

PRACTICAL TRANSLATION TRAINING

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ABSTRACT:

With the globalized information society, we have entered an era of widespread translation. Today its importance in the global movement is well known: we are translating more and more documents, and this is being done faster and faster, in an increasing number of languages. This trend is underscored by technological advances in information and communications. Translation plays a key role in countless areas of public life and promotes respect for linguistic and cultural diversity on a national and international scale. In many regions of the world, this is an important element of political, economic and sociological evolution.

KEYWORDS: translation, the linguistic and cultural diversity, translation training, translation programs, teaching translation, study foreign languages.

INTRODUCTION:

Today, translation is closely linked to the global movement of globalization. This is both a vector and a product of this movement. In addition to the multilingual nature of international institutions and organizations, the linguistic and cultural diversity of our world is supported by linguistic policies and ambitious translation programs. Because the international community is more than ever aware of the problems of civilization associated with translation. Now we know: he who sows the wind, he rages a storm, who spreads the translation, he brings peace.

The processes of globalization have created the need for many people, whatever they do, to master the means of communication with representatives of other nations. Hence

the huge demand for specialists who speak foreign languages, the knowledge of which becomes not just an advantage, but a necessary condition for successful work in many areas. If 20-30 years ago, a person who knew a foreign language was looked upon with great respect, now when applying for a job both in private companies and in government institutions, knowledge of at least English is taken for granted, and candidates are often required to speak two, and sometimes three, languages. Responding to these needs, many educational institutions in all countries began to train specialists in various fields with knowledge of foreign languages. The number of student's specializing in the study of foreign languages has also increased.

Affecting the choice of teaching methods is the level of language and general education of students. It must be remembered that translation training is conducted in parallel with teaching a foreign language. The training of interpreters included massive ideological training, which completely reduced to an unprofessional ethics of the interpreter. In the training of interpreters and translators, the thematic principle has often been practiced (and still is). This principle is well traced on the narrow specialization of teaching aids. The thematic focus of training is flawed not only because it educates translators with a narrow professional horizons; her main minus is that she makes you mix different things - knowledge on the subject and professional skills. In other words, knowing what the text says, and knowing how to handle the translator. Unlike language teaching, when teaching translation, the main focus should not be on the difficulties of understanding, but on the difficulties of expressing the thoughts of the

original in their native language. Difficulties in understanding a foreign text and translation difficulties are phenomena of a different order. It often happens that an English phrase that is easily understood without translation is difficult to translate. It is easier to retell in your own words than to translate. Therefore especially important for gradual build more and more complex phenomena guided by the degree of discrepancy between the means (and forms) of expression thoughts in two comparable languages when translating. These discrepancies in vocabulary, phraseology, grammar, style and should be the essence of the linguistic theory of translation. The complexity of the translation process will not be an obstacle, but an aid in the concentric method, when almost all phenomena will be considered several times, and each time at a higher level. The increase in levels is due to the inclusion of functionally stylistic and expressive-evaluative factors, as well as the need to move to more complex methods of translation.

MAIN PART:

As you know, the training of students of pedagogical faculties and student translators is very different. On the one hand, throughout their studies, students of pedagogical specialties are engaged in the main aspects of pedagogical sciences, while student translators are trained to develop high-quality translations that correspond to the purpose of the text. origin and conventions of the target culture. In order to educate students about the awareness and observance of these criteria, there is a branch of the specialty dedicated to the transfer of knowledge needed by student translators: didactics of translation. Of great importance at all stages of training are thematic exercises designed to master certain translation techniques and to overcome certain lexical, grammatical and stylistic difficulties of

translation. These exercises, consisting of short messages and individual sentences, should, like the texts for translation, have cognitive value. In addition, they should help enrich students' vocabulary in the right direction. Therefore, it is preferable from all points of view that the exercises are selected from newspapers and journalism, where it is easier to find material that is completely understandable and without context. Naturally, the first period of training is characterized by the accumulation of equivalents and the development of skill correctly choose words from the number of variant matches. Therefore, for a novice translator there is no more important task than learning to work with a dictionary. The translation course is organized around two goals: to develop students' translation competence and provide objective elements for criticizing or evaluating already completed translations, the text being the central element of this course, the object of study. Thus, the translation teacher seeks to develop the ability to analyze translated texts in order to arouse a sense of thoroughness and detail in students, especially with regard to their final versions, so that whenever they need to make a translation, they document themselves in parallel texts, so that the target text is maximized natural (Garcia, 1996).

In the field of language learning, it is important to determine what a foreign language is. Often we are confronted with incorrect vision, and these terms are used as synonyms. These are fundamentally different concepts. On the one hand, the concept of a second language refers to the language spoken in a given community, but which is not the student's native language. An important role in the teaching of translation is played by individual tasks of translation, pursuing a twofold purpose: to help the rapid development of the creative abilities of the future translator and, on the other hand, serve

as a corrective tool to overcome individual shortcomings.

The modern society of the era of internationalization and the wide exchange of information, in our opinion, sets the task of translators to most fully and accurately familiarize people who do not speak foreign languages with the culture, views and thoughts of representatives of other nations. Therefore, for a modern translator, the requirements of the adequacy and equivalence of a translation, regardless of its type, are paramount.

CONCLUSION:

Based on the above criteria for high-quality translation and the requirements and standards for a translator, we can, in our opinion, formulate the problems and tasks that stand in the process of teaching students how to translate. First of all, it should be noted that translation training is inextricably linked with other aspects of teaching a foreign language. When learning to translate, the whole text becomes the object of analysis. This follows from the main requirement for translation - the requirements of its adequacy, that is, to ensure a communicative effect equivalent to the communicative effect of the original text. Only the text as a whole fully reflects what the author wanted to say and, accordingly, only the text of the translation as a whole can be adequate to it. Only the analysis of the text as a whole will help the translator to choose from the whole variety of translation decisions in each particular case exactly which will help to create an adequate translation. Students need to highlight the main content of the text, its communicative function before they begin the translation. Indeed, depending on this, they will have to choose the genre of translation, and divide the text into separate segments, and choose the level of equivalence between the original and the translation for each of them. Otherwise, serious errors are inevitable.

Of course, when teaching translation, it is necessary to work with texts of different genres, but experience shows that in practical life the most popular are various types of information translation: scientific, technical or journalistic. It seems that in the preparation of translators most attention should be paid to just such texts. In addition, the advantage of such texts, from the point of view of teaching translation, is that they impose more stringent requirements on the equivalence of the various parts of the texts of the translation and the original. Work on ensuring the equivalence of translation involves students studying various lexical and grammatical constructions. Such a study will make it possible to compare these constructions and determine what level of equivalence can be established between them. All this will allow student's to operate with a large number of translation solutions during translation. Thus, translation training should be aimed at instilling in students the skill of comprehensive analysis of the text as a whole and the development of a translation strategy, the selection of its methods based on such analysis.

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