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# BOOK OF ABSTRACTS

TRANSITIONS AND TRANSFORMATIONS – INTERCULTURAL  
EDUCATION AT THE CROSSROAD OF FOREIGN LANGUAGE LEARNING

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**BOOK OF ABSTRACTS - TRANSITIONS AND TRANSFORMATIONS – INTERCULTURAL EDUCATION  
AT THE CROSSROAD OF FOREIGN LANGUAGE LEARNING**

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# Translation problems in translating national-cultural words

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Every language has a specific system which differs from that of any other. This is all the more so with respect to English, Uzbek and Russian, whose grammatical systems are typologically and genetically heterogeneous.

English and Russian belong to the Germanic and Slavonic groups respectively of the Indo-European family of languages; the Uzbek language pertains to the Turkic group of the Altaic family. Concerning the morphological type both English and Russian are inflected, though the former is notable for its analytical character and the latter for its synthetic character in the main. Uzbek is an agglutinative language. Languages differ in their phonological and grammatical systems; their systems of meaning are also different. Any language is able to describe things, notions, phenomena and facts of life. This ability of language ensures cognition of the outside world. But the ways of expressing these things and notions usually vary in different languages. That means that different languages use different sets of semantic components, that is, elements of meaning to describe identical extra - linguistic situations. Translations are not made in a vacuum. Translators function in a given culture at a given time. The way they understand their culture is one of the factors that may influence on the way in which they translate. As a rule, the object of translation is not a list of separate lexical units but a coherent text in which the Uzbek words make up an integral whole. Though each word in the language has its own meaning, the actual information it conveys in a text depends, to a great extent, on its contextual environment. Interpretation from the source language into a target language must comply with terminological and pronunciation norms of the target language to such a degree that the ideas, intentions and factual information contained in the original speech and the attitude of the speaker to them are passed on in such a way that communication is not impaired nor misunderstandings caused.

**Keywords:** *source language, target language, interpretation, lexical units.*



# CERTIFICATE

of participation presented to

**Nigina Yakhyaeva**

has attended the **11<sup>th</sup> International Conference on Foreign Language Teaching and Applied Linguistics (FLTAI)** with an accepted research paper and made valued scholarly contributions to the field.

  
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