

INTERDISCIPLINARY THEORY OF TRANSLATION

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Abstract:

As you know, the term “translation” has many meanings. On the one hand, it denotes an activity that consists in transmitting the content of information in one language by means of another language, however, on the other hand, translation represents the very results of this activity. Throughout the world, translation has become a universal activity. Bilingualism as a concept is founded within the framework of psycholinguistics by various scientists who have divergent ideas about its role in translation theory. What is translation activity? What is bilingualism? What are the specific functions of bilingualism in the general theory of translation? In this article we will try to answer the questions posed.

Keywords: cognitive science, cultural studies, language, translation, bilingualism.

Introduction

Translation science consists of several areas, among which the dominant place is occupied by translation theory, translation analysis and translation teaching methods. Translation as a discipline is interdisciplinary and is associated with many sciences, the main of which are cognitive science and cultural studies. It should be noted that conditions such as natural translation, social bilingualism, professional bilingualism and native translation are considered and investigated. Is there any need for translator training? What is the role of metalinguistic knowledge in the translation activity of a bilingual?

The interdisciplinarity of translation theory and its practical applications points to the fact that translation is not only a purely linguistic, but also a complex cognitive phenomenon. There is also one of the common misconceptions in translation practice that translation is bilingualism and that every bilingual person is automatically a translator. But is this really true? Can every bilingual person be or become a translator? Before you can answer the question most effectively, you need to have an understanding of what the bilingual represents and what the translator actually does. It is also very important to understand the relationship between bilingualism and translation. Understanding this fact will help to grasp the difference that translation is not synonymous with bilingualism, although they can complement each other. Thus, for effective translation it is necessary to overcome some “barriers” at each stage of translation implementation: •linguistic (features of semantics, syntax and pragmatics of linguistic expressions of the source language and the target language); •semantic (divergence in the semantics of languages: differences in classifications, grammatical differences, grammatical differences as a metaphorical factor, hidden categories and “false friends of the translator”);

• syntactic (syntactic types of language, lexical compatibility, i.e. two types of units - phrase and sentence, used in a certain syntactic context); • pragmatic (the degree of compliance with the target text: translation of idioms and proverbs, descriptions of anaphors, style features, paradox of quantity, translation of metaphors, etc.); • additional linguistic (search for ways to convey facts defined for the world and culture that serves the source language, the means of the target language). When coming into contact with a “foreign” culture, the recipient unconsciously evaluates it within the framework of his own culture.

This factor determines misunderstanding or misunderstanding of the specific manifestations and characteristics of a foreign culture. Thus, the distinctive features of a foreign culture may be inadequately interpreted by the listening subject or may not be understood. The translation standard develops as a result of the interaction of five different types of standard requirements: • translation equivalence standards; • genre and stylistic norm of translation; • translation speech standards; • practicality of translation standards; • usual translation rate. However, knowledge of two languages is not always enough for a bilingual to serve as an effective mediator in communication between two linguistic cultures.

Consequently, in the absence of linguistic barriers, it is cultural differences that can become an obstacle to intercultural communication. In such cases, a short translation scheme is used, which is typical for situations where the speaker does not actually know the language, and to express communicative intentions he uses various kinds of phrasebooks or dictionaries.

Recently, among a wide range of researchers: philologists, linguists and Russian specialists, who are fighting to preserve the purity of the Russian literary language, the question of preserving its uniqueness by preserving the system of norms developed over the years has increasingly arisen. The correct Russian language is important not only for its original speaker - a citizen of the Russian Federation. The Russian-speaking population lives on the territory of the CIS countries - former republics of the USSR, where it was once state.

Any existing schemes, complete and brief, are called cognitive translation strategies, since they are selected by the human cognitive system depending on the nature of the communicative situation. It is also a known fact that the average sentence length varies from language to language. For example, English is characterized by shorter sentences than Russian, French or German. If the translation process does not take these differences into account, even if it is adequate in all other respects, then it may not be fully understood by the recipient.

Every language has certain ways of expressing certain standard meanings. These methods are not regulated by the language system, but only by pragmatic conventions. The translator must demonstrate knowledge of the relevant conventions rather than offering literal translations of the relevant expressions. The translation process assumes that during its course there is a construction of some conceptual (conceptual) representation of the content of a given text, which does not depend on the features and various nuances of both languages. A separate role is given to the translation of realities.

When translating realities, there are two possibilities: • convey the corresponding meaning using units of language - goals; • preserve the reality of the source language in translation. Often during translation, other problems that the translator faces in the course of his activities are also discussed. Therefore, a qualified translator must know all the features of both languages, be fluent in the techniques of translation transformations and have an understanding of the features of another culture. Students enter universities with a certain set of knowledge about a foreign language and in a foreign language, which fully depends on the level of their preparation in secondary school or the secondary vocational education system.

They already have a fairly clearly formed picture of the existence of a foreign language, through the prism of which they look at the objectified study of this subject at a university. The task of the teacher is not only to provide the student with the opportunity to accumulate knowledge on the practice of written or oral translation, but also to teach him to think and treat translation meaningfully. Acting as a mediator of two different mentalities and cultures, the translator, when perceiving an initiative statement, must be able to determine its intentional orientation and convey the personality of the speaking subject.

At the initial stage of learning translation activities, relying on the lexical and grammatical structure of the language, it is necessary to teach students to perceive each unit of a foreign language as a sign of the expression of a specific ideological attitude characteristic of a given society at a certain stage of its development. The issue of direct and reverse translation of informative texts of various types is more precisely defined in modern linguistics. It is known that translations do not coincide as types of activity, as the operating conditions of language mechanisms, speech and the cognitive consciousness of the translator.

Changes in language must be interpreted as a constant process in order to distinguish one or another category of language, to be able to explain what exactly is taking place. Thus, the teacher must choose or build such a model of structural and content analysis of speech representation of concepts so that students can translate them into the target language. At the next stage, it is advisable to consider explicit and implicit ways of designing a given linguistic unit. These may include dictionary definitions, verb tense formants, or specifying elements.

Next, extralinguistic factors of using a language unit in speech interaction take a position, which will lead to the result of the analysis. As a rule, at the initial stage of translation, much attention is paid to working with explanatory dictionaries of foreign languages. Thus, the implementation of this type of educational work provides an opportunity to recognize areas of insufficient knowledge of students, and comparative analysis helps to demonstrate the use of various translation techniques in a particular case, identifying patterns in the implementation of the necessary lexical, grammatical and stylistic transformations, as well as in the selection of language parallels.

Thus, we examined the main problems that a translator faces in professional activity, which can be divided into several groups: semantic (differences in classifications, grammatical differences, grammatical differences as a metaphorical factor, hidden categories, “false

friends of the translator”), syntactic (syntactic type of language, lexical compatibility), practical (translation of idioms and proverbs, descriptions in anaphora, style features, paradox of quantity, translation of metaphors) and an additional linguistic factor.

Of course, it is impossible to consider all problems, since they may be different in each individual case. However, it is known that these problems are typical especially for the work of inexperienced translators. Thus, translation must meet society's needs for bilingual communication, as the maximum measure has approached natural monolingual communication. Therefore, it is very important for a translator to know what problems he may encounter in his professional activities, to know the translation standards and related requirements.

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