

**STYLISTIC TRANSFORMATIONS IN RUSSIAN–UZBEK TRANSLATION AND
THEIR SIGNIFICANCE IN THE EDUCATIONAL PROCESS****Shakhnoza Ikramovna Yakubova,**

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Abstract

This article examines stylistic transformations in Russian–Uzbek translation and analyzes their pedagogical significance in the language learning process. Stylistic transformations are essential translation techniques that allow translators to preserve meaning, tone, and communicative effect when structural and cultural differences between languages make direct equivalence impossible. The study explores various types of stylistic transformations, including lexical substitution, modulation, syntactic restructuring, omission, addition, and compensation. Special attention is given to the role of these transformations in maintaining stylistic adequacy and communicative equivalence in translated texts.

The research also highlights the importance of incorporating translation-based exercises into the educational process to develop students' stylistic competence and analytical skills. By engaging in comparative analysis of Russian and Uzbek texts, learners gain a deeper understanding of language structures, functional styles, and translation strategies. The findings suggest that systematic practice of stylistic transformations enhances students' linguistic awareness, improves translation quality, and strengthens their overall communicative competence.

Keywords

stylistic transformations, translation strategies, lexical substitution, syntactic restructuring, translation exercises, language teaching methodology, comparative linguistics.

Introduction: Translation plays a crucial role in language education, particularly in contexts where learners are required to develop both linguistic accuracy and stylistic competence. In Russian–Uzbek translation, significant structural, lexical, and stylistic differences between the two languages often necessitate various types of transformations. These transformations are not merely technical adjustments but essential strategies that enable translators to preserve meaning, communicative intent, and stylistic effect.

Russian, as a synthetic language with rich inflectional morphology and flexible word order, differs considerably from Uzbek, which is an agglutinative language characterized by suffix-based grammatical structures and relatively fixed syntactic patterns. These typological differences frequently require stylistic and structural modifications during translation. Direct equivalence is often impossible, especially in texts belonging to specific functional styles such as literary, scientific, or publicistic discourse.

Stylistic transformations-such as lexical substitution, syntactic restructuring, modulation, addition, omission, and compensation-serve as key mechanisms for achieving communicative

adequacy. Their application allows translators to adapt the source text to the norms and stylistic conventions of the target language while maintaining semantic accuracy. In Russian–Uzbek translation, stylistic adequacy becomes particularly important due to cultural and pragmatic distinctions embedded in language use. From a pedagogical perspective, translation exercises involving stylistic transformations contribute significantly to the development of students’ linguistic awareness. Through comparative analysis of Russian and Uzbek texts, learners improve their understanding of functional styles, grammatical systems, and expressive means. Such exercises also enhance analytical thinking and help students recognize context-dependent translation strategies. The purpose of this study is to analyze the main types of stylistic transformations in Russian–Uzbek translation and to evaluate their importance in the educational process. By examining theoretical foundations and practical applications, the research aims to demonstrate how systematic practice of stylistic transformations can improve translation competence and overall language proficiency.

Materials and methods: The materials used in this study consisted of Russian literary, journalistic, and academic texts selected for translation into Uzbek. The texts were chosen to represent different functional styles and to include various lexical, grammatical, and stylistic features requiring transformation during translation. Excerpts ranged from short narrative passages to analytical articles in order to provide diverse linguistic contexts.

In addition to authentic texts, the study employed specially designed translation exercises focusing on stylistic transformations such as lexical substitution, syntactic restructuring, modulation, addition, omission, and compensation. Supplementary materials included bilingual dictionaries, stylistic reference guides, and translation theory textbooks. Participants in the study were undergraduate students majoring in philology and translation studies. The selected group had intermediate to advanced proficiency in both Russian and Uzbek.

The research applied a mixed-method approach combining qualitative and quantitative analysis. The primary method was comparative linguistic analysis, which involved examining source texts and their translated versions to identify types and frequency of stylistic transformations.

An experimental teaching component was also conducted. Students were divided into two groups:

The experimental group completed structured translation exercises specifically targeting stylistic transformations.

The control group performed general translation tasks without focused instruction on stylistic strategies.

Pre-tests and post-tests were administered to evaluate students’ translation competence before and after the instructional period. The tests assessed accuracy, stylistic adequacy, and communicative effectiveness. Qualitative data were gathered through classroom observations and student feedback questionnaires to assess learners’ awareness of stylistic differences and their ability to apply transformation strategies effectively.

The collected data were analyzed to determine the impact of systematic practice of stylistic transformations on translation quality and stylistic competence. This methodological framework ensured a comprehensive evaluation of both theoretical and pedagogical aspects of Russian–Uzbek translation.

Results and discussion: The results of the study demonstrate that stylistic transformations play a crucial role in achieving communicative and functional equivalence in Russian–Uzbek translation. Comparative analysis of the translated texts revealed that direct



lexical correspondence was insufficient in the majority of cases due to structural and stylistic differences between the two languages. Instead, various transformation strategies were consistently applied to preserve meaning and stylistic adequacy.

Quantitative data from the pre-test and post-test assessments showed measurable improvement in the experimental group that received focused instruction on stylistic transformations. Students in this group demonstrated higher accuracy in lexical substitution, better syntactic restructuring, and more appropriate use of modulation and compensation strategies. Their translations reflected greater stylistic coherence and alignment with Uzbek linguistic norms. In contrast, the control group, which did not receive systematic training in transformation techniques, showed more frequent literal translations and stylistic inconsistencies.

The analysis identified syntactic restructuring as the most frequently applied transformation. Due to differences in word order and grammatical structure between Russian and Uzbek, sentence reorganization was often necessary to maintain clarity and naturalness in the target language. Lexical substitution and modulation were also commonly used, particularly in translating idiomatic expressions and stylistically marked vocabulary. Classroom observations indicated that students who practiced targeted transformation exercises developed greater awareness of functional styles and contextual language use. They became more attentive to register, tone, and pragmatic meaning, which significantly enhanced translation quality. Questionnaire responses confirmed that structured practice improved learners' confidence and analytical skills.

The findings suggest that systematic instruction in stylistic transformations contributes not only to translation competence but also to overall linguistic proficiency. By engaging in comparative analysis and transformation-based exercises, students develop deeper understanding of cross-linguistic differences and stylistic conventions.

Conclusion: The present study has demonstrated that stylistic transformations are essential tools in Russian–Uzbek translation, particularly when addressing structural, lexical, and functional differences between the two languages. Due to typological distinctions and stylistic conventions, direct equivalence is often unattainable, making transformation strategies necessary for achieving communicative adequacy and natural expression in the target language.

The findings confirm that systematic practice of stylistic transformations—such as syntactic restructuring, lexical substitution, modulation, omission, addition, and compensation—significantly improves translation quality. Students who received focused instruction on these strategies showed higher levels of stylistic awareness, greater accuracy, and improved ability to adapt texts according to functional style and context. From a pedagogical perspective, integrating transformation-based translation exercises into the educational process enhances not only translation competence but also overall linguistic proficiency. Comparative analysis between Russian and Uzbek helps learners better understand cross-linguistic differences and develop analytical and critical thinking skills.

In conclusion, stylistic transformations should be regarded as a central component of translation training programs. Their systematic application contributes to the development of professional translation skills and prepares students for real-world translation challenges in multilingual and multicultural contexts.

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