



 Research Article

THEORETICAL AND METHODOLOGICAL BASIS OF DEVELOPING LINGUISTIC AND COMMUNICATIVE COMPETENCE OF FUTURE TRANSLATORS

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ABSTRACT

This article describes the opinion that the development of linguistic, cultural and communicative competence of future translators is an important factor in the development of pedagogical and psychological foundations.

KEYWORDS

Pedagogical-psychological, linguistic and cultural, modern outlook, social necessity, continuous education, individual qualities, economic development, educational standards, education and training, scientific-methodical.

INTRODUCTION

One of the important conditions for the development of our country is to fundamentally change the system of personnel training, at all stages of the educational process, in all forms and types of educational institutions of the continuous education system, advanced methodical education, modern scientific achievements and social based on experience.

The state policy in the field of personnel training envisages the formation of a comprehensively developed person-citizen through a continuous education system related to the intellectual, spiritual and moral education of a person.

Our peoples, our ancestors, who have been relatives, friends, and brothers since time

immemorial, learned languages and exchanged cultures. Civilization was established as a result of people enriching each other spiritually. In this, the role of translators, who spread the ideas of works of art, examples of literature, advanced views of great geniuses, freedom and equality of people, is invaluable. Teaching translation is not only practical, that is, it is important to form the necessary translation competence in students. It also fulfills important general linguistic and general educational obligations.[1] Dealing with translation forms in students the ability to pay attention to the nuances of semantics and aspects of language units that give additional meaning, the peculiarities of the systematic organization and use of languages, the "view of the world" with the help of each language. features, reveals common and specific aspects in the culture and thinking of representatives of different language communities. The creation of translation competence helps to develop the personality of future translators in all aspects: they have a sense of vigilance and responsibility, use of references and additional sources of information, selection, quick and correct decision-making, additional linguistic skills. forms the skills of obtaining and comparing data.

LITERATURE ANALYSIS AND METHODOLOGY

The professional training of a translator requires qualities such as high culture, encyclopedic knowledge, regular updating, and wide-ranging interests. Such qualities are polished in learning two languages and two different cultures. After all, it remains a difficult task to achieve a

pragmatic translation without fully understanding the culture of the two peoples. The content of any educational direction, the specific features of the studied subject are determined by the ultimate goal of education. The translation theory, included in the basics of translator training program, studies the rules of translation activity.[2]

However, the main task of translation courses is not only to give students a certain amount of knowledge, but also to train them into highly qualified specialists who can perform translations at a professional level. That is why a large part of the courses is devoted to the development of professional translation skills and abilities, acquiring the elements of translation strategies and techniques, and gaining experience in translating texts of different levels of complexity.

The organization of translation training and the development of teaching methods are conditioned by the acceptance of a number of original assumptions:

- translation is a complex and multifaceted type of mental activity, it can be carried out in different conditions, in different ways and under the influence of many elements;
- certain knowledge, skills (perform a certain action consciously) and skills (semi-voluntarily and involuntarily (automatically) to perform) is required;
- translation activity can be performed by the translator consciously (with the help of analysis and based conclusions) or intuitively.



The ratio between conscious and intuitive representations of activity varies in different translators when translating different texts under different conditions. Conscious and intuitive translation ability (interpretation competence) develops during training and practice;

- the implementation of the translator's authority takes place in the personal participation of the translator in relation to the language. For this purpose, the translator must have comprehensive cognitive and linguistic knowledge, wide-scale cross-cultural intelligence, necessary mental qualities and talent. Such qualities should be developed and encouraged during translation training;
- the task of training in translation is not to master some norms, rules and recipes that the translator can unwittingly apply in any situation, but to master the rules, styles and methods of translation, to be able to choose them, in relation to different texts in certain conditions, can be used in different ways for different purposes. The issues solved by the translator in the process of translation require finding a new solution, taking into account the meaning hidden in the text and the specifics of the relevant situation, based on the same template or general rules of the translation strategy, which allows everyone to apply certain methods and rules. can be individual. The search for a solution consists of conclusions about the possibility of using a certain rule and method, about the need to choose a unique, occasional solution,

abandoning its changing or usual, standard solution;

- the object of translation activity is the information in the original text. The semantic and formal parts of the text (message) content are related to each other. However, unity is manifested in the form of a complete whole, which acquires different significance. The relationship between the whole and its parts is manifested in different ways during the translation process. Depending on the importance of turning individual elements of the text, a relatively clear and complete expression can occur. In this sense, a whole may (or may not) be more important than its individual parts;

the language units that make up the text cannot be the object of translation by themselves, but the content of the text, the meeting of certain language tools in the text occurs through them, acquires semantic value, can determine the nature of the translation task and may cause certain difficulties for translation. In this sense, there is a problem of expressing the importance of language units in the process of translation as a part of the huge content of the text;

- the specified ratio allows to bring the educational translation used in translation training closer to the working conditions of a professional translator. At the same time, for educational purposes, it is possible to use some parts of the text, some expressions, which allow to highlight translation difficulties and issues of a certain type, as much as possible, in a small part;

- it is necessary to study the methods of solving typical translation problems and the strategy of searching for individual creative solutions, not the methods of turning the educational material (text, expression, word) used in the process of teaching translation into translation. In this sense, teaching translation requires the ability to distinguish typical translation issues in the educational material and to form general rules and specific methods of solving them. In addition to the general rules and methods used in different translations, special methods may be used for each type.[4]

In general, while mentioning the above-mentioned specific types of translated materials, it is worth noting that taking into account the pragmatic aspect is of great importance in the translation of nouns, geographical names, and various cultural and household realities, which are equivalently called lexicon. Thus, information that is implicit in the original text (known to the owner of the original language as part of his "initial knowledge"), i.e., has an abstract form for the owners of the translated language, is explicit (clear, understandable) in the translated language. that is, it is expressed concretely. Compare:

"Where you girls from?" I asked her again... "Seattle, Washington..." (J. Salinger, The Catcher in the Rye, 10) - "Girls, where are you from?" Linguistic units in different languages are not always completely interchangeable, a word characteristic of one language may not exist in another. When translating the word "Robben Island" into Uzbek, in order to give its original

meaning, i.e. to achieve a pragmatic translation, the translator uses some linguistic tools and calls it not "prison on Robben Island", but "prison on Robben Island" translates as, Here the word "island" was added so that the original meaning would be understandable to the Uzbek receptor (reader).[5:140]

Adding such information, which is unknown to the target language speakers but known to the native speakers, is a commonly used technique in translation, with the expected goal of translating the target text. is to make it as intelligible as possible to native speakers. It was Friday and soon they'd go out and get drunk. (J. Brain, Room at the Top) -Friday- payday. Soon these people go out and have fun. As it can be seen from this example, every English person knows that in England the salary is paid on Friday every week, but any Uzbek reader may not know it either. Therefore, the sentence of the day of payment was added in the translation. Therefore, it is necessary for the words used in the translation to have information that is usually known to native speakers, but may be unknown to the reader of the translated language. In the practice of translation, more than additions and omissions, the substitution method is also used as a method of conveying this or that information to the reader who speaks the translation language, which is not directly expressed in the original, but is more or less understandable to him. As an example, let's take a passage from American historian and journalist U. Shirer's "The Rise and Fall of the Third Reich": ...The jubilant Prime Minister faced a large crowd that pressed into Downing Street.

After listening to shouts of "Good old Neville"..., Chamberlain spoke a few words from a second-storey window in Number 10. (Ch. 12).

Results (Results). Translation is the process of conveying the original information to the reader in an understandable way, the reader becomes the recipient of the information after reading the text, and a certain attitude towards the information expressed in the text is formed. This attitude is called pragmatic attitude. Such relationships can be different, that is, they can consist of information that is not interesting for the reader or has a strong emotional impact on him.

Such communicative effect of the text on the recipient of information is called the communicative aspect or potential of the text. [7:56] The pragmatic potential of the text is formed by means of language expression chosen by the author: lexical, syntactic and stylistic units. The original text selects the language tools that make the information effective in accordance with its communicative purpose. As a result, the text created for this purpose will have a certain pragmatic potential and it will have a communicative effect on the receiver of information. The pragmatic potential of the text is expressed by the content and form of information, they are the means of expression that already exist in the language, and the author only uses them appropriately.

The reader's pragmatic attitude toward information depends not only on the text, but also on his personality, life experiences, knowledge,

and mental state. The pragmatic and communicative impact of the text is determined by its impact on people at different levels. Therefore, establishing a pragmatic attitude corresponding to the original depends on the choice of language tools of the translator.

In the process of translation, the translator tries to recreate the original events through language tools that are understandable to the reader. In doing so, he should not forget that the reader belongs to a completely different language compared to the original, and is a representative of a different culture and history. [8:108]

It is known that any literary work is primarily intended for the public of readers who speak the language in which this work is written. For this reason, it describes the socio-political, cultural way of life, clothes, food, etc. belonging to this nation. When the translator begins to translate such a work, he has to take into account such inconsistencies in the original language and the translated language, and add changes and additions in appropriate places. The extent to which pragmatic wisdom is correctly reflected in the translation is determined by the influence of the literary work on the reader, its artistic value, and the ability to attract many readers. The pragmatic task of the translation of such a text is to create a text that can create an artistic and aesthetic effect on the reader in the same way as in the original text. Therefore, it is important to reflect the pragmatic potential in the translation. This depends more on the translator's ability to use appropriate lexical syntactic units in the necessary places.

From the above points, it can be concluded that in order to achieve pragmatic harmony in the translation, the translator needs to know well every situation and thing expressed in the original text, that is, to have deep extralinguistic knowledge, because taking extralinguistic factors into account is the guarantee of achieving an original translation.

It is recognized that six world languages lead in the practice of international relations. One of them is undoubtedly English, which is the mother tongue of four hundred million people. In addition, about three hundred million people use this language as a means of international relations. Another one and a half billion people in the world use English as a second or third language in their work and life.

Mastering the language at a professional level and working as a translator is a unique and sensitive issue that is not widely covered. Interpreting is one of the most creative professions in the world. Interpreters in mass media

very little is written (spoken) about. That is why, as a rule, everyone has different, in most cases, wrong ideas about this profession.

Translation takes on a variety of forms, ranging from advertising text to medical terminology, from the philosophical musings of a scientist to an international field hockey argument, and so on. will come. This requires a professional translator to have knowledge not only of language, but also of oral speech.

Perhaps this profession is not as romantic as, say, a geologist or a test pilot, but it is no less interesting than an engineer or an architect. No profession gives you the opportunity to observe from presidents to ordinary peasants in situations ranging from war to scientific seminars, to visit many countries, to get acquainted with the customs, traditions and principles of so many peoples.

Translation is a very complex task. Despite the emergence of automatic translation systems based on artificial intelligence technologies, translation has always been and will remain a creative activity. If a person knows the basic minimum of necessary information about translation, he can ease the solution of the task facing the translation, because this minimum gives the translator the opportunity to fully understand the task and correctly determine his real ability to translate. For this, it is necessary to master the skills and methods developed by professional translators, as well as to make effective use of the services of translation bureaus. The style, direction, form and style of the presentation of the material are also important.

Thanks to the work of skilled translators, our ancestors were able to enjoy the works created by the great poets and writers of the world, and now we are enjoying them together with our children. A person who does not have knowledge of a language, without having knowledge of a specific specialty and experience accumulated over the years, will never be a good translator, even if he knows a foreign language well. To the fact that some intelligent and wise people tried to

translate a certain text knowing that there is "no difficulty", but when they opened the first page of the original, they encountered problems that only a professional translator could solve. I would not be flattering to say that we have all witnessed them admitting their lack of skills and putting the translation aside. Why does this happen?

Because a professional translator knows not only a foreign language, but also how to speak and write correctly in his native language, he not only has a wealth of vocabulary, but also knows how to use this wealth correctly and skillfully, the translation of a specific person can deliver the necessary speech in the language of translation at the required level. After all, in many cases, the live language of foreigners is translated into the language of the book, not into the non-literary Uzbek language. It should not be forgotten that in order to translate the text correctly, the translator must have a clear enough idea of what the conversation is about, and have knowledge of the topic, even if not deep. That's why it is necessary to have general perfection, knowledge, and a broad level - qualities formed in the nature of a good translator. A person's knowledge of his specialty is a factor in his ability to translate relevant texts if he is trained and has enough experience as a translator.

CONCLUSION

In our opinion, rhetoric is the art of influencing the listeners, attracting them to the topic, interesting them and encouraging them to fight for meritorious deeds, being able to express this

idea expressively, meaningfully and impressively. Rhetoric requires the ability of the speaker to lead and follow his audience towards his goals, to convince him, to influence his mind and behavior without leaving the cultural sphere.

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According to Yu.V. Rozhdestvensky, today's rhetoric includes the rules of writing and maintaining documents, expressing monologues and dialogues, discussions, polemics. This article examines the features of rhetoric in ordinary speech, that is, dialogues. In the rhetorical aspect, it is observed that swearing has a special significance in convincing a person of a certain idea and encouraging him to do a certain work. The word "swear" is interpreted as a responsible word, an oath, which is spoken with the mouth of someone's name in order to confirm one's truth, the correctness of one's words, and the like, to convince others.[13] When the speaker swears, he tries to prove that his words are true, so that the listeners do not doubt him. In this case, it is observed that he swears by putting the closest and dearest people, objects, and divine powers in the middle. As a result, the listener's doubts about the speaker decrease and feelings of trust increase.

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