

TEACHING LITERARY TRANSLATION ON THE BASIS OF THE LITERARY TEXTS

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Literary translation in the modern world is becoming increasingly large and of increasing social significance. The translation has become widespread, and in many countries, special educational institutions have been established that train professional translators. Representatives of many other professions are also engaged in translations in one form or another.

Translation issues are interested in the public. Based on numerous studies, a new scientific discipline has emerged - modern translation studies. The best results in the study of any academic discipline are achieved when students and trainers are clearly aware of the goals of training and methods for achieving these goals.

In educational institutions, the ability to professionally carry out translation activities is the ultimate goal of training. This skill is one of the main types of professional use of knowledge of a foreign language. For most people, such knowledge is not the basis of their professional activities.

They use a foreign language in their own interests as a means of giving them access to additional information, to the literature and culture of another people, to direct communication with foreigners. There are only a few types of practical activities where knowledge of a foreign language is professional, for others - satisfying a certain social need. This may primarily include the teaching of a foreign language and translation. It is clear that the training of specialists in each of these areas requires an appropriate program and teaching methods.

The method of teaching translation is still poorly developed due to a number of objective and subjective reasons. Although the translation itself has a centuries-old history, the need to teach translation as a special scientific discipline arose relatively recently.

A wide network of educational institutions engaged in the preparation of professional translators was created only in the second half of the twentieth century, and many issues related to the organization and content of the educational process, the final training tasks and requirements that must be presented to both students and teacher are still not resolved and to the trainers. Although many educational institutions teach future translators, not a single higher education institution prepares translation teachers and courses on teaching this discipline are not taught anywhere.

Either foreign language teachers or translators are practicing translation, although it is clear that neither the knowledge of the language nor the ability to translate yet means in themselves the ability to conduct qualified and successful translation classes with students. This requires special methodological training, knowledge of the specifics of the taught academic discipline, principles and methods of organizing the educational process.

The development of translation teaching methods is largely limited by the fact that translation (or, more precisely, educational translation) has traditionally been used in teaching a foreign language as a means of introducing, fixing or controlling the assimilation of educational material. In this case, the teacher did not have any particular difficulties associated with the training of professional translation, and, therefore, did not require special methodological training. In addition, many scientists saw in translation an annoying limitation that hinders the full, “non-translational” mastery of a foreign language, which prevents the learner from thinking in this language, enhances the interference and non-idiomaticity of speech.

Therefore, the translation should, if possible, be separated from the educational process and, of course, not deal with the methodology of its teaching.

For a long time, there were doubts about the need and the possibility of learning to translate, which did not contribute to the development of methodological issues. In addition, at the very beginning of the emergence of this academic discipline, there was a lack of a scientific theory that reveals the essence of translation activity and determines the conditions for its successful implementation.

Only after the development of a new scientific discipline - translation studies, did it become possible to provide a methodological justification for a new academic discipline - learning to translate. The task of such a justification is also difficult due to the fact that many teachers of translation did not see in it a special need. Just as a language teacher uses a translation in his work, without resorting to any special methodological techniques, a translation teacher often believes that it all comes down to the formula of “teaching translation when translating” and that the whole teaching method involves students as many as possible translated various texts. At the same time, both the translation itself and the assessment of its results by the teacher were carried out intuitively and did not require any analysis or justification.

It has now become apparent that translation activities have undergone a number of quantitative and qualitative changes that have arisen in the need for a large number of highly qualified translators, which, in turn, requires an improvement in the quality of their professional training. The most important condition for successful training of future translators is the improvement of the educational process, the development of teaching methods.

Literature:

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