

*To'xtayeva Shahlo**Samarkand Institute of Foreign Languages
shahlotoxtayeva0@gmail.com***METHODOLOGY OF TEACHING TRANSLATION THEORY AND PRACTICE**

Annotatsiya: Tarjima nazariyasi va amaliyotini o'rgatish metodikasi samarali tarjimonlarni yetishtirishda hal qiluvchi ahamiyatga ega. turli tarjima nazariyalarini qiyosiy o'rganishni integratsiyalash talabalarga tanqidiy fikrlash va moslashuvchanlikni rivojlantirishga imkon beradi. Tengdoshlarni ko'rib chiqish va hamkorlikdagi loyihalar orqali o'quvchilar turli nuqtai nazarlarga ega bo'lishlari va kommunikativ malakalarini oshirishlari mumkin. Talabalar asosiy tarjima tushunchalarini, masalan, ekvivalentlik, sodiqlik va dinamik va rasmiy tarjimoni tushunishlari kerak. Bir vaqtning o'zida amaliy mashg'ulotlar, jumladan matn tahlili va tarjima vazifalari ularning malakasini oshiradi.

Kalit so'zlar: tarjima nazariyasi, tarjima amaliyoti, metodologiya, nazariy tushunchalar, tarjima dasturi, tanqidiy fikrlash, kommunikativ kompetensiya, metodologiya.

Аннотация: Методика преподавания теории и практики перевода имеет решающее значение в подготовке эффективных переводчиков. Интеграция сравнительного изучения различных теорий перевода позволяет студентам развивать критическое мышление и гибкость. Благодаря экспертной оценке и совместным проектам учащиеся могут получить различные точки зрения и улучшить свои коммуникативные навыки. Студенты должны понимать основные концепции перевода, такие как эквивалентность, точность, а также динамический и формальный перевод. В то же время практические занятия, включая анализ текста и выполнение переводческих задач, улучшат их навыки.

Ключевые слова: теория перевода, практика перевода, методология, теоретические концепции, программа перевода, критическое мышление, коммуникативная компетентность, методология.

Abstract: The methodology of teaching the theory and practice of translation is of decisive importance in the training of effective translators. Integrating comparative study of different translation theories allows students to develop critical thinking and flexibility. Through peer review and collaborative projects, students can gain diverse perspectives and improve their communication skills. Students should understand basic translation concepts such as equivalence, fidelity, and dynamic and formal translation. At the same time, practical training, including text analysis and translation tasks, will improve their skills.

Key words: translation theory, translation practice, methodology, theoretical concepts, translation program, critical thinking, communicative competence, methodology.

The first theoretical ideas about translation originated in ancient Rome. Aristotle, Cicero and Horace, who mastered the Greek and Latin languages perfectly, put forward the opinion that it is not appropriate to follow the sequence of words in the process of translation, and that it is better to weigh their expressions first and then translate them. After that, Bartolomeo and Manetti in Italy, Du Belle and Malerbe in France, Bacon and Dryden in England, Goethe and Humboldt in Germany, Lomonosov and Sumarokov advanced their theoretical understanding of translation. Thus, until the 20th century, the word "translation" acquired a certain meaning and was used only for the translation of historical, philosophical and literary works, and for the oral translator it was "tilmoch" in Turkish,

"tolmach" in Slavic, and "tolmach" in German "dolmetschen", "interpreter" is used in English and French. The ideas expressed about the theory of translation also have a general meaning in this regard. For example, the well-known French linguist George Munin admitted that there are no ideas about translation theory in the studies of F. de Saussure (1857–1918) and O. Harry Jespersen (1860–1943), even Sh. Balli (1865–1947) and J. Vandries (1875–1960) also do not comment on this. The first studies on the theory of translation began to appear in the twenties of the last century. Published during this period were F. R. Amos, J. P. Postgett, In the books of O. M. Finkel, M. P. Alekseev, Sanjar Siddiq's pamphlet "The Art of Literary Translation" (1936), there were no specific opinions recognizing the theory of translation as a science. Studies defining and advocating translation theory as a science began to be published by the fifties of the century. More precisely, in 1952, the publication of the famous translator I. Kashkin's "Unreliable principle and vague conclusions" and the famous linguist A. A. Reformatsky's "Linguistic issues of translation" in the magazine "Inostrannie'e yazi'ki v shkole" caused the beginning of debates in this field. For example, Professor A. A. Reformatsky in his article says that "although the practice of translation serves all disciplines, the theory of translation cannot be an independent science. It can be only one branch of linguistics. Soon, translator A. V. Fedorov opposed this opinion of the scientist: "It is necessary to recognize the theory of translation as a science. Only in terms of its construction, it should be related to the direction of linguistics. During these years, bold ideas about the theory of translation began to be expressed in Uzbekistan as well. Askad Mukhtar, Jumaniyaz Sharipov, Gaybulla Salomov, Ninel Vladimirova's treatises and articles discussing the theory of translation were published.

In 1953, the establishment of the International Association of Translators - FIT (Federation Internationale des Traducteurs) played an important role in the further development of the activities of translators and translation specialists. Since 1955, the journal "Babel" ("Babil"), the organ of the association, has been published. In these years, the researches of scientists from different countries on the problems of translation theory were published one after another. Among them, the books "Beautiful but Unfaithful" by the French George Munin and "The Art of Translation" by the Englishman Theodore Savory became important at that time. Especially the Canadian linguists J. P. Vignier and J. Darbelne published in 1958 "Comparative Stylistics of French and English. In the monograph "Tarzima tadaridig" the theory of translation is interpreted in the direction of comparative linguistics, and the authors put forward the thesis that it is a science based on pure linguistics. They bring their thoughts closer to the teaching of the famous linguist Charles Balli, that translation is a system belonging to two languages, which occurs in the process of convergence of the original language and the translated language. In this process, they come to the conclusion that the original language does not change its state, and the translated language changes depending on the existing conditions and is forced to express the linguistic conditions of the original language. The theory of translation scientifically and critically examines views, points of view, observations, and various experiences related to the wide live practice of translation, describes the rules and principles of translation, their limits, and standards. Translation should be an object of scientific and theoretical learning. It should focus on the process of analysis and integration, what should be emphasized in the text, what information is needed and what to pay attention to in order to achieve the goal. Translation is a complex process that involves linguistics, psychology, culture, literary process and other factors. Translation is viewed from the point of view of linguistics as a type of speech, that is, the process of translation means turning one desired text into another language - transformation. This is the process of translation from the point of view of linguistics. Thus, "translation" can be considered as a kind of specific transformations. It follows that if the subject of translation theory is the study of scientific views on interlanguage transformations, that is, the translation process, then existing translations serve as its object. When translating, work is done with 2 texts, one of which is created independently of the

other and performs the function of the source text, and the second is created on the basis of the same text through a number of operations, interlingual transformations. The first text is called the original text, and the second is called the translated text. The language in which the original text is written is called the source language. The original text is translated into the target language. Translation as a science has its own methods of analysis. Today L.S. According to Barkhudarov, translation studies has the following methods of analysis: 1. Comparative method (because in any case, translation is carried out based on the comparison of 2 languages).

2. Method of separation into components (method of analysis by separation into sections).

3. Transformational method (the method that identifies the first language tools, ancient types, studies and analyzes the language tools derived from them (lexical, Grammatical transformations)).

4. Statistical method.

5. The method of opposition (method of analysis by comparing and contrasting). In translation studies, different types of translation can be distinguished depending on the form of the material in the original language and the translated language. This is the basis for the first classification. In translation studies, the types of translation are distinguished based on their content and essence, in which translation is classified based on their content or essence rather than the form of the texts in both languages.

L. S. Barhudarov distinguishes four main types of translation according to the form in which the original language and the translated language text are presented:

- 1) orally-verbally;
- 2) in writing;
- 3) oral-written;
- 4) written-oral.

Among these types of translation, the theory of oral-oral translation is divided into 2 types:

1) consistent oral translation;

2) simultaneous interpretation. The methodology of teaching translation theory and practice involves a systematic approach to developing the skills and knowledge necessary for effective translation. It incorporates various theoretical frameworks and practical techniques. Here are some essential components. Translation theory provides the foundation for understanding how to approach translation tasks. Key concepts include equivalence, fidelity, and the distinction between dynamic and formal translation. Educators should engage students in discussions about these theories and their implications for translation practice. In addition to theoretical knowledge, practical application is crucial. This involves hands-on exercises that allow students to translate different types of texts. Assignments should cover a range of genres, including literary, technical, and legal texts, emphasizing the importance of context in translation. Incorporating technology can enhance the learning experience. Students can use translation software, online resources, and collaborative tools to facilitate their learning. Familiarity with these technologies prepares students for real-world translation scenarios. Encouraging students to think critically about their translations fosters deeper understanding. They should be taught to analyze their choices and assess the effectiveness of their translations in conveying meaning. Group work can enhance learning outcomes by allowing students to share their perspectives and critique each other's work. Collaborative projects can simulate professional environments, preparing students for future work in translation teams. Constructive feedback is essential for improvement. Educators should provide detailed evaluations of student translations, highlighting strengths and areas for growth. Peer reviews can also be an effective tool for learning. Translators must be sensitive to cultural nuances that impact language use. Teaching should incorporate discussions about cultural context, idiomatic expressions, and the importance of being culturally competent when translating. In conclusion, the methodology of teaching translation theory and practice requires a balanced approach that combines theory with practical application, technology,

and collaborative learning. By emphasizing critical thinking and cultural awareness, educators can equip students with the necessary skills to succeed in the field of translation.

References:

1. Hamidov X., Ismatullayeva N., Ergasheva S. Sinxron tarjima (o'quv qo'llanma). – T.: TDSHU, 2020. — 144 b.
2. Ochilov E., Xodjaeva N. Tarjima nazariyasi (o'quv qo'llanma). – T., 2020. — 182 b.
3. Виссон Л. Синхронный перевод с русского на английский. Приемы. Навыки. Пособия. — М., 2001.
4. Гофман Е. А. К истории синхронного перевода. // Тетради переводчика. — М., 1963. — С. 20-26.
5. <https://reyting.cspu.uz/storage/upload/files/18356713035184895.pdf>