

THE TERM "TRANSLATION" IN THE ASPECT-COMPLEX PRINCIPLE OF TRAINING STUDENTS OF THE NATIONAL AUDIENCE

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ABSTRACT:

The article refers the principles of teaching in the methodology are understood as the initial provisions, which in their totality determine the requirements for the system of language teaching as a whole, and its individual components: for the goals, content, forms, methods and means of teaching.

KEY WORDS: the term translation, national audience, semantization, teaching task.

INTRODUCTION:

The principles of teaching determine the content of all other components that make up the language teaching system.

According to the principle of aspect-complex teaching in the practical course of the Russian language, classes can be organized with the knowledge of a number of aspects: phonetics, grammar, vocabulary, stylistic analysis of the text, linguistic and regional studies, translation, their ultimate goal is to form and develop speech skills in four types of activities: listening, speaking, reading, writing, which is usually carried out in the classroom for speaking practice.

So the term "translation" is used in the methodology in two meanings: as a methodological method of teaching (one of the means of teaching a language), and as a special type of speech activity.

As a teaching technique, translation is used as an effective means of semantization, a means of

monitoring understanding and the level of formation of foreign language skills and abilities. In the classroom in the national audience, the role of translation as a teaching method is quite large. Only with the help of translation can one explain the phenomena of similarity and differences in the structure of two languages, which are difficult for native speakers of another language.

Comparison of the two languages also has a pedagogical effect, since it teaches students to formulate rules and explain to them the mistakes that are the result of negative interference from the native language. For the effective use of translation as a method of teaching in the classroom in the Russian language, the teacher's knowledge of the students' native language is of great importance: this circumstance should be taken into account when recruiting study groups.

However, the term "translation" is also used in a different sense - as a type of speech activity ("the process of active purposeful mediated by language and conditioned by the situation of communication between people").

If translation as a means of teaching in various volumes is used in the classroom with all contingents of students, then translation as a speech type of activity will stand out as an independent aspect of learning only in the classroom with an audience for which this type of speech activity is of professional interest (primarily for philologists - future translators and teachers of both foreign and Russian

languages). However, the role and place of translation in the curricula of future translators and those interested in translation as a possible field of application of knowledge in the Russian language differ significantly. For the first lessons, translation is an object of professional activity. For this purpose, classes in the practice of language include the types and forms of work that are necessary for a translator, and the emphasis in the classes is on preparing students for work in the translation disciplines themselves.

In the classroom with philologists, translation classes have their own characteristics, which consist in the fact that although translation stands out as an independent aspect of education, it is not a professional teaching task. For this reason, the curriculum for classes with the named contingent does not provide for the reading of compulsory translation courses, and all work on this aspect of training is focused on classes in a practical language course. At the same time, translation classes are of a limited nature, pursue educational rather than professional goals and are aimed at developing the simplest translation skills and abilities and familiarizing themselves with the basic principles and techniques of adequate translation. In the classroom, the so-called educational translation from the native language into Russian is practiced, as well as reverse translation, which makes it possible to conduct a translation lesson by teachers who do not sufficiently speak the native language of students. For pedagogical purposes, this is even welcomed, since students hear the correct Russian speech of a native speaker, strive to become more active, repeat after the teacher competently delivered Russian grammar and phonetics. As for teaching materials, specialists in the field of foreign languages must necessarily participate in their preparation.

Educational translation from the native language of students into Russian is of great importance in the general system of training a philologist, as it allows: a) to synthesize existing knowledge on a strictly functional basis, b) to work on the most complex syntactic phenomena (paragraph-phrasal division of the text, semantic structure statements, etc.) in the classroom, educational translation is organized, as a rule, on the material of texts on socio-political, scientific and cultural topics (materials of the teaching materials on the Practical Course of the Russian language for students of national groups). In this case, the following types of translation are used: oral (from sight, from hearing, prepared, unprepared); full and paragraph-phrasal. Especially widely used are such teaching techniques as abstracting, text compression, and the use of various methods of transferring information. In the classroom for educational translation, students should get acquainted with the main types of dictionaries, acquire the ability to work with them, and correctly draw up a written translation. The above allows us to conclude that the aspect-complex approach in teaching, and especially in the practice of different types of translation, most effectively allows you to master the language as a means of communication and as a means of professional activity of specialists.

The ability to learn a language develops in the process of learning, allows a person independently and effectively overcome difficulties arising in learning. The latter depends, in turn, on personal factors that are determined the individuality of a person, that is his views and attitude to the world around him (openness to the perception of the new, willingness to slightly change their own system of values when assimilating new ones knowledge and abandon stereotypes); motivation to master a new language, which may be caused by the need for communication,

understanding that language is not just a means of communication, but also uniting people factor; the type of cognitive ability (holistic analytical, synthetic) and personal qualities (talkativeness - restraint, introversion extroversion, openness - closeness, intelligence, memory, confidence self-doubt, self-control, optimism - pessimism, etc.). To perform communication tasks, fluent or mastering the language uses his knowledge and abilities described above, combining them with his own communicative competence. - the ability to solve by means of the studied language relevant for oneself and society communication tasks in the personal sphere (the sphere of communication. Associated with activities personal nature: home, friends, and interests), public (communication, in which a person functions as a member of society as a whole or a specific organization), professional (the field of communication associated with work, specialty of a person), educational (the field of communication associated with organized training both inside and outside the educational institution).

Communicative competence - in the modern interpretation - is based on a number of other competencies: linguistic, sociolinguistic, pragmatic competencies, representing the sum of knowledge and skills that allow communicative activity using proper language means, integrates into itself. Semantic competence - knowledge of all possible ways of expressing meaning and the ability to use them in a general linguistic context through connotation, reference, understand and establish relationships between linguistic units (synonymous, antonymic and generic) - the field of lexical semantics, knowledge and skill use the meaning of grammatical elements of structures, categories, processes, area of grammatical semantics, knowledge and ability to use in communication logical relations of induction, implication - the area of pragmatic semantics;

Sociolinguistic competence - the second basic component communicative competence. As already noted, language belongs to sociocultural phenomena. The knowledge and skills required to use language in a social context, constitutes the content of sociocultural competence. These include: 1) linguistic features (signs, traits, markers) of social relations, which vary depending on the status and relationships of students, from register of communication, and are expressed in the use of acceptable greeting formulas, forms of address (established: madam, official: Mr. surname, informal: by name or without a specific form of address, friendly: dear, imperious-imperative: only by surname), a number of conventions when conducting a dialogue, etc.;

2) The rules of politeness in their national specifics: the so-called positive politeness (showing interest in the interlocutor, expressing gratitude, exchanging impressions) and negative, restrained politeness in case of refusal, disagreement, prohibition and others, as well as deliberate deviation from the norms of politeness when expressing feelings superiority, reproach, impatience, unfriendliness, etc.;

3) Folk wisdom, in other words, expressions that summarize centuries of experience people (proverbs, sayings, catchphrases, signs and beliefs);

4) communication registers, allocated in accordance with the sphere, communication situation and with taking into account the symmetry-asymmetry of the roles of communication participants (solemn, ritual, formal, neutral, informal, colloquial, intimate);

5) Sociolinguistic competence also includes the ability to recognize linguistic features of a person in terms of his origin, place of residence, social and ethnicity, which are manifested at different levels: in phonetics, vocabulary, grammar, manner of speaking (rhythm, volume) paralinguistic and sign language. The concept of

communicative competence is associated with the concept of competent language user; this is a person (student) who has mastered:

- Certain competencies;
- The ability to apply them in practice;
- The ability to use adequate strategies for practical application competencies.

When learning a non-native language, an uneven and mobile the nature of the competencies, for example: good knowledge of culture, but poor knowledge of new language. According to the traditional point of view, "monolingual" (monolingual) communicative competence in the native language has a more or less stable form and, while depending on career, experience, inclination to travel, In literature, competence in a non-native language is undergoing significant changes. Depending on the level of proficiency in a new language, it may vary strategies used in performing a communicative task. So, man, bad knowing a new language for him, compensates for ignorance with a manifestation of openness, friendliness, benevolence through facial expressions, gestures. On the contrary, a man who speaks his native language fluently, can behave much more restrained. For some people, due to the nature of their activities or for other reasons, it may be first of all, understanding of written texts is necessary; others have the need for active mastery of oral speech. The development of some competencies or types of speech activity in comparison with others is called asymmetry competence. It can also be used in a broader sense, implying the ability to select from the entire set of goals individual, relevant for specific person learning goals.

The effectiveness of the formation of communication competence is influenced by characteristics of students and other factors: cognitive, emotional, linguistic. The relationship between competencies and characteristics of students. Communicative competence and other core competencies are related to individual

characteristics of a non-native language learner. The communicative task is performed more effective if, when choosing tasks, cognitive factors, such as: a) acquaintance of students with the topic, type of text, scripts and frames to predict speech, background and sociocultural knowledge; b) organizational, communication skills and abilities intercultural communication, including the ability to understand information, implicitly expressed in the speech of a native speaker; c) information processing skills that depend on cognitive abilities, operational thinking of students; emotional characteristics, such as a) positive self-esteem, which in combined with self-confidence, perseverance contributes to successful performing communication tasks; b) internal motivation - its high level, due to personal interest, understanding of the significance of the problems, optimizes communication; c) state and attitude: attentive, calm, focused, open-minded person decides a communicative task in an optimal way; linguistic factors: the level of development of the student's linguistic knowledge a non-native language is one of the most important factors in successful and adequate communication; therefore, when teaching, you need to carefully work with both the content and the form of speech statements. It is also important to be able to compensate for the gaps in your linguistic competence. Strategies are tools used by the user of the language to mobilize their resources (cognitive, emotional, linguistic), for activation of skills and abilities to successfully solve a communicative task.

Strategies for generating texts and utterances in a non-native language are also involve the mobilization of resources, "balancing" between different competencies. If the language learner lacks resources, he says that the language and speech means available to him allow. Downgrade methods laths "and establishing their compliance with the available

assets in order to successfully perform a communicative task are called avoidance strategies. The ways "Raising the bar" and performing more complex communication tasks are called achievement strategies.

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