Peculiarities of Teaching Written Translation

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Abstract. The article deals with the peculiarities of teaching written translation. The content of teaching literary translation, various translator's competences and examples of exercises which are used in teaching literary translation.

Keywords: translation, source text, target text, competence, text, method, procedure, technique, linguistic, approach.

Introduction.

On December 10, 2012 the Decree of the President of the Republic of Uzbekistan № 1875 "On measures to further improve the system of teaching foreign languages" gave high motivation not only foreign language teachers but also teachers who prepare translators and interpreters. On the basis of this decree, the state educational standard was updated, work programs were improved according to European standards. The European experience of teaching foreign languages shows that it is better to develop skills in listening, reading, writing and speaking at the process of lesson. But teaching translation though, written and oral translation requires special skills and abilities. Several scientific researches devoted to the issues on teaching translation were done by Uzbek and foreign scientists. It should be noted the works on the theory and practice of translation by I.M.Tukhtasinov, L. S. Barkhudarov, E. V. Breus, V. N. Komissarov, R. K. Miner-Beloruchev, L. V. Fedorov, Eugene A. Nida and others. It should be noted that translation and interpretation as types of translation activity cannot coincide, since the conditions in which the most important mental mechanisms of the translator function are not identical. An interpreter unlike a written translator works under complicated and sometimes extreme conditions. It is considered that in written translation of texts one should bear in mind, firstly, its differences from interpretation: the absence of a lack of time, which creates favorable conditions for the translator's creative work. In addition, written translation is done with constant reference to the original, which always represents a fixed text, there is a possibility of multiple editing of the translated text, address to reference books, the Internet, and expert advice in the field of the translated text [4, 42]. These positive aspects in written translation in comparison with oral translation at the same time create additional requirements for the translated text: achieving a high level of equivalence in relation to the original, the greatest information accuracy. Translation and interpretation differ in the nature of communication with the participants in the communication act. Interpersonal relations do not play a role here, the quality assessment of the translation can be given only after the translator has completed the work [5, 83]. The difficulties in connection with this factor include the fact that, without having contact with the sender and recipient of the translation text, the translator must take into account the difference in their perception of the world, social culture, national psychology and realities. The aim of teaching written translation is the formation and

development of translation competence on the sphere (in which sphere text belongs to), linguistic and non-linguistic background knowledge, textforming ability, technological regional components.

Literature review and methodology.

In accordance with the set goals, it is necessary to apply the following general pedagogical approaches and principles of training translators: system-functional, personal-activity, competence and intercultural. Within the framework of the system-functional approach we should pay attention to the principle of integration, practical orientation, integrity, consistency and concentration of actions, flexibility and dynamism operate. The personal-activity approach allows us to organize the learning process using the principle of organizing the student's orienting activity, the principle of sequential modeling of the content of professional activity. The competence-based approach determines the ultimate goal of training - the formation of translation competence. The peculiarity of the translation profession requires the use of a specific intercultural approach [1, 12]. Besides principles were mentioned by several scientists are important in training translators. According to I.Tukhtasinov, there are four principles of organizing training translators:

− principles of approaching as a person in training translator;

− principle of proactive approach in training translators;

− principle of social-cultural approach in training translators;

− principle of discursive approach in training translators [3, 17].

Principles of approaching as a person in training translator. The main goals of professional teaching translation is organized according to social orders related to economical and cultural development of society. Principle of proactive approach in training translators. The main levels of translator's activity includes preparation for translation, comprehension of foreign language, creation of understandable text in target language, as well as identifying professional tasks for each levels. Principle of social-cultural approach in training translators. This principle gives opportunity to use the concept social institution widely because of existing the word mentioned in a social environment. Principle of discursive approach in training translators. The specifics of a professionally oriented translation, the strategy developed for this type of translation, and the requirements for the translator are determined by the subject of the professional activity. Translator uses the notions "discourse", "discourse analysis" in analyzing text. One should receive, understand and analyze professional oriented text discursive in translating into target text. In training future written translators it is actual to form translator's competence. As several scientists mentioned forming translator's competence is one of the main key in teaching translator. In my opinion in order to train professional translator one should form the following translator competence:

− linguistic competence includes knowing features of source and target languages, grammatical and syntactical structures of languages, ability to create terms in source and target languages and others;

− pragmatic competence includes the ability to compare the level of knowledge and imagination of the sender of the original text and the recipient of the translated text, to know the purpose and interests of the recipient on the basis of the translated text, the ability to choose a strategy and anticipate the mood, goals and interests of the recipient of the text translation on the specialty;

− sociolinguistic competence includes ability to make a comparative analysis of the sociolinguistic features of a particular discourse, ability to compare and analyze the sociolinguistic features of the special discourse of a foreign language and mother tongue, the ability to convey the author's speech and purpose in professional language without violating the model of speech culture adopted for communication in the scientific and technical field;

− discursive competence includes to know the main genres of discourse specific to the work of a translator, to know the communicative goals achieved in the process of their implementation, as

well as the rules and peculiarities of their expression in a foreign language and mother tongue, be able to choose the appropriate genre of special discourse for translation into the native language, taking into account the views of the author and the situation of communication, the ability to create a logical sequence in the expression of the opinion of the author of the translated text, adherence to the norms of speech and non-speech behavior adopted in the scientific and technical field of communication in the process of creating the translated text;

− social-cultural competence includes to know the rules, traditions and norms of communication in the professional field of the country where the language is studied, and to compare this knowledge in the creation and translation of special discourse, the ability to determine the required level of socio-cultural simplification of the special discourse in the translation process;

− strategic competence includes to know the factors that clarify the translation (pragmatic, linguistic, socio-cultural, discursive, situational) and the degree of their influence on the choice of translation strategy in the translation of texts by specialty, the ability to identify the maximum number of factors that clarify the translation and select those that should be taken into account when developing a strategy for the translation of texts related to the specialty in a particular communication situation;

− technological competence includes to know the methods of overcoming the differences between the genres of special discourse in a foreign language and mother tongue and to know their use in the language of translation on the basis of the norms of information presentation in a special discourse in the native language, to know how to bridge the gap between the socio-spiritual potential of the sender of the original text and the recipient of the translated text, and know how to use them in the translated text and others.

Discussion and results.

Usually, in order to improve above-mentioned competences of future translator we should use different effective exercises and tasks in teaching process. During the investigation we recommend the following exercises which used in teaching literary translation:

a) Exercises to remote morphological problems in literary text

Exercise I. Translate the following text from Uzbek into English using the translation procedure "transposition". Pay attention to the translation of words used in the function of noun.

Hasanali chiqdi. Qosh qorayib, qorong'u tushayozg'an edi. Havo bulut, achchig', sovuq yel to'rt tomong'a yugurar, onda-sonda qor uchqunlarini quvlab ziriqtirar edi. Eruv vaqtida yarim beldan loy kechishka to'g'ri keladigan ko'chalarning loyi qatqaloqlang'an, shuning uchun yurguchi qiynalmas, aksincha ola-chalpoq qor pag'alarini bosishdan vujudga kelgan oyoq ostidag'i «g'arch-g'urch» tovushlari kishiga bir turlik kayf, musiqaviy yengillik berar edilar.

Exercise III. Translate the text from Uzbek into English. Pay attention to the translation of lexical units used in the function of verb in literary text. Analyze the verb tenses in source text and pay attention to the full expression of them.

Kumushbibi bir necha fursatkacha shu ko'yi burkanib yotdi. So'ngra o'rnidan turib tashqari havliga qarab ketdi. Ko'b yig'lag'anliqdan ko'zlari qizarg'an, qovoqlari shishkan, yuzlar bo'rtkan edi. Ammo bu o'zgarishlar uning husnini, latofatini bir zarra ham kamitmay balki, o'n qayta oshirg'an edilar. Tashqarig'a chiqg'andan keyin ayvonning tumshug'iga kelib o'lturdi va o'ng qo'lining kaftiga yuzini olib fikrga toldi. Shu holda uzoq qoldi. Shundan keyin ul qo'lini yuzidan bo'shatdi-da, entikib dam oldi va kimnidir izlagandek, kimnidir kutgandek tevaragiga qarab qo'ydi...

b) Exercises to remote lexical problems in literary text

Exercise III. Read the following text and clarify the meaning of archaic words in the text. Translate the text from Uzbek into English using functional equivalence, calque, borrowing, explication translation procedures.

Uy jihozga g'oyatda boy, go'yo muzaxona tusini berar edi. Taxmonda turlik rangda atlas va shohilardan qoplang'an ko'rpalar, taxmon toqchalarig'a uyilgan par yostiqlar, qator-qator xitoyi jononlar: kosalar, ko'zalar, chinni choydishlar, laganlar, kumush qinlik xanjar va qilichlar, qalqon va siparlar, dorga soling'an turlik-turlik er va xotin kiyimlari: po'stin, chakmon va boshqalar, qip-qizil gilam va shohi ko'rpachalar kishi ko'zini qamashdirar darajada edilar.

Exercise IV. Read the text and translate it from Uzbek into English using equivalence and its categories.

Ikki kundash qarshima-qarshi o'ltirishdilar. Kumush unga tikilib-tikilib qarar edi...

Zaynab boyag'i o'ngg'aysizliqdan hali chiqib yetmagan, qizarinqirab yerga boqqan edi.
Bir-ikki daqiqani so'zsiz kechirdilar.
– Chiqmag'animni ham ko'nglingizga olibsizda, – dedi nihoyat Zaynab.
– Nega ko'nglimga olay, men yosh bolamanmi, – dedi,– kelganimga o'n besh kun
bo'lmasdan o'zingizni chetka tortib boshladingiz... Men siz bilan egachi-singil bo'larmiz, deb o'ylag'an edim...
– Hali nima bo'libmiz... Arzimagan gapni ham ko'nglingizga olabersangiz...
– Bu arzimagan gapmi? – dedi Kumush, – uyda hech kim yo'qlig'ini bilaturib
o'zingizni chetka tortasiz... Bu esa yuzingni ko'rishga toqatim yo'q deganingiz bo'ladir.

Having analyzed different aspects of literary translation learning we worked out the model of teaching which includes several stages directed to the formation of translators' basic, specific and special components of translation competence and to the development of students' ability to find and identify a better variant of translation. In order to form future translator's professional and linguistic competence we should create some exercises dedicated to analyze source and target texts paying attention different lexical units, syntactical units, stylistic devices.

As a conclusion, we can mention that in order to training professional translator we should organize education profess which help to translator's professional competence (linguistic, pragmatic, sociolinguistic, discursive, social-cultural, strategic, technological competences). Education programs should be created according to the demand of marketing on specialists in this sphere.

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