

# Translation Problems of English Slangs Used by Youth Into Uzbek

Musaeva Farangiz Kahramon Kizi<sup>1</sup>

**Abstract:** This article states definitions of slang words, investigates linguistic characteristics of English slangs used by youth and analyzes different problems of translating slangs from English into Uzbek. Furthermore, this article aims to explore the questions evolving around the translation of slang and gives examples. Translation process of slang expressions means a great challenge for the translator and thus offers insightful material for the exploration of translation theory and practice.

**Key words:** slang, translation principles, linguistic features of slang words, social features of slang words, cultural features of slang words.

## Introduction

“Slang is a language that rolls up its sleeves, spits on its hands and goes to work”. This is how American poet Sandburg described the linguistic phenomenon of slang in the New York Times in 1959 (quoted in Crystal 2006: 117). His definition accurately expresses the spirit of slang, but somewhat exaggerates its virtue. Nevertheless, Sandburg’s definition has become an often quoted phrase. His quotation already indicates the peculiarity of slang, which sparked the interest in analyzing the relationship between such a complex linguistic manifestation and the compound human activity of translation. The nature and characteristics of slang are mirrored by the many definitions given to it. It is hardly possible to define slang without outlining its functions and usage. According to Eble, despite the difficulty of defining slang, one cannot state that slang has no remaining characteristics (Eble 1996: 12–24). In general, the lack of proper material on slang hampers linguists to form a definite explanation on the specific nature of the linguistic tool. Therefore, the major characteristics and functions of slang in general shall be introduced in the following. One of the main features of slang is that it serves as a linguistic variant that is group-marked. The usage of slang as a group language indicates demarcation, defiance to the standard and at the same time works as a group- cohesive force. Generally, every speaker is characterized by his/her language appliance, which gives away social belonging, even informs of the group or community the speaker belongs to. Chapman believes that ‘slang as a remedy denies the weakness and brags about the sinfulness. In this view, it would not be too much to claim that therapeutic slang is necessary for the development of the self; that society would be impossible without slang. It is curious that a linguistic phenomenon that seems so fleeting and so frivolous, as slang undeniably does, should at the same time be so deep and so vital to human growth and order. (Chapman 1988: xiv). Accordingly, these theories argue that slang has a significant social role: it is the tag that marks the belonging to a group and can serve to contract friendships and to cement and maintain them. The common sharing and sustaining of the constantly altering slang vocabulary increases group solidarity and serves for the inclusion and exclusion of individuals (Trudgill 2003: 30). Thus, its function is to maintain relationships and to mark identities.

Teens in each generation develop a unique language of their own. Over the years, parents have heard terms ranging from “outta sight” and “phat” to things like “sick” and “gag me with a spoon”. Every decade has been marked by its special phrases that quickly grow outdated (and might just become “cheugy”) to the teens of the future.

Trying to figure out what teens are saying is increasingly challenging, as the explosion of social media, memes, digital communication, and the ever-present-cellphone means teen-speak is evolving faster than ever. Once you think you've mastered a few phrases, you're probably already out of touch again.

Some of this slang enters the mainstream vernacular—and by that point, is no longer cool—or “sic”. But most of these words simply disappear as they lose favor with kids and are almost instantaneously replaced with new ones. So, as “with it” and up to speed as we adults think we may be, most of us could benefit from a primer on the latest teen slang. We try to cover some of them below, from social media acronyms and text message shorthand to code words for drugs, friends, and parties.

While translating them into Uzbek, it must be considered linguistic and cultural features of English and Uzbek languages comparatively.

Below are some common teen slang words that are common current days:

- **Cheugy** - Something that is out of date or a person who is trying too hard. In Uzbek, we can say “*almisoqdan qolgan*”, “*otam zamondan qolgan*” to express things.

<sup>1</sup> 2nd course student of master’s degree Navoi State Pedagogical Institute

- **Dead** - Something is so funny that the speaker has “died” of laughter. This slang can be translated into Uzbek as “*ichakni uzadigan*”, “*kelaverib o'lmoq*”.
- **Mood** - A word to signify agreement. In Uzbek it can be like these: “*kelishdik*”, “*gap yo'q*”, “*beshni ol*”.
- **Tea** - Gossip, situation, story, or news; in Uzbek “*g'iybat*”.

Obviously, translating slangs from English into Uzbek requires special knowledge and competence on linguistic, social and cultural background of slang words.

### Conclusion

Summed up, slang is characterized by its differentiation from the standard, its informality, the arbitrary and rapid formation of novel words and abbreviations, its inventive nature and its popularity. Further characteristics are wit, humor, imagination, creativity and spontaneity. It requires metaphors and figurative and expressive tools. It is universal, often mocking as well as ironic. Slang is straightforward, sometimes harsh and occasionally exaggerates, which shows its hyperbolic nature. Additionally, Eble (1996: 12-24) emphasizes that body language, intonation, pitch, stress as well as pause play an important role to signalize that the respective word or expression is to be understood as slang. These, however, are elements that cannot as such be related to slang in literature and to translating slang, but nevertheless are worth mentioning.

### References:

1. Mamurova, M. (2021). DIFFICULTIES OF TEACHING STUDENTS ONLINE. Журнал иностранных языков и лингвистики, 2(2), 8-11.
2. Qizi, K. M. K., & Ugli, M. M. M. (2020). Raising motivation in teaching preschool age learners foreign languages. Вестник науки и образования, (9-3 (87)), 77-79.
3. Qizi, K. M. K. (2020). Teaching English through games. Проблемы современной науки и образования, (3 (148)), 79-82.
4. Mohigul, U., & Mirzaahmedov, M. THE MAIN FOCUS IN EDUCATING STUDENTS IN THE PRE-SCHOOL EDUCATION SYSTEM.
5. Rafailovna, T. G. (2021). Principles of Applying Content and Language Integrated Learning. European Journal of Research Development and Sustainability, 2(12), 111-114.
6. Ташматова, Г. Р. (2022). ПРОБЛЕМЫ ВНЕДРЕНИЯ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ (CLIL). Academic research in educational sciences, 3(3), 953-960.
7. Yakubova, D. (2022). TEACHING GRAMMAR FOR EFL STUDENTS AND ITS APPROACHES. Involta Scientific Journal, 1(7), 265-268.
8. Dilnozakhon, Y. (2022). TEACHING PRAGMATICS BY EXPRESSING AND GIVING COMPLIMENTS. Web of Scientist: International Scientific Research Journal, 3(6), 575-578.
9. Iskandarova, S., Karimova, S., & Abdugarimova, M. (2021). NEGATIVE PREFIXES IN ENGLISH AND UZBEK LANGUAGES. Збірник наукових праць SCIENTIA.
10. Karimova, S. B. (2022). BELIEFS ABOUT TEACHING GRAMMAR. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(Special Issue 2), 123-127.
11. Karimova, S. (2022). IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR TEACHING ENGLISH. Scientific progress, 3(3), 820-826.
12. Ismoilova, S., & Xalilova, G. (2022). RESEARCH ON THE ISSUE OF QUESTIONS IN LINGUISTICS. Development and innovations in science, 1(1), 17-19.