

**THE PROBLEM OF SEMANTIZATION OF LEXICAL UNITS
IN TRANSLATING TEXTS**

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It is necessary to take into account differences in the semantics of lexical units associated with the cultural characteristics of the native people of the foreign language being studied. The use of an explanatory dictionary as an auxiliary means of determining meaning of an unfamiliar lexical unit.

In the process of learning to read original texts, semantization of lexical units is one of the key techniques for the formation of lexical and grammatical skills. The technology of teaching reading original texts in general represents an optimal set of teaching methods and techniques, organized in a certain sequence using such forms of work by students in the lesson that should ensure the successful formation of a cultural and linguistic personality with the development of linguistic, cognitive, creative abilities and the development of foreign language communicative skills competence.

The problem of mastering the lexical and grammatical aspect when reading has repeatedly become the subject of research by methodologists. It was carried out by J. N. Eck, N. V. Vakhanina, V. A. Buchbinder, M. P. Strakhova, T. M. Nikitina, Z. I. Klychnikova, A. A. Mirolyubov, S. K. Folomkina, M. V. Ereshko, O. M. Chumacheva, R. Bohn and others. They identified two types of semantization of lexical units. The first of them covers translation methods. Among them includes translation of the word with the corresponding equivalent of the native language and translation-interpretation - a brief explanation in the native language of the concept denoted by the foreign language word. Translation-interpretation is usually used when the concepts expressed in words do not coincide two languages, or in the absence of this concept in one of them.

Second variety includes non-translation methods that involve substantive, effective, pictorial and linguistic clarity.

The choice of methods of semantization depends on a number of factors: on the qualitative characteristics of the word, its belonging to the active or passive minimum, the stage of education and the level of language training of students, the form of presentation of new words (perception by ear or during reading, with or without the use of visual aids), on the derivational structure of the word.

Unfortunately, it should be recognized that often in pedagogical practice the traditional translation method is recognized as the leading one: from an English word to an Uzbek-language equivalent. This method of semantization, in our opinion, is not always justified due to the often the encountered asymmetry of lexical units of two languages, associated with the specifics of the cultural components of words. Such semantization does not provide a complete picture of the content of a lexical unit.

Non-translation methods, in turn, develop linguistic guesswork, increase practice in the language, create supports for memorization, strengthen associative connections, but at the same time, they require more time than translated ones and do not always provide completeness understanding.

The specificity of the introduction, explanation and semantization of lexical units with a national cultural component is obvious, since from the first steps of working with a nationally marked word, extensive cultural, regional, linguistic and sociocultural information is introduced, and the difficulty of understanding this group of words is obvious due to specifics of cultural components, reflecting the characteristics of the people and country of the language being studied. Educational and methodological difficulties associated with the presentation of a nationally marked word lie primarily in the semantization of its lexical background.

The lexical backgrounds of two equivalent words of different languages contain interlingual and national-cultural semantic parts. If a foreign language

student the language identifies in its consciousness a word of its native language with a word of a foreign language, then he practically identifies the lexical backgrounds of both words in speech. There is linguistic and cultural interference - the reader transfers information into a foreign language the reality familiar to him on the secondary culture, which necessitates the need to compare and describe the lexical backgrounds of equivalent words of the native and foreign languages, to build teaching taking into account the native language and native culture of students.

In the techniques of semantization of lexical units before and in the process of reading the original text components include the following particulars: semantization of a separate lexical unit a) in a situation (context), b) based on its valence, c) using visual clarity, d) using the method of complementarity of visual and verbal series, e) through the use of sociograms, collage, f) by establishing paradigmatic connections, g) by establishing abstract logical conceptual relationships, h) by using a linguistic and regional reference book, prototypes, and a bilingual dictionary.

When semantizing nationally marked lexical units in the process of reading the original text, the context serves as an example of the use of the word in speech. The linguistic environment in which a new lexical unit is perceived has the following qualities: sufficient linguistic clarity to facilitate the establishment of direct connections between a foreign language word and a concept; a clear idea of the scope of meanings of a word, its compatibility with other words; illustration of a situations of using a given word to understand the style to which this vocabulary belongs; providing the best conditions for memorization due to the emergence of emotions and interest among students; activating the mental activity of students.

We propose using exercises to highlight nationally marked words in the original text and correlate their meaning with the topic, as well as to present words in the microtext before reading the original text. In this case it happens presentation of lexical units by the teacher and its primary “processing” (lexical,

grammatical and phonetic side of the word) by students. The meaning of a lexical unit is revealed according to the external conditions of the context: situational characteristics and the nature of the combination of linguistic units.

Since lexical-grammatical skills also interact with valence words, i.e. the possibility of combining a word with other units, then we consider it advisable to invite students to perform exercises with the help of which the semantization of unknown words is carried out based on their valence, namely: write adjectives (nouns) that can be used with the following nouns (verbs); determine the meaning of an unfamiliar word based on knowledge of neighboring words; make up phrases from these words; translate the sentence, despite for the missing word.

About the advantages of using visual clarity - authentic photographs, illustrations, caricatures, paintings, comics - when teaching reading in general and reading original texts in particular, a number of arguments testify:

1) pedagogical factor. In modern pedagogy, the thesis is put forward that there is no need to specifically teach “reading” pictures. Visual clarity acts as an aid in the process of learning to read both in native and English language;

2) psychological. During the reading process, information is divided into separate images that have a positive effect on the memorization process;

3) didactic (pictures contribute to the emergence of various associations);

4) specific (the content of paintings, photographs, etc. is understood more easily by students than the meaning of the text);

5) methodological (visual clarity serves as a reason for students to speak on any topic, contains authentic material, carries additional information);

6) cultural and regional studies (the culture in which they live is clearly captured native speaker of the target language).

The method of complementation of visual and verbal series is also an important and effective methodological technique. The complementary text in its content exceeds the information content of the visual series; the latter is another “brace” of the input material. All illustrative material is located on the

page next to it with the appropriate text, reflecting the necessary details that are in this text described. When reading original students often encounter names in texts outstanding persons, names of geographical locations, intercultural universals (history of the people, religion), previously unknown or little known to them. These realities are of great importance for the correct understanding of the text. They introduce the reader to the place of action, help predict the nature of the activity of the person acting in the text, and create the necessary direction of thought. A collage can serve as a definition of realities in the text, the purpose of which is to provide an understanding of these phenomena (and therefore, comprehension content of the text) and, in connection with this, a revision of already established knowledge and ideas.

Collage – auxiliary methodological technique, essence which consists in the selection concepts suitable for this phenomenon.

The structural and schematic organization of the collage helps conscious memorization ideas about the core of the collage by establishing connections between its associative-semantic satellites. Satellite (background) information that reveals the essential features of the nuclear concept is located closer to the core, and that of secondary importance is somewhat further away. By making a collage, students get acquainted with the various properties of the core, which is a kind of semantic support for understanding its meaning generally.

The goal of using collage as a teaching technique is to build in the minds of students a fairly complete image of the realities of foreign language reality, along with the assimilation of the corresponding linguistic means of expression.

One of the ways to determine knowledge of a word is to compile sociograms. Associations point to culture-specific differences in both behaviour and thought processes of people. The fact that people of different cultures react differently to the same thing. The same concept suggests that exactly the same things evoke different associations in them. They are based on different social experiences, habits and, especially important, values. In everyday life, such differences can lead to problems in communication. A

process such as word association determines our thinking. This means that information in our memory is not accumulated randomly, but is sorted, forming connections. Thus, word associations are culture-specific. They reflect historical processes and contain cultural, regional, linguocultural and sociocultural information that must be taken into account when studying the language in general and when learning to read the original text in particular.

Establishing hierarchies and inferences is also a technique by which students will be able to discover the meaning of unfamiliar vocabulary. Hierarchies are mental constructs, they do not exist in reality, but only in our heads, they are determined by our experience, knowledge, which in turn are structured in our memory in a certain way through words, dividing into main and secondary concepts. Taking into account that all words in the text are closely interrelated, you can deduce the meaning of one word through a number of others and offer students, in advance

giving a sample execution of the task:

- to identify subordinate words according to the main concept—
explanation of the main word through secondary;
- explanation of the word through subordination

Dictionary entries of glossaries and regular comments in English language textbooks are not very focused on representatives of other cultures and are not informative enough. On in our opinion, it is necessary to use a comprehensive commentary, which represented would be a coherent story on the topic of the original text or a series of texts, the information in which is placed taking into account the general keywords to be commented on. Important distinctive feature of such a comment is its information richness.

Looking up an unfamiliar word in a bilingual dictionary is a common practice today an auxiliary means of determining the meaning of an unfamiliar lexical unit. We believe that a dictionary is needed only if unfamiliar words in Russian and German are equivalent and do not reflect cultural specifics. Students

should be taught to use the dictionary independently, to navigate the alphabet, abbreviated signs, and symbols that accompany words in a bilingual dictionary.

Thus, the lexical skills developed in students have a positive influence in the future on the process of reading and understanding original foreign language texts.

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