

FEATURES OF THE TRANSMISSION OF ENGLISH DISCURSIVE MARKERS INTO RUSSIAN

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Annotation. The article discusses different cases of the translation of words. Being special discourse markers, words as vocatives reflect cultural codes and characteristics of the national communicative style. The connection between speech etiquette and the «coded» language of social interaction is shown. It gives the detailed review of translatability' parameters concerning the Russian-language lexical chains . These chains are viewed as nationally, culturally and ideologically significant elements reflecting the codes of a definite time.

Key words: text; discourse; discourse markers; transformation; relation; translation.

Аннотация. В статье рассматриваются разные случаи перевода слов. Являясь особыми дискурсивными маркерами, слова как падежи отражают культурные коды и особенности национального коммуникативного стиля. Показана связь речевого этикета с «закодированным» языком социального взаимодействия. Дается подробный обзор параметров переводимости русскоязычных лексических цепочек. Эти цепочки рассматриваются как национально, культурно и идеологически значимые элементы, отражающие коды определенного времени.

Ключевые слова: текст; речь; речевые знаки; трансформация; отношение; перевод.

Annotatsiya. Maqolada so'zlarni tarjima qilishning turli holatlari ko'rib chiqiladi. So'zlar maxsus diskursiv belgilar bo'lib, vokativ sifatida milliy kommunikativ uslubning madaniy kodlari va xususiyatlarini aks ettiradi. Nutq odobining ijtimoiy o'zaro ta'sirning "kodlangan" tili bilan aloqasi ko'rsatilgan. Rus tilidagi leksik zanjirlarning tarjima qilish parametrlarini batafsil ko'rib chiqish. Bu zanjirlar ma'lum bir davr kodlarini aks ettiruvchi milliy, madaniy va mafkuraviy ahamiyatga ega elementlar sifatida qaraladi.

Kalit so'zlar: matn; nutq; nutq belgilari; transformatsiya; munosabat; tarjima.

Since the early days of independence, Uzbekistan has been gradually conducting the policy of reforming the sphere of education as a key link of the ongoing course of reforms and renewal of society, as the necessary and mandatory condition for democratic transformations in society, consistent development of economy, and the country's integration into the world community.

Today, in the Republic of Uzbekistan great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards.

After the Presidential Decree "On measures to further improve of foreign language learning system" (PD-18/75, 2012) a lot of projects have been done as an

implementation of this important document. [1] We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the form of games and informal conversation lessons.

On the occasion of the 30 th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, the president of Uzbekistan noted that the population of our country follow our sacred traditions and rich cultural rites. They dedicate their all strength and possible chances to the upcoming generation, especially, girls to help them to possess modern and updated knowledge, to be brought up with the best and excellent providing of healthy and wealthy life.

For the welfare of new generation's bright future, all the actions will be continuing on the basis of our new law 'On state politics on the youth' soon in the future. [2] [27]

The President of Uzbekistan Shavkat Mirziyoyev signed a resolution №29/09 "On measures on further developing system of higher education" on 20 April 2017. The resolution was adopted in order to improve system of higher education and review system of cadres.[3]

The resolution said that the working group studied the system of higher education and revealed several problems. It is said that several higher education institutions do not meet modern requirements on scientific-pedagogic potential, educational-methodical and information support of education system, etcetera.

The higher education system should introduce advanced international experience to education process, improve skills of teachers and scholars via establishing close relations with leading foreign educational and scientific institutions.

The Presidential Decree № 53/13 "On measures to radically improve the system of general secondary, secondary specialized and vocational education" on January 25 2018 has been the next step "to establish coordination of the activities of professional colleges on the fundamental improvement of the quality of the training of specialists, in demand by the branches and spheres of the economy, taking into account the real needs for personnel and proposals of employers". [4] [28] This future establishment can work in favor of new high-qualified cadres and their future followers.

Translation studies, which was formed as a scientific discipline in the middle of the XX century, due to the emergence of new objects of translation, is constantly expanding the scope of its interests. Localization and adaptation of multi-semiotic video verbal texts, which include animated films, have also become an object of study for both theorists and translation practitioners.

This study belongs to a series of scientific papers that address the problems of intercultural adaptation of the medial text, considered by the example of localization and translation adaptation to English (its American and British (European) variants) of the Russian animated series "Smeshariki". The paper considers the concepts necessary for this study: the linguistic picture of the world,

the cultural picture of the world, the elements of which are implemented in this animated series, the problems of localization and adaptation of intertext (verbal, iconic and auditory) as components of the language picture, the problems of translating the titles of the series of an animated series, as well as lexico-semantic, grammatical, structural problems are analyzed, stylistic and gender features of the characters' speech in the original texts and the problems of their translations into British and American versions of English.

The problem of translating vocabulary characterized by the presence of additional stylistic or grammatical information is a complex object, since translation assumes, in addition to the traditional difficulties of the mismatch of semantics, the presence of national-specific realities and subtext. The interest in the intercultural adaptation of the polycode video verbal text is due to the pragmatic necessity and the requirement of the analysis of linguistic and cultural factors aimed at the adequacy of the transmission of information from the point of view of the author's intention, the target the audience, social, cultural and other traditions in the original language and translation. This study shows that in the considered video verbal texts of the original and translations there is information containing numerous national and cultural differences, both verbal and iconic, and auditory, requiring interpretation during translation during localization.

Translation is a multifaceted linguistic process based on the identification of two linguistic and cultural systems – the source language and the receiving language, based on lexico-semantic, grammatical, stylistic, and other contradictions. The relatively equal perception by the recipients of the audiovisual artistic film texts of the original and its localized version indicates that the adequacy of the translation has been achieved.

Yu.M. Lotman once wrote that in the literature on the semiotics of cinema the language of animation is given undeservedly little attention [Lotman, 1993, p. 671]. For quite a long time, animation (according to the new terminology, animation) was considered something secondary, less significant than cinema. As a semiotic code, chains of iconic signs – drawings – have been known for a very long time. The sequence of rock paintings, depicting different stages of hunting in the prehistoric era, drawings on antique vases, icons depicting the lives of saints and much more can be considered as a prototype of modern animation, in fact, a storyboard. "An animated film is not a kind of photographic cinematography, and is a completely independent art with its own artistic language, in many ways opposed to the language of fiction and documentary cinema" [Lotman, 1993, p. 672]. It is worth adding that the development of animation in recent decades has confirmed the point of view of Yu.M. Lotman, and now we can talk about the complex semiotics of animated cinema as a video verbal text.

Discursive markers can be considered a fairly popular object of linguistic research [1-3]. Interest in this specific group language tools are primarily explained by their wide functionality. As a rule, the main functions of discursive markers are to ensure the semantic integrity of communication, the expression of the speaker's

emotional attitude to the situation, as well as the regulation of the process of understanding what is said/written.

These functions allow us to talk about the "orientation" of discursive markers either to the speaker himself (if we are talking about the expression of an emotional attitude), or to the addressee (and then the markers regulate the process of understanding), or to the content side of the utterance or its linguistic design. In these cases, discursive markers ensure the coherence of the discourse or are used as metacommunicative means [4].

Interest in discursive markers exists not only in theoretical linguistics. There is also an applied need to study them: as you know, every language has its own set of discursive means. Possession of discursive markers is one of the signs of the speaker's communicative competence. Therefore, those who teach languages and compile dictionaries are interested in detailed descriptions of this class of language units. Note that modern dictionaries of the English language, compiled on the material of various corpora, include descriptions of individual discourses, however, we can say that the lexicographic tradition of describing discursive markers is still being formed. Despite the importance of discursive markers for the communication process, dictionary definitions of discursive means, as a rule, do not give any complete description of their functions. Usually dictionary compilers are limited to a single meaning. Sometimes it also happens that the dictionary description does not coincide with the corpus data in terms of the belonging of the discursive marker to a certain type of text or mode of communication.

In bilingual dictionaries, variability is taken into account to the least extent (i.e., one translation option is given, which is not always contextually appropriate), sometimes there are no translation options for discursive markers at all. The second applied aspect of the study of discursive markers is related to the needs of translation. Researchers point to "untranslatability" as one of the properties of discursive markers. In this regard, the purpose of this study is to use the material of parallel corpora to see what causes the difficulty of translating discursive markers and whether it is possible to cope with the problem of untranslatability of this group of language tools. The methods of corpus linguistics turn out to be optimal in this case, since they allow us to identify and describe the meanings that convey discursive markers in various modes of speech and types of texts.

The authors of works devoted to grammar and syntax, relatively recently began to pay attention to the category of units that ensure the coherence of the utterance, express the attitude, however, do not carry meaning out of context. L.V. Shcherba, who made an important contribution to the description of parts of speech in accordance with the current state of linguistic science, uses such a term as category "official words" [Shcherba 1957]. In this category L.V. Shcherba includes "prepositions, conjunctions, bundles, some pronouns, many prepositional and conjunctive expressions" [Shcherba 1958: 180]. Describing the differences between using the categories of significant and official words, he explains that "the former have an independent meaning, the latter only reflect the relationship

between the objects of thought" [Shcherba 1957: 67]. Service words also " cannot propagate ... a word or a combination of words", and also, unlike significant words, phrasal stress cannot fall on them, except in cases of opposition. L.V. Shcherba notes that it is not necessary to consider the immutability of words as a distinctive feature of the category of service words, since pronouns vary by gender and numbers, and the ligaments are conjugated. It is worth noting that already in such early works it is concluded that the category of linguistic units reflecting relations is united not by parts of speech, but rather by its function.

M. I. Cheremisina and T. A. Kolosova call linguistic units-indicators of connection with functions that coincide with the functions of discursive words, "functives" and "staples". The authors note that the bulk of these units, an exhaustive list of which is presented in the "Russian Grammar - 1980", is represented by conjunctions and allied words that have neither "external (stress, integrity) nor internal (relatively clear meaning)" qualities. That is why the authors introduced their own term "functives" or "staples", abandoning the term "words". Cheremisina and Kolosova describe allied and pronominal functives, and the components of which the functives consist are called "pseudologues". The authors distinguish one, two- and multi -seat staples [Cheremisina 1987: 136].

The term "discursive words" has recently been used in modern linguistic science and even in popular science literature. Attempts have been made to create dictionaries of discursive words and descriptions and studies of individual words, however, a complete classification of them has not yet been created . The reason for this, presumably, is unresolved theoretical questions, for example, about the criteria by which to classify discursive words. A lot of work done by the Experimental Lexicography Department of the Institute contributed to the spread of the term "discursive words". The Russian Language of the Russian Academy of Sciences together with the Laboratory of Formal Linguistics University of Paris-7, Paris Institute of Oriental Languages (INALCO) and others. The results of this work were reflected in many articles and monographs ["Guidebook..." 1998, 2003]. K. Kiseleva and D. Payar calls discursive words "relational words", describing them in detail from the point of view of discursive semantics. "We proceed from the understanding of DS as such linguistic units that give a special discursive status to a certain fragment of the discursive sequence that makes up the scope of DS..." [Kiselyova 2003: 9].

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