



PROBLEMS OF TRANSLATION OF MATHEMATICAL TERMS IN CHILDREN'S LITERATURE

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DOI:10.48047/ecb/2023.12.si4.1560

Abstract: It is quite clear that translation plays an important role in human communication. It is the gateway for understanding others and their civilizations. One of the most effective methods of communication is language. As we know, Language has been employed to satisfy the real need of communication. In our world, communication between different nations with different languages is feasible through translation. So, translation is vital and the mission of translation teacher is also important; but such a mission is not that easy, it is an intricate process. The reason behind this difficulty is that the teacher, in this domain, plays constantly the roles of a reader, a decision – maker, a writer and an assessor. Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people.

Keywords: communication, translation problems, grammatical differences, lexical ambiguity, language medium.

As we have already said, translation is a means of communication. So, we have to deal with the process of translation in a very precise way. In other words, we, as translators and teachers as well, must be faithful to the original text. This is the simplest principle that should be taken into consideration in translation. But the translator may face problems through doing translation.

Before explaining the methods of teaching translation, it seems to be necessary to have a brief idea about translation problems that may encounter the translators, in general, and students of translation in particular. In fact, translation problems can be divided into:

Linguistic problems that include grammatical differences, lexical ambiguity and meaning ambiguity.

Cultural problems that poorly translated texts distort the original in its tone and cultural references.

Pragmatic problems those arising from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.

Text-specific problems that cannot be parts in any of the other three categories and refer to specific situations of communication that are unique and dependent on a certain context

So, I think, it is necessary, here, to have an idea about the most important translation methods that must be adopted by any translator and that must be grasped by students.

According to Newmark the translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". Here we can see following methods of translation:

- 1- Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- 2- Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- 3- Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- 4- Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

5- Adaptation: which is the freest form of translation, and is used mainly for plays, comedies and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

6- Free translation: it produces the TL text without the style, form, or content of the original.

7- Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8- Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

9- All the above mentioned problems should be taken into consideration while translating mathematical terms from English into Uzbek we encountered some of these problems which is noted above. In spite of that we utilized effective methods of translation such as free translation method and word-for-word translation as well.¹

We took some passages from children's math based fairy tales, and here you can see a number of mathematical terms such as the name of measures, monetary words, time words, and intriguing math solving problems which is translated as a whole meaning or its original meaning.

"Who will help me mash and add the bananas? I need **2 pounds** of overripe bananas," said the little red hen.
(The Little Red Hen)

"Kim menga pyure tayyorlashga va banan qo'shishda yordam beradi? Menga 2 qadoq (qadimgi og'irlik o'lchov birligi. Qiymat jihatidan 1 funtta teng bo'lgan; 1 Q.=1 funt = 409,512 g.) yaxshi pishgan bananlar kerak bo'ladi, "dedi qizg'ish tovuq.

The following mathematical terms have several meanings: "I need **2 pounds** of overripe bananas," said the little red hen. When we interpret this excerpt into our native tongue it translated as: "*Menga 2 qadoq yaxshi pishgan bananlar kerak bo'ladi, "dedi qizg'ish tovuq.* Noted above the term "**pounds**" is meant as "**qadoq**" in addition to, it has different meaning in dictionary.

Pound

is the unit of money which is used in Britain. It is represented by the graphic symbol £.

1) is a unit of weight used mainly in Britain, is equal to 0.454 kilograms

Not to be confused with **Pound sterling**. For the unit of **weight** or **force**, you can see here its symbol **Pound (force)** "lb." and "lbs.", respectively. Interestingly, in American English, the term "pound sign" usually refers to the symbol #, and the corresponding telephone key is called the "pound key". The fact that, to perceive such kind of secular knowledge contributes to widen elementary school children's horizon.

"Who will help me with the icing?" asked the little red hen. "I need someone to add **1 cup** of water." "I will," said the dog. She poured in **2 pints** of water. The hen poured the thin icing over the bubbling, oozing, burned cake.
(The Little Red Hen)

"Kim menga shirinlik tayyorlashda yordam beradi?" - deb so'radi qizig'ish tovuq. "Menga 1 stakan suv qo'shishda yordamlashishga kimdir kerak." - Men yordam beraman, - dedi it. U 2

¹ Newmark, P. (1988b). *Approaches to Translation*. Hertfordshire: Prentice Hall.

pinta miqdorida (suyuqlik o'lchov birligi) suv quydi. Tovuq usti pufaklari bor quyuyq shirinlikni pishrishga qo'ydi, tort pishdi.

Historically, one more fact is that, units called a **pint** were used across much of Europe, with values varying between countries from less than half a litre to over one litre.

Besides, in the United Kingdom, the imperial pint is the mandatory base unit for **draught beer** and cider.

"Who will help me add **2 cups** of buttermilk?" "I will," said the cat. He poured in **1 quart** of buttermilk, thick and white. (The Little Red Hen)

"Kim menga 2 stakan qaymoq qo'shishimga yordam beradi"?
"Men yordam beraman" - dedi mushuk.

U 1 kvarta miqdorida quyuyq va oq qaymoqni quydi.

We can cite many similar units of measurement, one of which is the **quart**. Here is given example: He poured in **1 quart** of buttermilk, thick and white. If we interpret it into Uzbek it sounds like: *U 1 kvarta quyuyq va oq qaymoqni quydi*. Above noted bold word "**quart**" translated into Uzbek "*kvarta*". In the process of translation we haven't experienced any difficulties because the meaning shows that its a type of measure. Particularly, if we look at its another meaning in detail of this word there are several dictionary meanings, we can find:

quart

- 1) a unit of liquid capacity equal to a quarter of a gallon or two pints, equivalent in Britain to approximately 1.13 litres and in the US to approximately 0.94 litre.
- 2) is a unit of volume that is equal to two pints
- 3) is the fourth of eight parrying positions
- 4) is a sequence of four cards of the same suit

Presently, three kinds of quarts remain in use: the **liquid quart** and **dry quart** of the **US customary system** and the **imperial quart** of the **British imperial system**.

Hence, we tried to select its initial form in the process of translation. From my observation, I found out various ways of teaching mathematical terms in elementary levels through funny stories.

Through fairy tales as we mentioned children can learn even monetary words and foreign currencies.

"I'll take the question," said the middle billy goat Gruff, who could read his math book backward. "Here's the question," said the troll. "If I have **3 quarters, 2 dimes and 4 nickels**, do I have enough for an ice cream cone that costs **\$1.20**?"

(The Three Billy Goats Gruff Go to the Game Show)

- Men javob beraman, - dedi matematika kitobini orqadan o'qiydoladigan o'rtancha echki Gruff. "Mana senga savol", dedi maxluq. - Agar menda 3 chorak, 2 dayum va 4 nikel bo'lsa, menda \$ 1.20 sent turadigan konusli marojniyga yetadigan pul bormi?

As for other discussion of mathematical term: "**3 quarters**", "**2 dimes**", "**4 nickels**". If we translate these terms into the Uzbek language it sounds like: *3 chorak, 2 dayum, 4 nikel* like its original translation because there is a noticeable difference in the British monetary units from the

Uzbek monetary unit. In this case in the process of translation we have some difficulties exactly in finding their values. Actually if we say another meaning in detail of this word there are several dictionary meaning, we can find:

quarter

- 1) is an American or Canadian coin that is worth 25 cents
- 2) is one of four equal parts of something.
- 3) a period of three months regarded as one fourth of a year
- 4) a period of fifteen minutes or a point of time marking the transition from one fifteen-minute period to the next

Dime

- 1) is an American coin worth ten cents
- 2) a small amount of money

Nickel

- 1) is a coin worth five cents.
- 2) is a silver-colored metal that is used in making steel.

Meanwhile, with the help of these fairy tales children is aware of monetary words as we stated and also learn foreign currencies. As a result, they can differ monetary system and concept of money which is vital for their daily bases.

Another technique to introduce fractions is to use children's literature. There are many children's books that explore the concept of fractions.

As we study the extract:

“The bears will never miss a few grapes and strawberries,” Goldilocks said. She ate _____ of the grapes and _____ of the strawberries.

Then she told herself it was okay to eat _____ of the pepperoni pizza. It was so delicious that she decided to eat _____ more of the warm pizza.

For dessert, Goldilocks meant to take just one of the six slices of cherry pie, but she ate _____ of the pie.

(Goldilocks and the Three Bears)

“Ayiqlardan hechqachon uzum va qulupnaylar qolmaydi”, dedi Tillasoch. U uzumlarni ikkidan bir qismini va qulupnaylarni esa uchdan bir qismini yedi. Keyn U pepperoni pitsasini to’rtidan bir qismini bemalol yeyishni aytdi. Pitsa juda mazali edi, shu sababdan U issiq pitsalarni sakkiztadan uchtasini yeyishga qaror qildi. Dissert uchun Tillasoch olti bo’lak olchali piro’gdan atigi bir donadan olishninazarda tutgandi lekin ayiq piro’gni oltitadan to’rttasini yeb qo’ydi.

We read them as for an example; 1/2 a(one) half, 1/3 a (one) third, 2/8 two eighths, 3/8 three eighths, 4/6 four sixths

A good strategy to introduce fractions is to connect to prior knowledge. In this strategy, you explain that we use fractions throughout our day, sometimes without realizing it! For example, ask students to think about dividing up a cake to understand what a fraction means. There is one cake. We cut that cake into pieces or parts. We can describe how big our piece of cake is in relationship to the whole cake using a **fraction**. The fraction tells how many pieces we have out of all the pieces in the whole cake. In fractions, the pieces are usually the same size or cut into **equal parts**. This gives us an idea of how big our piece of cake is. The **denominator**, or bottom number of the fraction, tells how many total equal parts we have. For example, if we cut the cake into 5 pieces, the denominator

would be 5. After we have cut up the cake, we must decide how many pieces of the cake we want to give out. The number of pieces that we want to give out would be the **numerator**, or top half of the fraction. If we give out 2 pieces of the cake, for example, our fraction would be $\frac{2}{5}$ because we gave out 2 pieces out of 5 possible pieces of cake.

As well as, it is somewhat easier to teach them mathematical concepts through these stories.

In conclusion, Experiencing, understanding, and accepting the text is a necessary condition for the elementary levels to demonstrate and create the initial mathematical concepts that appear in the story. It is not difficult for the reader to understand the meaning of such mathematical terms of original text if the interpreted text should be read into current language. In interpretation, there are the cases when the phraseological units of mathematical terms, to make difficulty for translator. The figurative mathematical terms, puzzles, educational fairy tales and stories are also unique in translation that there are equivalent versions in foreign languages.

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