



THEORETICAL BASES OF CONSECUTIVE INTERPRETATION PHRASEOLOGICAL UNITS

Nurmatova Munira Toshmamatovna

MA student, Uzbekistan state world Languages University

Bakirova Khilola Botiraliyevna

Scientific supervisor, Uzbekistan state world Languages University

Annotation: *The article deals with the major role of developing cognitive abilities, interpretation phraseological units in teaching English. The author concludes that translating of phraseological unit is an integral part of learning languages, as the language is the means of communication, and the level of its progress and efficiency in learning is mainly identified by this certain aspect. Besides, the author also makes some recommendations on improving teaching speaking skills for foreign language teachers.*

Key words: *Consecutive, interpreting, rendering long passages, observance of business etiquette, cultures collided, ambiguity.*

Consecutive interpreting may be as "short consecutive interpreting" or "long consecutive interpretation ". In short consecutive interpreting the interpreter relies on memory. In long consecutive interpreting the interpreter takes notes of the message to help rendering long passages. One of the most important steps in the consecutive translation is that the interpreter should know not only the norms of the language but the translation rules as well. In Consecutive translation the speaker makes a pause necessary for the interpreter to translate all the above said.

At the same time this type of translation requires from the translator a high level of attention, observance of business etiquette, good command of vocabulary of two languages.

One of the most difficult problems in translating is found in differences between cultures. The people of a given culture look at things from their own perspective. In consecutive translation two cultures collided and we come across the influence of cultures with each other. Therefore, it is necessary for the future interpreters to know the history, customs, traditions, culture, and way of life of the people who speak the language. There may be the differences in meanings of phraseological units, cultural meanings of words in different languages.

A Phraseological unit (PU) can be defined as a non-motivated word-group that cannot be freely made up in speech, but is reproduced as a ready-made unit.

It is a group of words whose meaning cannot be deduced by examining the meaning of the constituent lexemes.

The essential features of PU are:

- 1) lack of motivation;
- 2) Stability of the lexical components.

A dark horse is actually not a horse but a person about whom no one knows anything definite.

A bull in a china shop: the idiom describes a clumsy person.



A white elephant – it is a waste of money because it is completely useless.

The green-eyed monster is jealousy, the image being drawn from Othello.

To let the cat out of the bag: to let some secret become known.

To bark up the wrong tree (Am) means ‘to follow a false scent; to look for somebody or something in a wrong place; to expect from somebody what he is unlikely to do’.

The idiom is not infrequently used in detective stories: *The police are barking up the wrong tree as usual*, i.e. they suspect somebody who has nothing to do with the crime.

The ambiguity of these interesting word-groups may lead to an amusing misunderstanding, especially for children who are apt to accept words at their face value.

- Little Johnnie (crying): *Mummy, mummy, my auntie Jane is dead.*
- Mother: *Nonsense, child! She phoned me 5 minutes ago.*
- ✓ Little Johnnie: *But I heard Mrs. Brown say that her neighbours cut her dead.*

To cut somebody dead means ‘to rudely ignore somebody; to pretend not to know or recognize him’.

Puns are frequently based on the ambiguousness of idioms:

- *Isn't our Kate a marvel! I wish you could have seen her at the Harrisons' party yesterday. If I'd collected **the bricks she dropped** all over the place, I could built a villa'.*

To drop a brick means ‘to say unintentionally a quite indiscreet or tactless thing that shocks and offended people’.

The author of the “Book of English Idioms” Collins write: “In standard spoken and written English today idioms is an established and essential element that, used with care, ornaments and enriches the language.”

Used with care is an important warning because speech overloaded with idioms loses its freshness and originality. Idioms, after all, are ready-made speech units, and their continual repetition sometimes wears them out: they lose their colors and become trite clichés.

In modern linguistics, there is considerable confusion about the terminology associated with these word-groups

Most Russian scholars use the term “phraseological units” introduced by academician V.V. Vinogradov.

The term “idiom” used by western scholars has comparatively recently found its way into Russian phraseology but is applied mostly to only a certain type of phraseological unit as it will be clear from further explanations.

There are some other terms: set-expressions, set-phrases, phrases, fixed word-groups, collocations.

“Phraseological units are figurative set expressions often described as "idioms". Such units have an important role to play in human communication. They produce a considerable expressive effect for, besides conveying information, they appeal to the reader's emotions, his aesthetic perception, his literary and cultural associations. Whenever the author of the source text uses an idiom, it is the translator's duty to try and reproduce it with the utmost fidelity. The main the function of phraseologisms in speech is the expression of various kinds speaker's assessments and positions in relation to the expressed judgment. Phraseological expressions occupy the lexical system language a special place, belong to the layer stylistically marked vocabulary, have their own distinctive



features and lend themselves to classification according to many different attributes (divisibility, transparency, reproducibility, the number of components in the composition)”.

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