



METHODOLOGY FOR TEACHING THE TRANSLATION OF PHRASEOLOGICAL UNITS

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Abstract: *This article explores effective methodologies for teaching the translation of phraseological units in foreign language education. Phraseologisms, or idiomatic expressions, present unique challenges due to their figurative meanings, cultural connotations, and lack of one-to-one equivalents in other languages. The article emphasizes the importance of context-based instruction, comparative analysis, and interactive techniques to enhance students' understanding and translation competence. Practical exercises are proposed to engage students actively and improve retention.*

Keywords: *Phraseological units, idioms, translation, teaching methodology, comparative analysis., approach.*

Annotatsiya: *Maqolada chet tillarni o'qitishda frazeologik birliklarni tarjima qilish metodikalari samaradorligi ko'rib chiqiladi. Frazeologizmlar yoki idiomatik iboralar o'zlarining ma'noning figurativligi, madaniy konnotatsiyalari va boshqa tillarda to'liq ekvivalentlarning yo'qligi sababli o'quvchilar uchun o'ziga xos qiyinchiliklar tug'diradi. Maqolada kontekstga asoslangan ta'lim, solishtirma tahlil va interaktiv usullar orqali o'quvchilarning tushunishi va tarjima ko'nikmalarini oshirishning ahamiyati ta'kidlangan. Talabalarni faol jalb qilish va materialni yaxshiroq o'zlashtirish uchun amaliy mashqlar taklif etiladi.*

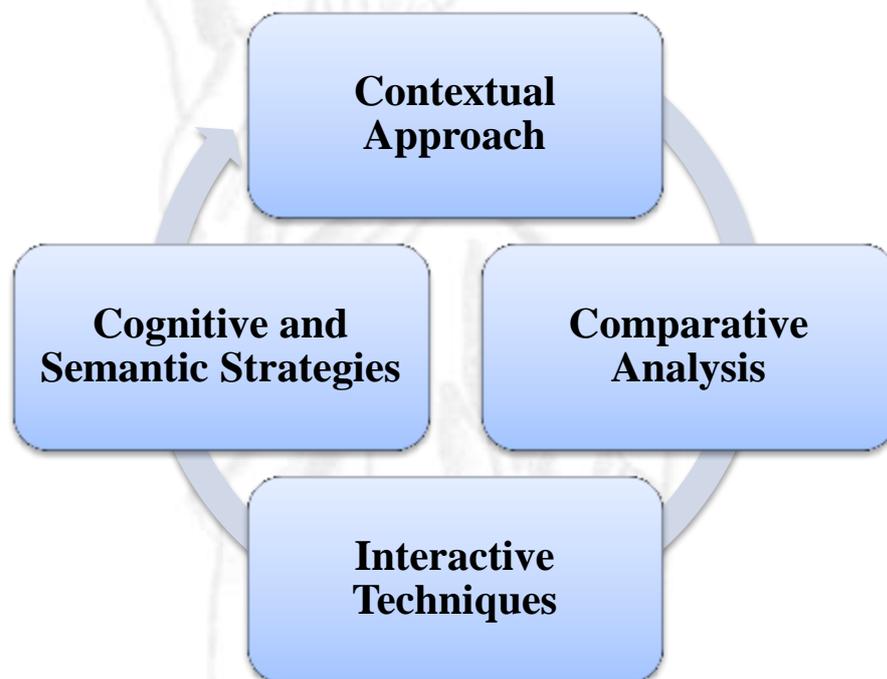
Kalit so'zlar: *Frazeologik birliklar, idiomalar, tarjima, o'qitish metodikasi, solishtirma tahlil, yondashuv.*

Аннотация: *В статье рассматриваются эффективные методики преподавания перевода фразеологических единиц в обучении иностранным языкам. Фразеологизмы или идиоматические выражения представляют собой особую сложность из-за их переносного значения, культурных коннотаций и отсутствия прямых эквивалентов в других языках. В статье подчеркивается важность обучения на основе контекста, сравнительного анализа и интерактивных методов для улучшения понимания и компетенции студентов в переводе. Предлагаются практические упражнения, которые активно вовлекают студентов и способствуют лучшему усвоению материала.*

Ключевые слова: *Фразеологические единицы, идиомы, перевод, методика преподавания, сравнительный анализ, подход.*

Phraseological units are an “integral component of any language, reflecting cultural values, social norms, and historical experience”⁸. “Idioms, set expressions, and collocations convey meaning beyond individual words, making literal translation often inadequate or misleading”⁹. For foreign language learners, mastering the translation of phraseologisms requires more than memorization; “it demands understanding of semantic, syntactic, and cultural dimensions”¹⁰.

The methodology for teaching translation of idioms should therefore integrate linguistic analysis, intercultural awareness, and practical exercises that foster both comprehension and productive use. There are several possible approaches for it:



1. Contextual Approach

⁸ V. N. Teliya. *Russian Phraseology: Semantic, Pragmatic, and Linguocultural Aspects*. Moscow, 1996.

⁹ Shansky N. M. *Phraseology of the Modern Russian Language*. Moscow, 1985.

¹⁰ O. V. Starostina et al. *The Role of Phraseological Units in the Formation of Linguistic-Cultural and Cross-Cultural Competence of Foreign Students*. Multidisciplinary Social Science & Management, 2018.



“Teaching idioms within authentic communicative contexts allows learners to infer figurative meaning naturally”¹¹. For example:

English idiom: “*Break the ice*”

Context: “*To start the meeting, John told a joke to break the ice.*”

Translation (Uzbek): “*Uchrashuvni boshlash uchun Jon hazil qildi.*”

Here, the idiomatic meaning (“to relieve tension”) is clearer than translating word-for-word. Teachers can provide texts, dialogues, or multimedia materials where idioms appear naturally.

Exercise:

Give students a short story or dialogue containing idioms.

Ask them to identify idioms and translate them appropriately into their native language.

Discuss why literal translation might fail.

2. Comparative Analysis

Comparing idioms in the target and native languages helps learners understand cross-linguistic equivalences and cultural differences.

Example:

English: “*Work like a dog*”

Uzbek: “*Chumolidek mehnatkash*” (literally “hardworking like an ant”)

Although both express diligence, the metaphor differs due to cultural perception. “Students should be encouraged to analyze connotations and select the most appropriate translation strategy: literal, semantic, or functional equivalence”¹².

Exercise:

Provide a list of idioms in English and ask students to find equivalents in Uzbek.

Discuss idioms with no direct equivalent and brainstorm culturally adapted translations.

3. Interactive Techniques

Interactive and gamified approaches enhance motivation and retention. Examples include:

Idiom matching games: Match idioms with their meanings or native equivalents.

Role-playing dialogues: Students act out scenarios using idioms appropriately.

Translation competitions: Groups translate idiomatic expressions and justify their choices.

¹¹ Kopsazharova UI, Beisenbaeva BA, Kikimova AT. *Phraseological Funds of the Language as a Means of Expressing the Mentality of the People*. Vestnik of the Peoples’ Friendship University, 2013.

¹² J. Ageeva. *Communication Skills at Job Interview: Pedagogical Insight into the Problem*. Education and Science Journal, 2016 (1): 109–117.





Exercise:

Divide students into teams and give each team a set of idioms.

Each team translates idioms into the target language and explains cultural nuances.

Award points for creativity, accuracy, and cultural appropriateness.

4. Cognitive and Semantic Strategies

Students are trained to analyze idioms' semantic structure and figurative elements:

“Componential analysis: Break down the idiom into literal and figurative parts.

Metaphorical understanding: Identify underlying metaphors or imagery.

Contextual application: Determine when the idiom is suitable in communication”.

Example:

Idiom: “*Kick the bucket*”

Literal: physically kicking a bucket

Figurative: to die

Cognitive strategy: teach students to recognize idiomatic meaning based on context rather than literal interpretation.

Exercise:

Provide sentences containing idioms.

Ask students to analyze literal vs figurative meaning.

Translate idioms appropriately considering the audience and context.

To conclude, teaching the translation of phraseological units requires a multi-faceted methodology. Contextual learning ensures comprehension of pragmatic and cultural nuances. Comparative analysis highlights cross-linguistic similarities and differences. Interactive exercises improve engagement and retention. Cognitive strategies support accurate and culturally sensitive translations. Integrating these approaches into foreign language instruction enhances learners' translation competence, intercultural awareness, and overall communicative proficiency.

References

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