

THEORETICAL AND METHODOLOGICAL BASES OF TEACHING WRITTEN TRANSLATION

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Abstract:

To solve the problems set by us in this article, it is required to define and analyze the basic concepts underlying the methods of teaching a foreign language and translation, and on their basis to develop new, additional definitions related to the problematic field of teaching translation to students of the specialty "Translation and translation studies".

Keywords: pedagogy note, module-contextual, systemic, activity-oriented, student-oriented, competence-based approaches, transformation.

INTRODUCTION

The first basic concept is the concept of approach to learning. Researchers working in the field of pedagogy note several particularly significant ones. Among them are module-contextual, systemic, activity-oriented, student-oriented and competence-based approaches. These approaches are not alternative and can be combined in the pedagogical process.

The competency-based approach involves modeling learning outcomes and presenting them as norms for the quality of higher education (quality assurance system). Outcomes are understood as sets of competencies, including the knowledge, understanding and skills of the trainee, which are determined both for each module of the program and for the program as a whole. Developing the content of qualifications in terms of competencies and learning outcomes solves the problem of developing a pan-European consensus on the definition of degrees in terms of what graduates should be able to do at the end of their studies. The advantage of the competency-based approach is that it allows for flexibility and autonomy in the structure and content of the curriculum. The competence model of a specialist focused on the sphere of professional activity is less strictly tied to a specific object and subject of work, which ensures the mobility of graduates in the changing conditions of the labor market. The model is a description of what set of competencies a university graduate should have, what functions he should be prepared to perform, and what should be the degree of his readiness to perform specific duties.

Most scholars note its ambivalence when defining translation. Translation is the process by which text (information) in one language is converted into text (information) in another language. And translation is the product resulting from this process. Almost all currently existing definitions of translation bear traces of such uncertainty.

In 1965, G. Catford proposed the following definition: "Translation is the replacement of textual material in one language with equivalent textual material in another language."

Obviously, such a definition does not take into account the pragmatic and cultural aspects; the concept of equivalence is also not specified.

“Translation as a process itself” - as an action from the verb to translate, as a result of which the translation text appears in the first meaning.[1]

L.S. Barkhudarov clarifies that the term "process" in relation to translation is understood in a purely linguistic sense, that is, as a certain kind of linguistic, more precisely, interlingual transformation or transformation of a text in one language into a text in another language. Summing up, he notes that the subject of the linguistic theory of translation is the scientific description of the translation process as an interlingual transformation, that is, the transformation of a text in one language into an equivalent text in another language.[2]

Written translation (as a process) is a sequence of predetermined actions, including:

- classification of the source text;
- identification of the invariant;
- identification of lexico-semantic, pragmatic, stylistic and other features of the source text;
- search for ways to convey these features by means of a translating language;
- identification of implicit meanings in the text in the source language and their transmission (implicitly or explicitly) in the target language;
- post-translation editing in accordance with the requirements and norms of the target language.

Written translation (as a result) is a text in the target language that communicates to the translation receptor the same information (including its lexical, semantic, discursive, pragmatic and stylistic aspects) that the original text conveys to the native speaker of the source language. At the same time, it is possible to transfer the implicit meanings of the original explicitly (and vice versa).

Within the framework of this dissertation research, we took the proposed definition of written translation (as a process) as a basis for developing approaches to teaching translation to students of the specialty "Translation and Translation Studies". The definition of written translation (as a result) allowed us to choose criteria for assessing the quality of work performed by students.

A written translation teaching methodology is a set of methods, techniques, technologies built and used by a teacher with the support of an educational institution to form students' fixed skills in obtaining, as a result of a well-defined process of translation activity, a product in the target language that has the entire set of predetermined features.

Training in translation in general and written translation in particular involves the development of translation competence and performs general linguistic and general educational functions. In the process of translation, not only a dialogue of languages is carried out, but also cultures that determine the specifics of the organization of thinking of different language communities. We also note that increasing the motivation for learning and increasing the motivation for success requires the development of new non-traditional forms of education.

The methodological support of teaching translation to students of the specialty "Translation and Translation Studies" proposed in this article takes into account all of the above and allows solving some problems.

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