eating an apple, he gives it to him without thinking. It is stated that when a person who learned the language of a Hindu tribe dies, those Hindus come and dig a grave and honor the person who respected the national language of the Hindus. In fact, such concepts as the Holy Land (Jerusalem), the apple, and the Hindu language are far from each other, but they are interconnected according to Tom's understanding. That the holy land is being defiled by the ungodly, it touches American pride, and states their purpose that some man should go and liberate it. Then the concept of national pride refers to the arrival of apples and Indians. This means that Tom's thinking is very broad, he is having his own opinion as a person.

In American children's prose, as in Uzbek children's literature, real life, each character in it, and the image of the whole society in a broad sense, are artistically and aesthetically evaluated. In this sense, the characters in children's prose move in a situation that is close to reality, considered normal for a child. It is during this movement that the writer's way of thinking, his creative intention emerges. This serves the formation of creative ethics in the work. More precisely, the writer first reflects the universal values, and then the child mentality based on the concepts of the people to which he belongs.

Literature:

(1). American literature http://en.academic.ru.

(2). The Adventures of Huckleberry Finn (Tom Sawyer's Comrade) by Mark Twain. A Glass bookclassic. http://boorzip.ru

(3). The Adventures of Tom Sawyer by Mark Twain. http://planet.ebook.com.

(4). Sutrina, John Joseph, "Literary criticism contained in the works of Mark Twain" (1951). Graduate Student Theses, Dissertations, & Professional Papers. 2854. https://scholarworks.umt.edu/etd/2854. 21 p.

(5). Kurbanova M.M. Comparative typological analysis of the novels of Khudoyberdi Tokhtaboev and Mark Twain. Dissertation for the candidate of philological sciences. Tashkent, 2024, 132 p.

Kodirova Holida (PhD student at Bukhara state university; x.x.qodirova@buxdu.uz)

COMMUNICATIVE – FUNCTIONAL APPROACH IN LITERARY DISCOURSE TRANSLATION

Annotation. *In modern linguistics it is recommended to prefer the communicative-functional approach to the traditional (linguistic) approach in discourse translation, since it allows us to fully cover all the activities of the translator, taking into account the conditions and purpose of communication. The essence of the communicative-functional approach is that when exchanging information in two different languages, it is important for the translator to understand the main information of the transmitted message and be sure that they have achieved the translation goal in the case of bilingual communication.*

Key words*: artistic discourse, translation methods, communicative-functional approach, equivalence, linguistic theory, speech acts.*

KOMMUNIKATIV FUNKSIONAL TARJIMA USULINING BADIIY DISKURSDAGI O'RNI

Annotatsiya. *Zamonaviy tilshunoslikda diskurs tarjimasida an'anaviy (lingvistik) yondashuvdan ko'ra kommunikativ-funksional yondashuvni afzal ko'rish tavsiya etiladi, chunki u muloqot shartlari va maqsadini hisobga olgan holda tarjimonning barcha faoliyatini to'liq qamrab olish imkonini beradi. Kommunikativ-funksional yondashuvning mohiyati shundaki, ikki xil tilda ma'lumot almashishda tarjimon uchun uzatilayotgan xabarning asosiy ma'lumotlarini tushunish va ikki tilli muloqotda tarjima maqsadiga erishganligiga ishonch hosil qilish muhimdir.*

Kalit so'zlar*: badiiy diskurs, tarjima usullari, kommunikativ-funksional yondashuv, ekvivalentlik, lingvistik nazariya, nutqiy aktlar.*

КОММУНИКАТИВНО-ФУНКЦИОНАЛЬНЫЙ ПОДХОД В ПЕРЕВОДЕ ЛИТЕРАТУРНОГО ДИСКУРСА

Аннотация. *В современной лингвистике рекомендуется предпочитать коммуникативно-функциональный подход традиционному (лингвистическому) подходу в дискурсном переводе, поскольку он позволяет нам полностью охватить всю деятельность переводчика, учитывая условия и цель общения. Суть коммуникативно-функционального подхода заключается в том, что при обмене информацией на двух разных языках важно, чтобы переводчик понимал основную информацию передаваемого сообщения и был уверен, что он достиг цели перевода в случае двуязычной коммуникации.*

Ключевые слова*: художественный дискурс, методы перевода, коммуникативно-функциональный подход, эквивалентность, лингвистическая теория, речевые акты.*

Introduction. Translation is an intercultural communicative action that serves to overcome language barriers and eliminate cultural differences. Translation allows one to understand the culture of both languages by translating the source text into the text in the target language, thereby facilitating intercultural communication. At the same time, the process of interlingual exchange is also characterized by shortcomings, additions, structural exchanges, and a number of other changes relatively made by the translator in connection with other factors, such as the purpose of the translation, the recipients of the target language, and genre conventions or ideological considerations. Due to the importance of translation in facilitating intercultural communication, translation began to be studied as an independent academic discipline known as translation studies. In translation, however, imagery and naturalness cannot be compensated for by anything else. Translation is a special type of artistic and lexical activity. Translation, like artistic and scientific creation, deals with language, thought, and imagination. Translation theory critically examines the views, perspectives, observations, and diverse experiences related to the broad practical application of translation, outlining the rules and principles of translation, their boundaries, and norms.

Translation as a communicative activity includes the interpretation carried out by the interpreter, taking into account the context of the translated text and his own knowledge. I. Mason emphasizes that translation is a communicative act and includes both original and translated texts. D.Sperber and D.Wilson, however, believe that the information conveyed in communication includes the concept of belonging to the addressee, because in communication, attention is focused only on details relevant to us [10, 177-182]. The emergence of translation theory and the development of its universal rules had a sharp and positive impact on the practice of creative translation. Compared to the mid-20th century, the quality and level of translations have significantly improved. Literacy in translation, translation using substrate translations, and translation through indirect languages have significantly decreased. It has been universally recognized that a comprehensive understanding of all the nuances and subtleties of the original and translated language, the degree to which they are compatible and consistent with each other, and the comparative perfection of their contradictory and complex aspects, is one of the primary requirements of translation in modern times.

This direction, called the "text-focused" approach in the field of translation studies, is quite outdated, and one of its most important features is that it does not pay attention to the extralinguistic factors influencing the translation process and its product. From the point of view of modern translation studies, the text-based approach seems insufficient to fulfill the task of revealing the inner essence of translation as a form of human activity. If the original text is understood as an independent and self-sustaining unit separate from the environment in which it arose/occurred, then translation studies cannot reveal a complex of both linguistic and extralinguistic factors that influence the translation process and should be taken into account by any translator who feels responsible for the results of their professional activity.

Methodology. During the analysis of the translation process, researchers (primarily the translators themselves) developed translation principles and recommendations that their colleagues should follow. However, such statements by translators about translation, the principles and criteria for evaluating translation did not constitute a consistent theory of translation. A unique approach to translation theory based on linguistic sources appeared only in the second half of the 20th century. By this time, the significant expansion of translation activities and the sharp development of international relations gave impetus to the formation of linguistic theory in translation. International relations were carried out not only in the humanitarian sphere between national literatures, but also in the scientific-technical and socio-political spheres, in addition to literary translation, which, in turn, determined the importance of special cooperation.

In the subsequent stages of the development of translation theory, it is impossible not to acknowledge the American linguist Y.A.Nyde (Nide E.). For Y.Naida, translation problems are, first of all, semantic problems related to the interpreter's interpretation of the content of the original text and the interpreter's interpretation of the content of the translated text. The scholar introduced the concept of "dynamic equivalence," suggesting that to achieve this, the translator should pay attention not to the formal features of the original, but to the reaction of the recipients of the translation, to the maximum clarity and naturalness of the text, and to compliance with the norms of the translated language.

Discussion and Results. The ideas of Y. Naida influenced the formation of the foundations of the communicative-functional approach to translation. The task of translation, according to Y.Naida, is to create "the closest natural equivalent" (the closest natural equivalent) to the original text in the target language, and the greatest proximity, in turn, is determined by the equality of the reaction of the recipients of the translation and the receptors of the original. An important aspect of Y. Naida's ideas is reflected in

the participation of the reader of the translation in the bilingual communication process, taking into account the level of understanding of the author by the recipient of the information. Along with Y. Naida, scientists of the Leipzig school, primarily O.Kade, A.Neuber, and G.Jaeger, made a great contribution to the development of the communicative-functional approach. As V.N.Komissarov writes, "Researchers of the Leipzig school from the very beginning considered translation activity, along with all the participants in communication and all the factors influencing it, both linguistic and extralinguistic, as the most important part of interlingual communication." In the works of the German linguist Otto Kade, the assessment of the complex influence of the translated text in a specific communicative situation is emphasized.

O.Kade, recognizing the priority of communication, emphasized that the translation also pays attention to the macro-signification of the original, noting that all changes in the macro-signification must be strictly determined by the requirements of bilingual communication. In other words, every change in the text (its form and, accordingly, its semantics) must be justified by the need to create an equivalent connection and, therefore, convey the same meaning to the recipient of the translation. O.Cade, as we see, does not speak about the need to ensure a strictly defined impact on the recipient of the translation, but rather the fact that the translation action is directed at the recipient is an important component of his concept. The study of the pragmatic aspects of translation is one of the most important achievements of another German translation scholar, Albrecht Neuber.

It should be noted that it was in the works of A.Neuber that the communicative-functional approach to translation manifested itself, which determined their significance from the point of view of further development of the linguistic theory of translation. The research of another German linguist, G. Jager, played an important role in the development of the communicative-functional approach. He puts forward the view that translation should be communicatively equivalent to the original. From this it follows that both texts should have equal communicative significance, and this is understood as a mental image that is awakened in the minds of the participants in communication through the text.

In Russian linguistics, the concept of the communicative-functional approach was first manifested in the research of Z.D.Lvovskaya. According to the scholar, supporters of the linguistic theory of translation usually "underestimate the general patterns of speech activity, in particular, the interaction of linguistic and extralinguistic factors in the translation process" [8, 220] Thus, in the author's opinion, the translation process is unfairly defined only as the recoding of a foreign text into the text of the target language, often in terms of linguistic equivalence, i.e., recoding at the level of linguistic meanings.

Proponents of the communicative-functional approach strive to take into account the entire movement of bilingual communication, and in this approach, the translator's activity itself is considered one of the components of the translation process [7;132 p.]. The main idea of the original text, which is the author's communicative intention, can be adequately assessed and understood only taking into account extralinguistic factors corresponding to a specific speech situation. Z.D.Lvovskaya, having studied the translation process more deeply, came to the conclusion that translation transformations are based not only on linguistic, but also on extralinguistic conditions.

Due to the fact that English and Uzbek belong to different language families, various differences arise in translation. The more languages differ in terms of kinship, the greater the difference. First of all, the Uzbek and English languages have different structures in terms of the occurrence of speech acts, and this is one of the main problems of translation. In English, speech acts are often realized indirectly through grammatical means. It is also realized through performative verbs. In the Uzbek language, performative verbs do not occur explicitly, and this causes problems in translation.

Speech statements, especially during the translation process, can change from one speech act to another type of speech act. In such a situation, the communicative-functional approach to translation serves as a bridge that reduces differences between two languages and provides alternative communication. Therefore, before carrying out a certain translation, the translator must clearly understand how the communicative function of the translated text is reflected.

Conclusion. Currently, it is recommended to prefer the communicative-functional approach to the traditional (linguistic) approach in discourse translation, since it allows us to fully cover all the activities of the translator, taking into account the conditions and goals of communication. The essence of the communicative-functional approach is that when exchanging information in two different languages, it is important that the translator understands the main information of the transmitted message and is sure that the translation goal has been achieved in the case of bilingual communication. It is not necessary to translate the entire text literally, it is important to convey the main idea of the original text to the recipient without

violating the purpose of the original content of the text, taking into account the intended audience of the original text and the translated text and the discrepancies between them.

List of the literature:

(1). Catford J.C. A Linguistic Theory of Translation. London, 1965.

(2). I.G‘afurov, O.Mo‘minov, N.Qambarov. Tarjima nazariyasi (o‘quv qo‘llanma). «Tafakkur bo‘stoni» Toshkent, 2012.

(3). Kodirova H. (2022). Факторы возникновения ложных дискурсивных актов в устной речи. Центр научных публикаций (buxdu.Uz), 8(8). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/ article/view /5985

(4). Kodirova H. (2023). Ingliz va o‘zbek tillarida soxta diskursning pragmatik parametrlari. Центр научных публикаций (buxdu.Uz), 29(29). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/8920

(5). Kodirova H. (2023). “Mavjud pragmatik kommunikatsiya nazariyalarida “aldov/yolg‘on“ nutqiy aktlarning namoyon bo‘lishi”. Центр научных публикаций (buxdu.Uz), 29 (29). извлечено от https://journal.buxdu.uz/ index. php / journals _buxdu /article/view/8919

(6). Kodirova H. (2022). Effective Ways of Teaching Writing Skill for B1 Learners in Uzbek Educational System. Центр научных публикаций (buxdu.Uz), 12 (12). извлечено от https://journal.buxdu.uz/index.php/ journals _ buxdu /article/view/6451