



LEXICAL AND GRAMMATICAL FEATURES OF ENGLISH PHRASAL VERBS AND PROBLEMS OF RENDERING THEM INTO UZBEK

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Abstract: This article is about the lexical and grammatical features of English phrasal verbs and problems of rendering them into Uzbek, focusing on their unique characteristics and complexities. It identifies the challenges faced by translators and provides effective strategies for translating English phrasal verbs into Uzbek.

Key words: phrasal verbs, linguistic features, semantic features, integration, word order, idiomatic expressions, multiple meanings, particle placement

Аннотация: Эта статья посвящена лексическим и грамматическим особенностям английских фразовых глаголов и проблемам их перевода на узбекский язык. Он определяет проблемы, с которыми сталкиваются переводчики, и предлагает эффективные стратегии перевода английских фразовых глаголов на узбекский язык.

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Ключевые слова: фразовые глаголы, языковые признаки, семантические признаки, порядок слов, идиоматические выражения, многозначность, размещение частиц.

Annotatsiya: Ushbu maqola ingliz tilidagi fe'liy frazemalarning leksik va grammatik xususiyatlari va ularni o'zbek tiliga tarjima qilish muammolari haqida bo'lib, ularning o'ziga xos xususiyatlari va murakkabligiga e'tibor qaratiladi. Bu maqola tarjimonlarning fe'liy frazemalarni tarjima qilishda duch keladigan qiyinchiliklarni aniqlaydi va ingliz tilidagi fe'liy frazemalarni o'zbek tiliga tarjima qilishning samarali strategiyalarini taqdim etadi.

Tayanch iboralar: fe'liy frazema, lingvistik xususiyatlar, semantik xususiyatlar, integratsiya, so'z tartibi, idiomatik iboralar, ko'p ma'no,

The linguistic features of phrasal verbs

Phrasal verbs consist of a head verb and one or more obligatory particles. They have been used as lexical units in informal as well as formal speech and written situations. Their integration into a unit allows them to function like individual words that often have a specialized multiple context-sensitive meanings.

Moreover, phrasal verbs are used as verbal units across types in writing without any consideration for the previously presumed colloquial or lower-register

effect (Smith, 1986). Thus, their linguistic features can be roughly determined by their syntactic and semantic characteristics.

Sometimes phrases cannot be replaced with long or awkward substitutes. Selce-Murcia and Larsen Freeman note that “Some idioms are connected with their relevance to a particular field and situation, there is no brief for them alternatives”. They demonstrate this appropriateness in the case of a person who wants to check out from a hotel. Obviously the phrase “check out” denotes a context that indicates “upon leaving a hotel, I have to go to the front desk, give the clerk my key, and pay my bill”. There is no other verb that conveys this precise meaning.

Therefore, the omnipresence of phrasal verbs makes them significant for foreign language learners. As By Water (1969) puts it: The plain fact is that what distinguishes the writing and, above all, the speech of a good foreign student from those of an Englishman is that what an Englishman writes or says is full of these expressions, whereas most foreigners are frightened of them, carefully avoid them, and sound stilted in consequence. Foreign students who enjoy being flattered on their English can best achieve this by correctly using masses of these compound verbs (quoted in Cornell 1985, p. 270). Uberlingen elaborates that the word “masses” of phrasal verbs for ESL/EFL learners does not necessarily imply that their use makes students of English more native-like. Rather, “Understanding and being able to use these constructions correctly in spoken and written English is essential if the learner is to develop a complete command of the language”

The term “correctly” entails not only grammatical and semantic appropriateness, but also situational appropriateness. It should be concluded, then, that it is important that all (ESL/EFL) learners develop a receptive awareness (passive knowledge) that will help them decode phrasal verbs they encounter in spoken and written texts, as well as a productive awareness (active knowledge) to produce at least the more common combinations appropriately.

Semantic features of phrasal verbs

Coupled with these syntactic complexities are the semantics of phrasal verbs more complicated. According to the literature, there are many ways to categorize phrases verbs semantically. They can be classified according to the number of elements used metaphor, metaphor type and idiomaticity. According to, when there is no word in the phrase (verb and its particle(s) was used metaphorically, as in the command “Put down your hands”, which is the zero element. However, when there is only one component in a phrase, the particle in “put up the onion” is not literal as in the example of “up”, it is considered as a single element phrase. If the whole phrase is used figuratively, it is called a two-element phrasal verb, “His remark really cut her up” where both “cut and “up” not literally.

In addition, Lindstromberg shows that phrasal verbs can be divided into two types according to the type of metaphor: those derived from the stereotype a vivid “one-time event”, a depiction of an activity or sequence of events (for example, “hitting someone off” and “kiss off someone”) and prepositions are idioms expressing an abstract meaning. Phrasal verbs of the first group unlike the second group, metaphorical as a whole, not only partially. For example, for most native speakers, the image in “hitting someone” would be send basically “kinetic footage” of someone being thrown off the edge of what looks like a cliff. It also means “to kiss someone”, which means “to exclude someone from one's circle relationship” is about kissing someone and saying goodbye; and “off” transmits as always the concept of “divorce”. Thus, “knowing the world can help us develop explanations for a class of “living image idioms” that make varying degrees of sense.

However, in “cut” the “semantic pattern” should be checked in modern usage. That is, if one detects the use of “up”, for example, a certain idiomatic expression “to cut” seems to fall into the semantic mold is already a good argument (for example, “up” is equivalent “to finish”), to draw certain conclusions about the contribution of this word “up” the meaning of the phrase we are considering, (“to cut”).

The semantic categorization of phrasal verbs becomes more complicated with the concept idiomaticity. This shows that phrasemes can be divided into the following types: non-idiomatic (for example, put up your hand), semi-idiomatic (knock someone out), and idiomatic (put up with someone = tolerate). It is obvious, then, that the idiomatic phrasal verb always has an “opaque” meaning, a meaning that cannot be deduced from the combined meanings of its parts, which is sometimes referred to as figurative or non-literal (cf. Uberlingen, 2007). The concept of non-literal meaning has always been difficult to identify, and it is not easier with respect to phrasal verbs, especially if one considers that many phrasal verbs exhibit a number of different meanings that can range from completely transparent to completely opaque.

The terms ‘literal’, ‘figurative’, ‘transparent’, ‘opaque’, and ‘idiomatic’ have been used in an undifferentiated way in the literature. ‘Literal’ is usually equated with ‘transparent’, and ‘figurative’ with ‘idiomatic’. Moreover, ‘literal’ and ‘transparent’ are used in opposition to ‘figurative’ and ‘idiomatic’ (for example, Dagut & Laufer 1985; McPartland-Fairman, 1989; Laufer & Eliasson, 1993, Liao & Fukuya 2004, Uberlingen 2007).

Thus, phrasal verbs can be classified, according to the degree of dependency between the verb and its particle (for example, Fraser, 1976; Lohas et al 2004), into literal, idiomatic, and aspectual (Celce-Murcia and Larsen-Freeman, 1999). In literal phrasal verbs the dependency between the verb and its particle is weak. Therefore, the constituents appear to retain much of their meaning. For example, in “He picked up the paper”, the meaning of both the verb “picked” and its particle “up” is a “straightforward product of their semantic components”. In idiomatic phrasal verbs such as “came across” as in (find by accident), however, the usual meanings of “came” and “across” seem to be lost. And a new meaning has resulted from the metaphorical shift of meaning and the semantic fusion of “came” and “across”.

However, the meanings of aspectual phrasal verbs are more transparent than those of idiomatic ones but perhaps not as transparent as those of literal phrasal verbs. “The verbal element of these phrasal verbs in general keeps its original meaning, while the particle specifies the verb”. So in aspectual phrasal verbs such as “eat up”, and “bum down”, the verb proper can be understood literally; the particle contributes a very specific dimension to the overall meaning, not commonly understood, of the verb's aspect. For example, “up” in signals that the actions are complete;

They ate up all the chips and drank up all the soda. Similarly, “down” in “bum down” implies “completely, entirely” rather than the directional “from higher to lower”. In fact, some researchers do use alternative classifications such as semantically transparent instead of literal (the meaning of the phrasal verb can be derived from the meaning of its parts), semitransparent (for example, Laufer and Eliasson, 1993) (those that are transparent when put into context), complete instead of aspectual (in which the particle describes the result of the action), and figurative instead of idiomatic (semantically opaque).

This entailment of the verb and its particle provides a classification that not only captures the different dependency relations between individual verbs and

particles, but it involves a look at lexical-semantic dependencies of a third category in the verb-particle phrase.

In conclusion, the study of lexical and grammatical features of English phrasal verbs provides valuable insights into the complexity of these linguistic structures. Phrasal verbs, consisting of a verb and one or more particles, play a significant role in English language usage, particularly in informal and spoken contexts.

One of the major challenges in rendering English phrasal verbs into Uzbek lies in the differences between the two languages' grammatical structures. Uzbek is an agglutinative language, where words are formed by adding affixes to a root. In contrast, English relies heavily on the use of prepositions and particles to create phrasal verbs. This dissimilarity poses difficulties when attempting to convey the intended meaning and idiomatic nuances of English phrasal verbs in Uzbek.

Translating phrasal verbs requires a comprehensive understanding of the semantic, pragmatic, and idiomatic aspects of both languages involved. Literal translations often fall short in capturing the full meaning and usage of phrasal verbs, leading to potential misinterpretations or confusion for Uzbek speakers. It is crucial for translators and language learners to analyze the context and consider alternative lexical and grammatical structures in Uzbek to effectively convey the intended meaning of English phrasal verbs.

Additionally, the dynamic nature of phrasal verbs, where the meaning can vary depending on the specific particles used, adds another layer of complexity to the translation process. Uzbek may not have direct equivalents for certain phrasal verbs, requiring the adaptation and creation of new expressions or utilizing alternative structures to convey a similar concept.

To overcome these challenges, translators and language educators should invest in the development of comprehensive resources, such as specialized dictionaries or corpus-based studies, that address the specific issues surrounding the translation of English phrasal verbs into Uzbek. This would enable more accurate and nuanced renditions of phrasal verbs, facilitating effective communication and language acquisition for Uzbek speakers.

In conclusion, while the translation of English phrasal verbs into Uzbek presents significant challenges due to differences in lexical and grammatical features, with careful analysis and adaptation, it is possible to bridge the gap and ensure accurate and meaningful communication between the two languages.

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