

FORMATOR OF COMMUNICATIVE COMPETITION METHODS OF
TRANSLATION

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Abstract: *From the point of view of the theory of modern speech activity, it is simplistic to imagine that the formation of language competence (knowledge about the system and structure of the language) can be distinguished as an independent stage of learning with advantage some technique, for example, translation. Formation of language competence ensures speech activity of the student should be accompanied by the formation of communicative competence. Translation can be used not only in linguistic, but also in the formation of communicative competence. Our following researches are dedicated to the role of communicative competence in the field of translation and translation methods in its development.*

Key words: *translation, communicative method, teaching-translation method, intensive method.*

Communicative direction implies an intensive and purposeful study of the parts of the language system, first selected functionally or situationally, and then generalized according to the internal logic of the language system. Educational translation is a means of developing communicative competence is also very effective. Since the programming of speech acts, especially in a non-linguistic environment, is mediated by the student's native language, it is inevitable that speech skills and skills will automatically and unconsciously pass from the native language to the language being studied in the context of semantic similarity. It is at this point that the point of view of psychologist V. Belyaev, one of the founders of the conscious-practical teaching method, is not confirmed. V. Belyaev believed that thinking in a foreign language is significantly different from thinking in the native language, and as a result, translation cannot be an effective tool for teaching a foreign language. A simple translation, used skillfully and purposefully in the learning process, can become an effective technique that transforms unconscious transference into conscious, controlled transference.

We noted above the high efficiency of translation in teaching writing. But translation is also effective in teaching certain types of reading. Translation as a unique method in different conditions, forms and profiles of education (in and outside the language environment, in short-term courses and in bachelor's and master's training courses, in teaching philologists and non-philologists, etc.), the final different educational systems (receptive, reproductive and productive bilingualism) can be used, which differ in the goals. Translation as a unique method can be used in various teaching methods (except direct translation, of course). At the same time, within different methods, translation can be used at different stages and perform different functions. Thus, the possibilities of translation for the translation-grammatical method are most evident: translation works in it as the main method of teaching and learning. It would be wrong to think that this method cannot be applied now.

It seems that it fully ensures the training of scientists who aim to read special literature in English (receptive bilingualism, which can be achieved on the basis of one component, that is, on the basis of knowledge of the units of the language system, this can be explained). Translation also plays an important role in the suggestopedic teaching method: the content, organization and conduct of lessons are carried out with the help of an intermediary language. Translation ensures that information presented globally can be understood by a native speaker in the target language. In addition, translation from the studied language into the native language can be used as a means of controlling comprehension, and translation from the native language into one's own language can be used to control the level of formation of grammatical skills. Within the framework of the audiolingual method, translation can be used as a means of semanticizing language and speech units, as well as a means of monitoring comprehension. The audiovisual teaching method usually includes the principle of non-translation, but this principle, according to some authors, is a disadvantage of the audiovisual method, because non-translation creates great difficulties at the stage of introducing new material.

The conscious-practical method objectively includes the widest possibilities of using translation. It is convenient to consider them as an example of teaching the Uzbek language to foreign students who are not philologists at universities. This example is of interest, firstly, because a lot of methodological experience is accumulated here, and secondly, because it is regulated by a detailed program that reflects not only the content of the training, but also methodological principles and even some specific techniques. The following two features of the program are of particular importance for the following description: 1) it clearly expresses the main task of learning - the principle of the program: ensuring students' speech activity in the fields of professional, business, cultural and household communication. 2) emphasizes translation as an independent aspect of learning for the first time.

Let's first look at the dynamics of the use of translation according to the stages of learning. It is known that there are two extreme points of view on the question of when to introduce translation into the educational process: according to one, translation can be used only at the initial stage, and then gradually eliminate it; according to the second, on the contrary, only at an advanced stage. The second point of view is presented in complex programs. Both approaches seem one-sided to us. Translation can be used throughout the educational process - from elementary to advanced level, compare. At the same time, depending on the content and specific goals of each stage, the types of translation, tasks, units of translation material: individual phrases - lexicogrammatic constructions - the whole text changes in its functional-stylistic and genre-thematic aspects. The dynamics of the use of translation in complex programs is determined by the content and goals of the educational stages. At the initial stage, translation can play an auxiliary role in teaching speaking and writing skills, but gradually its types and appearance become more complex, and at the advanced stage it works as an independent aspect. At the initial stage of teaching, two main tasks are solved: 1) teaching the language as a means of communication in certain everyday situations, 2) teaching the language as a means of obtaining scientific information. (The educational process is usually divided into relevant sub-stages or aspects of education.)

In teaching the language as a means of communication in the language environment, special attention is paid to the development of listening, understanding, and speaking skills, along with paying attention to the correctness of speech in the studied language. At this stage, translation is used at all stages of working on the language material: introducing, strengthening, teaching, as well as controlling students' knowledge and skills. Comparison of the structures of the studied language with the native language in the form of translation is especially important at this stage, because it serves as a starting point for the formation of linguistic consciousness. Comparison gives students an idea of the structural uniqueness of the language being studied, gives the teacher an opportunity to take into account the real difficulties in English for students, identifies the root cause of mistakes, and thus makes the teaching and learning process more targeted. This comparison provides the most efficient and economical method of elucidating new material, taking into account the difficulties and errors that may arise from interference. Comparison is also effective from the point of view of student psychology, because it allows to overcome the student's perception of language as an ill-ordered and illogical subject, islands of unique rules disappear in a sea of exceptions. It is not for nothing that the first-level textbooks focused on a specific language usually have translation exercises that contribute to the formation of language competence.

When teaching the language as a means of obtaining scientific information, when an intensive process of vocabulary acquisition takes place, translation can be used as an effective method of semanticization. At this sub-stage, for example, the translation of terms and terminological combinations can be offered to quickly master the laws of the formation of terms in English and collect the terminological minimum. At the main stage, when the problem of knowledge of the practical language is fully solved as a means of acquiring knowledge in the specialty profile, in reading educational, artistic and scientific texts, listening to lectures on the specialty, understanding as a necessary condition for understanding the content, First of all, the provision of structural and oral materials is one of the most pressing issues. Practice shows that during this period, the errors caused by interference under the pressure of a large number of lexical and grammatical structures come to life.

Incorrect use of grammatical constructions leads to logical errors. Therefore, regardless of whether it is aimed at meaningful understanding of the learning process (it depends on a number of extralinguistic factors) or only structural-oral translation, it is an effective means of ensuring awareness of the mechanism of a foreign language compared to the native language. Translation acts as an optimal complex exercise for the conditions and tasks given here, which allows covering different aspects and levels of text organization. At this stage, by listening to the printed text in writing (without a dictionary and with a dictionary), orally (for example, from a movie), prepared and unprepared, word-by-phrase and paragraph-by-phrase translation of small informative texts can be recommended. At this stage, students should develop basic translation skills that provide general skills for moving into the structure of another language.

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