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## **SEMANTICAL APPROCHES IN TRANSLATING METHODS IN THE ENGLISH LANGUAGE SYMMARY**

**Key words:** semantical, translation, signifactic structure.

Translation includes studying semantic grammatical structure, as three as communication structure analysing it to determine is meaning and reproducing the same meaning using the lexicon. According to the principial second language learner may have diffuculties connected with the structure target languages theories of meaning are sometimes used to throü light on the phenomenon of translations More specifically a method for the automatic extraction of üord net type information from translational data is mentioned and presentedş The basic insight behind the method is that much information about semantic relations among the words to the language results in the way translation abilities. The language can save as a “semantic minor” of grammar. The translational relation between two languages is a theoretical approaches them. Languages differ to their phonological and grammatical systems. But their systems of meaning are also different. Any language is able to describe thing, notions, phenomena and facts of life. This ability of languages ensures coguition of the languages. That means the different languages use different sets of semantic components that is elements of meaning to decrIBE identical extra linguistic situations. Translation is a prosecc based the it is possible to express the meaning with the very different forms of language. Translating is very important skill for everybody. Any language is able to describe things, nothions phenomena. The semantic structure of words indicates a complicated problem as corelated words of languages are for from being indetical in this respect. Grammar translation method is a method of learning any foreign language by the practice of translating or converting the sentences of the native language into the target language or classes students learn grammar rules of the foreign language and try to to convert it into the foreign one advanced classes of GTM enable students to convert the whole paraghaph even word to word and to advance their of learning any language is listening, speaking, reading and writing. But, in GTM reading is facultated first. Proper conversational skills in a foreign language still remaine a burdle. GTM

focuses on formal and bookish grammar rules. So it does not enhance proper learning of the foreign language. Students feel comfortable as the mother tongue is used to teach any foreign language and they are free to ask questions in between. One of the major disadvantages of GTM is that it restricts the skills of speaking natural order of learning any language is listening, speaking, reading and writing. But in GTM reading is the first one.

Translating method makes the concept more clear and new words, phrases, and vocabulary introduced. Learning gets easy language. It promotes the skills of reading writing effectively. For class conduction very less teacher material aid is needed and also this method can be taught in overcrowded classes. Student feel comfortable as the mother tongue is used to teach any foreign language. In this translating method the first step, a paragraph is read by a teacher and some difficult words are marked out of it secondly these marked words are converted into the native language of students. Then a paragraph is read once again and is translated by a teacher, line by line. Then all the grammatical terms are explained to students. Students can also be asked to convert the passage of their native language into a foreign language to make it more clear to them (1, p.4-6).

Translation is a semantic source that goes back to structuralist studies of lexical semantics. A classical structuralist approach to the description features within a field is the use of componential analysis expressed by assigning semantic features in the words capturing their interrelations. Analysis of semantic fields by means of features have also been used in a translational concept. Semantic translation intends to reserve the form of the original in translation and to produce the original contextual meaning as closely as possible. The role of phraseological transformation and units of the language system can not exist outside the system of the whole language since phraseology of each language doesn't possess grammatical and semantic features of this language. The connection between phraseological unit and the language system is absolutely necessary because these units are parts of the lexical system of a language. The phraseological system of the language consists of units that combine category tiers however, the language structure creates relationship between the tiers and language units. Phraseological units in the transformation of language contain its essential features and peculiarities. In the translation of phraseological units, it is possible to observe disorder of phraseological units, at lexical level literary language nouns require phraseological units to have certain components. the noun of literary language at the level of speech regulates the formation of this or that component with certain word forming images at the morphological level, any component, of a phraseological unit is required to adapt to certain morphological norms at the syntactic level, the literary language norm regulates the strictest sense of phraseological units. The difficulty in translation is that the concept of "norm" is still not quite clean and certain. The interpretation of the conception of the norm in linguistic literature in translation of phraseological

units allows it to be interpreted and realized in terms of two aspects on the one hand, the norm is a mandatory sample for language carriers, on the other hand, norm is a mandatory rule of the use of a language means in phraseological units. Phraseological synonyms are not compatible with the lexical composition, they are considered as expressions derived from different sources. In some cases, this is also true for phraseologisms that occur around a single word, like in the verbs “get” and “go” smb’s goat get smb’s monkey up (in spoken language) *kimisə hirsləndirmək, açıqlandırmaq go fifty-fifty share-alike-, go shares (tən yarı)* (2, p.12-14). In different languages we use different sets of components, that is elements of meanings to describe identical extra-linguistic situations, for example she is not out of school get. *O hələ məktəbi bitirməyib.* The same fact is described in the English and the Azerbaijani language by different semantic elements. He paced his chancer tension building in him. *O otaq boyu addımlayırdı, onun gərgin vəziyyəti getdikcə şiddətlənirdi.* Primary meaning of the correlated verbs “to build” and “*tikmək*” have different semantic structures, so they do not cover each other. This in this sentence, the verb “*tikmək*” is unacceptable in this context. During translation first of all the structure of the language occurs. Because “system and structure” are closely related synonyms and their terms often replace each other even though they don’t fit in all points. While speaking about the language systems or structure, it should be noted that a language has its inner order. Characteristics of grammar teaching methods it helps to learn a foreign and its correct sentence structure. It allows the students to be able to read and write a new language. This method enables students to use interchangeable words and phrases. They get to learn new vocabulary and new words. It does not enable students’ skills in listening and speaking of the English language. Grammar teaching methods are primarily conducted in the mother tongue. Focus on pronunciation and communication aspects is less than reading and writing. Topic composition method is used in technique students are asked to write any passage in the given topic by the teacher. They will be expected to write a few lines. Passage translation is also mentioned at the lessons. It will be recommended by the teachers. It is contrary to the previous point a passage of a piece of text will be provided to the students and they will be asked to translate that whole passage word to word in their textbooks or notebooks via writing or speaking. The main of passage translation is to make them understand much more about the text. Using common techniques the teaching gives some more new words from the vocabulary to the students and the students will be asked to make new sentences by using the word in their sentence. It is generally called make sentences and translating into native language. The students are judged whether they have understood the new word correctly or whether they use the word in sentences (3, p.40-42). Phraseological semantics is closely related to lexicon. With vocabulary stock of a language, but has its own characteristic features. The semantic structure of the word being concerned the lexical - grammatical category, and is semantic structure, which is associated with phraseology as

incompatible with phraseologisms. The semantic structure of phraseological units idioms and units does not match. Each type of phraseological units has its own semantic features. But there also common units, *sigus*. We know that google translation provides a means for people who need quick translation to acquire information. Currently, several approaches are emerging to introduce new fields of machine paths to computational linguists. In conclusion, the semantic level of processing is not only dependent on the rough correspondence between the source language and the target language, but also on the systematic analysis of the context-embedded lexical expressions obviously the stylistic idiosyncrasis and lexical gaps that are manifested in the given literary texts may cause certain discrepancies at the semantic level, which complicates the results of the machine translation however, with the application of semantic and communicative translation, the situation may be totally reversed, there are some examples machine translation:

1) Phraseological unit look out *squalis* correct translation – göz qulaq olmaq, ehtiyatlı olmaq.

2) Simple or compound sentence based phraseological units/ “Spare the rod and spoil the child – correct translation - *əzizim əzizdir, tərbiyəsi özündən də əzizdir*. Prepositional phraseological unit to pass the time of the day – *söhbət etmək*. Looking at the crowds, he crossed the street. *İzdihamla baxaraq o küçəni keçdi* – google translation. *Xalq seyr edərək, küçəyə keçdi*.

Some languages are not conducive translation methods. This requires a large body of examples the more examples a translation software has the more accurate the translation is likely to be (4, p.38-41). The human elements of context interference dissembling, percussion and emotion and cultural proficiency are beyond the capability of translation. The result of MT translations that can be inaccurate and strike the reader as mechanical with a lower overall quality and it diminished the impact in the target language. However both MT output, may be edited by skilled human translators to address these facets of translation. While machine translation (MT) and human translation play an important role in the translation industry, human translation by skilled professional will always produce a more accurate precise and true to nature result than MT. Semantic translation is carried out with reference to grammatical deep structure and it aims at establishing semantic equivalence/ Many works on translation, especially those that are written for prescriptive translators include a chapter or options available to a translator, variously called strategies methods or procedures. A translation procedure is a type of solution to translation problem. Many works in translation especially those that are written. Translation procedures can be used descriptively to characterize and compare translations or translation norms. This is the way they will be used here, for comparing human translation and machine translation descriptively. The important role of translation classes in the development of oral speech in the English language classes in all higher schools is elaborated in this article.

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**СЕМАНТИЧЕСКИЕ ПОДХОДЫ В МЕТОДАХ ПЕРЕВОДА НА УРОКАХ  
АНГЛИЙСКОГО ЯЗЫКА  
РЕЗЮМЕ**

**Ключевые слова:** семантическое значение языка, перевод, семантическая структура.

Теория значения иногда используется, чтобы пролить свет на феномен перевода. Мы утверждаем, что свет может быть плодотворно направлен в противоположном направлении. Мы можем использовать переводы, чтобы получить справиться со смыслом. Перевод – это процесс, основанный на теории о том, что можно выразить значение текста из его форм и воспроизвести это значение в самых разных формах второго языка. В частности мотивирован и представлен способ автоматического извлечения информации типа слова сети из данных перевода. Основное понимание метода состоит в том, что большая часть информации о семантических отношениях между двумя языками. Теоретического примитива, языки могут служить «семантическими зеркалами» друг друга. Перевод включает в себя изучение семантической грамматической структуры, а также анализ ситуации общения. Перевод тоже может определить ее значение, а затем воспроизвести тоже значение, используя лексическую и грамматическую структуру. В практике вузовского преподавания теоретические курсы лингвистического цикла, определяется на основе субстанционального структурного подхода методов перевода на уроках английского языка. Перевод играет важную роль на уроках. Письменные и устные переводы при преподавании иностранных языков во всех вузах повышают интеллектуальный уровень студентов. Устные переводы играют ключевую роль в обогащении словарного знака во время урока.

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**İNGİLİS DİLİNDƏ TƏRCÜMƏ ÜSULLARINDA SEMANTİK YFNƏŞMA.  
XÜLASƏ**

**Açar sözlər:** semantik quruluş, tərcümə, semantik məna, frazeoloji vahidlər.

Tərcümə dərslərində əsas yer semantik mənaya cümlənin ardıcıl şəkildə yerləşməsinə fikir verilməlidir. Tərcümə dərslərində nəzəriyyəyə diqqət yetirilməlidir. Tərcümə nəzəriyyəsi bəzən tərcümənin fenomeninə işiq salmaq üçün

istifadə olunur. Bu zaman da tərcümənin düzgün şəkildə aparılması böyük mına kəsb edir. Bu metodda əsas fikir bir dildə olan sözlər, çox məlumatın onların başqa bir dilin üst-üstə düşməsinə gətirib çıxarır. Buna görə, iki dil arasında tərcümə əlaqəsini nəzəri cəhətdən ibtidai olaraq aparırısa, dillər bir-birinin “semantik aynaları” kimi özünü göstərir. Tərcümə elə bir nəzəriyyədir ki, burada mətnin mənasını onun forması ilə ifadə etmək mümkündür. Yazılı tərcümə zamanı müxtəlif lüğətlərdən istifadə etmək lazımdır. Tərcüməyə semantik qrammatik strukturu öyrədilməsi, həmçinin onun mənasını müəyyənləşdirmək üçün ünsiyyət situasiyasının təhlili, sözün leksik və qrammatik strukturundan istifadə edərək yeni mənanın yaranması daxildir. Bu prinsipə əsasən ikinci dil öyrənən şəxs hədəf dilin strukturu ilə bağlı çətinliklərlə üzləşə bilər. Dillər fonoloji və qrammatik sistemlər baxımından fərqlənir, onların məna sistemi ilə fərqlənir. Tərcümə qabiliyyəti tələbələrdən daha çox diqqət tələb edir. Dil bu qabiliyyətilə qarşı dildəki bilgilərini təmin edir.

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