Theory of Translation and its Importance Under Globolization

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Abstract: This article highlights the importance of translation as a means of communication in a globalized society. The article discusses the main theoretical aspects of translation, including its cultural and linguistic challenges. It also examines current trends and technologies influencing the practice of translation, as well as its role in strengthening intercultural interaction and exchange. Particular attention is paid to the adaptation and translation of content in various fields, including literature, media and academic research.

Keywords: Translation, grammar, lexicology, stylistics, contrast linguistics, simultaneous interpretation, connotation, sociolinguistics, grammatical translation, conscious translation, lexical translation.

Translation is a multifaceted human activity. This is the object of study of various sciences. In the system of linguistic sciences, it is closely related to grammar, lexicology, and stylistics. Translation studies many problems considered in stylistics. Translation always deals with a system of linguistic signs organized in translated texts, subject to their equivalence, unity of content and form. The translator's task is to look for parallel adequate ways of expressing the content of the original using available means of expression in the native language. For a translator who does not know the history of words, the images hidden in their roots and their stylistic properties, much of the meaning of a literary text, be it prose, poetry or any other, is lost. Without knowing all these connotations, it is impossible to understand the whole essence of the message that the author must convey to his reader [1].

These contrastive studies do not identify the object of translation with the object of contrastive linguistics, which deals with linguistic systems of grammar, phonology, vocabulary, etc. The translator primarily deals with texts, not systems. In addition to linguistic characteristics, any text presupposes a topic of communication, a situation and participants in communication, each of whom has a certain degree of linguistic and non-linguistic or extra-linguistic experience. Linguistic and extralinguistic factors and phenomena interact, and good translation is possible if we take into account the subtleties of language and the participants in the transmission of extralinguistic experience. The meaning of the sentence cannot be fully understood if the receptor or reader knows nothing about Robinson Crusoe, whose name is usually associated with loneliness [2].

Thus, translation theory and translation itself are approaching a science called "sociolinguistics"

Many aspects of the translation of fiction and poetry can be successfully studied by scientists within the framework of literary studies. The psychophysiological process in the consciousness of the translator during translation can be and is the subject of study of psychology and physiology. Various problems arising from attempts at machine translation fall within the competence of such sciences as cybernetics, applied mathematics, and information theory.

As for linguistics, it covers all types and varieties of translation. The object of its study is written and oral translation, translation of fiction and poetic literature, newspaper, documentary,

scientific and technical literature. There is every reason to believe that only close cooperation between various sciences studying various aspects of translation will successfully develop and improve the status of translation. Translation is closely related and interconnected with methods of teaching foreign languages [3].

Translation was considered a method of teaching, and there was the so-called method of "grammatical translation" (mainly from the native language into a foreign language) and the method of "lexical translation" (from a foreign language into the native language), the method of "conscious translation" proposed by L. Shcherba (it was applied at every stage and throughout the entire process of assimilation). However, practice has shown that using translation as the main type of exercise in language learning does not provide the necessary conditions for students to directly understand material in a foreign language. Modern methods of teaching a foreign language do not exclude translation from the school curriculum, but its use is not as widespread as before [4].

Analysis of recent studies and publications that examined aspects of this problem and on which the author based his argument; identifying previously unresolved parts of a general problem.

In the mid-1950s, conference interpreting was still in its infancy, and the first simultaneous interpreting was used after World War II at the Nuremberg Trials (English, French, Russian and German).

During the interwar years, only consecutive interpretation was provided at international meetings, such as the League of Nations meetings in Geneva, where English and French were used.

The first translators were not trained, but entered the profession because of their mastery of languages, prodigious memories, and their impressively broad cultural background. Some of the legendary figures of translation include Jean Herbert, André Kaminker and Prince Konstantin Andronikov, who was the personal translator of General de Gaulle and one of the founders of A11C, which was founded in 1953.

With the creation of international and European organizations (United Nations - 1945, Council of Europe - 1949, European Community - 1957), there was a growing need for a much larger number of trained specialists. To address this ongoing problem, the course has expanded to cover languages of the European Union and the UN family [6].

The situation in the early 20th century was completely different from what is now known as conference interpreting, a highly professional field requiring extensive study and specialized training. The translation of conferences actually began during the First World War, and before that all international meetings of any importance were held in French, since it was the language of diplomacy in the 19th century.[7]

After the armistice was signed on November 11, 1918, interpreters were invited to serve on the Armistice Commission and then on the Preliminary Peace Negotiations Conference. This was a period when it was necessary to develop methods for interpreting conferences. According to conference interpreter Jean Herbert, they translated in successive teams (two), each into their native language [8].

Thus, conference interpreting became a profession, adopting certain standards during the period between the two world wars. It began as a non-professional skill, evolved from translating sentence by sentence into a coherent whole, and included specialized note-taking techniques and much more.

This translation process required special qualities, in addition to excellent command of two languages, among which were tact and diplomacy; physical endurance is above average and good "nerves".

All this applies to both consecutive and simultaneous interpretation and interpreters. Simultaneous interpretation came into use much later, although the first attempts to initiate this

new procedure of conference interpretation were sometimes made at multilingual meetings in the late 20s and early 30s. In the USSR, simultaneous interpretation was first introduced at the Sixth Congress of the Communist International in 1928, when interpreters sat in the front row of the conference hall, struggling to understand the words of the speakers taking the podium. Separate booths for interpreters began to be used five years later, in 1933. Attempts to introduce simultaneous translation in the International Labor Organization were made several years before the Second World War. The interpreters there were sitting in some kind of orchestra pit just below the podium. They didn't have headphones to make listening easier and had to do their best to understand what was going on through the speakers. They whispered their translations into a device called the Hush -A- Phone [9].

Translator's notes are an ideographic system for encoding a message. They are based on words and symbols, their syntax is simple, their word order is straightforward, and their grammatical functions are expressed by fixed positions of the elements of the utterance, and the positions themselves are organized vertically.

This brief description of the translator's notes system makes it clear that to take notes, you need to translate the original utterance into another code. This code is actually very close to what was previously described as the internal semantic code of the Recipient. And the fact that the translator's notes are something that only he can read or decipher confirms this [10].

Conclusions. Thus, in order to be able to listen, understand and perceive the processed and transformed version of the original utterance, the translator must anticipate the received utterance and anticipate its morphophonemic, syntactic and semantic structure. If we now take our model of the translation process, we see that it is a two-phase process of sequential interpretation, in which the phases are separated from each other, with the first phase ending when the semantic representation is achieved in the form of notes, and the second phase beginning when this semantic representation is used to program and create a message in the TL (target language). Such a boundary cannot be drawn for simultaneous translation. If we try to visualize the process of simultaneous translation for one utterance, we will see that the processes of speech perception and speech generation coincide and run parallel to each other. The language in which the translator must take notes is the source language. Taking notes is an aid to short-term memory. It reflects the main ideas of the source text. The note-taking system is based on widely used abbreviations and individual symbols.

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