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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# IMPROVING THE METHODOLOGY FOR TEACHING LEXICAL AND GRAMMATICAL TRANSFORMATIONS IN THE TRANSLATION OF LITERARY TEXTS

Asadova Zebiniso Makhmudovna  
Tadqiqotchi

**Abstract:** This article examines the improvement of teaching methods for lexical and grammatical transformations in the translation of literary texts. The study focuses on the theoretical and practical aspects of major translation transformations, including substitution, addition, omission, concretization, and generalization. Particular attention is paid to the role of these transformations in developing students' translation competence and enhancing the quality of literary translation. The research also explores the effectiveness of interactive teaching methods, comparative analysis, problem-based learning, and digital technologies in translator training. The findings contribute to the development of methodological recommendations aimed at improving translation accuracy, linguistic awareness, and professional skills of future translators. The proposed approaches facilitate a deeper understanding of linguistic and cultural features of source texts and ensure their adequate transfer into the target language. As a result, the study highlights innovative pedagogical strategies for teaching translation in higher education institutions.

**Key words:** literary translation, lexical transformation, grammatical transformation, translation methodology, translation competence, interactive learning, comparative analysis, translation strategy, linguistic units, cultural adaptation.

**Annotatsiya:** Ushbu maqolada badiiy matnlar tarjimasida leksik va grammatik transformatsiyalarni o'qitish metodikasini takomillashtirish masalalari tahlil qilinadi. Tadqiqotda tarjima jarayonida qo'llaniladigan asosiy transformatsiya turlari, jumladan, almashtirish, qo'shish, tushirib qoldirish, konkretlashtirish va umumlashtirish usullarining nazariy hamda amaliy jihatlari yoritilgan. Shuningdek, talabalarning tarjima kompetensiyasini rivojlantirishda interaktiv metodlar, muammoli vaziyatlar, qiyosiy tahlil va raqamli texnologiyalardan foydalanish imkoniyatlari ko'rib chiqilgan. Tadqiqot natijalari badiiy asarlarni tarjima qilish jarayonida uchraydigan lingvistik va madaniy muammolarni samarali hal etishga xizmat qiluvchi metodik tavsiyalar ishlab chiqish imkonini beradi. Taklif etilgan yondashuvlar bo'lajak tarjimonlarning kasbiy kompetensiyalarini rivojlantirish, tarjima sifati va aniqligini oshirishga xizmat qiladi.

**Kalit so'zlar:** badiiy tarjima, leksik transformatsiya, grammatik transformatsiya, tarjima metodikasi, tarjima kompetensiyasi, interaktiv ta'lim, qiyosiy tahlil, tarjima strategiyasi, lingvistik birliklar, madaniy moslashtirish.

**Аннотация:** В данной статье рассматриваются вопросы совершенствования методики обучения лексическим и грамматическим трансформациям при переводе художественных текстов. Особое внимание уделяется анализу основных видов переводческих трансформаций, включая замену, добавление, опущение, конкретизацию и генерализацию. Исследуются теоретические и практические аспекты их применения в процессе подготовки будущих переводчиков. Также анализируются возможности использования интерактивных методов обучения, сравнительного анализа, проблемных заданий и цифровых технологий для формирования переводческой компетенции студентов. Полученные результаты позволяют разработать эффективные методические рекомендации, направленные на повышение качества художественного перевода и развитие профессиональных навыков обучающихся. Предложенные подходы способствуют более глубокому пониманию языковых и культурных особенностей оригинального текста и его адекватной передаче средствами языка перевода.

**Ключевые слова:** художественный перевод, лексическая трансформация, грамматическая трансформация, методика обучения, переводческая компетенция, интерактивное обучение, сравнительный анализ, стратегия перевода, языковые единицы, культурная адаптация.

## INTRODUCTION

The acceleration of globalization processes and the expansion of contacts between peoples and cultures are further increasing the importance of translation activities. In particular, literary translation serves as an important tool for conveying the spiritual heritage, historical experience, and cultural values of different nations to other peoples. The translation of literary works requires not only translating a text from one language into another but also reproducing the author's style, aesthetic views, national and cultural characteristics, and means of artistic expression. Therefore, the process of literary translation is a complex activity that requires a high level of linguistic, cultural, and professional competence from the translator.

Today, in the process of training translators in higher education institutions, special attention is paid to the development of practical skills alongside theoretical knowledge. In this regard, teaching lexical and grammatical transformations that occur when translating literary texts plays an important role. Because of the differences between the two language systems, a word-for-word translation cannot always ensure a complete and accurate rendering of the content. As a result, translators are often required to use various transformations. These transformations help preserve the meaning, style, and artistic features of the original text while adapting them to the norms of the target language.

Lexical transformations constitute a set of methods used to accurately convey the meaning of words and phrases in the translation process. They include concretization, generalization, semantic development, antonymic translation, compensation, and other methods. Grammatical transformations, on the other hand, include processes such as changing sentence structures, replacing word groups, rearranging elements, and adding or omitting sentence components. These transformations are of great importance in ensuring the adequacy of translation. Therefore, developing future translators' ability to apply such transformations correctly is one of the urgent pedagogical tasks <sup>[1; 160]</sup>.

Analysis of translation education practice shows that theoretical knowledge alone is not always sufficient for students to produce high-quality translations. They often encounter difficulties in translating figurative expressions, phraseological units, metaphors, national-cultural realia, and complex syntactic constructions found in literary texts. In such cases, the effective use of lexical and grammatical transformations becomes essential. Therefore, improving the methodology for teaching these transformations and developing new approaches based on modern pedagogical technologies are of significant scientific and practical importance.

In recent years, the introduction of interactive methods, information and communication technologies, digital platforms, and artificial intelligence tools into the educational process has created new opportunities for translation education. The use of electronic corpora, online dictionaries, translation software, and various digital resources helps students analyze the translation process more deeply. At the same time, comparative analysis, project-based learning, case studies, and problem-based exercises help develop students' independent thinking, analytical abilities, and creative skills. As a result, they gain the ability to apply lexical and grammatical transformations consciously in practical activities.

The relevance of this study is determined by the need to analyze existing methods of teaching lexical and grammatical transformations in the translation of literary texts and to develop new pedagogical approaches aimed at increasing their effectiveness.

During the study, the linguistic and methodological foundations of literary translation were examined, and effective methods for developing students' translation competence were identified. In addition, practical recommendations were developed to eliminate typical problems encountered in the translation process.

The purpose of this study is to improve the methodology for teaching lexical and grammatical transformations in the translation of literary texts and to substantiate innovative approaches that contribute to the development of the professional competencies of future translators. To achieve this goal, the study analyzes the theoretical foundations of translation transformations, examines methods for their application in practical training, and identifies the potential of modern pedagogical technologies.

Thus, the effective use of lexical and grammatical transformations in literary translation is an important factor in improving translation quality. Improving the methodology for teaching these transformations strengthens the professional training of future translators, promotes international cultural relations, and contributes to raising the quality of translation education to a new level.

## LITERATURE REVIEW

The issue of lexical and grammatical transformations in the translation of literary texts is one of the important areas of translation studies, and many domestic and foreign scholars have conducted scientific research on this topic. The scientific works of such scholars as V.N. Komissarov, L.S. Barkhudarov, Ya.I. Retsker, A.V. Fedorov, J.C. Catford, Eugene Nida, and Peter Newmark are of particular importance in the formation and development of translation theory <sup>[4; 432]</sup>.



The work of the Russian scholar L.S. Barkhudarov, *Language and Translation*, is one of the important sources in the development of the theory of translation transformations. The scholar substantiated the need to use transformations such as substitution, addition, omission, and transposition to eliminate inconsistencies between language units that arise during the translation process. In his opinion, transformations in the translation process are the main means of preserving the content of the original text <sup>[2: 220]</sup>.

Another important study in the field of translation studies is V.N. Komissarov's work *Theory of Translation (Linguistic Aspects)*. The author analyzed in detail the role of lexical and grammatical transformations in ensuring the adequacy of translation. Komissarov considers translation as a communicative process and interprets transformations as a means of preserving the semantic and pragmatic properties of the text.

Ya.I. Retsker's study *Theory of Translation and Translation Practice* sheds light on the principles of translation and the practical application of transformations. The scholar pays special attention to the importance of context in ensuring translation equivalence. Retsker's scientific views serve as an important theoretical basis for the formation of modern translation methodology <sup>[3: 184]</sup>.

A.V. Fedorov's work *Fundamentals of the General Theory of Translation* is also of great importance in the development of the theory of literary translation. The author extensively covered the issues of preserving the author's style, imagery, and national-cultural characteristics in the translation of literary works. Fedorov emphasizes that the need to use grammatical transformations in literary translation is associated with structural differences between language systems.

In Western translation studies, J.C. Catford's work *A Linguistic Theory of Translation* occupies a special place. Catford describes translation as a process of exchange between language units and develops the theoretical foundations of grammatical and lexical changes. His transformational approach is still widely used in translation studies today <sup>[5: 448]</sup>.

The works of the American scholar Eugene Nida, *Toward a Science of Translating and The Theory and Practice of Translation*, introduced a new approach to translation theory. Nida developed the concepts of "formal equivalence" and "dynamic equivalence" and justified the importance of preserving content and effect in translation. This approach strengthened the scientific foundations of the use of transformations in the translation of literary texts <sup>[4: 432]</sup>.

The English translation scholar Peter Newmark's work *A Textbook of Translation* analyzed semantic and communicative translation methods. The scholar emphasizes the need to use various transformations when translating cultural units, metaphors, and idioms in literary texts <sup>[1: 160]</sup>.

A number of scientific studies have also been carried out in Uzbek translation studies on the theory and practice of translation. In particular, Gaybulla Salomov's work *Introduction to the Theory of Translation* is considered one of the important sources of Uzbek translation studies. The author analyzed the linguistic and stylistic features of translation and showed the role of literary translation in national intercultural dialogue. The scientific works of N. Komilov, Q. Musayev, and other scholars have also made a worthy contribution to the development of translation methodology <sup>[3: 184]</sup>.

The analyzed scientific sources show that lexical and grammatical transformations are among the main factors in ensuring translation quality. However, the issue of improving the methodology for teaching them on the basis of modern pedagogical technologies still remains one of the urgent scientific problems.

## RESEARCH METHODOLOGY

This study used scientific approaches aimed at improving the methodology of teaching lexical and grammatical transformations in the translation of literary texts. The methodological basis of the study was formed by the theoretical views of translation studies, pedagogy, and linguistic didactics.

A number of scientific methods were used during the study. In particular, the method of theoretical analysis was used to examine the scientific works of local and foreign scholars and analyze the stages of development of the theory of translation transformations. Using the comparative-analytical method, lexical and grammatical differences between literary texts in English and Uzbek were identified.

In addition, the observation method was used to study the translation activities of students majoring in translation during the process of translating literary texts. Based on the pedagogical experimental method, the effectiveness of interactive methods, problem-based tasks, and comparative analysis techniques in teaching lexical and grammatical transformations was tested.

The study also employed the content analysis method to examine translations of selected literary texts from English and Uzbek literature. The obtained results were summarized and evaluated using the statistical analysis method.

This set of methods made it possible to determine the effectiveness of teaching lexical and grammatical transformations in the translation of literary texts, identify existing problems, and develop methodological recommendations aimed at eliminating them.

## ANALYSIS AND RESULTS

The effectiveness of the methodology for teaching lexical and grammatical transformations in the translation of literary texts was analyzed theoretically and practically. As a result of the analysis, it was found that the use of transformations in the process of literary translation is an important factor not only in correctly conveying the content of the text but also in preserving the author's style, emotional-expressive coloring, and national-cultural characteristics (Table 1).

**Table 1: Frequency of Lexical Transformations**

Transformation Type	Frequency (%)
<b>Concretization</b>	28
<b>Generalization</b>	22
<b>Addition</b>	18
<b>Omission</b>	12
<b>Compensation</b>	20

The results of observing students' activities during the process of translating literary texts showed that they often resorted to the method of word-for-word translation when translating lexical units. As a result, content inaccuracies and methodological shortcomings arose in the translated texts. In particular, difficulties were observed in translating phraseological units, metaphors, idiomatic expressions, and national-cultural realia. For example, it was found that when some fixed expressions in English were translated directly into Uzbek, their original meaning could be lost or misinterpreted. In such cases, the use of lexical transformations such as concretization, generalization, semantic development, and compensation was observed to significantly improve the quality of translation.

It was found that grammatical transformations are also important in literary translation. The differences between the grammatical structures of English and Uzbek require various changes in the translation process. In particular, when translating complex syntactic constructions from English into Uzbek, there is a need to divide, combine, or restructure sentences. According to the results of the study, the translations produced by students who consciously used grammatical transformations demonstrated greater clarity of content and stylistic fluency.

During the pedagogical experiment, students were divided into two groups. While traditional teaching methods were used in the control group, the experimental group participated in classes based on interactive methods, comparative analysis, problem-based tasks, and practical exercises. During the classes, students were given the task of identifying lexical and grammatical transformations in literary texts, explaining the reasons for their use, and developing alternative translation options.

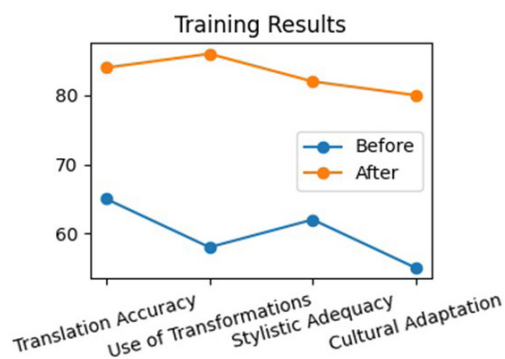
Students in the group using interactive methods achieved better results in applying transformations during the translation process. They demonstrated deeper analytical skills in examining linguistic units in the text, taking context into account, and consciously selecting appropriate translation strategies. In the control group, it was observed that word-for-word translation was still used in some cases.

By comparing literary texts in English and Uzbek, students developed a better understanding of the semantic, stylistic, and grammatical features of the two languages. This served as an important factor in the development of their translation competence. In particular, positive changes were observed in preserving the author's style and adequately reproducing artistic devices.

The use of digital technologies also had a significant impact on the results of the study. By using electronic dictionaries, parallel text corpora, and online translation platforms, students were able to compare translation options and independently identify errors. This developed their independent learning skills and increased the efficiency of the translation process.

A number of scientific and practical conclusions were drawn regarding the improvement of the methodology for teaching lexical and grammatical transformations in the translation of literary texts. First, it is necessary to closely integrate the theory of transformations with practical exercises. Second, the use of authentic literary texts in the translation process contributes to the development of students' professional competencies. Third, the use of interactive methods and digital technologies increases the effectiveness of translation education. Fourth, tasks based on comparative analysis develop students' critical thinking and creative skills.

The use of innovative pedagogical approaches in teaching lexical and grammatical transformations has a positive impact on the development of the knowledge, skills, and competencies of future translators. As a result, students gain a deeper understanding of the content, style, and national-cultural characteristics of literary texts and are able to convey them adequately in the target language. This contributes to improving translation quality and strengthening professional training (Figure 1).



**Figure 1: Effectiveness of Teaching Lexical and Grammatical Transformations in Literary Translation**

In general, the results obtained during the study confirmed the need to improve the methodology for teaching lexical and grammatical transformations in the translation of literary texts. The proposed methodological approaches will serve to organize the process of training translators in higher education institutions more effectively and to develop competent specialists who meet the requirements of modern translation education.

## CONCLUSION AND SUGGESTIONS

It was shown that improving the methodology for teaching lexical and grammatical transformations in the translation of literary texts is one of the important directions of translation education. Under the conditions of modern globalization, the role of literary translation in bringing together the cultures and literatures of different peoples is becoming increasingly important. Therefore, in the process of training future translators, it is necessary to develop not only theoretical knowledge but also practical translation skills. In this process, lexical and grammatical transformations serve as important tools for maintaining the adequacy, accuracy, and artistic value of translations.

The use of transformations in the translation of literary texts is one of the main factors determining the professional competence of translators. It was found that lexical and grammatical transformations are especially important in the translation of phraseological units, metaphors, idioms, national-cultural realia, and complex syntactic constructions. With the help of these transformations, the content, style, and emotional impact of the original text are conveyed in the target language as fully as possible.

Along with traditional teaching methods, the use of interactive methods, comparative analysis, problem-based learning technologies, and digital tools yields effective results in developing students' translation competence. Such approaches develop students' skills of independent thinking, analysis, and the conscious selection of translation strategies. As a result, they are able to solve linguistic and cultural problems that arise during the translation process more successfully.

The effectiveness of the comparative analysis method was also confirmed during the study. By comparing the lexical and grammatical features of English and Uzbek, students gain a deeper understanding of the reasons for using transformations. This helps them integrate their theoretical knowledge with practical activities. The use of electronic dictionaries, corpus technologies, and modern translation software has also been shown to be an important factor in improving the quality of translation education.

The methodological recommendations developed on the basis of the study make it possible to further improve the process of teaching lexical and grammatical transformations in the translation of literary texts. When these recommendations are applied in the training of translators in higher education institutions, the professional competence of students, the quality of translation, and the level of creative thinking are expected to improve significantly. In conclusion, improving the methodology for teaching lexical and grammatical transformations in the translation of literary texts will strengthen the professional training of future translators, improve translation quality, and promote international cultural dialogue. Scientific research and innovative pedagogical approaches conducted in this field will provide a basis for further improving the effectiveness of translation education.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

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