

Teaching Lexical Translation through Archaisms

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ABSTRACT

This paper examines the challenges of translating English archaisms in a practical translation course for university students training to be interpreters and translators. The study underscores the significance of understanding archaisms, which reflect the dynamism of language and can lead to translation errors. Archaisms and obsolete vocabulary offer valuable insights into linguistic heritage and language learning. Although rarely used in modern speech, they provide a window into cultural identity, historical context, and enhance vocabulary and language proficiency. The paper aims to investigate the features of English archaisms and analyze effective methods for translating them into Uzbek. The analysis reveals phonetic and morphological changes in both English and Uzbek archaic vocabulary, identifying thematic groups such as professions and abstract concepts.

Keywords: Teaching, linguistics, translation, language education, obsolete vocabulary, archaism, historicism.

INTRODUCTION

The study of archaisms is particularly relevant because it provides a clear illustration of the dynamic nature of language. By examining words that have become obsolete, we gain a deeper understanding of how language changes over time. Linguist L.G. Babenko (2008) defines archaisms as words that have been replaced by absolute synonyms due to internal or

external language factors. G. V. Tokarev (2008) defines archaisms as words that express concepts relevant to a linguistic community but have an outdated form of expression. Similarly, A. I. Galperin (1958) considers archaisms to be obsolete words and expressions that are no longer used in modern speech because they have modern synonyms. These definitions all highlight the key characteristics of archaisms: they are words that have been replaced by newer synonyms due to changes in language or cultural norms.

Archaisms are deeply intertwined with a nation's history and reflect the evolution of its cultural identity. They can be found in various forms of cultural expression, including:

- **Literature and scientific works of past centuries:** Archaisms offer a glimpse into the language and thought processes of bygone eras.
- **National folklore:** Folk tales, songs, and proverbs often preserve archaic words and expressions, reflecting traditional beliefs and values.
- **Newspapers, films, and theatrical performances based on historical fiction:** These mediums often use archaisms to create an authentic historical atmosphere.
- **Proper names:** Many place names and personal names have archaic origins, reflecting historical events and individuals.

In essence, archaisms serve as linguistic markers of a nation's past, revealing its cultural and historical development. The presence of archaisms in texts can pose significant challenges for translators. "old", "forgotten", or "rare" words can hinder comprehension and make translation difficult. Translators often need to consult specialized dictionaries to decipher these obsolete terms.

The problem is compounded by the fact that even native speakers may not understand the meaning of archaisms. This can be attributed to several factors:

- **Increasing number of obsolete words:** As languages evolve, more words become obsolete, leaving a larger gap in understanding.
- **Decline in general language culture:** A lack of interest in language history can contribute to a diminished understanding of archaic vocabulary.
- **Prevalence of colloquial speech:** In some languages, literary language leads to limited exposure and understanding of archaisms.

This situation presents a challenge for translators, as they must navigate the complexities of archaisms while ensuring accurate and comprehensible translations for their audience.

While archaisms are often associated with historical works, they can also play a role in modern language use. For example, English folk groups frequently incorporate archaic vocabulary into their lyrics, indicating that a significant portion of the English-speaking population understands and appreciates these words.

The role and perception of archaisms vary across languages and cultures, influenced by factors such as language evolution and national identity. This variability presents challenges for translators, as different languages may have different strategies for handling obsolete vocabulary.

To address these challenges, it is crucial to develop specific strategies and techniques for translating archaisms, and to incorporate these techniques into the training of aspiring translators and interpreters. By understanding the complexities of archaic vocabulary and its translation, we can ensure the accurate and effective transmission of meaning across languages.

METHODOLOGY

According to Lyle Campbell, "Archaisms are a relic of historical language, preserved in a language with application only in special cases. Archaisms are sometimes unusual or peculiar in themselves, words have a secondary meaning in the language.

Based on the fact that a word as a linguistic sign can also be archaized in the plane of expression (form) and in the plane of content (meaning). Later, this principle formed the basis of the classifications developed by A. C. Belousova, I. B. Golub, N. G. Goltsova, F. K. Guzhva, A. V. Kalinin, L. P. Krysin, T. G. Terekhova and others, presented in textbooks on lexicology (Shestakova 1999). According to the composition of the dictionary of a particular language, M. Iriskulov distinguishes active and passive vocabulary, noting that words that have fallen into this category, interprets historical words and archaisms (Iriskulov 1992).

Analyzing the phenomenon of archaisms, particularly in English, and explore effective methods for translating them into other languages. The author examine the characteristics of archaisms and provide methodological recommendations for teaching translation techniques, using English and Uzbek as examples.

The research utilizes descriptive, continuous sampling, comparative analysis, and the development of teaching models for translating archaic vocabulary. The findings of this paper can be applied to practical courses in English language, lexicology, translation theory and practice, and the lexical aspects of translation.

RESULTS

This paper analyzes the linguistic phenomenon of archaisms, focusing primarily on the English. The study draws on material from online dictionaries of English archaisms.

In English lexicology, as well as in Uzbek linguistics, archaisms are defined as words and concepts that are no longer in common use but still exist in the minds of native speakers and may appear in modern texts. Lexicologist Thea Schippan categorizes obsolete vocabulary into three types: historisms, semantic archaisms, and phonetic-morphological archaisms (Schippan 1992).

Historisms are obsolete words denoting various concepts, objects and realia related to different historical periods of

England: The Plantagenets is from the 1154-1399 Henry II (1154-1189) Edward I (1272-1307), The Hanoverians is from the 1714-1901 George I, II, III, IV (1714-1830) ('Georgian' period) Victoria (1837-1901) ('Victorian' period), The House of Saxe-Coburg is from the 1901-1910, Edward VII (1901-1910) ('Edwardian' period, cf <england-history.org>).

Semantic archaisms are obsolete words replaced by the new, modern synonyms, for example: afore-before, avaunt-away, eft-again, hark-to listen.

Phonetic-morphological archaisms are defined as words and expressions whose grammatical and phonetic forms have undergone some changes, for example: singular third person verbs ending in "th" (doth, hath, heareth, etc.), abbreviated forms (tis, twas, twill, etc.).

The classification of archaisms varies between languages. For this paper, the classification system by Russian linguist S.M. Khantimirovis utilized, which identifies four types of English archaisms: historisms, semantic archaisms, phonetic-morphological archaisms, and lexical archaisms.

Lexical archaisms include examples: steed (horse), to behold (to see), be like (probably), forebears (ancestors), to wit (namely). Phonetic-morphological archaisms: wilt (will), olde (old), o'er (over), e'er (ever), beauteous (beautiful), bepaint (paint), darksome (dark), oft (often).

The analysis of 200 archaic words selected from the English lexicographic sources showed that the majority of them are semantic archaisms (62%), while historisms (22,5%) and phonetic-morphological archaisms (12%) are less numerous. Only 3,5% of the analyzed obsolete words are lexical archaisms.

The analysis of English archaisms has shown that semantic archaisms constitute the largest group of outdated vocabulary. Typically, foreign borrowings have been replaced by native English synonyms, which has helped maintain the purity of the language. Phonetic-morphological archaisms, on the other hand, are relatively few in number, suggesting that the phonetic and morphological systems of the English language have shown considerable resistance to change.

DISCUSSION

Translation is a multifaceted process fraught with challenges. When dealing with archaisms, translators encounter several issues, such as comprehending the text, identifying outdated vocabulary, and capturing not only the meanings but also the cultural and historical context of the source language. Additionally, translating these archaisms accurately into the target language poses its own difficulties.

Addressing these challenges involves multiple levels of the text. Initially, the focus should be on the lexical level. Consequently, the first set of exercises should aim to develop skills specific to handling archaisms within the vocabulary of the language. The simplest task is finding an equivalent term in the target language. Students should be encouraged to use not only standard bilingual dictionaries but also specialized resources such as thesaurus, lexicographic corpora, etymological dictionaries, and synonym dictionaries. For instance, students might be tasked with finding an archaic equivalent for an archaism, matching archaisms with their modern synonyms, or locating modern synonyms for archaisms in a dictionary. Additionally, it can be beneficial to explore the interlinguistic and extralinguistic reasons behind the semantic and structural evolution of words.

For phonetic-morphological archaisms, conducting a structural and morphological analysis of archaic words and comparing them with modern synonyms is beneficial. This approach enables students to grasp the nature of structural changes that words have undergone throughout their historical evolution. This process not only provides additional insights but also helps students reinforce their understanding by familiarizing themselves with new vocabulary.

CONCLUSIONS

This study demonstrated that archaisms, their translation challenges, and the instruction of translating archaisms are significant and pertinent topics. The author believes it is crucial

to continue researching these issues, incorporating experiential learning, and sharing the findings through scholarly articles.

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