

PRINCIPLES OF INTERCULTURAL COMMUNICATION IN TEACHING LITERARY TRANSLATION

Djumaniyazova Nargiza

Abstract

The article deals with the need to take into account the peculiarities of the process of intercultural communication while teaching literary translation as principles and develop the methodology of teaching literary translation, aimed at the cultural and linguistic identity.

Keywords: competence, psycholinguistic specificity, perception, inaccuracy, pedagogical influence, analyze shortcomings, students' attitude.

Introduction

The study of literary translation requires the gradual formation of competences and gradations of tasks according to the degree of growth of difficulty for students.

The complex of tasks should include themselves generally preparatory, specifically - preparatory and actually practical tasks. This principle is implemented in the process of building tasks within stages into types and correlating them with each other.

The complex of tasks should take into account the psycholinguistic specificity of literary translation. Since, as a result of the training, students should be prepared for real translation activities, then the training activities should be creative or as close as possible to the upcoming translation activities.

In accordance with the chain of translation actions "perception and understanding of the original literary text (analysis of the original, consideration of its content, semantics, style) - building a semantic image of the source text (searching in the translation language and in the tradition of literature existing in this language and in this culture, equivalent means of recreating the most important features of the original) - converting the semantic image of the source text according to the laws of the translation language, that is, the construction of translated text (synthesis in the new literary work whole of features highlighted in the original and transformed in accordance with the peculiarities of the literary language of translation and many other specific conditions) "the proposed complex should include tasks aimed at improving the literary textual competence of students, which combines the skills necessary to understand a literary work, and the ability to perform with the text as one of the components of the work.

This principle is implemented when adjusting assignments for teaching literary translation based on an analysis of inaccuracies made by students in generating the translation text. This principle makes it possible to identify additional difficulties that arise for students in

the process of mastering translation activities, and to introduce additional tasks for overcoming them.

In person-centered learning, a student is transformed from an object of pedagogical influence and control into a subject of interaction, which makes the relationship between teacher and student subject - subject. Thus, we have a scheme of equal partner educational cooperation of a teacher and students in an organized way of solving educational, cognitive and communicative tasks. The student is a person, communication with which should be considered by the teacher as a cooperation.

Each student should have a plan of their own self-realization, and the system should provide with motivation for self-education, to improve vocational training, ensure the independence of knowledge extraction, teach the student the ability to learn, bring to consciousness that anybody is primarily self-education, which means independence of thinking and solving educational problems. But training should ensure the formation of professional thinking not on the basis of filling the memory, but on the basis of the realization of the abilities and updating of the student's mental labor, which is still passive-learner, perceiving thoughts as answers, and not as a problem.

It is necessary to learn to see, set and solve professional tasks independently. Independent work is considered as the most important element of the training of future specialists, the formation of students' cognitive activity. Independent work is also an element of educational work: students develop critical thinking, improve practical skills, and raise their cultural level.

Subject-subject relations require the teacher to create a comfortable learning environment, a psychological atmosphere in which the student's important socio-psychological needs of the student are given the opportunity to: recognition, respect, attention from the teacher and other students. The role of the teacher in the classroom should change significantly (from the "supervisor" of learning success to the senior partner). A huge role in the progress of the student is played by the ability of the teacher to develop and maintain the student's ability to learn.

It follows from this that another person can form only a person. The value of a teacher is not that "he serves as a kind of knowledge repeater, but that his socially professional function objectively enriches and expands, the value of his moral position increases, the function of the teacher becomes personal forming. The teacher bears in itself some educational content and it is this cultural, spiritual content that should become one of the main components of the educational process.

When teaching literary translation, one of the leading components of a teacher's professional culture becomes also its intercultural component of translation competence, because in order to teach translation, the teacher himself must be a good translator, be able to adequately and objectively evaluate the translation of students to professionally evaluate their assessment. version.

In the process of learning to translate, an especially effective means of increasing the effectiveness of classes and increasing motivation is self-control, which allows students to

compare their progress with the results of other students and analyze their shortcomings. Self-control is not only capable of supplementing and clarifying the teacher's judgments about how the teaching is going on, but also has a significant effect on the students' attitude toward studying the translation.

One of the main sources of information about how the learning process proceeds is control. However, control must be constructive, that is, focused on achievements rather than disadvantages. It should be such that students have the opportunity to demonstrate what they know and can do. The results of the control of most students should be positive.

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