

INTERPRETATION AND WRITTEN TRANSLATION: RELATED LEARNING

ASLONOV SHAHRAM SHERZODOVICH

Samarkand State Institute of Foreign Languages

Faculty of Translation Theory and Practise

Translation Theory and Practice English Language, second year student

aslonovshahram@mail.ru

+998915329255

RUZIMURODOVA ZARINA DUSMUROD KIZI

Samarkand State Institute of Foreign Languages

Faculty of Roman-Germanic Philology, second year student

ruzimurodovazarina@gmail.com

ABSTRACT:

The specific features of interpretation and translation are identified. The main points in the organization of language disciplines for the preparation of a specialist translator are outlined. Identified skills perform basic operations with learning oral translation.

KEYWORDS: interpretation, written translation, equivalence, information basis, educational process, glossary, psycholinguistic characteristics, complexity factor, language switching, visual perception, oral reproduction, translation transformation, speech compression, mental stability, vocational training, speech culture, competence thinking.

INTRODUCTION:

Translation as an activity consisting in re-expression of a text has several different options. The most significant section lies between oral and written types of translation. Interpretation and translation are known to be two main types of translation activity, rooted in the distant past. In ancient Carthage, where people of many dozens of nationalities lived side by side, speaking different languages, there was a special caste of "professional translators". Already in Ancient Carthage, translators performed both types of

translation. The specific features of each type of translation are determined by a combination of heterogeneous factors: differences in the working conditions of the interpreter and translator, psychological and psycholinguistic mechanisms, genre characteristics of translated materials, types of texts. It should be noted that interpretation in all its varieties is carried out in an environment of acute shortage of time, therefore, in addition to knowledge and professional skills, it requires enormous endurance and mental stability. It is these qualities that interpreters put in the first place when it comes to their profession. Oral types of translation include: consecutive translation, simultaneous translation, video text synchronization, sheet translation, community translation.

When teaching interpretation, it is necessary to develop the skills of performing the basic operations that the translator has to carry out, namely: - the skill of the automated use of lexical and phraseological cliches; - switching skill; - the skill of listening to speech works; - the skill of simultaneously performing two communicative operations (reading and speaking, listening and speaking); - skill of speech flow segmentation; - skill of speech compression; - the skill of memorizing significant over the length of speech works; - the skill of using models; - the skill of semantic and

logical-syntactic transformational operations. Written translation differs radically from interpretation in the absence of a shortage of time. Written translation does not put the translator in a tight time frame and provides the highest level of equivalence with respect to the original. Translators often specialize in certain types of texts. This primarily concerns texts with legal status. Therefore, notary translators, court translators have a special certificate confirming their authority, and their own seal. Staff translators in firms, enterprises, and design bureaus specialize in the field of technology and production, which their firms are engaged in. A special category is made up of translators of fiction. These are people with high creative potential, writing inclinations and a wide philological education. At the same time, it is worth noting that the current need for written translation in the world is so great that most translators have to be specialists in a wide field and translate texts of different types and different subjects. Flexibility, fast switch ability and the habit of constantly absorbing new things help modern translators quickly master any text. For the first time, F. Schleiermacher pointed out the fundamental ontological difference between the two types of translation in his famous lecture "On Different Translation Methods" in 1813. Schleiermacher is called the first systematizer in the science of translation - in his work we find a clear classification of the types and methods of translation. The German scientist sees the fundamental difference between interpretation and translation in the degree of creative component present in each type of translation, which, in turn, depends on the material being translated. "The bottom line," emphasizes Schleiermacher, "is that the interpreter works in the business sphere, and the translator, in the proper sense of the word, mainly in the field of science and art" [1]. From the point of view of the language, these two

translations differ in how much the linguistic identity of its author appears in the source text: "The less the creator manifests himself, limiting himself to the role of a perception tool and following the requirements of place and time, the more his work is the subject of interpretation. And vice versa, the more the author expressed his own vision of things and original associations in his work, the more he is free to choose his task, the more his work approaches a high artistic sphere, and in this case the translator should have high capabilities and skill and - to penetrate into the spirit of the writer and his language differently than an interpreter can do"[2]. Thus, the difficulty of understanding, i.e. penetration into the content of the source text, and expression of this content by means of the language of translation, F. Schleiermacher associates it with a written translation, while interpretation, from his point of view, is quite simple, it cannot even be called "translation in the proper sense of the word." It cannot be denied that it is the translator who has "a lot more opportunities to prove himself as a cognitive reflective subject than under the conditions of oral communication" [3].

These opportunities should be used not only as a justification of higher requirements for the quality of the translated products, but also as an aid to the subject's informational and cognitive readiness to solve design problems. When compiling a program of any discipline that is part of the professional training of a specialist translator, one must proceed from the fact that professional translation requires special training, not only as a special kind of speech and thought activity, but also as a complex, versatile and multifunctional type of intercultural communication aimed at identifying and interpretation of the semantic content of written and oral texts created in one culture, and the adaptation of their content to the perception of representatives of another culture. At the same time, professional

translation activities are aimed at the production of a specific text product in oral or written form, for the adequacy of the information of which the translator is fully responsible. The organization of linguistic disciplines as “ activity- oriented” academic subjects aimed at developing a professional linguistic personality and training in the labor process makes it possible to coordinate the goals and contents of their programs and teaching technologies, and to focus on the key points of professional basic language training. There are four such points: 1) comprehension and improvement of the speech culture in the native language (knowledge of the language norm and speechusus); 2) the development of foreign languages (mastery of the language norm and language of speech) with the dominant development of receptive types of speech activity (active listening and reading); 3) the development of information literacy and the formation of a general cultural thesaurus based on a comparison of the semantic systems of the native and foreign languages; 4) the development of basic professionally significant competencies (linguistic, semantic, interpretative , textual, intercultural) and speech-thinking skills.

Underestimating the importance of these points and the traditional approach to language teaching leads students to embark on the study of specialized translation disciplines and often feel helpless when extracting and reproducing the semantic content of texts. The fact is that a learned language that is not personally assigned is not always manifested in a specific situation. In this regard, the future specialist translator needs a stage in entering the language, communication culture and profession, aimed at building a motivational basis for the upcoming professional activity, and the formation of a conscious attitude to its goals and objectives. The future specialist will have to realize the level of development of his linguistic

personality, his speech experience and speech communication skills. He needs to get acquainted with the required professional qualities and skills, compare them with the qualities of his linguistic personality and skills (extract information, reason, interpret, memorize, reproduce, listen, etc.), form a clear idea of normativity in speech, text and personal responsibility for the utterance uttered , for the transfer of "alien" information. Awareness of these tasks will help the student to learn to determine their personal educational (specific) tasks at each stage of training, to build strategies for the professional development of a foreign language and the activation of their native language. An introduction to professional language learning should contain, in addition to simulation tasks, a maximum of problem-finding exercises that allow you to develop professional thinking and present patterns of professional actions. In this case, it will contribute not only to the acquisition of pronunciation, spelling, lexical and grammatical and communicative skills in a foreign language, but also to the enrichment of speech experience in the native language, the formation of a professional approach to language acquisition. In real practice, the work of an interpreter is preceded by substantial training, which is dictated by the need to create a solid information foundation. Such preparation is carried out on the whole body of special texts, some of which can be translated. Interconnected material in terms of interpretation and translation can be combined. So, for example, the main materials for interpretation are: a scientific report, a presentation (of equipment), an information message (media), negotiations, an interview with a politician, a representative of an organization, a training seminar, a master class, etc. Translation-related reference materials for translation: report text, scientific article, abstracts, operating instructions, advertising materials, catalog, information from

the corporate website, subject publications, newspaper notes, hypertexts, business correspondence, early contracts, supporting documents, technical documentation, press releases, news blocks, published works of the speaker, etc. To strengthen the positive effect of the educational process allows the creation of glossaries in translation classes, the key components of which will be updated later in situations of interpretation. This provides repeated repetition in speech of significant lexical tools, which will become an important part of the professional arsenal of the future translator. Exercises in operating with different functional and stylistic registers, in transforming one form of presentation into another, become professionally significant for a future translator, for example: - transition from oral to written and vice versa (to transmit written information of a listened conversation or monologue); - the transition from dialogue to a monologue, from narration to an information note, etc.; - translation of the dialogical text into another stylistic register (translation of everyday dialogue into official business, etc.); - selection of equivalents corresponding to a specific communicative situation in the native and foreign languages; - An explanation of the basic concepts of the text from the standpoint of intercultural communication.

These exercises help students from the very beginning of training to navigate in various functional styles and consciously use the means appropriate to them, when constructing a statement to proceed not from lexical means, but from a specific communicative situation. When translation studies took shape as an independent science, the view on the difference between interpretation and translation became different. The focus was on the psycholinguistic characteristics of translation, the so-called "mental mechanisms", and the specifics of their functioning in various types of translation. The classification of

R.K. Minyara- Belorucheva, where on the basis of five parameters characterizing the conditions of the translator's activity (perception of the message, memorization, switching from one language to another, execution of the translation, and the order of operations), the degree of complexity of each type of translation is determined. Of the seven signs characterizing the complexity / simplicity of the translation, the written translation has a zero "coefficient of complexity", while in simultaneous interpretation, this indicator is 7. Translation from a sheet, as it is called, "visual-oral" translation, occupies a middle position having four complex and three simple features [4]. It is complex in the following ways: time-limited language switching, oral and one-time execution of the translation and, finally, the need to synchronize visual reception and oral speech. "Simple" signs include: visual and multiple perception of the original message, simple memorization. Thus, a translation from a sheet has common features both with a written translation, and with the most "complex" type of interpretation - simultaneous. Without a doubt, it requires special training, so the inclusion of it as an independent training course in the professional training program for translators seems quite logical. Translation from a sheet is, in addition, one of the main preparatory exercises for developing simultaneous translation skills. In the process of translation from a sheet, skills are developed for the simultaneous (synchronous) performance of various speech actions: visual perception (reading) of a written text in one language and oral reproduction (pronunciation) of a translated text in another language. At the same time, the perception and reproduction of a particular fragment of the text do not coincide in time: the translator pronounces what he has already read and translated, and continues to read and mentally translate further during the pronunciation. N.K. Garbovsky and O.I. Kostikov

[5] is determined by the following rules of educational translation from a sheet: - pronounce the text of the translation, glancing through the eyes a few lines ahead; the more lines the translator can perceive at the same time, the more successful the translation transformation of the source text will be, the less likely errors are due to the complexity of the sentence structure, the more the translator will be able to determine contextual meanings of lexical units and grammatical forms; - pronouncing the text of the translation, make equal pauses between syntagms.

The text of the translation should be given evenly. You should not pronounce the translated fragments of the text by "impulses", quickly pronouncing the translated and thinking for a long time about the next fragment. Smooth, somewhat slowed-down speech, short but regular pauses, even on those parts of the text where everything is clear, enable the translator "looking ahead" to understand the content of subsequent portions of the text and find the form of their reproduction in the target language; - never start the phrase twice. If you understand that the phrase you started is not entirely successful or not completely correct, try to complete it so that it has a finished look, and immediately correct the inaccuracy in the next phrase (even due to some redundancy of speech) so that your correction looks natural and logical. Do not correct yourself by repeatedly changing the structure of the utterance. Elements of self-esteem, such as "no", "not so", etc., and their foreign-language counterparts should be completely excluded from speech; - try to use speech compression techniques. Speech compression compensates for the redundancy associated with a misunderstanding or unsuccessful formulation in the translation of some fragments of the text; - Avoid speech parasites inherent in ordinary colloquial speech. No doubts or other "soul movements"

should find a way out. Obviously, it is necessary to consolidate interdisciplinary relations, building the teaching of different types of interpretation and translation in such a way that the formation of specific skills and the acquisition of knowledge in one discipline had an effect on the results of training in other disciplines. In addition, it is important to determine the range of problems common to several related translation disciplines and to solve these problems with the joint efforts of teachers - both at the stage of selecting training materials and developing a system of exercises and tasks, and directly in practical classes. A competitive translator is not one who knows the capitals of all European countries and their names by name, has the skill of semantic analysis of a certain number of tokens, and has several translation transformations "in reserve". This is primarily a professional with the ability to adapt his professional capital to the real needs of a brutal labor market, that is, the ability to remain flexible. The formation of flexibility is possible only under the condition of the closest possible convergence of artificial training and real professional situations. The time of "amateurs of a wide profile" is passing, and a system of education that will give the translator a universal tool for cognitive mastering of reality and equip him with a strategy of professional behavior will be truly promising.

REFERENCES:

- 1) Schleiermacher, F. About different methods of translation / F. Schleiermacher // Bulletin of Moscow. UN-that. - 2000. - No.
- 2) - P. 128. 2. Schleiermacher, F. About different methods of translation / F. Schleiermacher // Bulletin of Moscow. un-that. - 2000. - No.
- 3) - S. 129. 3. Vasiliev, L.G. Translator in the communicative space / L.G. Vasiliev // Translation as modeling and translation

- modeling: collection of scientific books. - Tver, 1991.-- S. 25-32.
- 4) Minyar- Beloruchev , R.K. General theory of translation and interpretation / R.K. Minyar- Beloruchev . - M .: Military Publishing House, 1980 .-- 36 p.
- 5) Garbovsky , N.K. Interpretation course. French language - Russian language / N.K. Garbovsky , O.I. Kostikova. - Publishing house Mosk . University, 2006. - 8 p.