EXAMINING THE CHALLENGES AND REWARDS OF TRANSLATING LITERARY WORKS

Abduvaliyeva Farangizxon Saloxiddin qizi
Student of Fergana State University
Baxtiyorovafarangiz9@.gmail.com

Abstrac: *It has become necessary to present various pedagogical ideas by conducting new studies in this field and to discuss the applicability of these pedagogical ideas in order to elevate the field of translator training to the desired level academically. This field has been a research subject for many years and is included in the discipline of translation studies. The translation abilities of translator candidates will surely be positively impacted by structuring the educational framework in translation education in a way that will allow the analyses of the text kinds for translation purposes in line with theoretical knowledge. In light of this, the current study, which was based on a qualitative research design and the case study method, aims to determine the difficulties faced by students enrolled in the Department of Translation and Interpreting when translating literary texts, to provide solutions for these difficulties, and to investigate the attitudes of the students regarding their own translations.*

Key Words: *literary translation, translation challenges, translation rewards, linguistic challenges, cultural challenges, stylistic challenges, poetic translation, prose translation, target audience, cultural context, emotional resonance, linguistic creativity, literary interpretation, translation quality, translation ethics, translation impact, cultural exchange, literary appreciation, reader engagement*

INTRODUCTION

A succinct and precise definition of translation is "the outcome of a linguistic-textual operation in which a text in one language is re-contextualized in another language." However, because translation is a linguistic-textual process, it is impacted by a wide range of extra-linguistic circumstances and causes (House, 2015, p. 2). According to this definition, it is clear that a range of textual and non-textual components influence the translation process and that gaining translation competency necessitates a protracted training process that involves translating different kinds of texts. In the domain of applied linguistics research, it is evident that certain approaches or strategies are frequently employed to assess the texts' content when it comes to translation instruction. To improve trainee translators' abilities during the teaching and learning process, multiple translation techniques based on theoretical foundations are necessary for translating different types of texts. These strategies should be applied in an integrated manner. To prepare translators for training and to specialize them in this field, a strategy-based teaching approach is necessary. Three text types have been identified in relation to translation: the expressive text type, which consists of artistic and aesthetic criteria; the informative text type, which presents the representational function of language; and the operative text type, which involves the appellative function of language (Reiss & Vermeer, 2014). When a novel's translation is taken into account, it falls under the expressive text-type category. The interpretation of the source text should be developed, in terms of sense and meaning, within the target reader's cultural environment in order to better convey the

expressive function of a literary work in terms of artistic and aesthetic standards. Regarding the literary text's expressive function—in this case, the novel—"the speaker's, writer's, and originator of the utterance's mind is the core of the expressive function." Regardless of the reaction, he utilizes the speech to communicate his sentiments (Newmark, 1988, p. 39). A translator must understand the qualities of a literary text while considering its literary aesthetic and expressive purpose. This will enable the translator to construct the translation within an aesthetic framework. The kind of text that has to be translated might be categorized into one of two groups in addition to the ones already mentioned: literary texts (a) or nonliterary writings (b). Literary writings exhibit the subsequent traits: Since literary texts deal with emotions and are based on words or pictures that have vague, open-ended meanings, they serve an artistic and emotive purpose as opposed to an informative one.

THE MAIN FINDINGS AND RESULTS

Poetry is used in the writing of literary works. Theoretical discussion has suggested that while translating a literary text, the concepts of equivalence and communicative intent should be taken into account in regard to these features. Here, the translator seeks to strike a compromise between staying true to the author of the original material and gaining enough freedom to please the target recipient in the translated version. The translator's priorities in this process dictate the translation's style. In order to define the limitations of a literary text's translation in terms of the writer's stylistic element, the translator must address the question of style in addition to equivalence and communicative intent (Jones, 2009). The theoretical foundation that helps translators assess a literary work in terms of culture and system is another topic that has to be addressed in relation to literary text translation. The theoretical foundation for the study of a translation inside a literary framework in the research context is provided by Itamar Even-Zohar's Polysystem Theory, which was created in the early 1970s (Shuttleworth, 2009). Literature incorporates social, cultural, literary, and historical elements, according to Polysystem Theory. Here, the crucial word "system" denotes dynamic change, and when it comes to the literary canon, translated literature seeks to occupy the lead role. Put differently, Polysystem Theory espouses the belief that translated literature occupies either a major or secondary position, and that this position is not set. Based on this, it asserts that there are three fundamental circumstances under which literary translation can maintain its top position: a) when the polysystem has not yet developed, or when the literature is "young" or still establishing itself; b) when a literature is "peripheral" or "weak," or in both cases; and c) when there are literary gaps, turning points, or depressions in the literature. However, when translated literature stays in the secondary role and is peripheral within the polysystem, it does not affect the central system. Instead, it adopts a conservative form that upholds the target system's literary norms and defends conventional forms.

RESULTS AND DISCUSSION

When it comes to literary translation and the goal of expanding its impact, the information presented above should be taken into consideration. Instead of basing the translation process exclusively on the source text, it is necessary to build a cultural bridge between the languages by taking the text's existing system into account. Based on this, the theoretical framework described above emphasizes how important it is to comprehend the significance of literary translation in the target system and to modify

the act of literary translation appropriately. When considering this angle, it becomes clear that employing translation techniques is essential as choosing the right ones may help with potential translation issues. Here, the translation strategies developed by Vinay and Darbelnet fall into two categories of translation methods: a) Oblique translation, which involves the translation processes transposition, modulation, equivalency, and adaptation, and b) Direct translation, which involves the translation procedures borrowing, calque, and literal translation. (Pallumbo, 2009; Monday, 2008) Studies conducted in the field of literary text translation have reinforced the idea that students of translation may learn a variety of abilities through a variety of training methods, according to the literature reviewed in the study context. It has been said that a translator should directly translate not only the meanings of the words or sentences in poetry but also should acquire knowledge of the background of the poetry by going through a process of perception in relation to translation students' perceptions of a literary translation in terms of historical and cultural context. Similarly, research has looked at how much literary translation workshops have helped students recognize difficulties with translation, offer ways to overcome those difficulties, and ultimately find answers.

CONCLUSION

In conclusion, The translation of literary works, a delicate dance between language and culture, presents both formidable challenges and immense rewards. From the intricacies of capturing poetic imagery and stylistic nuances to the complexities of conveying cultural context and emotional resonance, translators of literature embark on a journey of creative interpretation and linguistic artistry. While the task is fraught with challenges, it is ultimately a rewarding pursuit. It allows translators to explore the depths of human expression, bridge cultural divides, and introduce new worlds to readers. By embracing the challenges and celebrating the rewards, translators of literary works play a crucial role in expanding our understanding of the world and enriching the tapestry of human experience. The quest to translate literary works is a journey of exploration, a testament to the power of language, and a reminder of the enduring beauty and universality of human expression.

REFERENCES

1.   ksyono va, E. Y., & Akhtambaev, R. (2014). Literary translation learning as an aspect of intercultural communication. Procedia-Social and Behavioral Sciences, 154, 333-339.

2.   Aldeeb, N. R. (2017). Ecofeminism in Doris Lessing's Mara and Dann: An adventure. AWEJ for translation & Literacy Studies, 1(3), 78-85.

3.   Arabacıoğlu, B. (2020). Edebi çeviri ve çeviri eleştirisi: Karşılaştırmalı bir çalışma. Anadolu Journal of Educational Sciences International, 10(2), 1004-1016.

4.   Gurtueva, T., & Arslan, H. (2013). Literary translation of text and its perception by students. Procedia-Social and Behavioral Sciences, 70, 1442-1446.

5.   Hammond, J., & Gibbons, P. (2005). What is scaffolding. In A. Burns & H. S. Joyce (Eds.) Teachers' voices: Explicitly supporting reading and writing in the classroom, (pp. 8-16). Sydney: Macquarie University.

6. Honig, H. G. (1997). Positions, power and practice: Functionalist approaches and translation quality assessment. Current Issues in Language & Society, 4(1), 1-26.