

THE THEORY OF TRANSLATION AND PROBLEMS OF  
TEACHING TRANSLATION

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**Annotation:** The main functions of translation and criteria for its quality are determined from the point of view of communication theory. The authors form the main standards for a good-quality translation. They consider peculiarities of translation teaching as compared to the teaching of other aspects of foreign languages, and provide some practical recommendations for teaching translation.

**Key words:** *translation, theory, teaching, communication.*

The modern era can rightly be called the era of globalization. The last few decades have radically changed the picture of the world: some countries have disappeared and other countries have appeared; states that were once “closed” have opened up to the world; the processes of internationalization of production, sales markets, the labor market, and the financial sector have acquired an unprecedented scale. Thanks to this, the volume and intensity of contacts between people from different countries in all spheres of their activity have increased many times over.

The processes of globalization have created a need for many people, no matter what they do, to master the means of communication with representatives of other peoples. Hence the huge demand for specialists who speak foreign languages, knowledge of which becomes not just an advantage, but a necessary condition for successful activity in many areas. If even 20-30 years ago a person who knows a foreign language was looked at with great respect, now when hiring both in private companies and in public institutions, knowledge of at least English is taken for

granted, and candidates are often required to speak two or sometimes three languages [1,2].

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 students specializing in the study of foreign languages has also increased.

Teaching foreign languages involves an integrated approach, when in the learning process attention is paid to all the theoretical aspects of a particular language, its phonetics, vocabulary, grammatical structure, etc. This gives students versatile knowledge in the field of a foreign language. But in the learning process, it is necessary to pay considerable attention to applied skills, to what is called "proficiency" in the language. Among these skills is the ability to express one's thoughts in a foreign language orally or in writing, the ability to communicate freely with native speakers of a particular language [1,1].

A special place among the practical skills of foreign language proficiency is occupied by translation skills. Specialist translators are needed in many areas of international contacts, and the possession of translation skills is very useful in the practical work of graduates of language departments and departments, both in state or cultural organizations, and in private commercial companies. Therefore, the training of these skills should be given serious attention in the complex process of teaching a foreign language.

Let's start with what translation is. Firstly, any translation is undoubtedly a type of communication between people, communication. Without communication, it is impossible to imagine the need for translation. Secondly, it is a type of communication using at least two languages - that is, it is a type of interlingual communication. Of course, a person who speaks several languages, at a diplomatic reception or a scientific conference, also communicates with colleagues in letters in different languages, switching from one language to another, but such forms of interlingual communication, obviously, cannot be considered a translation [1,6].

Translation is intended to provide an opportunity for people who do not speak each other's languages to communicate, whether it be direct communication or perception of a text written by the author in another language. Thus, a significant difference between translation and other types of interlingual communication is that translation has the function of interlingual mediation, that is, it is located between the source of the message and its recipient. But even here it is necessary to distinguish between translation and other types of interlingual mediation. For example, if a foreign tourist asks a guide or a hotel receptionist to find out what performances are going on in theaters tonight, the tourist's communication through the guide or receptionist with theater administrators will undoubtedly be interlingual mediation, but will also certainly not be a translation. Similarly, in our opinion, the compilation of an abstract or annotation of an article or book in a foreign language cannot be considered a translation.

Translation training. Based on the above criteria for a 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 to translate. We will make a reservation right away that we will only discuss the problems of teaching translation, since the training of interpreters has many features, the analysis of which is beyond the scope of this article [1,4].

First of all, it should be noted that teaching translation is inextricably linked with other aspects of teaching a foreign language. Since, as mentioned above, a mandatory requirement for high-quality translation is compliance with the norms and rules of the FL in it, and since in the practical activities of a translator the FL can be not only his native language, but also a foreign language, a deep knowledge of this language is a necessary condition for the successful mastery of translation skills. In this regard, it seems that the course of translation itself should begin when students already have a certain basic language training, that is, in senior courses.

In addition, as mentioned above, successful translation requires knowledge of the general and linguistic culture of the FL countries, the way of life of their

peoples. All this will subsequently make it possible to more accurately convey the realities, set expressions, etc. Thus, the teaching of translation itself should be built on a solid language and regional study base [1,3].

At the same time, it is necessary to note the difference in teaching translation and teaching, for example, the grammar of a foreign language. After all, even when teaching grammar, many exercises are based on translation from the native language into a foreign one. But when teaching grammar, the main emphasis is on the analysis of grammatical structures, that is, individual phrases and sentences. When teaching translation, the entire text as a whole becomes the object of analysis. This follows from the main requirement for translation - the requirement of its adequacy, that is, the provision of 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 him. Only the analysis of the text as a whole will help the translator to choose from the whole variety of translation solutions in each specific case exactly the one that will help to create an adequate translation [1,7].

It is necessary that students highlight the main content of the text, its communicative function before they start translating. 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 mistakes are inevitable.

Of course, when teaching translation, it is necessary to work with texts of different genres, but experience shows that in practical life, various types of information translation are most in demand: scientific and technical or journalistic. It seems that when preparing translators, the greatest attention should be paid to such texts. In addition, the advantage of such texts, from the point of view of teaching translation, is that they are subject to more stringent requirements regarding the equivalence of various parts of the translated texts and the original.

Work on ensuring the equivalence of translation involves the study by students of various lexical and grammatical structures of the FL and TL and their usage in different contexts. Such a study will make it possible to compare these constructions, to determine what level of equivalence can be established between them. All this will allow students to operate with a large number of translation solutions when translating [1,5].

Thus, the work on teaching translation should be focused on instilling in students the skill of complex analysis of the text as a whole and developing a translation strategy, choosing its methods based on such an analysis.

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