

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 01 Volume: 81

Published: 30.01.2020 <http://T-Science.org>

QR – Issue



QR – Article



N. Ismatova

Kokand State Pedagogical Institute
EFL teacher

N. Alieva

Kokand State Pedagogical Institute
EFL teacher

R. Djalilov

secondary school №26
EFL teacher

A. Abdisamatov

secondary school №37
EFL teacher
Kokand region, Uzbekistan

THE PROBLEMS OF TRANSLATING SOME PHRASAL VERBS FROM ENGLISH INTO UZBEK

Abstract: This article discusses the essential issue of how the phenomenon of phrasal verbs has been dealt with in translation studies and analyzes some methods and techniques of translation of phrasal verbs from (SL) English into (TL) Uzbek through some extracts from fiction and other sources. We would like to shed a light upon some certain types of problematic issues during the translation of phrasal verbs from SL into TL.

Key words: Translation problems, phrasal verbs, fixed expressions, English, Uzbek, target language, source language, equivalency.

Language: English

Citation: Ismatova, N., Alieva, N., Djalilov, R., & Abdisamatov, A. (2020). The problems of translating some phrasal verbs from English into Uzbek. *ISJ Theoretical & Applied Science*, 01 (81), 760-768.

Soi: <http://s-o-i.org/1.1/TAS-01-81-137> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.01.81.137>

Scopus ASCC: 1203.

Introduction

Phrasal verbs have always tended to play a rather marginal role in English linguistics which does not do justice to the facts. Although having been thoroughly defined by researchers as to their special models of expression, semantic and syntactic features, phrasal verbs create problems for language learners, partly because there are so many of them, but also because the combination of a verb and a particle so often seems totally arbitrary. However, if one looks closely at the combination of a verb and a particle, patterns start to emerge which suggest that the combinations are not so arbitrary after all.

The aim of this study is to discuss the syntactic, phonological, and semantic criteria of phrasal verbs, and try to present useful ways that may help learners of English overcome some of the difficulties they face in using phrasal verbs.

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in modern English. This linguistic phenomenon is called Phrasal verb. Phrasal verbs are verbs comprised of two parts: a verb and a particle. The particle is also called a “helper.” The particle is usually a preposition, but it can be an adverb or a combination of both.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

Before moving onto phrasal verbs, we would like to give several definitions of the notion given by various linguists.

One of the English linguists J.B. Heaton pointed out that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English language. The choice of a preposition or a particle following a certain verb, noun, adjective or adverb can be determined only after constant practice. An important aspect of the subject is illustrated by the phrasal verb in which an adverbial particle combines with a verb to form a collocation producing a new meaning. (1965)

A phrasal verb is usually defined as a structure that consists of a verb proper and morphologically invariable particle that functions as a single unit both lexically and syntactically. (Quirk, Greenbaum, Leech & Svartvik, 1985 in Liao & Fukuya, 2004:196)

According to American lexicographer R. A. Spears a phrasal verb is a verb + particle collocation in which a verb governs a particle that looks like a preposition but functions as an adverb; e.g. put it down, roll along, stand up, call her up, call up your friend. The particle can occur before or after a direct object. (1994)

In addition, an American famous linguist G. Azzaro explains that a phrasal verb is a verb and a particle that together have a special meaning. Particle is as a preposition (e.g. off, on, in, etc) and an adverb (e.g. away, back, etc). For the example: put off (postpone), figure out (find the solution of a problem), hand it (submit the homework to the teacher), and wake up (stop sleeping) (1992: 241).

Phrasal verbs are best described as a lexeme; that is a unit of meaning which may be greater than a word (Crystal, 1995). Phrasal verbs are one type of the English verbs that operates like a phrase, more than a word. This means that they are unlike single and simple verbs in the sense that they are a set of words (verb+ adverb/preposition). The term phrasal verb was first used in print by Logan Pearsall Smith, in 'Words and Idiom' (1925). It is noted that this type of verbs were also known as: discontinuous verbs, compound verbs, verb and adverb combination, verb particle construction, two part word verb and three part word verb (McArthur, 1992).

There can be no doubt that phrasal verbs have received a considerable amount of attention in recent years. One of the eminent linguists, Cornell points out that phrasal verbs have been "discovered" as an important component in university curricula (1985). The interest in phrasal verbs is clearly reflected in modern dictionaries, especially those which list phrasal verbs separately in their own right and give them separate entries. For example, they give put up a separate entry rather than list it under put. Besides,

special dictionaries have been designed exclusively for phrasal verbs.

An English linguist and lexicographer Mortimer states that "The English language has hundreds of two-part verbs such as bring up, carry on, pick up and put up (1972). These are easy enough to understand when the meaning of the whole two-part verb is equal to the meaning of the sum of its two parts". However, he concedes: "But in many cases, knowing the meaning of the parts does not help us to know the meaning of the whole". Thus, to add the meaning of bring to the meaning of up will not help us to understand the meaning of bring up in various sentences. To illustrate what we have said, we can give the following examples:

- 1) She was brought up by her grandmother. (to care for a child until it is an adult, often giving it particular beliefs)
- 2) She's always bringing up her health problems. (to start to talk about a particular subject)
- 3) She was crying so much I thought she'd bring up her breakfast. (UK informal to vomit something)

Phrasal verbs can have meanings that are different from the meanings of the separate units of the phrase, and knowledge of these phrases enhances the understanding and command of a language, as well as the ability to communicate successfully. The reason why phrasal verbs can cause problems for learners is that, over time, some phrasal verbs, which were originally literal, have lost some of their transparency of meaning. Phrasal verbs exist on a cline of transparency, which can be difficult to decipher as a foreign language learner. Even phrasal verbs that consist of the same two words may have different meanings.

Phrasal verbs are difficult for non-native English writers because dictionaries do not always list them. Individual phrasal verbs can also have multiple meanings. In contrast, native writers are comfortable with their use but tend to overuse them. Phrasal verbs can bring richness and color into our writing, but sometimes their meaning cannot be precise. Identifying them can also be challenging. At times, the "helper" is separated from the verb. This makes the helper look like just another preposition. It should be underlined that there are no great tricks to mastering phrasal verbs. Knowing how they work, however, will help us better understand prepositions and add clarity to our writing.

In some cases phrasal verbs have literal meaning, which means that their meaning can be deduced from the component parts. The examples are: climb up, sit down. There are also situations where the meaning from the first word keeps its meaning, but the second has a special 'intensifying' sense – it means something like completely or thoroughly. Examples are break up, tire out. In other cases, the new two-part verb has quite a

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

different meaning from the two separate parts: give up means 'surrender', and blow up means 'explode'. (Swan, 1990 p.491)

Phrasal verbs are said to be one of the greatest indicators of linguistic competence for speakers of English as a foreign language. A phrasal verb consists of a verb and a preposition, a verb and an adverb, or a verb and an adverb as well as a preposition. Multi-word phrases such as phrasal verbs are characterized by degrees of opacity of meaning, where some are quite literal and some are completely idiomatic. This can cause learners to avoid using phrasal verbs.

Given that the phenomenon of phrasal verbs is regarded as one type of the English expressions, and constitutes two and more integral parts, it has been investigated by linguists who studied the question of translating English phrasal verbs into other languages. According to their views, there is a wide range of difficulties which are posed to Uzbek professional translators when translating phrasal verbs into Uzbek.

Most of them subscribe to the theory that particular issues of translating phrasal verbs are divided into lexical, semantic, and stylistic problems. Mostly, English phrasal verbs cause semantic gaps in most foreign languages, and therefore they are frustrating to a translator from English to TL, including Uzbek.

When defining and analyzing the problems of translating phrasal verbs, we follow practical recommendations suggested by Ghazala, Kharm, Yatskovich and other distinguished linguists, we utilized their recommendations in translating phrasal verbs into Uzbek. There are various problems confronted by translators in the process of translating phrasal verbs. On the basis of evidence we have collected, we can identify a number of issues that seem to cause problems for most translators.

One of these problems is polysemy which means a word that has more than one meaning. According to one of leading specialists in the field of translation theory, Ghazala, he mentioned: "the use of phrasal verbs is an indication of its polysemic nature, as phrasal verbs have completely new meaning, therefore, translators must be extremely careful at translating a verb followed by an adverb or preposition" (p.104).

Furthermore, the particle plays an important role in modifying the meaning of the verb it combines with, in the sense that they fuse together and sacrifice their basic meanings to produce a new semantic unit. Finally, phrasal verbs have the characteristic of polysemy, in that any given idiomatic phrasal verbs may occur in as many as ten, or more, different meanings according to the contexts in which it is used. E.g.

1- She **broke away** from her friends
U do`stlaridan **ayrildi**.

2- The thief **broke away** from the police
O`g`ri politsiya qo`lidan **qochib qutuldi**.

1- The machine has **broken off**.
Mashina **ishlashdan to`xtadi**.

2- The governments have **broken off** their diplomatic relationship.

Hukumatlararo diplomatic aloqalarga **chek qo`yildi**.

It is a widely acknowledged that there are plenty of phrasal verbs in the English language and one verb may provide different phrasal verbs; each one has its own meaning. The only thing which should be done is to add some adverbial elements after the verb. Yet, we have bound to confess that it is so difficult for translators to distinguish between them; even the context cannot be useful in all cases.

In the same manner, in his article *Some Ways of Translating English Phrasal Verbs into Russian*, Yatskovich casts a light on "the essence of some semantic correspondences in the English and Russian verbal systems" (1999; p. 1).

Yatskovich admits that "it seems almost impossible to create a consistent rigid system of lexical correspondences between SL and TL without encountering numerous debatable problems" (1999; p. 2). One of such debatable problems, he elaborates, is the polysemic nature of phrasal verbs, which has to be always kept in the mind of translator when dealing with phrasal verbs. He, all in all, concludes that "understanding of semantic correspondences in English and TLs` verbal systems can be quite a powerful tool in the translator's arsenal" (p. 3).

The scholar emphasizes the significance of phrasal verbs, arguing that a lack of understanding of phrasal verbs often leads foreign language users to misinterpret the content of messages, and that they avoid using them, resulting in unnatural language and lack of fluidity. They argue further that avoidance of phrasal verbs results in lengthy circumlocutions, and that while these forms are most common in speech and informal writing, they do occur to a significant degree in more formal written language as well.

Ghazala says that what makes the translation of phrasal verbs difficult is the fact that they are mostly unpredictable (1995). They are difficult to be guessed from the context in most cases, unlike simple words which can be guessed (of course not in all the cases). Ghazala gives some examples of the most common particles that are combined with verbs in English (1995). The combination of the same preposition/adverb with different verbs may result in different meanings.

For example:

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

On

1. Go on = continue – davom ettirmoq
2. Put on = wear – kiymoq
3. Hang on = wait – kutmoq

Off

1. Get off = leave – tark etmoq, jo`nab ketmoq.
2. Take off = fly/ undress – yechmoq, (kiyimni)
3. Write off = dismiss/ ignore/ exclude – iste`moldan chiqarish.

Up

1. Eat up = finish eating – yeb qo`yish
2. Give up = stop – tashlamoq, to`xtatmoq
3. Speak up = raise one's voice – balandroq ovozdagi gapirmoq.

As we have mentioned above one semantic unit can express a plenty of meanings across the language. It is one of the problematic cases with the translation of phrasal verbs. For instance:

Come off

1. Leave a place –jo`nab ketmoq,tark etmoq.
2. Succeed – muvofaqiyat qozonmoq.
3. Take place as plan – rejadagidek ketmoq, risoladagidek ketmoq
4. To have a result – natijasini bermoq,
5. To suffer a result – oqibatidan aziyat checkmoq..
6. To fall from something high – yiqilib tushmoq.
7. To be able to be removed – olib tashlanmoq, yechilmoq.
8. To stop being joined to something – ajralish, ko`chib tushush
9. To stop public performance – namoyishni to`xtatish.

Another feature of a phrasal verb is an expressing of the “sameness” with the help of different phrasal units. For example:

Leave:	Invite:	Visit:
• go away	• ask in	• call at
• get off/ out	• ask over	• call by
• go out	• -ask to	• call in
• push off	• ask up	• call into
• buzz off		• call on
etc.		

Translators ought to be cognizant of the case of phrasal verbs usage in the context. However, familiarity is not about having phrasal verbs in the translators' mother tongue only. It is also a matter of being exposed to them. It is, by no means, possible for translators to know the meanings of all English phrasal verbs not even all the combinations like come, do, drink, go, see, take, etc...

Nevertheless, they are able to know and to memorize the common widely used phrasal verbs. Phrasal verbs are similar to irregular verbs. Translators have to learn by heart only the most common and the most important ones. That is, they have to concentrate on the main core combinations of each of these common phrasal verbs. For example, "come" has about sixty phrasal verbs combinations.

The common ones are:

- Come in – kirmoq(ichkariga)
- Come across – (duch kelmoq, uchratib qolmoq)
- Come on – boshlanmoq, paydo bo`lmoq.
- Come off – risoladagidek ketmoq, rejadagidek sodir bo`l
- Come out – paydo bo`lmoq, nashrdanchiqmoq
- Come through – qabul qilmoq, yetib kelmoq(ma`lumotga nisbatan)
- Come over- biror fikrga qo`shilmoq,tarfiga o`tmoq,bo`lmoq(joyga nisbatan)
- Come apart- bo`laklarga bo`linib ketish,o`zini boshqara olmaslik
- Come along-sodir bo`lmoq(voqea-hodisalarga nisbatan),maqullamoq,

Each of the combinations mentioned above has more than one meaning; simultaneously they have a common essential and basic. Translators can confine themselves learning these common phrasal combinations of "come" and other common phrasal combinations of common verbs in English with their core meanings. In this way, it would be possible for them to translate English phrasal verbs into TL, particularly Uzbek. Still another possible solution for the problem of translating phrasal verbs is to depend on the context; but this does not work all the time and in all the cases.

According to Kharma, "in many cases, if the translator is not familiar with the phrase, the context helps, if not, he has to consult a dictionary as a last resort"(1997: 41). Kharma suggested first to pay a careful attention to the context because it may help as in the following examples:

1- "Please, stand aside the lady would like to enter".

“Iltimos, xonimga yo`l bering.”

2- "Try to **bring** the others **around** your opinion".

“Boshqalarni ozingni fikringa **ko`ndir**.”

Through abovementioned examples, translators of every language comes up with their own suggestion of translation which is based on the context given, since most of them have to use some linguistic devices such as omission, generalization and addition in translation .

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PJHIJ (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

A further problem of translating phrasal verbs is the translation of collocational phrases which mean according to Ghazala "a phrase with a special meaning that cannot be understood from the direct, surface meaning of its words or from their total meaning when taken together. A collocational phrase on the other hand, is a phrase which always has one single grammatical and lexical form and word order that cannot be changed, interrupted or reversed." (1995: p.128).

E.g: *Jane's grandmother made up some bed time stories for the children when she was a child. – Jeynning buvisi uning bolaligida u uchun ertaklar o`ylab aytib berardi.*

1. *Jane's grandmother made up her mind about her visit to Cyprus. – Jeynning buvisi Kiprga borishga qaror qildi.*(Collocational phrase).

The first example gives the right meaning which is very close to the original meaning of "make", but here the character should be imaginative to fabricate some stories.

Moreover, most translators come across the various equivalents in the process of translation, one of them is "to cook up", which gives the same meaning as a single word alternative such as concoct and invent stories but it is a bit informal and impractical for many learners.

Furthermore, the phrasal verb "make up" is one of the polysemous verb unit which has several meanings in speech and this is the case which results in confusion in understanding the gist of the phrasal verbs in the source text; we are going to see each of them with certain examples relying on source of Collins Cobuild Dictionary of Phrasal Verbs (1991: 214):

1. invent an explanation for something; *They made up an excuse for being late – Ular kech qolishiga sabab bola oladigan bahona o`ylab topishdi.*

2. put on cosmetics; *She takes ages to make up in the mornings. – U yuzuga uzoq vaqt oro beradi.*

3. stop being angry with someone; *We often quarrel but we always make it up soon after. – Biz tez-tez janjalashib turamiz, ammo hardoim ginalarni tezdagina unutilib yarashib olamiz.*

4. making it complete what was missed; *You will have to make up the work you have missed, while you were away. – Siz yo`q bo`lgan paytingizdagi ishingizni/ vazifangizni/ bajarib berishingiz zarur.*

5. arrange and prepare something by putting different things together; *Could you make up a list of all the things that need to be done? – /Tayyorlamoq, hozirlamoq/. Bajarilishi lozim bo`lgan barcha ishlarni ro`yxatini tuza olasizmi*

6. to constitute and comprise some portion of the total percentage; The number of commuters

commuting in subway system *made up* 145 mln people per annum for France. – *Tashkil etmoq, iborat bo`lmoq.*

Whilst the second example gives a bit idiomatic meaning, which means "to make a decision" that's the most intriguing challenge for translators, the highly recommended suggestion for solving the current issue is ultimate awareness of phrasal verbs and collocational phrases and their all meanings in the speech.

Ghazala concludes that the complexity of phrasal verbs, which stems from the fact that there are thousands of them, with tens of thousands of their different meanings in existence, "may naturally make the task of translation extremely difficult so that a non-idiomatic translation is often chosen in translation into TL, where such phrasal combinations are infrequent" (2003; p. 213).

Since translators have lots of difficulties in understanding the use of phrasal verbs in the sentences; there is no doubt that they will face difficulties in translating them into Uzbek because they cannot find the appropriate equivalent meaning of phrasal verbs and lack of appropriate English-Uzbek bilingual phrasal verbs dictionary.

Furthermore, Ghazala makes the point that although phrasal verbs have no straightforward equivalents to SL, "they all can be translated comfortably into their precise literal sense, provided the translator understands them properly in their English contexts before translating them into TL" (2003; p. 213). He further emphasizes that they should not be confused with prepositional verbs which, owing to the fact that their verbs retain their common meanings, "can be understood and translated literally and directly" (p. 312).

Another problem which really racks the brains of most translators is an issue of discrepancies between prepositional verbs and phrasal verbs. According to the theory a prepositional verb is composed of a verb + a preposition which is not idiomatic and keep hold of their direct meaning.

To distinguish between the two types of verbs Ghazala suggests applying direct translation to both of a phrasal verb and a prepositional verb to find out if the meaning changed. Ghazala illustrated this in the following examples:

1. Please, **put** the book **on** the table.

Kitobni, stol ustiga **qo`ying**, iltimos

2. Please, **put** your coat **on**.

Egnizga paltongizni **kiying**, iltimos

The first one is meaningful and complete while the second one is not complete, because it is missing something after the preposition 'on'; the writer should add some contents to give a full picture along with a phrasal verb in the context. In addition the first one is

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

a prepositional verb and the second one is a phrasal verb because it has a special, idiomatic different meaning (dress/ engniga olmoq, kiymoq) which is different from (put/ qo`ymoq).

By far the most common errors made by translators when translating phrasal verbs are *semantic* errors, reflecting an incomplete understanding of the meaning of phrasal verbs. Here we would like to give some examples which are relevant to our theme:

a) Learners' confusion between phrasal verbs and single word verbs whose meanings are related. Correct or more appropriate verbs are shown in brackets:

1. *He has to find out (discover) new means to fight against them.*

2. *He will find out (find) that the number of conventional families decreases.*

2. In respect of these combinations, an American linguist and scholar of translation A.H.Live mentions that "homonymy is a significant concomitant of this pairing of verb and particle" that creates most confusion and this confusion around these combinations is "further compounded by obscuring of the original metaphor; therefore non-native speakers may find these verbs troublesome" and, she further remarks, it would be absolutely desirable to reduce the vocabulary load and substitute a phrasal verb with a single-word synonym where possible. (1965: 430)

American scholars of translation Darwin. C and Gray. L have suggested that a lack of confidence when using phrasal verbs results in the replacing of phrasal verb with its single-word equivalent which results in unnatural or contextinappropriate language use. Knowing which to use when might, therefore, be a struggle for EFL students. (1999: 65)

Well-known British scholars of linguistics Gardner and Davies describe the phrasal verb as one of the most challenging aspects of teaching introductory English; they are difficult for foreign language learners to acquire, and yet are very common in the English language (2007). They have been described as the truest test of fluency in English as a second or foreign language. Considering the uniqueness of the phrasal verbs causing the problem in translating it into another language, the writer eager to get deeper understanding about the most appropriate way to translate it. It should be mentioned that phrasal verbs are sometimes thought of as more informal and not as appropriate for written English, where some consider it better to replace them with a single word equivalent. However, as Side argues, it may be the case that the single word equivalent has a different range of use, meaning or connotation and

cannot be easily used to replace the phrasal verb, or it may sound too formal or pompous when used (1990).

For example; I'm done in would be used in a different social context from I'm exhausted. Similarly, My radio picks up America has connotations of difficulty which the equivalent receive lacks (all examples are adopted from one of the American linguist R.Side 1990: 145). These examples confirm the fact that direct equivalents of phrasal verbs do not always exist, phrasal verbs tend to be thought of as informal and inappropriate in formal writing.

Two American linguistic philosophers and scholars Darwin and Gray argue that the most common problem for both learners and translators is that they avoid phrasal verb constructions by opting for single Latinate verbs instead. It is easier for them to memorize less common, one-word verbs than to understand and use a phrasal verb, specifically the idiomatic type (1999). This creates speech that is not typical and sounds contrived. For example:

1. I encountered an old photograph. Men bir eski rasmni topib oldim.

2. I came across an old photograph. Eski rasmga duch keldim.

Learners use the right verb but the wrong particle:

Sect members are told to refrain from talking to their parents and to keep out (keep away) from their friends.

Sometimes the use of correct verb but wrong particle confuses most learners because of less awareness and lack of phrasal verbs acquisition.

We tried to come back to (go back to) Uzbekistan.

According to evidence, many learners occasionally make syntactic errors

involving transitive phrasal verbs being used intransitively, and vice versa:

Translators' problems concerning the use of phrasal verbs may be a sign of mislearning or non-enough focus and lack of practice on this linguistic aspect. These results in learners' miscontrol and inability to master phrasal verbs, and therefore inability to translate them.

1. The state should help parents to grow up better generations.

2. He or she begins to look for another love, splitting up the relationship.

Compare:

'I grew up in the countryside' (intransitive)

'Bringing up children (= helping them to grow up) is not always easy' (transitive)

'Jane and Shane have split up' (intransitive)

'They've ended their relationship' (transitive)

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

Another thing which stands out in this section is that most learners use idiosyncratic phrasal verbs, that is, they sometimes use phrasal verbs which do not exist in English at all. This is possibly done because of the need to cover a gap in the language. Here are some examples; the right verbs are in brackets: E.g.

1. These differences need to be leveled down (ironed out).

2. People who decide to marry are usually more responsible and they can trust each other more because they know that in case of problems they do not just split apart (split up).

In considering such a crucial issue, an Egyptian scholar of translation and linguist Mohamed H. Heliel in his paper *Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators*, enumerates one of the thorniest issues that translators may encounter when dealing with the phenomenon of phrasal verbs (1994):

Most translators have a dilemma over the use of phrasal verbs due to their idiomatic nature. A lot of verbs in English verb-particle combinations are employed idiomatically with certain particles, "which makes their meanings unstable and indistinct" (p. 147); and these idiomatic usages are exclusive to a single language, "where they may sound natural to native speakers but strange to non-native speakers" (p.147). This is appropriate to English verb-particle combinations where "the verb by itself would have a radically separate interpretation" (p. 147) as in: E.g.

1. The audience cracked up at every joke

2. The vendor cracked the coconut with a machete (p.147);

According to his view, English verbs may have a range of different meanings in various combinations, which "may be wider and more idiomatic or even opaque in English than in other languages" (p. 147).

All in all, it seems to us that the root of all problems concerning the problems of translating phrasal verbs mainly stems from the following reasons:

a) The productive nature of phrasal verbs prevents lexicographers from keeping up with these and listing them in dictionaries. Consequently, there have been many gaps in the coverage of phrasal verbs, even in specialized dictionaries. Such gaps resulted in the absence of a number of newly coined phrasal verbs. A translator, in this case, is left with no choice but to intuitively work them out one by one in order to produce their Uzbek functional-pragmatic equivalents, which may or may not be correct.

b) The lack of effective teaching methods and materials which may help make

Uzbek translators capable enough to deal with the translation of phrasal verbs. Unlike other pedagogues who suggested valuable methods of teaching phrasal verbs based on the fact that these verbs are not mere random combinations of verbs and particles and there are patterns underlying them,

Uzbek pedagogues nonetheless seem to have resigned to the fact that phrasal verbs are random combinations and for translators to master them they have to memorize them by heart. Accordingly, there are no reliable Uzbek pedagogical materials that can help overcome the problem of the translation of phrasal verbs into TL.

c) Mistranslation and misinterpretation of PVs was apparent from the failure of a number of the subjects to appreciate the polysemous nature of the PVs. We attributed producing such mistaken translations to three reasons, they are:

✓ The variety of shades of meanings given to each phrasal verbs due to the polysemic nature of the phrasal verbs which makes it hard for the subjects to choose the appropriate meaning.

✓ The fact that the combinations of phrasal verbs are quite confusing makes the task of choosing the appropriate meaning more difficult. That is, one proper verb can collocate with a number of particles to form a range of phrasal verbs with many different meanings, and one particle may co-occur with a number of proper verbs to form a variety of phrasal verbs of diverse meanings.

✓ The inadequate treatment of the phenomenon of phrasal verbs in general and specialized dictionaries. Lexicographers skip a large amount of phrasal verbs and provide insufficient definitions for the listed ones.

✓ Every translator uses different strategies to translate a text since different people may understand a word in different ways. Furthermore, there are kinds of expressions such as phrasal verbs which are the products of culture. Phrasal verbs in one language probably have different forms in other languages. It may have distinctive form but the partially same meaning.

Conclusion

The phenomenon of phrasal verb has been the focus of a number of translation studies. The treatment of such a phenomenon has varied considerably from one researcher to another depending upon the standpoint from which it has been accounted for. Yet, one can infer a number of insights: firstly, translating phrasal verb into languages where there are a number of correspondences between them and the English language. Such correspondences play a significant role, as a common ground, in negotiating the idiomatic meaning of phrasal verb and, in turn, in finding the appropriate equivalents to them.

Our objective in phrasal verbs translation is to transfer the closest and meaningful equivalence of phrasal verbs from the English into Uzbek. We have analyzed the both languages` features closely examined some examples from chosen source and determined appropriate equivalence between SL and TL in the phrasal verb translation.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PJHIJ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

One of the problems in translating phrasal verbs lies in the fact that it is difficult to use phrasal verbs properly in the speech unless the learner is well familiar with their correct occurrence in the speech; otherwise they cause some anxiety and aberration in most English learners.

One possible reason is that phrasal verbs have not been amply placed within the curriculum of many educational institutes and the absence of translation teaching materials to familiarize English language learners and translators with specific constructions; therefore, the frequency of phrasal verbs within the translation must be reviewed and revised accordingly to reduce the problems of translating phrasal verbs for translators, especially for those who are translating them from English to Uzbek.

Another problem of phrasal verb translation which requires further research is a semantic feature of them because the possibility of preserving the polysemous meaning of English phrasal verbs while they are being translated into Uzbek is another rare case.

Another response to the question of appropriate translation of phrasal verbs is that every translator

should pay attention to the translation of the phrasal verbs and work hard with each phrasal verb. English and Uzbek lexical systems are so different that they demand the special approach to translating of each verb according to its nature of homonym. In addition, thorough study and consequent understanding of semantic correspondences in the English and Uzbek verbal systems can be quite a powerful tool in the translator's arsenal.

The prospect for the future would be better, if we are aware of the fact that becoming much familiar with all peculiarities of phrasal verbs can be the most effective tool in learning as well as the translation of them. It is a common phenomenon and undisputable fact that high accuracy in the acquisition of phrasal verbs and treatment of phrasal verbs in practical translation can prevent most translators and learners from hardships and disgrace in the translation.

The present analysis will hopefully contribute to the studies of language transfer and in particular of transfer issues in the usage of English phrasal verbs.

References:

1. Mortimer, C. (1972). *Phrasal Verbs in Conversation* (Seventh ed.). London: Longman Group Limited.
2. Azzaro, G. (1992). *The Syntactic Learning of English Phrasal Verbs: Theory*. Rassegna Italiana di Linguistica Applicata, XXIV (1), p.241.
3. Ghazala, H. (1995). *Translation as Problems and Solutions* (4th ed.). Syria: Dar El Kalem El-Arabi, p.128.
4. Ghazala, H. (2003). *Idiomatycity Between Evasion and Invasion in Translation: Stylistic, Aesthetic and connotative Considerations*. Babel, p.213,302.
5. Kharma, N. (1997). *Translation Course Book*. Amman: Al-Quads Open University Publications, p. 41.
6. Gries, S. (2002). The influence of processing on syntactic variation: Particle placement in English. Berlin and New York: Mouton de Gruyter.
7. Hampe, B. J. (1997). Towards a solution of the phrasal verb puzzle: Considerations on some scattered pieces. *Lexicology*, 3/2, p.239.
8. Hartmann, R.K., & Stork, F.C. (1972). *Dictionary of language and linguistics*. (p.302). New York, John Wiley and Sons, XVIII.
9. Hatim, B. (n.d.). *Pragmatics and translation*. In M. Baker (Ed.), *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge.
10. Hatim, B., & Jeremy, M. (2004). *Translation: An Advanced Resource Book*. Routledge Companion to Translation Studies. (p.167). Abingdon and New York: Routledge.
11. Heliel, M.H. (1994). *Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators*. (p.147). Amsterdam/Philadelphia: John Benjamins Publishing Company.
12. Heliel, M. H. (2000). *York Dictionary of Phrasal Verbs and Their Idioms: English- Arabic*. Beirut: York Press-Librairie du Liban Publishers.
13. Heaton, J. B. (1968). *Using Prepositions and Particles* (Fourth ed.). London: Longman Group Limited.
14. Karimi, L.H. (2010). *English-Arabic dictionary*. Beirut: Librairie du Liban.

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PJHIJ (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

15. King, G. (2000). *Good Grammar*. Collins Wordpower. Harper. Collins Publishers.
16. Komissarov, V.N. (1990). *Teoriya Perevoda (lingvistichiskiy aspektiy)*, Moskva, Vyysshaya shkola, ISBN5-06-001057-0.
17. Kolln, M. (2006). *Understanding English Grammar*. Robert Funk (Ed.). 7th edition. Longman: Pearson Education.
18. Live, A. H. (1965). The Discontinuous Verb in English, *Word 21*: p.430.
19. (1975). McArthur. Tashkent.
20. (n.d.). *Using Phrasal Verbs* (Second ed.). London and Glasgow: Collins.
21. (2005). McMillan phrasal verbs. pp.6-14.
22. Mortimer, C. (1972). *Phrasal Verbs in Conversation* (Seventh ed.). London: Longman Group Limited.
23. Nida, E.A. (1964). *Toward A Science of Translating*. (p.159). Netherlands.
24. Nida, E. A., & Taber, C. R. (1969). *The Theory and Practice of Translation*. (pp.24-87). Leiden: E. J. Brill.
25. Palmer, F.R. (1974). *The English Verb*. (pp.226,230). London: London Group Limited.
26. Side, R. (1990). "Phrasal verbs: sorting them out." *ELT Journal*, 44 (2): 145-152.
27. Wills, D. (1982). *The science of translation: problems and methods*. (p.13,41,42). Tubingen: Gunter Narr Verlag.
28. Yatskovich, I. (1999). "Some ways of translating English phrasal verbs into Russian". *Translation Journal* 3.3. <http://translationjournal.net/journal/09russ.htm>
29. Collins, C. (1991). *Dictionary of Phrasal Verbs*. (p.214). London: Harper Collins Publishers – (CCDPV).
30. Darwin, C., & Gray, L. (1999). Going After the Phrasal Verb: An Alternative Approach to Classification. *TESOL Quarterly*. Vol.33, No. 1, Spring.
31. Gardner, D., & Davies, M. (2003). Pointing out frequent phrasal verbs: A corpus based analysis. *TESOL Quarterly*, p.341.
32. McArthur, T. (1971). Teaching English Phrasal Verbs. *Teaching*, 43 (3), 71-75.
33. McArthur, T. (n.d.). *Using Phrasal Verbs* (Second ed.). London and Glasgow: Collins.
34. McArthur, T. (1979). The strange cases of the English phrasal verb. *Zielsprache Englisch*, (3), 24-26.
35. McArthur, T. (1992). The long-neglected phrasal verbs. *English Today*, 5 (2), 38-44.
36. McGirr, R. (2011). *Phrasal Verbs Versus Verbs with Prepositions*.
37. (n.d.). Retrieved July 15, 2012, from <http://www.eflnet.com/pverbs/phrasalverbs.php>
38. (2005). *McMillan phrasal verbs*. pp. 6-14.