METHODS OF DETERMINING THE MEANING OF A WORD IN THE CONTEXT OF TRANSLATION

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ABSTRACT

This article shows three methods of studying the meanings of words – reference theory, component analysis and postulates of meaning based on the analysis of different examples. In the process of translation, the fact that the translator does not understand the meaning of the word in the context of the original language, but the meaning of the word itself, causes problems such as the wrong translation of this word in the translation. It is this research that helps to overcome such a problem. The following results are presented in the research: reference theory cannot give the full meaning of the word, it is used together with the component analysis, the two analysis methods cannot give the meaning of the word in the context. The third - the method of analysis of meaning forms can determine the pragmatic and semantic features of the word, and this is convenient for the translator.

INTRODUCTION

One of the first fears of a translator is to encounter a word whose meaning is unknown. But the biggest problem for him is not the words, but their meaning in the context of another word.

A speech act (dialogue) created by the participants, occurring at a specific time and place, with a certain content, is considered unrepeatable and rare. But through speech units, these situations can be re-expressed through special schemes. [2;83] For example, the word " *cat* " in European languages means a scheme - " *felix* ", but each individual has a certain scheme. can be given in different forms for the same purpose or situation. A word has a general meaning, but its meanings in context come in different forms.

LITERATURE ANALYSIS AND METHODS

The issue of determining the meaning of a word in the context, not its own meaning, in the theory of translation, has been studied by scientists, and various analyzes have been cited with examples. There are two distinct views of the Greek philosophers on the question of the relation between the phenomenon expressed by the word and the essence. In particular, Plato shows that the connection between the word and the essence is natural and it constitutes the

mutual system of the world [2;84]. But Aristotle says that this natural connection is unfounded [3;58]. It is shown as proof that the imitation words have nothing to do with the object.

Many conventionalists express the opinion that the form of the word and its referent are more human-made than natural [4;54].

F. de Saussure also shows many analyzes of the relationship between words and essence in his research [1].

In the 1950s, anthropologists developed an atomic and molecular approach to word meanings. The main goal of this theory was to reveal the general semantic features of the word. Despite its failure, this theory is currently one of the widely used methods for distinguishing between languages. [2;86]

There are three methods (approaches) that study the meaning of the word in context:

1.   Data theory analysis.
2.   Component analysis.
3.   Forms of meaning [2;86].

RESULTS AND DISCUSSION

It is appropriate to consider these approaches that study the meanings of the above words one by one.
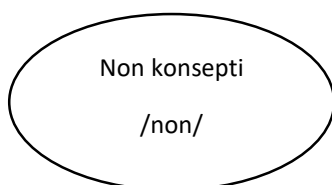
The first approach represents the relationship between the word and its meaning. (Word *X* essentially represents *Y*).

F. Saussure gives the relationship between this word and essence with the following diagram [1]:
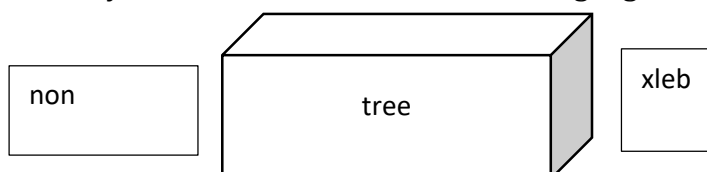
Linguistic sign essence

For example,
Bread

This analysis shows that the semantic and lexical structures of the words in the languages are parallel to the psychological forms.

But in the process of translation, transferring these forms to another language through memory is very abstract, because each concept is perceived differently in each nation, even by each individual. The above analysis can be defined in different languages as follows:

This model is useful for the translator in understanding the phenomenon in different languages and remembering the same word.

The component analysis approach is based on the idea that each word is made up of meaning atoms.

In the compositional analysis, the presence or absence of semantic elements with distinctive characteristics of words is shown. For example,

English words such as *man, woman, boy, girl* represent persons, but the gender of these words is different.

Man - human, adult, male

Woman - human, adult, female style. Scientists recommend adding to this analysis F. de Saussure's analysis, in which their phonetic, syntactic, morphological, semantic analysis comes together:
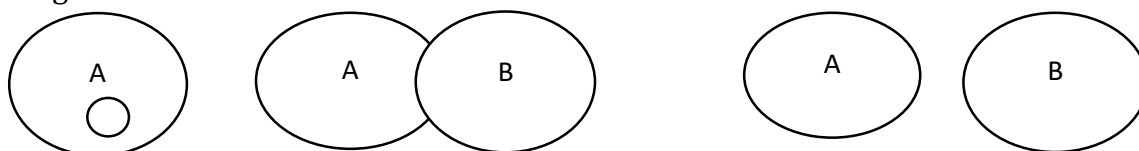
Man – mæn, countable noun, man of plural form, like human, adult, male.

As can be seen in the above example, this analysis is based on the pronunciation of the word, which word group it belongs to, and what other meaning it has besides its meaning. shows. In addition, it is useful for the translator to better understand the semantic content of the word in the original language. In order to add to this analysis, we considered it appropriate to give its translation:

Man - mæn is an adult masculine word for countable nouns and the plural is me, for a person, and its translation in Uzbek corresponds to the words person or human.

In translation studies, this analysis hardly justified itself, because such analyzes are not enough in the translation of some words. For example, clock in English , This analysis is not enough when translating words like *watch, hour, time . The translation* of these words cannot be done without context. Secondly, the fact that any word under analysis becomes an unreasonable state for another language. That is, this analysis has its limitations. For example, the translation of words such as *metals, gold, silver, mile, found, yard in English language loses its basis in another language. The word mile* is not an acceptable option in the Uzbek language, but words that indicate distance such as meters or kilometers are preferable.

One of the main problems faced by the translator is to show the relationship between concepts. Precisely, the third approach depends on the meaning through the conventions given in the forms of meaning. Based on the general and private aspects, it is appropriate to give the following 3 methods.

In the first way shown, one concept requires the other. For example, *cats* are mammals. This method does not create any difficulties for the translator.

But the second synonym method is a bit problematic for the translator, it is very difficult to find an absolute synonym in the language, it is almost impossible to find such a synonym. Uzbek words such as *yashirmoq and birkitmoq* have a close synonymous relationship. But the English words *hide* and *conceal* come in the form of verbs. In this case, the word *hide* comes in the meaning of a noun and is mainly used informally. In this case, the context helps the translator. It is precisely the fact that concepts differ between languages that require the use of this method. For example, the translator needs to know that such concepts as *maple, fir, and*

pine mean tree, but they differ from each other, for example, a maple is slightly larger than a fir tree.

The third method is based on the antonymic relationship, in which the specific aspects of the concepts are shown, rather than the general ones.

Four types of antonymic relation are shown:

1) classification;

2) regarding measurement;

3) relative;

4) conflicting concepts.

The initial type comes in 3 different forms:

1) duality - in this case, two mutually contradictory concepts are mutually antonymous. For example,

good - bad;

dead is like alive

2) where more than two concepts contradict each other:

millimeters, centimeters, kilometers and *meters*

these words are dimensionally different from each other.

3) hierarchical type - periodic or open and closed concepts. For example,

Days of the week or *months of the year*

In the second type, there is a relationship of contradiction between measurements. For example, it is not possible to give measurements like *it is more alive* or *gold than you received.* Instead, it is appropriate to say that *gold is heavier than before.*

The third type shows the relative differences:

student - teacher;

boy - girl;

before and after.

In the fourth type, when the terms are mutually synonymous, one of them has an antonymic relation to the other. For example, *some* and *any* are actually synonyms, but grammatically they are antonyms of each other.

Otherwise, the terms *some* and *all* have an antonymic relationship, but the negative form of the second word can also give a synonymous variant of the first. For example,

Some teachers can not practice with their transferability;

Not all teachers can practice with their transability.

In these two examples, more emphasis is placed on the synonymous relationship.

CONCLUSION

As mentioned above, one of the most important tasks of a translator is to determine not the meaning of a word, but its meaning in the context. These three methods of learning the meaning of a word help the translator to understand the meaning of the word in the context of the original language (true meaning) and to be able to give it in the translated language. This preserves the quality and originality of the translation. In general, it is not enough for the translator to use these analyzes separately. When studying the meaning of the word, it is appropriate to use these three analyzes at the same time. It is only then that the translator fully

understands the meaning of the word in the context and can give this meaning in the translated language without any difficulty.

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