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USING OF REALIA IN TEACHING PROCESS

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Abstract: The article is defined by the concrete results of the research that is translation of realia from English into Uzbek and vice versa. The translation of realia is one of great and important problems of transference of national and historical peculiarities, which ascend to the very conception of theory of translation as independent discipline. Not setting ourselves a target to give a historical survey we bring only some facts and names connected with the elaboration of this problem in translation. The results can be used in the lectures of translation, lexicology, and stylistics and in practical lessons of English. The aim of this article is to give a complete and through description of the realia and work out the ways of transferring them in the process of translation.

Keywords: phenomena, lingua- country, foreign culture, scientific term, temporary coloring, semantic tinges.

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Annotation

The word “realia” is an adjective and neuter, plural (realis, pl. realia “Material”, real) turned into a noun under the influence of analogous lexical categories. By realia, they express materially existing or existed “object, thing”, often connecting with the conception “life”, for instance, “realia of European social life”. According, to the lexical definition realia are objects of material culture. In translation study, by the term “realia” they express mostly the words naming the objects that’s name of realia. In terminology, connected with them there are many discrepancies.

The term “realia” in translation study literature got rather wide dissemination in the meaning of realia word, in the capacity of mark realia-object and as the element of lexics of present language.

The absence of legibleness in terminology being used by translators and theoreticians of translation, linguists and lingua-country studiers in reference to this conception, unsteady borders between realia and “not-realial”, between realia in translation study and realia in history and criticism of literature and linguistics, between realias and other classes of vocabulary clamand at least approximate definitions of conception with comparison and contrasting.

If to analyze the difference and combinability of realia and term then at first one can see the resemblance of realia with term. Unlike the most lexical units , terms mean the exactly definite conceptions, objects, phenomena; as ideal they are synonymous, deprived synonyms of words (and word combination), not infrequently foreign language origin ; there are also such historically limited meanings among them. All these can be told about realias either. Moreover, there are series of units on resemblance of these two categories, which are difficult to define as term or as realia, and there

are such units that “on a legal basis” can be considered at the same time both as terms and as realias. A.D.Shweitzer (1973, p253) has introduced even a name “term-realia”.

However, the difference between them is not less. Realias undoubtedly belong to the vocabulary, which has no equivalent, when terms in the main belong to the few language discharge in translation language that is units, translated as equivalents almost in many context. Terms, is an element of sublanguage of science, deprived national and / or historical color in over-whelming majority cases carries out naming function; getting into the text of another genre, besides it acquires the role of means for fulfilling those or other stylistic tasks. Realia mostly is connected with fiction, where it represents one of means of transference of local and temporary coloring; in scientific text, realias not infrequently play the role of mediocre terms.

The term usually spreads by spreading of a subject, which comes its denomination. It enters the language of any nation as its own house, which in that or another way meets its referent. It is prohibited to demand “national accessories” from term; apart from its origin, it is a property of all humanity that uses it as its legal property. Realia belongs to the people, in the language, which it was born. Unlike the terms, it penetrates into other languages in general independently from acquaintance of corresponding nation with object meant by it, often from literature and / or on channel of means of mass information's. It is accepted temporarily and it stays in the nation that accepted it sometimes for a day, sometimes for a year and may happen so that it stays so long that enriching or obstructing the language it turns into borrowed word.

Moreover, there are realias which not being terms have an international spreading and are used almost as widely as terms. However, there is difference between them in the sphere of using even if it is hardly noticed by national or historical shade.

In addition, terms differ from realias by origin. Many terms are made artificially to call the subject or by remaining, the present words while realias always arise by natural word creation. Moreover, it is clear: the realias are national words, closely connected with made of life and world outlook of people creating them.

Unlike the terms an important feature of realias is their general use, popularity, “familiarity” to all or most bearers of initial language and on the contrary, unfamiliarity, “alienance” with barriers of languages accepting them. Considering the possibility of some detailization in dissociating realias from terms (and also other categories of vocabulary), we'll try to state at least our reflection on examples with denomination of tribes and plants-two semantic groups which are very close to terms. It is considered to say that a special terminology is a sphere of special science and a cause of narrow specialists. However, in our century of scientific-technical revolution this opinion may be considered somewhat old one even with reference to some terms of highly narrow branches of science. Thanks to not only the continents but also men of science with the rest of humanity for our time, it is characteristics of simultaneous tendency to terminology and despecialization, stipulated “wide penetration of terms into people's life”. It comes out that ultimately indexes of familiarity as limited criteria must not be considered quite reliable. If we add the partial and easy transition of realias into terms and terms into difference of realia from term we must accept local and temporary (national, historical coloring) color character of literature (fiction, scientific) where one can meet the present unit and of course the context.

Being the means of artistic representation realias are the linguistic units obeying the rules of corresponding the object of linguistics. We are not going to give the full linguistic analysis but dwell on borrowed realias: the rest by the point of view of form differ a little from usual vocabulary.

Being strange, they may infrequently cause some difficulties to a translator with their forms,

lexical, phonetic and morphological peculiarities, possibilities of word building and combinability, also with the mechanism of borrowing and their behavior as borrowed words. We are not going to number of questions, which sometimes the success of translator's work depends on eight decision. The translator like a writer takes part in enriching the language, into which he translating. Even more than the writer, because many foreign words before strengthening in language and getting into the vocabulary pass through the translations. Therefore, it is not unnecessary to note some moments of translator's work with borrowed realias. Whether this process potential enriching or on the contrary, obstruction of native language.

The significance of the material for area studies, the degree of its saturation with realias, personages, images, geographical names and so on should become one of the main criteria of choosing the material if we want to supplement the basic method of teaching foreign language with lingua-country study approach.

On working over texts, which are due to study, apparently, one shouldn't omit difficult for understanding phrases and realias, one should, vice versa, teach students to understand as country study value of the material is determined not only with availability of information about country and nation-bearer of the language within it but also with peculiarities of perception of realia through reflected world outlook of the author in the language, formed under the influence of different social and cultural ethnic factors.

Important place in lingua-country study must be occupied also by connotative meanings of word, various semantic tinges, associations connected with separate words in the consciousness of the definite stratum of population or nation in the whole.

It is necessary for lingua-country study first of all to select realias and then-in lingua-didactic views-classify them according to principle of subject semantic to give them explanation and possible ways of interpretation. Finally, the course of lingua-country study should be created which includes in setting texts, dictionary of realias, lingua-country study comments and the system of exercises in accordance with the tasks of teaching.

Lingua-country study is based on opposition of two cultures (the culture of foreign language with culture of native one) and distinguished from traditional courses of country study, working out by the bearers of the language without taking into account addressee. However, the choice of realias itself presents certain difficulties. Really, it isn't easy to decide what one should relate to the background knowledge about the country which are actual in mass ordinary consciousness of the overage bearer of the language belong to really significant, background knowledge.

The task of teacher probationer and the author of textbooks is which the average representative of this ethnic collective possesses. The author of country study textbook has before he starts his main work, to become sociologist, ethnographer, and historian and get some, let it be incomplete and imperfect, descriptions of those country study knowledge that constitute "cultural background" of vocal communication of the representatives of this society. A teacher dealing with the texts on country study subject cannot always see the realia and connotations connected with it in the text. On choosing and commenting on the realias it is important to remember about addressee-about those for whom this text is meant moreover one should take into account whether student possesses background knowledge which is important for its adequate perception if not what information is necessary in order to make up the deficiency.

Realias reflecting specificity of national culture can have connotation, creating vivid image, which are not always assessable to the representative of foreign culture. To open its all-national cultural associations is the basic task of lingua-country study aspect in teaching the language. If it is,

permissible to eliminate realities in translation though it is not desirable then in lingua-country study, realias constitute the main object of studying and elimination of them in adaptation of the textbooks is inadmissible.

One should warn against substitution of foreign realias in translation. Sometimes translators interpret the content of the original as if in the light of his own language and own culture. However, such kind of translation leads to distort initial information and must be considered in the theory of translation as the undesirable phenomenon.

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