need to change their view of the languages in which they are working. This includes not merely a shift in some of the attitudes which tend to place the source languages on a radical rethinking of one`s attitude toward the receptor language, even when it is one`s own mother tongue.

One of the best solutions for any problem a translator faces is to find a close equivalence. The translator ought to grasp the full picture of the ST at first. The second priority is to find equivalents between the two sets of languages and cultures. According to the view of a leading Iranian specialist in the field of linguistics, Dr. L. Karimi,

"If specific linguistic unit in one language carries the same intended meaning/message encoded in a specific linguistic medium in another, then these two units are considered to be equivalent." (L.Karimi, 2010)

As has been mentioned above, we can assert that the most priority in translation is equivalence. A translator must be able to bring the message from a source language to another language with the aid of equivalence.

In her book, *"In Other Words"*, an Egyptian professor of translation studies, Mona Baker discusses equivalents as well as divides them into **five** separate major headlines; *Equivalence at word level, equivalence above word level*, *grammatical equivalence*, *textual equivalence*, and *pragmatic equivalence.* (1992)

As it is important to know the differences between the equivalence at a word level, and equivalence above a word level, this research attempts to explain them briefly. *Equivalence at a word level* is when focusing on the lexical items of the ST and not pertaining to them with near-synonyms in the TL. This concept is similar to Nida's "formal equivalence" composing of a TL item which represents the closest equivalence of a SL word or phrase (Nida E., 1964: 159).

Whereas the *equivalence above a word level* is when concentrating on a phrase or a clause rather than a single word. The meaning of the word then changes with what surrounds it.

Nida's dynamic equivalence is a type of *equivalence above a word level*, as it seeks to translate the meaning of the original in such a way that the TL word choice will trigger the same impact on the audience as the original wording have done upon the ST audience (Nida E., 1964: 159).

Ghazala discusses problems lexically, concentrating on words and phrases, as well as semantically, focusing on meaning, and stylistically, centering on style. This emphasizes the fact that equivalence at and above a word levels fall under Ghazala's lexical category. Moreover, *domestication* is a concept which transfers culture-specific items in an acceptable way to the TL; this could also be a lexical problem. According to Baker, those cases arise due to the following factors, namely (1992: 21):

a) Each language has its own structure.

In the first place, it is vitally important to acknowledge that each language has its own structure. Each language owns certain types of distinctive characteristics which give it a special character, such as word building capacities, unique pattern of phrase order, techniques for linking clauses into sentences, marker of discourse, and special discourse types of poetry, proverb, and song (Nida and Taber, 1982: 4).

b) Culture differences

Sometimes, for the translator, it is totally difficult to carry the equivalence meaning to a target language which is related to a religious belief, a social custom including a type of food. This case refers to as culture specific (Baker, 1992: 21). An example is an English social custom which is difficult to translate into another language particularly into Uzbek. It cannot be literally translated.

SL : *"Whereabouts Halima? A man comes to visit and she disappears. Maybe she is taking a bath, or boiling water for tea?"*

TL : *"Halima qayerda?. Bir kishi kelgan edi uning huzuriga. U esa yo`q. Ehtimol u vanna qabul qilyotgan bolsa kerak, balkim choy damlayotgan bo`lsa kerak."*

In the example above, instead of translating *boiling water for tea into choy damlash uchun suv qaynatyapdi*, the translator actually could translate it into *preparing for tea*, which is more idiomatic.

c) Texts

Text is the main subject in translation. The level of the text influences the level of difficulty to translate it. It is easy to translate a short story than a poem that is more idiomatic. (Newmark, 1988:11)

The quality of a source text also causes a problem in translation. A good text which has a good organizing such as: the right grammatical structure, the punctuation, the affixes and suffixes, and so on, will make a translator easy to point out the main idea or the author`s concept. As a result, the translator is able to arrange a new text in the target language equivalently.

d) The context

The last point, in translation, the translator indeed has to be aware of the context. The target language may make more or fewer differences in meaning than the source language depends on the context. Whereas one language has important distinction in meaning another language may not the same one. (Baker, 1992: 22) For example:

1. The boy runs = *Bola yuguradi*

2. The river runs = *Daryo toshadi/shoshadi*

3. The nose runs = *Burun oqadi*

4. He runs business = *U tijorat yurutadi.*

The word "run" in the above examples comes in various cases which arises variety of meanings by adding different subject to the sentence (boy, river, nose). It is clear from the sentences above English sometimes does not care about the differences. A word in the English language can be followed by a different subject which leads to confusion in the process of translation. So the translator must be conscious about the context of each sentence to get equivalent meaning.

Conclusion to the 2nd chapter

Having considered all the facts above, we may safely arrive at conclusion that the process of translation is regarded as a target-culture substitute, whose aim is to function for the sake of the target receiver, for a source-culture text.

As we discussed in this research, translation process is the procedure and product of bridging the cultural and linguistic gap between two texts in two different languages. It is not only that, but it is also the transmission of the closest equivalent meaning in the TL from the SL and a communication between diverse cultures.

However, cultural gaps between the source and the target language have always been a considerable issue for translators to be aware of when they render literal and/or figurative meanings of words since those meanings have various connotations and implications in their different cultural settings.

One of the issues which have become common in our research is the influences of the first language fossilized, that are quite difficult to crack and their exposure to the second language and their culture is too limited to break this barrier. The translators' linguistic exposure at the performance level is so limited that the occurrence of some translation pitfalls in the process is rather inevitable. The lack of knowledge of cultural background of the source language also stands in the way in translating not losing the meaning of the text.

Therefore, within the framework of translation, translators should be aware of the relationship between the target text and its audience which is supposed to be similar to the one that exists between the original text and its readers.

To translate is to compare cultures and a language, as a tool of translation, is an intrinsic part of a culture. Therefore, in order to reach a better intercultural communication, the translator's duty as a medium of cultural exchange has to be better fulfilled. In brief, translators should be guided by the function they want to achieve by means of their translation and be able to use the intended communicative function of the target text as a guideline.

CHAPTE R III SPECIFICS OF PHRASAL VERBS TRANSLATION.

3.1. Translation problems of phrasal verbs

This paragraph will address the essential issue of how the phenomenon of phrasal verbs has been dealt with in translation studies and analyze some methods and techniques of translation of phrasal verbs from (SL) English into (TL) Uzbek through some extracts from fiction and other sources. In addition, it would be better to illustrate some examples and their meanings on a set of phrasal verbs which were extracted from *"Rain"* by Somerset Maugham.

However, before moving onto the practical part of our research, we would like to shed a light upon some certain types of problematic issues during the translation of phrasal verbs from SL into TL.

Given that the phenomenon of phrasal verbs is regarded as one type of the English expressions, and constitutes two and more integral parts, it has been investigated by linguists who studied the question of translating English phrasal verbs into other languages. According to their views, there is a wide range of difficulties which are posed to Uzbek professional translators when translating phrasal verbs into Uzbek.

Most of them subscribe to the theory that particular issues of translating phrasal verbs are divided into *lexical*, *semantic*, and *stylistic problems*. Mostly, English phrasal verbs cause semantic gaps in most foreign languages, and therefore they are frustrating to a translator from English to TL, including Uzbek.

When defining and analyzing the problems of translating phrasal verbs, we follow practical recommendations suggested by Ghazala[15], Kharma[16], Yatskovich[17] and other distinguished linguists, we utilized their recommendations in translating phrasal verbs into Uzbek. There are various problems confronted by translators in

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[15] Ghazala, Hasan. Arab linguist & author of Translation as Problems and Solutions (4th ed).Syria: Dar El Kalem El-Arabi. 1995.
[16] Kharma, Nayef Arab linguist & author of. Translation Course Book. Amman: Al-Quads Open University Publications. 1997.
[17] I.Yatskovich. Russian interpreter and linguist & author of *Some Ways of Translating English Phrasal Verbs into Russian.1999.*

the process of translating phrasal verbs. On the basis of evidence we have collected, we can identify a number of issues that seem to cause problems for most translators.

One of these problems is *polysemy* which means a word that has more than one meaning. According to one of leading specialists in the field of translation theory, Ghazala, he mentioned: "the use of phrasal verbs is an indication of its polysemic nature, as phrasal verbs have completely new meaning, therefore, translators must be extremely careful at translating a verb followed by an adverb or preposition" *(p.104).*

Furthermore, the particle plays an important role in modifying the meaning of the verb it combines with, in the sense that they fuse together and sacrifice their basic meanings to produce a new semantic unit. Finally, phrasal verbs have the characteristic of polysemy, in that any given idiomatic phrasal verbs may occur in as many as ten, or more, different meanings according to the contexts in which it is used.

E.g.

1- She *broke away* from her friends

U do`stlaridan *ayrildi.*

2- The thief *broke away* from the police

O`g`ri politsiya qo`lidan *qochib qutuldi*.

1- The machine has *broken off.*

Mashina *ishlashdan to`xtadi*.

2- The governments have *broken off* their diplomatic relationship.

Hukumatlararo diplomatic aloqalarga chek qo`yildi.

It is a widely acknowledged that there are plenty of phrasal verbs in the English language and one verb may provide different phrasal verbs; each one has its own meaning. The only thing which should be done is to add some adverbial elements after the verb. Yet, we have bound to confess that it is so difficult for translators to distinguish between them; even the context cannot be useful in all cases.

In the same manner, in his article *Some Ways of Translating English Phrasal Verbs into Russian*, Yatskovich casts a light on "the essence of some semantic correspondences in the English and Russian verbal systems" (1999; p. 1).

Yatskovich admits that "it seems almost impossible to create a consistent rigid system of lexical correspondences between SL and TL without encountering numerous debatable problems" (1999; p. 2). One of such debatable problems, he elaborates, is the polysemic nature of phrasal verbs, which has to be always kept in the mind of translator when dealing with phrasal verbs. He, all in all, concludes that "understanding of semantic correspondences in English and TLs` verbal systems can be quite a powerful tool in the translator's arsenal" (p. 3).

The scholar emphasizes the significance of phrasal verbs, arguing that a lack of understanding of phrasal verbs often leads foreign language users to misinterpret the content of messages, and that they avoid using them, resulting in unnatural language and lack of fluidity. They argue further that avoidance of phrasal verbs results in lengthy circumlocutions, and that while these forms are most common in speech and informal writing, they do occur to a significant degree in more formal written language as well.

Ghazala [18] says that what makes the translation of phrasal verbs difficult is the fact that they are mostly unpredictable (1995). They are difficult to be guessed from the context in most cases, unlike simple words which can be guessed (of course not in all the cases). Ghazala gives some examples of the most common particles that are combined with verbs in English (1995). The combination of the same preposition/ adverb with different verbs may result in different meanings. For example:

On

1. Go on = continue – davom ettirmoq

2. Put on = wear – kiymoq

3. Hang on = wait – kutmoq

Off

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[18] Ghazala, Hasan. Translation as Problems and Solutions (4th ed).Syria: Dar El Kalem El-Arabi. 1995.

1. Get off = leave – tark etmoq,jo`nab ketmoq.

2. Take off = fly/ undress – yechmoq, (kiyimni)

3. Write off = dismiss/ ignore/ exclude – iste`moldan chiqarish.

Up

1. Eat up = finish eating – yeb qo`yish

2. Give up = stop – tashlamoq, to`xtatmoq

3. Speak up = raise one's voice – balandroq ovozda gapirmoq.

As we have mentioned above one semantic unit can express a plenty of meanings across the language. It is one of the problematic cases with the translation of phrasal verbs. For instance:

Come off

1. Leave a place –jo`nab ketmoq,tark etmoq.

2. Succeed – muvofaqqiyat qozonmoq.

3. Take place as plan – rejadagidek ketmoq, risoladagidek ketmoq

4. To have a result – natijasini bermoq,

5. To suffer a result – oqibatidan aziyat checkmoq..

6. To fall from something high – yiqilib tushmoq.

7. To be able to be removed – olib tashlanmoq, yechilmoq.

8. To stop being joined to something – ajralish, ko`chib tushush

9. To stop public performance – namoyishni to`xtatish.

Another feature of a phrasal verb is an expressing of the "sameness" with the help of different phrasal units. For example:

Leave:	Invite:	*Visit:*
- go away	- ask in	- call at
- get off/ out	-ask over	- call by
- go out	-ask to	- call in
- push off	- ask up	- call into
- buzz off etc.		- call on
		- call upon

Translators ought to be cognizant of the case of phrasal verbs usage in the context. However, familiarity is not about having phrasal verbs in the translators' mother tongue only. It is also a matter of being exposed to them. It is, by no means, possible for translators to know the meanings of all English phrasal verbs not even all the combinations like *come*, *do*, *drink*, *go*, *see*, *take*, etc…

Nevertheless, they are able to know and to memorize the common widely used phrasal verbs. Phrasal verbs are similar to *irregular verbs*. Translators have to learn by heart only the most common and the most important ones. That is, they have to concentrate on the main core combinations of each of these common phrasal verbs. For example, "come" has about **sixty** phrasal verbs combinations. The common ones are six only:

- Come in – kirmoq(ichkariga)

- Come across – (duch kelmoq, uchratib qolmoq)

- Com e on – boshlanmoq, paydo bo`lmoq.

- Come off – risoladagidek ketmoq, rejadagidek sodir bo`l

- Come out – paydo bo`lmoq, nashrdan chiqmoq

- Come through – qabul qilmoq, yetib kelmoq(ma`lumotga nisbatan)

Each of the combinations mentioned above has more than one meaning; simultaneously they have a common essential and basic. Translators can confine themselves learning these common phrasal combinations of "come" and other common phrasal combinations of common verbs in English with their core meanings. In this way, it would be possible for them to translate English phrasal verbs into TL, particularly Uzbek. Still another possible solution for the problem of translating phrasal verbs is to depend on the context; but this does not work all the time and in all the cases.

According to Kharma[19], "in many cases, if the translator is not familiar with the phrase, the context helps, if not, he has to consult a dictionary as a last

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[19] Kharma, Nayef. Translation Course Book. Amman: Al-Quads Open University Publications. 1997.

resort"(1997: 41). Kharma suggested first to pay a careful attention to the context because it may help as in the following examples:

1- "Please, stand aside the lady would like to enter".

"Iltimos, xonimga yo`l berin."

2- "Try to *bring* the others *around* your opinion".

"Boshqalarni ozingni fikringa *ko`ndir*."

Through abovementioned examples, translators of every language comes up with their own suggestion of translation which is based on the context given, since most of them have to use some linguistic devices such as omission, generalization and addition in translation as you have witnessed.

A further problem of translating phrasal verbs is the translation of collocational phrases which mean according to Ghazala "a phrase with a special meaning that cannot be understood from the direct, surface meaning of its words or from their total meaning when taken together. A colocational phrase on the other hand, is a phrase which always has one single grammatical and lexical form and word order that cannot be changed, interrupted or reversed." (1995: p.128).

E.g:

1. *Jane`s grandmother made up some bed time stories for the children when she was a child. – Jeynning buvisi uning bolaligida u uchun ertaklar o`ylab aytib berardi.*

2. *Jane`s grandmother made up her mind about her visit to Cyprus. – Jeynning buvisi Kiprga borishga qaror qildi.(Collocational phrase).*

The first example gives the right meaning which is very close to the original meaning of "make", but here the character should be imaginative to fabricate some stories. Moreover, most translators come across the various equivalents in the process of translation, one of them is *"to cook up"*, which gives the same meaning as a single word alternative such as *concoct and invent stories* but it is a bit informal and impractical for many learners.

Furthermore, the phrasal verb "make up" is one of the polysemous verb unit which has several meanings in speech and this is the case which results in

confusion in understanding the gist of the phrasal verbs in the source text; we are going to see each of them with certain examples relying on source of *Collins Cobuild Dictionary of Phrasal Verbs* (1991: 214):

1. invent an explanation for something; *They made up an excuse for being late – Ular kech qolishiga sabab bola oliydigan bohona o`ylab topishdi.*

2. put on cosmetics; *She takes ages to make up in the mornings. – U yuzuga uzoq vaqt oro beradi.*

3. stop being angry with someone; *We often quarrel but we always make it up soon after. – Biz tez-tez janjalashib turamiz, ammo hardoim ginalarni tezdagina unutib yarashib olamiz.*

4. making it complete what was missed; *You will have to make up the work you have missed, while you were away. – ishlab bermoq, vazifasini bajarib bermoq.*

5. arrange and prepare something by putting different things together; *Could you make up a list of all the things that need to be done? – Tayyorlamoq, hozirlamoq.*

6. to constitute and comprise some portion of the total percentage; *The number of commuters commuting in subway system made up 145 mln people per annum for France. – Tashkil etmoq, iborat bo`lmoq.*

Whilst the second example gives a bit idiomatic meaning, which means *"to make a decision"* that's the most intriguing challenge for translators, the highly recommended suggestion for solving the current issue is ultimate awareness of phrasal verbs and collocational phrases and their all meanings in the speech.

Ghazala concludes that the complexity of phrasal verbs, which stems from the fact that there are thousands of them, with tens of thousands of their different meanings in existence, "may naturally make the task of translation extremely difficult so that a non-idiomatic translation is often chosen in translation into TL, where such phrasal combinations are infrequent" (2003; p. 213).

Since translators have lots of difficulties in understanding the use of *phrasal verbs* in the sentences; there is no doubt that they will face difficulties in

translating them into Uzbek because they cannot find the appropriate equivalent meaning of phrasal verbs and lack of appropriate English-Uzbek bilingual phrasal verbs dictionary.

Furthermore, Ghazala makes the point that although phrasal verbs have no straightforward equivalents to SL, "they all can be translated comfortably into their precise literal sense, provided the translator understands them properly in their English contexts before translating them into TL" (2003; p. 213). He further emphasizes that they should not be confused with prepositional verbs which, owing to the fact that their verbs retain their common meanings, "can be understood and translated literally and directly" (p. 312).

Another problem which really racks the brains of most translators is an issue of discrepancies between *prepositional verbs and phrasal verbs. According to the theory a prepositional verb is composed of* a verb + a preposition which is not idiomatic and keep hold of their direct meaning.

To distinguish between the two types of verbs Ghazala suggests applying direct translation to both of a phrasal verb and a prepositional verb to find out if the meaning changed. Ghazala illustrated this in the following examples:

1. *Please, **put** the book **on** the table.*

   *Kitobni, stol ustiga **qo`ying**, iltimos*

2. *Please, **put** your coat **on**.*

   *Egnizga paltongizni **kiying**, iltimos*

The first one is meaningful and complete while the second one is not complete, because it is missing something after the preposition 'on'; the writer should add some contents to give a full picture along with a phrasal verb in the context. In addition the first one is a prepositional verb and the second one is a phrasal verb because it has a special, idiomatic different meaning (dress/ engniga olmoq, kiymoq) which is different from (put/ qo`ymoq).

By far the most common errors made by translators when translating phrasal verbs are *semantic* errors, reflecting an incomplete understanding of the meaning

of phrasal verbs. Here we would like to give some examples which are relevant to our theme:

a) Learners' confusion between phrasal verbs and single word verbs whose meanings are related. Correct or more appropriate verbs are shown in brackets:

1. *He has to find out (discover) new means to fight against them.*

2. *He will find out (find) that the number of conventional families decreases.*

In respect of these combinations, an American linguist and scholar of translation A.H.Live[20] mentions that "homonymy is a significant concomitant of this pairing of verb and particle" that creates most confusion and this confusion around these combinations is "further compounded by obscuring of the original metaphor; therefore non-native speakers may find these verbs troublesome" and, she further remarks, it would be absolutely desirable to reduce the vocabulary load and substitute a phrasal verb with a single-word synonym where possible. (1965: 430)

American scholars of translation Darwin. C and Gray. L have suggested that a lack of confidence when using phrasal verbs results in the replacing of phrasal verb with its single-word equivalent which results in unnatural or context-inappropriate language use. Knowing which to use when might, therefore, be a struggle for EFL students. (1999: 65) Well-known British scholars of linguistics Gardner and Davies describe the phrasal verb as one of the most challenging aspects of teaching introductory English; they are difficult for foreign language learners to acquire, and yet are very common in the English language (2007). They have been described as the truest test of fluency in English as a second or foreign language. Considering the uniqueness of the phrasal verbs causing the problem in

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[20] Live, A. H., The Discontinuous Verb in English, Word 21: 428-51.1965

translating it into another language, the writer eager to get deeper understanding about the most appropriate way to translate it.

It should be mentioned that phrasal verbs are sometimes thought of as more informal and not as appropriate for written English, where some consider it better to replace them with a single word equivalent. However, as Side argues, it may be the case that the single word equivalent has a different range of use, meaning or connotation and cannot be easily used to replace the phrasal verb, or it may sound too formal or pompous when used (1990). For example; *I'm **done in*** would be used in a different social context from *I'm exhausted*. Similarly, *My radio **picks up** America* has connotations of difficulty which the equivalent ***receive*** lacks (all examples are adopted from one of the American linguist R. Side 1990: 145). These examples confirm the fact that direct equivalents of phrasal verbs do not always exist, phrasal verbs tend to be thought of as informal and inappropriate in formal writing.

Two American linguistic philosophers and scholars Darwin and Gray argue that the most common problem for both learners and translators is that they avoid phrasal verb constructions by opting for single Latinate verbs instead. It is easier for them to memorize less common, one-word verbs than to understand and use a phrasal verb, specifically the idiomatic type (1999). This creates speech that is not typical and sounds contrived. For example:

1. *I **encountered** an old photograph*. Men bir eski rasmni topib oldim.

1. *I **came across** an old photograph*. Eski rasmga duch keldim.

b) Learners use the right verb but the wrong particle:

 1. *Sect members are told to refrain from talking to their parents and to **keep out** (keep away) from their friends*.

b) Sometimes the use of correct verb but wrong particle confuses most learners because of less awareness and lack of phrasal verbs acquisition.

1. *We tried to **come back to** (go back to) Uzbekistan.*

According to evidence, many learners occasionally make syntactic errors involving transitive phrasal verbs being used intransitively, and vice versa:

Translators' problems concerning the use of phrasal verbs may be a sign of mislearning or non-enough focus and lack of practice on this linguistic aspect. These results in learners' miscontrol and inability to master phrasal verbs, and therefore inability to translate them.

1. *The state should help parents to **grow up** better generations.*

2. *He or she begins to look for another love, **splitting up** the relationship.*

Compare:

*'I **grew up** in the countryside'* (intransitive)

*'**Bringing up** children* (= helping them to grow up) is not always easy' (transitive)

*'Jane and Shane have **split up**'* (intransitive)

'They've **ended** their relationship' (transitive)

Another thing which stands out in this section is that most learners use idiosyncratic phrasal verbs, that is, they sometimes use phrasal verbs which do not exist in English at all. This is possibly done because of the need to cover a gap in the language. Here are some examples; the right verbs are in brackets:

E.g. 1. *These differences need to be **leveled down** (ironed out).*

2. *People who decide to marry are usually more responsible and they can trust each other more because they know that in case of problems they do not just **split apart** (split up).*

In considering such a crucial issue, an Egyptian scholar of translation and linguist Mohamed H. Heliel in his paper *Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators*, enumerates one of the thorniest issues that translators may encounter when dealing with the phenomenon of phrasal verbs (1994):

Most translators have a dilemma over the use of phrasal verbs due to their idiomatic nature. A lot of verbs in English verb-particle combinations are employed idiomatically with certain particles, "which makes their meanings

unstable and indistinct" (p. 147); and these idiomatic usages are exclusive to a single language, "where they may sound natural to native speakers but strange to non-native speakers" (p.147). This is appropriate to English verb-particle combinations where "the verb by itself would have a radically separate interpretation" (p. 147) as in:

E.g.

>   *1. The audience **cracked up** at every joke*

>   *2. The vendor **cracked** the coconut with a machete (p.147);*

According to his view, English verbs may have a range of different meanings in various combinations, which "may be wider and more idiomatic or even opaque in English than in other languages" (p. 147). All in all, it seems to us that the root of all problems concerning the problems of translating phrasal verbs mainly stems from the following reasons:

a) The productive nature of phrasal verbs prevents lexicographers from keeping up with these and listing them in dictionaries. Consequently, there have been many gaps in the coverage of phrasal verbs, even in specialized dictionaries. Such gaps resulted in the absence of a number of newly coined phrasal verbs. A translator, in this case, is left with no choice but to intuitively work them out one by one in order to produce their Uzbek functional-pragmatic equivalents, which may or may not be correct.

b) The lack of effective teaching methods and materials which may help make Uzbek translators capable enough to deal with the translation of phrasal verbs. Unlike other pedagogues who suggested valuable methods of teaching phrasal verbs based on the fact that these verbs are not mere random combinations of verbs and particles and there are patterns underlying them, Uzbek pedagogues nonetheless seem to have resigned to the fact that phrasal verbs are random combinations and for translators to master them they have to memorize them by heart. Accordingly, there are no reliable Uzbek pedagogical materials that can help overcome the problem of the translation of phrasal verbs into TL.

c) Mistranslation and misinterpretation of PVs was apparent from the failure of a number of the subjects to appreciate the polysemous nature of the PVs. We attributed producing such mistaken translations to three reasons, they are:

- ✓ The variety of shades of meanings given to each phrasal verbs due to the polysemic nature of the phrasal verbs which makes it hard for the subjects to choose the appropriate meaning.

- ✓ The fact that the combinations of phrasal verbs are quite confusing makes the task of choosing the appropriate meaning more difficult. That is, one proper verb can collocate with a number of particles to form a range of phrasal verbs with many different meanings, and one particle may co-occur with a number of proper verbs to form a variety of phrasal verbs of diverse meanings.

- ✓ The inadequate treatment of the phenomenon of phrasal verbs in general and specialized dictionaries. Lexicographers skip a large amount of phrasal verbs and provide insufficient definitions for the listed ones.

- ✓ Every translator uses different strategies to translate a text since different people may understand a word in different ways. Furthermore, there are kinds of expressions such as phrasal verbs which are the products of culture. Phrasal verbs in one language probably have different forms in other languages. It may have distinctive form but the partially same meaning.

3.2. Interpretation of Phrasal Verbs and Methods of Translation.

In this paragraph, we would like to dwell upon the analysis of phrasal verbs translation with the aim of interpreting of the translation from English into Uzbek, we have chosen one of the stories entitled "Rain" by Somerset Maugham. We were interested in translation transformations in rendering phrasal verbs from English into Uzbek, We also focused our attention on their meanings, idiomaticity and their Uzbek translation as well.

First of all, we will pick out some examples according to the classification given by the famous linguists who dealt with the problems of phrasal verbs, which determines whether their meaning is literal, which means that it can be deduced from the meaning of their individual parts, or whether they are idiomatic or figurative, which means that it cannot be deduced from the meaning of individual parts.

Over the course of practical translation, we have made much effort to find a number of appropriate phrasal verbs which need some scrupulous attention in chosen piece of literature. With regard to the analysis of use of phrasal verbs in translation, we found them a bit confusing because of its some rare peculiarities; however, we have done a qualitative and exhaustive research in which certain debatable issues in the translation of phrasal verbs are examined closely and suggest some responses to some problems relating to phrasal verbs and their translation respectively. We would like to be more obvious in the following paragraphs.

Nevertheless, the scope of story is not considerable; we have encountered some issues during the translation, yet our awareness of some effective techniques of translation helped us to overcome them.

In the following example, phrasal verb "*settle down*" did not pose any difficulties for translator, in spite of its polysemous nature, it was a bit easy to find the correct translation without looking up the genuine definition and other particular meanings in the bilingual dictionary, because the context somehow came in handy and on the basis of contextual tool, one can find an translation of the phrasal verbs in a matter of seconds. To illustrate:

1. *After 2 years at the front and a wound that had taken longer to heal that it should, he was glad to **settle down** quietly at Apia for twelve months at least, and he felt already better for the journey.*

1. *Janggohda o'tgan ikki yil va juda uzoq bitgan yaradan so'ng u hech bo'lmasa yil-o'n ikki oy **tinchgina yashash** uchun Apiaga ketayotganiga suyunib, sayohatga chiqqanidan beri o'zini ancha tetik his qilayotgandi.*

In the above mentioned example, the translator puts forward completely different translation of the English phrasal verbs, as far as we are concerned the phrasal verbs *settle down* gives us only a few meanings whereas the most literal one is *to start living in a place where intend to stay for a long time*, usually with your partner which means in Uzbek *"qo`nim toppish, panoh topish, joylashish"* and so on.

Translators who are aware of the plot of the story employed linguistic devices such as **addition** and **contextual meaning** in the stage of translation. Interestingly, the author did not mention his peaceful life in the intended place. In addition, the meanings of **settle down** don't give the genuine meaning which is contrary to our expectation.

In the second case, we again came up with an example using **settle down**, but the meaning is not similar, because this time the translators suggested **omission** strategy to give a literal meaning of sentences.

2. He was undressed before she was, and climbing into the upper bunk he settled down to read himself to sleep.

2. U xotinidan avval kiyimini yechdi-da, tepadagi osma karavotga chiqib, uyqusini keltirish uchun kitob o'qiy boshladi.

As you witnessed the example above, it only says about doctor`s climbing into the upper part of the bunk in order to lull himself to sleep by reading a book. Yet we lost the role of the phrasal verb *settle down* in this part of the story. However, he might offer us something which includes the translation of **settle down** into the Uzbek language. To illustrate:

2. U xotinidan avval kiyimini yechgach, tepadagi osma kravatga joylashib olib, uyqusini keltirish uchun kitob o'qishga kirishdi.

In this example, we have changed the structure of the sentence and came up with the physical meaning of **settle down**, but we omitted the prepositional phrase **climb into**, because it is clear from the statements, the only purpose of doctor is settling down in the bunk bed and read a book.

Another example also requires a careful attention and ultimate awareness of phrasal verbs and their literary approach to translation into Uzbek. Because, in order to create a perfect translation which meets all required standards of translation, translator must be utterly careful and brilliant all linguistic peculiarities of both source and target languages.

3. Mr. Davidson and I *talked it over*, and we *made up our minds* the first thing to do was to *put down* the dancing.

3. Mister Devidson ikkimiz uzoq *maslahatlashib*, avvalambor, raqsga tushishni *man etish* kerak, degan qarorga keldik.

In the example specified above, we have encountered the translation of couple of phrasal verbs which are the most common in speech, one of them is *talk something over* which means to *discuss a problem or situation with someone, often to find their opinion or to get advice before making a decision about it*. A full lexical correspondence in translation of phrasal verbs *talk over* is provided by translator and the core meaning of the phrasal verbs is preserved respectively. Whereas the second one "*put down*" poses a real problem for translators because multiple meanings of phrasal verbs *put down* lead most of translators aberration and results in a loss of meaning of a phrasal verb in the sentences.

This type of phrasal verbs is characterized to have *'figurative/ idiomatic'* meaning. An American theorist F.R. Palmer [21] states that with phrasal verbs, there seemed to be three ways in which the term 'idiomatic' may be used (1974: 226):

1. Palmer states that there is some collocation restriction upon the combinations, and that it is possible to think up explanations for some of the restrictions, but not possible to give any general rule concerning them.

2. According to Palmer.F.R, the term 'idiomatic' refers to all the combinations that are not literal in the sense of being locational. He argues that these non-literal combinations are still very largely (though in varying degree) transparent, i.e. their meaning can be inferred from the meaning of its parts.

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[21] Palmer, F.R. The English Verb. London: London Group Limited.1974

He also argues that native speakers of English would have no difficulty in understanding or forming new combinations using the adverb in one of its aspectual senses even with a new verb.

3. Finally, Palmer. F.R. states that the use of the term 'idiomatic' would be simply for those combinations that are totally opaque (non-transparent), i.e whose meaning cannot be inferred from the meanings of the individual parts.

Moreover, the polysemous nature of phrasal verbs has been a matter of importance for translators of such debatable problems; nearly all translators are inclined to believe that this aspect of phrasal verbs should be taken into consideration seriously when dealing with translation within the text.

When translating phrasal verbs into Uzbek, translators ought to resist the temptation of hastily translating them literally by taking up the components of each phrasal verbs separately. They have to look at each phrasal verbs as one single, discrete unit of meaning and consider its idiomatic tendency as well.

The phrasal verb "put down" is usually employed in the positive form and is commonly collocated with some items. One of the initial meanings of it is to put an object that you are holding onto the floor or onto another surface. For instance:

1. I ***put*** my bags ***down*** *while we spoke.*

We would like to further illustrate some other meanings of phrasal verbs "*put down"* along with their meaning in order to send a clear message about the meaning of a phrasal verb to learners and its appropriate translation into TL (Uzbek).

2. *If you want to get your children into that school, you have to **put** their names **down** at birth.* (to write someone's name on a list or document, usually in order to include them in an event or activity – yozmoq, qayd etmoq.)

3. I've ***put*** a deposit ***down*** on a new car. (to pay part of the cost and promise to pay the rest later – yarim pulini berib qo`ymoq.)

4. *Why did you have to **put** me **down** in front of everybody like that?* (<u>*informal*</u> *to make someone feel silly or not important by criticizing them – kimnidir kamsitmoq, izza qilmoq.*)

5. *If a horse breaks its leg, it usually has to be **put down**.(to kill an animal that is old, ill or injured, to prevent it from suffering – o`ldirmoq, bahridan o`tmoq)*

6. *Thousands of troops were needed to **put down** the uprising.(to stop or limit an opposing political event or group – bostirmoq, bartaraf qilmoq, chek qo`ymoq.)*

7. *It's time that the government **put down** interest rates. (to reduce a price or a charge – qisqartirmoq, kamaytirmoq, narxini tushurmoq.)*

8. *She **put down** safely in the corner of the airfield.(When an aircraft puts down, it lands, and when pilots put down their aircraft, they land – yerga qo`nmoq)*

Having looked through other available meanings of phrasal verb put down, we reached to the conclusion that among other meanings of the phrasal verb ***put down*** provided by *Cambridge Advanced Learner`s Dictionary*[22], the meaning in the 6th example is really close to the context and provides a complete lexical and semantic correspondence.

While analyzing the next example, we have faced a very occasional case which is attributable to phrasal verbs. In the previous example, we flipped through multiple meanings of the phrasal verbs ***put down***, and to our surprise, we came across the same meaning as in the 6th example, yet a different phrasal verb which is also polysemous and is not easily predictable.

The main characters in the story again discussed the matter of dancing among primitive and amoral people, and asserted the absence of dancing in their own society since it occurred to them very odd and insane. And they still implied that the government should eradicate the root of evilness among the people.

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[22] *Cambridge international dictionary of English.* Cambridge: Cambridge University Press. 1995.

4. *However, I`m thankful to God that we **stamped it out**, and I don`t think I am wrong in saying that no one has danced in our district for 8 years.*

*4. Yaratganga shukrki, biz mana shu rasvogarchilikka **chek qo'ydik**, aniq aytishim mumkin, biz tomonda sakkiz yildan beri birorta odam raqsga tushgani yo'q.*

Unlike other cases of phrasal verbs translation in the analysis, we ran into a very uncommon situation in the example specified below which we thought as one of the trickiest thing for translators in the translation of phrasal verbs. Here, the translator translated the sentences on the basis of physical meaning of phrasal verb *put something in* provided by the author in the source text. The translator did not use any specific methods of translating phrasal verbs, but preserved the core meaning of *put something in* and simply transferred it. Here the translator translated the sentence using the most ordinary type of translation; *word-for-word translation.*

The author might have given a single word alternative in a bid to give the meaning of covering the part of body from others; he would much prefer to express it through multi-word verbs than any other methods, since he thought it would be emphatic and efficient to use phrasal verbs in both formal and informal speech. Yet, the translation of the sentence is accurate and the meaning is well-preserved.

*5. When you are asked to a party at the Government House at Apia you`ll notice that all the ladies are given a pillowslip to **put their lower extremities in**.*

*5. Apiada hali gubernator kechaga taklif etsa, hamma ayollarga **haligi… quyi a'zolarini berkitish** uchun yostiq jildi berishlarini ko'rasizlar.*

As is typical, we might suggest some other literary versions of phrasal verb translation at this point, even though it's not the main part of thesis, we would like to give a slightly more bookish and poetic way of translating the current sentence rather than leaving it without any changes. With regard to transparency of translation, Uzbek translators should try not to adhere to the direct semantic meaning of phrasal verbs when translating them into Uzbek. They, however, have

to take into account the situational context in which such verbs are employed if they are to achieve their ultimate functional-pragmatic equivalence. To illustrate what we have said above, we would like to deal with the translation of this source sentence by using some lexical diversity to the text, particularly, the most literary and the most common for genuine reader.

5. *Apiada hali gubernator kechaga taklif etsa, hamma ayollarga **avratlarini bekitish/yopish** uchun yostiq jildi berishlarini ham guvohi bo`lasizlar.*

We came across the usual phenomenon with phrasal verbs in the current example too. In most cases, novelists and authors employed other synonymic phrasal verbs so as not to bore the reader as well as to provide diversity and pure tint in the context. Furthermore, phrasal verbs ***put aside*** is considered to be the most common multi-word verb which is of equal value to ***set aside*** that means to *save something, usually time or money for special purposes.*

Moreover, we have to admit that that translator should be certain about the correct meaning of phrasal verbs prior to the translation of them, since the task of translating phrasal verbs into other language whose semantic and lexical units are quite different really poses some issues for translators. For example:

E.g. *I shall **put/set aside** certain number of hours to study and a certain number to exercises;*

*Men yodlashga bir necha soat, takrorlashga bir necha soat **ajrataman**.*

Yet, in the example below, the meaning of *put aside* is quite opposite to the 1st one. According to the viewpoint of author, the main character of the story, one of the missionaries, is expressing the warm-heartedness of his wife, whenever he was in distress. At that moment, she would forget about everything around her and fully engrossed in give some solace by reading some lines from the Bible.

6. *When I was broken and weary she would **put** her work **aside** and take the Bible and read to me till peace came and **settle upon** me like sleep upon the eyelids of a child.*

6. Holdan toyib, tushkunlikka tushgan paytlarimda missis Devidson **ishlarini bir chetga surib qo'yardi-da**, *Injilni qo'liga olib, xuddi go'dakni allalagandek* **ko'nglim xotirjam tortguncha** *o'qib berardi.*

We would like to show a bit rare case with phrasal verbs through the following instances. Earlier we defined some certain problems of translation of phrasal verb in the speech; the author sometimes surprised us by his choice of phrasal verb in his literature according to their lexical, grammatical and semantic properties. But the one which we want to examine closely now is the verb without any adverbial elements.

It's widely acknowledged that the main function of phrasal verbs is conceptual categorization of reality in the speaker's mind. They denote not only actions or states as "ordinary" verbs do, but also specify their spatial, temporal or other characteristics. This ability to describe actions or states more precisely, vividly and emotionally is determined by the adverbial components of phrasal verbs. By combining with these elements, verbs of broader meaning are subjected to a regular and systematic multiplication of their semantic functions.

While the English verb has no consistent structural representation of aspect, adverbial particles either impart an additional aspective meaning to the base verb (e.g. the durative verb *sit* merges with the particle *down* into the *terminative phrasal verb sit down*) or introduce a lexical modification to its fundamental semantics.

With regard to the relevance of the particle, American scholar of linguistics R. Side argues that the particle plays an integral part in determining the meaning of phrasal verbs, and there are indeed occasions where the meaning is carried more by the particle than by the verb (1990: 146). Yet, in the following example, the phrasal verb which comes in the context causes some confusion in the meaning of phrasal verbs since both verb and adverb constitutes the whole semantic unit.

7. There is nowhere she can go; only a native house and no native will **take her** *now, not now that the missionaries have got their knife in her.*

7. *Uning shu atrofdagi kulbalardan boshqa boradigan joyi yoq. Lekin missionerlar tish qayrab turgan paytda mahalliy aholi uni **uyiga kiritmaydi**.*

It is clear from the context, the author wanted to express the meaning of *providing someone with a place to stay temporarily by using an "ordinary" verb.* But in the next example, he preferred to use phrasal verb to give the same meaning. According to the story, Miss Thompson was the woman of middle ages, but the one who loved entertaining with casual acquaintances; from missionaries' point of view, she was a frivolous woman who always puts on frills. In the culmination of the story, he wished to expel her as a punishment for her light-minded actions, because the missionaries were very conservative about the thoughtless behavior of local people. It goes without saying during the time of heavy rainfall, it was a bit hard to get any lodging in the island as well as no one can ***put*** her ***up*** because of fear of missionaries. In the abovementioned example, her futile attempt of finding a lodge in the island was expressed with the aid of phrasal verbs take.

Interestingly, with his great accuracy of word choice and high level of mastery of writing the author mesmerized us, particularly he used the magic power of phrasal verbs in a very delicate way. However, this part of the sentence made us come to quick conclusion about his incompetence in the use of phrasal verbs in the text. But translator quickly did not slip away this chance and showed his true mettle in the translation. We thought author expressed his view using one word alternative although it is not inefficient.

E.g. *"When all is said and done, it's your house. We're very much obliged to you for **taking us in** at all."*

*"Har nima bo`lganda ham bu sizni uyingiz. **Boshpana berganingiz** uchun sizdan juda minnatdormiz."*

Unlike the previous instance, he chose the genuine phrasal verbs along with proper adverbial elements which can give exclusive meaning of finding an accommodation.

Strictly speaking, proper translation of English phrasal verbs to a high degree depends on the context in which they are used, which suggests the appropriate interpretation of the described action. But in the following example, it is very hard to predict the meaning of a phrasal verb in the sentences.

8. Silence **fell upon** them.

8. *Bir zum o`rtaga jimlik **cho`kdi**.*

One of the cases with a phrasal verb which translators should bear in mind when dealing with translation is idiomaticity of them in speech. Some English phrasal verbs *can be highly idiomatic*, their meanings being *unpredictable from the sum of their constituents' meanings*.

In this case, where the context or professional experience fails to reveal the sense of a phrasal verb, a good explanatory or bilingual dictionary can be of great help to the translator. For example; for a person who is not a native speaker of English, in the sentence "Silence **fell upon** them." neither the context, nor the adverbial element of the phrasal verb hint at the real meaning of the combination **fall upon**.

With regard to Cambridge Advanced Learner`s Dictionary, the phrasal verb *fall upon* provides the meaning which is unlike to *occurring* or *happening*. The genuine meaning of the phrasal verb *fall on/upon* is *to attack someone suddenly and unexpectedly*. But in translation the translator into Uzbek used the verb phrase *jimlik cho`kdi, or jimlik cho`mdi instead of using jimlik sodir bo`ldi, or jimlik hujum qildi* because it is a bit awkward to give the literary meaning in this way and it causes the frustration in native speakers of TL.

Such difficulties prompted some Uzbek researchers to tentatively suggest the employment of such strategies as *evasion*, *omitting* and *paraphrasing, generalizing* phrasal verbs when translating them into Arabic. According to our study, these strategies are proven to be haphazard and cannot be replicated because they have no place in assessing, perceiving and producing phrasal verbs by Uzbek learners of English, Uzbek translators and interpreters.

So as not to go through some tough lines in the translation of phrasal verbs above, translators are demanded to increase the awareness of the syntactic, semantic and pragmatic properties of phrasal verb to boost their own ability in comprehending the idiomatic and polysemous nature of phrasal verbs, and their ability in targeting their communicative meanings by appreciating situational contexts so as to achieve their Uzbek functional pragmatic equivalents.

All these factors make phrasal verbs an interesting phenomenon for both translators and learners to investigate while at the same time it is challenging to capture them appropriately.

Conclusion to the 3rd chapter

It is not an exaggeration when we say that the items about Phrasal verbs are one of the main and important items of theoretical study and practical translation of the English language.

The enormous bulk of information outlined throughout the Chapter III revealed that the phenomenon of phrasal verb has attracted the attention of many researchers in different fields. They take a considerable place in the vocabulary of Modern English language and are generally used in idiomatic phrases. Their functioning is heterogeneous with a view to their great variety. They have been insightfully dealt with from a variety of perspectives.

Grammarians, semanticists, lexicographers, pedagogues and translators found that structural oddity, semantic ambiguity, high productivity, and the amount of challenge phrasal verb constitute to a non-native speaker necessitate a deep and careful investigation. Therefore, they devoted a great deal of their scholarly efforts accounting for their syntactic features, semantic properties, and other related peculiarities to agree upon some and disagree upon others.

Translating of English phrasal verbs is very important part of the science of translation. Having analyzed the translation of certain phrasal verbs which are common in the speech, we came to the conclusion that the translation of phrasal verb into Uzbek, however, where there exist no much correspondences neither syntactically nor semantically, is far more complicated task and subject to numerous debatable difficulties. Hence, this study is intended to investigate the problems of conveying the message across two languages through phrasal verbs.

To summarize, Uzbek translators are likely to encounter the problems of finding Uzbek equivalents to English phrasal verbs taking into consideration of their idiomatic meanings, syntactic structures, lexical collocations and the specialized fields of discourse, and we further say that such problems should be treated in bilingual dictionaries and translator training programmes. Moreover, we must work to develop both our linguistic approaches for describing them and our strategies for translating them since it is the aim of our present thesis.

Final conclusion

To sum up, this chapter casts light on phrasal verbs as one of the most important linguistic components in the English language and a thorny subject in translation science because it might not be a proper translation without translating the phrasal verbs appropriately.

The phenomenon of phrasal verb has been the focus of a number of translation studies. The treatment of such a phenomenon has varied considerably from one researcher to another depending upon the standpoint from which it has been accounted for. Yet, one can infer a number of insights: firstly, translating phrasal verb into languages where there are a number of correspondences between them and the English language. Such correspondences play a significant role, as a common ground, in negotiating the idiomatic meaning of phrasal verb and, in turn, in finding the appropriate equivalents to them.

Our objective in phrasal verbs translation is to transfer the closest and meaningful equivalence of phrasal verbs from the English into Uzbek. We have analyzed the both languages` features closely examined some examples from chosen source and determined appropriate equivalence between SL and TL in the phrasal verb translation.

However, we identified certain issues while we were scrutinizing some instances thoroughly since there is no doubt that any translator is obliged to confront them while they are translating. Most translators face some obstacles in the translation of phrasal verb and due to its misleading and unpredictable nature it remains a real problem and an onerous task for the translator.

One of the problems in translating phrasal verbs lies in the fact that it is difficult to use phrasal verbs properly in the speech unless the learner is well familiar with their correct occurrence in the speech; otherwise they cause some anxiety and aberration in most English learners.

One possible reason is that phrasal verbs have not been amply placed within the curriculum of many educational institutes and the absence of translation

teaching materials to familiarize English language learners and translators with specific constructions; therefore, the frequency of phrasal verbs within the translation must be reviewed and revised accordingly to reduce the problems of translating phrasal verbs for translators, especially for those who are translating them from English to Uzbek. Conducting further research on this ground will undoubtedly help us to overcome some hurdles of this kind.

Another problem of phrasal verb translation which requires further research is a semantic feature of them because the possibility of preserving the polysemous meaning of English phrasal verbs while they are being translated into Uzbek is another rare case.

The present study has also explored the effect of context in translating phrasal verbs into Uzbek of English, and we could suggest that the use of sentence context was better in achieving retention than using the translation condition. This does not mean that the use of context is always better than the translation condition, but context is more beneficial when retaining vocabulary knowledge. However, the effect of the learning conditions was closely related to the other factors such as the proficiency level, first language, and the combination of the learning. Therefore, the effect of context should be estimated under the consideration of the interaction with other variables.

A remedy suggested by some old classical translators to avoid pitfalls in translating phrasal verbs is to memorize their meanings in the target language. But this will only hamper and destroy further scope and the intrinsic beauty in the translation in spite of the fact that it is a short-cut and myopic solution. It will also be impossible to learn by heart all possible combinations of verbs which are infinite and every now and then new combinations will form since language is dynamic and creative.

Another response to the question of appropriate translation of phrasal verbs is that every translator should pay attention to the translation of the phrasal verbs and work hard with each phrasal verb. English and Uzbek lexical systems are so different that they demand the special approach to translating of

each verb according to its nature of homonym. In addition, thorough study and consequent understanding of semantic correspondences in the English and Uzbek verbal systems can be quite a powerful tool in the translator's arsenal.

Furthermore, such difficulties have constituted the basis upon which Uzbek researchers warrant the employment of such strategies as evasion, omitting and paraphrasing phrasal verb when translating them into Uzbek. Such strategies, as it will be manifested from the results of this study, are not theoretically based and lack of a systematic approach that may help tackle the difficulties encountered when translating phrasal verb into Uzbek. More insightful efforts are needed to describe the difficulties encountered by translators when dealing with such a problematic phenomenon, and more practical strategies are needed to be suggested, examined and applied.

The prospect for the future would be better, if we are aware of the fact that becoming much familiar with all peculiarities of phrasal verbs can be the most effective tool in learning as well as the translation of them. It is a common phenomenon and undisputable fact that high accuracy in the acquisition of phrasal verbs and treatment of phrasal verbs in practical translation can prevent most translators and learners from hardships and disgrace in the translation.

The present analysis will hopefully contribute to the studies of language transfer and in particular of transfer issues in the usage of English phrasal verbs.

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