

## **ELIMINATING CHALLENGES IN TRANSLATING UZBEK CULTURAL CONCEPTS INTO ENGLISH IN EFL CLASSROOMS USING MODERN METHODS.**

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**Abstract:** *This paper explores the linguistic and cultural challenges encountered in translating Uzbek cultural concepts into English within English as Foreign Language (EFL) classrooms. It emphasizes the difficulties learners and educators face in maintaining semantic and cultural equivalence, discusses strategies to overcome these barriers, and highlights the importance of culturally responsive pedagogy in translation. The paper concludes with recommendations for enhancing cultural translation competence in Uzbek EFL learners using modern methods.*

**.Keywords:** *Translation, EFL, Uzbek culture, cultural concepts, language learning, cross-cultural communication, modern methods.*

**Аннотация:** *В этой статье рассматриваются лингвистические и культурные проблемы, возникающие при переводе узбекских культурных концепций на английский язык в классах английского языка как иностранного (EFL). В ней подчеркиваются трудности, с которыми сталкиваются учащиеся и преподаватели при поддержании семантической и культурной эквивалентности, обсуждаются стратегии преодоления этих барьеров и подчеркивается важность культурно-чувствительной педагогики при переводе. В заключение статьи приводятся рекомендации по повышению компетенции культурного перевода у учащихся узбекского языка как иностранного.*

**Ключевые слова:** *Перевод, английский как иностранный язык, узбекская культура, культурные концепции, изучение языка, межкультурная коммуникация.*

## **Introduction**

In English as a Foreign Language (EFL) classrooms in Uzbekistan, many students face problems when trying to translate Uzbek cultural words and ideas into English. These problems are not just about vocabulary, but about the meaning, feelings, and traditions behind those words. Uzbek culture is very rich, with deep traditions and values, and many of these cannot be easily explained using English words alone. Because of this, students often struggle when they try to express ideas from their own culture in a foreign language. For example, take the word **“osh”**. In English, it can be translated as “rice” or “pilaf,” but in Uzbek culture, it means much more. It is not just food, but also a social event, often with many people gathering, music, and even prayer. If a student says “we had rice at my uncle’s house,” the English listener would not understand the cultural meaning behind that meal. The same thing happens with many other words like **“hurmat”** (deep respect), **“kelin salom”** (a bride’s traditional greeting), or **“mehmonnavozlik”** (Uzbek hospitality).

One of the biggest problems students face is that some Uzbek cultural concepts simply do not exist in English-speaking cultures. This makes it very hard to find the right words. Even when dictionaries offer a translation, the emotional or cultural meaning is lost. For example, the word **“dugona”** is usually translated as “female friend,” but in Uzbek, this word often implies a very close, even sister-like relationship between women, something much deeper than just a friend.

Another issue is that many students try to translate word for word. This approach often leads to sentences that sound strange in English or do not make sense. For instance, students may translate **“gap yo‘q”** as “no talk,” which is grammatically correct but does not show the real meaning, which could be “everything is great” or “no problem at all.” Such literal translations can cause misunderstandings or make the student’s English seem unnatural.

Many students also do not have enough knowledge of English culture to find a similar concept or explain theirs. Without knowing how people in English-speaking countries act, think, or speak, it is hard to compare cultures and find the right way to explain something from Uzbekistan. This makes cultural translation even more difficult, especially for learners who have never traveled or interacted with native English speakers. To help solve these problems, teachers need to include more cultural comparison in their lessons. Instead of only teaching grammar and vocabulary, teachers can ask students to talk about Uzbek traditions in English. For example, students could describe how a wedding is celebrated in Uzbekistan and then compare it with a Western wedding. This helps students think in both languages and cultures at

the same time. Teachers can also encourage students to use longer explanations when there is no exact English word. For instance, instead of saying just “kelin salom,” students could say “a ceremony where the bride greets her husband’s family by bowing.” This method may not be short, but it helps preserve the original meaning and teaches students how to express complex ideas. Translating cultural concepts from Uzbek to English in EFL (English as a Foreign Language) classrooms can be challenging due to differences in language, culture, and context. Educators should undergo training to understand Uzbek culture deeply. This will help them convey the nuances of cultural concepts more effectively. Incorporate activities that allow students to share aspects of Uzbek culture with their peers, fostering a mutual understanding. Teacher can teach cultural concepts using real-life examples and scenarios that are relevant to students’ lives. This makes the translation more relatable and understandable. Additionally, storytelling method is utilized to convey cultural concepts, allowing students to grasp the emotional and social contexts behind them. Teacher encourages students to work in groups to research and present different aspects of Uzbek culture. This collaborative approach can enhance understanding and retention.

By employing these modern methods and strategies, EFL educators can effectively eliminate challenges in translating Uzbek cultural concepts into English, fostering a richer learning experience that respects and honors the cultural heritage of Uzbekistan. Through collaboration, contextual learning, and the use of technology, students can gain a profound appreciation for both their own culture and the English language. Another good idea is to use stories or role-play activities where students act out Uzbek customs in English. This helps them practice using English to talk about their own culture in a real-life way. It also makes learning more interesting and interactive. It is also important that teachers themselves understand both Uzbek and English cultures well. If a teacher only teaches from the textbook and avoids cultural discussion, students will miss an important part of language learning. Teachers can attend workshops or read materials about cross-cultural communication to improve their skills.

Finally, schools and universities should support students by giving them materials that show both cultures side by side. Bilingual stories, cultural videos, and comparison charts can be very helpful. When students see how the same idea can be expressed differently in different cultures, they become more confident and skilled at translation.

### **Conclusion**

In conclusion, translating Uzbek cultural ideas into English is not easy, but it is an important part of learning the language. It helps students share their identity, understand others, and become better communicators. By focusing more on culture in the classroom, giving students room to explain, and helping teachers grow, EFL education in Uzbekistan can better prepare students for real-world communication. The goal should not be to replace Uzbek culture with English, but to build bridges between the two.

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