

**DEVELOPMENT OF SKILLS FOR DIRECT SPECIAL TRANSLATION
AND EXERCISES IN THE PROCESS OF LEARNING TO TRANSLATE**

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Turakhodjayeva Mokhidil

*lecturer, Andijan Institute of Agriculture
and Agro technologies*

Annotation: *The most important condition for the successful training of future translators is the improvement of the educational process, the development of teaching methods.*

Key words: *Descriptive translating, target language, specific, expressiveness, equivalent, source, an affirmation.*

If the translator does not resort to these techniques too often, then the audience perceives them with understanding, because they know that the language intermediary cannot compete with specialists.

Translation skills and abilities are created on the basis of the use of specially selected training materials. Such materials include translation exercises and training texts.

Special translation is implemented in the following forms:

➤ written translation of scientific and technical texts, business correspondence, contracts, charters, feasibility studies, drafts, decisions of arbitration courts, expert examination reports;

➤ simultaneous, visual-oral, paragraph-phrase or sequential (with notes) translation of speeches at scientific, scientific-practical and practical conferences, as well as lectures.

Exercise is the main way to develop the necessary skills. Translation skills can also be developed in the process of translating a coherent text. However, the translation of any text is always associated with the solution of a number of

translation tasks, and it is practically very difficult to find a text in which some translation problem prevailed or at least occurred quite often. A specially selected exercise makes it possible to focus the trainees' attention on ways to solve a particular translation problem. Working with exercises is a significant part of the translation training course. In the process of this work, ways to overcome the difficulties of translation are studied, translation techniques are worked out, translation skills are developed and the basis for improving translation skills is created.

The main exercises of this type are the comparison of parallel texts in the source language and the target language in order to identify their differences, comparison of published translations with their originals and a critical analysis of the methods and techniques used by the translator, answers to questions to the text, checking the depth of understanding and the availability of the necessary background knowledge, discussion of the concepts that underlie the content of the text, and the terms and concepts associated with them, various exercises to improve the knowledge of the target language. Actually translation exercises are divided into:

- ✓ linguistic, developing the ability to solve translation problems related to the peculiarities of the semantics of units and structures of the source language and the target language;

- ✓ operating rooms, practicing the ability to use various methods and techniques of translation.

In accordance with the type of exercise, the task for its implementation is also formulated. In language exercises, the task indicates the language unit or structure, the meaning of which should be taken into account in translation. Here, the student's task may include the translation of isolated language units, the transfer of the meanings of these units and structures as part of statements, the translation of statements containing certain units and structures. In operational exercises, the task is to use the indicated technique when translating or independently choose the

appropriate technique and justify the choice and method of its application. Communication exercises include tasks to determine the contextual meanings of language units, interpret the meaning of the statement, select correspondences and translation options, and comprehensively solve translation problems when translating statements and segments of text of varying difficulty. In other words, such exercises develop the ability to carry out individual stages of the translation process as a whole.

As a rule, the exercise includes 15-20 sentences containing a certain translation difficulty. These sentences are selected from different texts, because, as already indicated, it is difficult to select a coherent text in which the desired problem is presented in sufficient quantity. The material for such exercises are texts devoid of individual author's features in the use of language means. The need to use statements taken out of context creates difficulties for their understanding and translation. These difficulties are overcome in three ways. First, the teacher seeks to select self-sufficient sentences, the interpretation of which does not need a wider context. If necessary, a slight modification of individual sentences is possible, clarifying their content, but not violating their naturalness. Secondly, the teacher should always be ready to provide students with additional information that eliminates ambiguity. Thirdly, one way to work with the exercises can be to discuss comprehension and translation options that will be correct in the various linguistic and situational contexts in which a given statement can be placed.

Completing the work, we can come to the conclusion that it is necessary to equip the teacher and student with the latest knowledge in the field of translation theory, about the place of translation in social practice, about the problems of its theory and practice, and create the necessary basis for effective practical mastery of translation.

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