

Linguodidactic issues of teaching written translation

Awezbekova A. J.

Uzbekistan State World Language University MA., course
Yozma tarjimani o'rgatishning lingvodidaktik masalalari
Awezbekova A. J. O`zDJTU., magistr

Summary. The article considered the task of teaching translation teaching methodology and the development of a strategy for generalizing and systematizing the accumulated experience in order to optimize the process of teaching translation as a specialty.

Key words: linguodidactics, written translation, text, teaching translation, source language, translated text, bilingual

Translation training should be focused on training not just a specialist translator, but a cultured, educated, creative person "trained to learn", since the specifics of a translator's professional activity are the constant improvement of translation competence. The concept of translation competence is key to the development of a text typological model of teaching written translation. The three leading components - typological, operational and socio-cultural text, which are directly related to the textual nature of translation activities, determine the intensity of translation competence, which guarantees the professional quality of translation.

Translation is the leading, although the only way to carry out intercultural communication, consisting in the interaction of representatives of two or more linguistic and cultural communities, as a result of which the universal and specific nature of each culture is manifested. The translator, acting as an intermediary between multilingual and multicultural social communities and being the central figure of international communication and mutual understanding, should be a specialist in "interlinguocultural communication" [30:64]. Therefore, the training of translators should be focused on the formation of such competencies. Learning forms a "secondary linguistic personality", who knows not only linguistic and reacts within the framework of textual activity as a native speaker S L. The success of a translator is largely determined by the possession of cultural baggage that accompanies the use of language.

On the other hand, the translator must have such skills and abilities that allow him to successfully resolve the translation difficulties arising on any material that he encounters in his professional activity. As a result of the training, the translator should be able to perceive and create texts on the basis of the formed translation competence as a cumulative verbal and semantic entity, i.e. as a unit of communication within the framework of textual activity.

Despite the fact that the theory of translation is based on linguistic provisions, and the linguistic approach to teaching affects its basis- the language, outside of which no translation functions are feasible, translation studies is currently considered as an interdisciplinary direction, since not only different languages, but also the corresponding cultures that are realized in the textual activity of linguistic communities are in contact in translation. It is obvious that linguistic aspects cannot cover the entire content of such a complex and multidimensional activity as translation. Each language has its own system of verbal units and formal relations inherent only to it, but it is not enough to rely only on the formal components of the language to choose an adequate translation correspondence. Teaching written translation as a textual activity within the framework of linguistic theory alone does not ensure the development of such components of translation competence as typological, operational and socio-cultural text, does not contribute to the transformation of language knowledge into the necessary communicative skills and abilities. In the process of translation, considered as an interlanguage and intercultural textual activity, the main thing for comparison is, first of all, the communicative intentions and cultural differences of

the sender of the source text and the recipient of the translated text, and only then the verbal units and their formal relations within the text. Therefore, modern methods of teaching translation as a specialty should include the most significant provisions of psycholinguistics, cognitive and communicative linguistics, text theory and translatology. The task of the methodology of teaching translation is to develop a strategy of ways to generalize and systematize the accumulated experience in order to optimize the process of teaching translation as a specialty. It is important to optimize the process of teaching translation through the creation of such a model of teaching translation, which will take into account: firstly, the nature of the translation activity, which means it will be focused on the formation of professional competence; secondly, the textual nature of this activity, therefore, to form and develop those components of professional competence that are associated with text understanding and text generation; thirdly, to take into account its secondary and bilingual nature, therefore, to equip it with the necessary technology of interlanguage transformations and help the student-future translator become a "person at the turn of cultures" [13:216]. The introduction to the scientific paradigm of teaching translation of such concepts as "linguistic personality" [13:216], "cultural linguistic personality" [29:63] and "secondary linguistic personality" [29:64] allow us to determine the essence and sequence of linguistic didactic activity in the training of translators.

Yu.N. Karaulov develops the concept of a three-level model of linguistic personality, including verbal-semantic, cognitive and pragmatic levels. The verbal-semantic (zero) level presupposes knowledge of the stereotypical units of the verbal-semantic network in the totality of their paradigmatic and semantic-syntactic connections. These are standard phrases, clichés that every linguistic personality takes for granted. The units of the cognitive level are ideas, concepts, concepts that form a picture of the world reflecting a system of values. The cognitive level covers the intellectual sphere of personality, is a "thesaurus of personality", which captures the system of knowledge about the world and its "life dominant" [12:63-64]. It is from the thesaurus level that the linguistic personality begins, because "only starting from this level, it turns out that individual choice is possible, personality preferences are the way and not within the broad limits of one concept to another". At the linguocognitive level, the linguistic personality manifests itself in the hierarchization of abstracts, in the ways of their permutations and oppositions in the formulation of problems. The motivational level of the linguistic personality reflects the "pragmatist of the personality", i.e. goals, motives, interests, attitudes and provides a transition from assessments of speech activity to comprehension of reality. At the motivational level, the individual creative potencies of the linguistic personality in word-making are revealed, the originality of associations and non-standard phrases are manifested. The linguistic personality at the motivational level merges with the personality in the most general sense, "since the linguistic personality is a personality expressed in language (texts) and through language".

A distinctive feature of this concept is the fact that the linguistic personality, according to the author, at each level of its organization has a basic invariant component and non-standard components that can be typologized for the purposes of teaching speech activity. Karaulov emphasizes that the concept of "linguistic personality" is congruent to the thesis of the three-level processes of perception and understanding: at the lowest verbal-semantic level, understanding is enhanced by the meaning of words and their compounds, at the second level, understanding presupposes awareness of the concept of the text, and only the third level will allow comprehending the intent of the poisoner of the text. Thus, highlighting the motivating, forming and implementing level in terms of semantic perception, the author puts them in parallel with the verbal-semantic, thesaurus and motivational level of the linguistic personality [30, 71]. It seems extremely relevant to link the concept of "linguistic personality" with textual activity in which this personality is actualized. Based on the three-level idea of the linguistic personality, it can be assumed that the textotypological model of teaching translation will also be three-level.

The concept of cultural and linguistic personality is significant in the training of translators, because it determines the use of verbal means and the culture of verbal/nonverbal behavior. Cultural and linguistic personality is considered by V.P. Furmanova as an integrative quality of a subject with a certain ethno- and socio-cultural status, linguistic and cultural information stock,

presented in the form of thesauruses, as well as able to apply them adequately, which indicates the levels of proficiency in language and culture. Special attention is paid to mastering the cultural minimum as a certain set of generally accepted and specific norms inherent only in a foreign language culture (thesaurus 2).

According to I.I. Khaleeva, the introduction of the concept of "secondary linguistic personality" allows us to establish "the fundamental congruence of the levels of organization of a linguistic personality to the structure of the stages of learning to understand textual activity by this person as a representative of a certain linguosocium or a certain conglomerate of such linguosociums." The thesaurus level, according to the author, is two interrelated constructs: thesaurus 1, the associative-verbal network of language that forms the linguistic picture of the world, and thesaurus 2, the system of presuppositions and implications of the linguistic personality that forms the conceptual picture of the world [30, 69]. Therefore, the methodology of teaching translation should take into account not only thesaurus 1 - the difference in verbal and semantic networks among native speakers, but also thesaurus 2, which is formed by the knowledge available in the mind of the learner as a native speaker of another language and culture.

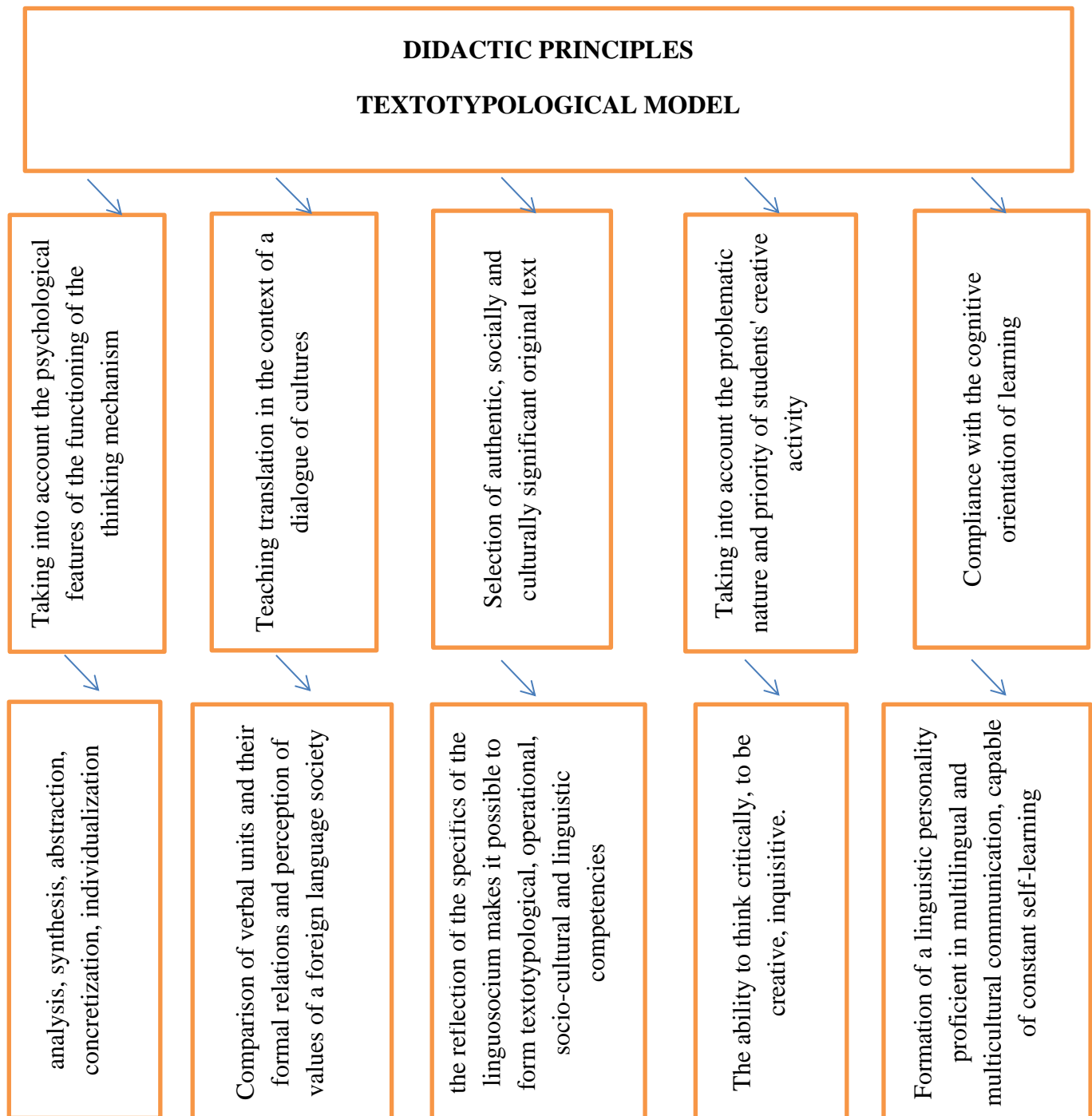
Thus, defining the ultimate goal of learning as the development of skills to recognize and understand the textual activity of a foreign language, I.I. Khaleeva identifies two tasks of introducing the future translator to the secondary language and cognitive code, and, consequently, to the "linguistic" and "global" worldview. The first task is the formation of verbal-semantic and cognitive-thesaurus levels, the second is the recognition of coordinates and attitudes of the motivational level of a foreign language personality. At the same time, it is noted how to divide the solution of these tasks in the process of teaching translation should have a nomenclature of skills for "adequate decoding of diverse and diverse information objectified in textual activity" [30, 70]. Such a nomenclature of skills can be formed, as already indicated, thanks to the development of a three-level textual model of teaching translation, one of the stages of which should be aimed at the formation of competence in the understanding of textual activity is provided through knowledge of the conventions of text education and the dominant parameters of various types of text.

Given that translation is a secondary bilingual textual activity, the first phase of which is the interpretation of original text, the initial stage of the textual learning model should be aimed at the formation of textual typological competence in original text, namely the ability to recognize text types through pre-translation analysis. Such an analysis develops the ability to isolate the main types of information by their typical verbal means and determine which text parameters are required to be stored in the translated text.

However, translation activity is not limited to the interpretation of the text, the product of textual activity, the next stage is the production of the text in the target language. Therefore, the translator's language knowledge should not only be extensive, but also clearly structured in terms of compliance with the dominant characteristics of the types of texts. He must possess the skills and abilities to produce texts according to the conventions existing in the target language. However, the production of texts in translation is determined, as we have already said, not by his personal intention and his linguistic preferences, but by the original text and bilingual nature of translation, when a text in a different language is created for a different linguistic and cultural society. Therefore, the second stage of the model should be aimed at the development of operational competence.

And, finally, the third stage of training coincides, in our opinion, with the "motivational level of the linguistic personality" in the terminology of Yu.N. Karaulov or with the "conceptual picture of the world of the linguistic personality" in terminology, which allows overcoming the linguistic-ethnic barrier, is a necessary component of the text typological model of teaching translation. In accordance with the interpretation of translation as an act of not only interlanguage, but also intercultural communication, the translator is not only a language mediator, but also a mediator of cultures. The culturally-oriented orientation of the process of teaching written translation involves the assimilation of national and cultural concepts actualized in texts that reveal the uniqueness of the cultural and linguistic picture of the world of the language being studied.

The training model of professional activity is based on certain principles of training (scheme 5). The text typological model of teaching translation is based on the following principles of teaching, which determine its nature:



1. *The principle of taking into account the psychological features of the translator's thinking mechanisms in the process of translation.*

Written translation is a complex, specific, fundamentally secondary type of textual activity characterized by the completeness of broad thinking, activity of probable forecasting and mediated character. Teaching translation as a specialty is worth considering the mental mechanisms involved in the process of translation, such as interpretation, deverbilization, change of language codes and generation. Thus, translation as a textual activity within the framework of interlanguage and intercultural communication involves updating three stages: interpretation or understanding

of the source text; generation of the text in the translated language; correction and editing of TT. Therefore, when teaching written translation to students, it is necessary to form translation competence in accordance with the peculiarities of the text typological model of translation and with the peculiarities of the functioning of the mechanisms of attention, memory and thinking of the linguistic personality. The stage of understanding the source text is especially important for any type of translation; therefore, special attention in the process of teaching translation should be paid to the development of such aspects of thinking as analysis and synthesis, abstraction and concretization, generalization and individualization.

2. *The principle of teaching translation in the context of the dialogue of cultures.* When teaching translation as a specialty, this principle of teaching in the context of the dialogue of cultures (T.N. Astafurova, N.V. Baryshnikov, I.L. Bim, R.P. Milrud, E.I. Passov, V.V. Safonova, V.P. Furmanova) received a new interpretation, since during translation there is not only a comparison of verbal units and formal relations of languages in contact, but also correspondences and inconsistencies of socio-cultural phenomena are revealed, respect for native and foreign languages and culture is fostered. The training, built in the context of the dialogue of cultures, contributes to the formation of a humanistically thinking personality, focused not only on the values of his native linguocultural, but also ready to accept the values of a foreign language society. The assimilation of national and cultural concepts that reveal the specifics of the country of the language being studied helps to overcome false stereotypical ideas, develop a deeper understanding of the national character, and as a consequence develop a willingness for a genuine dialogue of cultures.

3. *The principle of authenticity of educational material.* Translation training is based on authentic texts, as they are always filled with national and cultural content. Authentic materials reflect the specifics of the country, culture, language, and it is such socially significant, culturologically specific texts relevant for future professional activity that will help students master the specific linguistic and cognitive characteristics of a representative of a foreign linguistic culture and will contribute to the formation of linguistic, text typological, communicative and operational competence of the translator.

4. The principle of problematic and priority of creative activity of students (L. S. Latyshev, R.P. Milrud, R.K. Minyar-Beloruhev, G.V. Rogova, I.A. Tsaturova) involves the selection of appropriate educational material and the creation of a creative and friendly atmosphere in the classroom that will simulate cognitive and creative activity of students. Therefore, the main educational tasks are the assimilation and processing of textual material that contributes to the formation and improvement of skills and abilities to search independently, while choosing the optimal solution, and implement it in translated text. Fundamentally, the ability to think critically is at the heart of all of the above: to analyze, synthesize and generalize, formulate and argue your ideas, subject them to critical analysis and abandon them if they do not comply with the conventions of the target language. This provision provides for the transition to subject-subject relations, then the creative activity of students in the process of learning translation becomes a priority didactic goal. Personality is not an object of learning, it is an equal subject of the learning process. It is not enough to teach a future translator to translate and know the culture of a foreign country, he needs to be helped to realize himself as a person in the learning process.

5. The principle of cognitive orientation (Y.N. Karaulov, I.I. Khaleeva). The implementation of this principle ensures the formation not only of a linguocultural personality, proficient in multilingual and multicultural communication, but also of a professional capable of observing linguistic phenomena and their transformations.

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