

# Translation and Terminology Problems in Teaching Foreign Languages

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**Abstract.** In this article, problems encountered in the process of translation of foreign languages, in particular, cases related to terminology, are highlighted. It is based on an approach aimed at forming the main competencies of specialists in any field.

**Key words:** pedagogical ability, terminology, translator, foreign language, grammatical error, translator skill.

## Introduction

The design of educational standards based on modern pedagogical technology is based on a competency-based approach aimed at forming the main competencies of specialists in any field. In recent years, the number of graduates of higher education institutions who communicate in a foreign language, establish oral and written cooperation with foreign firms and enterprises during their professional activity is increasing. Thus, teaching translation from one language to another becomes one of the relevant elements of teaching a foreign language in a non-linguistic university. In the methodology, it is customary to distinguish the following types of translation: from a native language into a foreign language and from a foreign language into a native language. In addition, students can read the entire text several times, which will create a general impression of what is written. This is one of the main differences between written translation and oral translation, since when interpreting, students do not know what will be said later. With a written translation, you can see the entire text and you can repeatedly re-read and revise it. The positive thing about working with the text in writing is that, without voicing the translation, the translated new words are transferred to the subconscious and passive command of a foreign language, almost without affecting the active consciousness. Of the existing types of translation, the most relevant and appropriate is teaching students of a non-linguistic university to translate from a foreign language into their native language.

In modern science, there are a number of definitions of translation, with varying degrees of completeness, reflecting different sides of this multifaceted phenomenon. In this article, by translation, we mean the full transmission of a message by means of one language to another language. In general, a written translation is a translation in which both the original and the translated text appear as fixed texts on paper, which can be repeatedly accessed. At the same time, written translation can be performed both from written sources and from oral ones.

The process of written translation, as well as the translation process in general, covers a whole range of mechanisms that perform a planning and regulating function in this speech activity.

### **Material and methods**

At the same time, the mechanisms are considered from the standpoint of not only a systemic, but also a level approach. Using the concept of a tiered approach, it is possible to distinguish three levels of translation activity mechanisms

1. General psychological mechanisms: perception and generation of text in translation; memory; comprehension;
2. Specific activity mechanisms: level regulation of activity; attention; anticipatory reflection of reality in the form of probabilistic prediction of perceived and proactive synthesis of generated speech;

Specific mechanisms of translation activity: mechanism of transcoding of external language codes into internal speech codes; switching mechanism. The process of translation consists of several stages: reading the entire text, perceiving the general points of the translated document, understanding its meaning; actually, translation; recording the translated text. In order for the translation to be performed qualitatively, the first stage should not be neglected, since understanding the general meaning of the translated document facilitates the translation process. In order to determine how well a written translation is performed, there are several criteria. One of the conditions for the quality of a written translation is its accuracy. This condition assumes the exact correspondence of the content of the original and translated text. This condition is the main one, since if the content of the texts does not match, the translation cannot be considered high-quality.

The second condition that determines the quality of translation is its transparency. This criterion assumes that the translated text should be perceived not as a translation, but as a text composed in the translating language, in compliance with all the norms and rules of spelling. The most important condition for high-quality translation is the development of skills to divide the translation process, which is uniform in its practical implementation, into two interrelated, but with their own pronounced specificity stages - understanding the text and the translation itself. Knowledge of vocabulary, grammar and phonetics is a language competence, and the ability to freely express one's thoughts in one language or another is a speech competence. The language reflects the national vision of the surrounding world, its uniqueness associated with the geographical location of the country, its history, religion, traditions and customs. In other words, for a high-quality translation, linguistic and cultural competence is necessary, which implies knowledge not only of the native culture, but also of the culture of the people into whose language it is necessary to translate.

Examining the question of teaching translation, it should be noted that it can be considered as:

1. a type of speech activity and the result of this activity;
2. a means of mastering a foreign language and a method of developing skills and abilities;
3. a way to control the accuracy of understanding.

If we talk about translation as a form of speech activity and its result, the development of this activity requires the formation of students' knowledge of translation theory, as well as skills and abilities in translation. Based on the data of psychology, we can say that when switching a person's speech action from the system of the native language to the system of a foreign language, the first does not exclude, moreover, sometimes it is a factor contributing to the formation of foreign language skills and the development of skills. Thus, the rational use of comparison and translation techniques causes significant activity of higher nervous activity, which, in turn, has a beneficial effect on the learning process.

### **Result and discussion**

As a result of the expansion of international relations and the exchange of scientific and technical information, the translation process is considered as a multidimensional activity involving overcoming not only linguistic, but also cultural barriers. When teaching translation, it should be remembered that competent translation requires not only language and speech skills and abilities in all types of speech activity, but also language and speech (communicative) competence. Translation is a type of communicative activity in which the translator performs an important social function of an intermediary between two multilingual and multicultural communities. However, to perform this function, it is important to have certain knowledge, skills and abilities, as well as the necessary translation competence, which is formed in the process of learning a foreign language. About the multicomponent composition of translation competence, we will indicate the main components of professionally oriented translation competence: - linguistic competence in receptive and productive plans in native and foreign languages; text-forming competence, i.e. knowledge of the correlation of the rules for generating texts in native and foreign languages, the ability to build texts adequate to the original of different functional style, genre and type;

- communicative competence, assuming the ability to convey the meaning of the text as fully as possible;
- technological competence, i.e. specific knowledge, mastery of basic translation strategies and techniques;
- special competence (knowledge of the subject; possession of the conceptual and terminological apparatus of this subject area);
- compensatory skills, i.e. the ability to use dictionaries, reference books, databases and other sources of additional information.

Translation training involves simultaneous, parallel formation of speech skills and the development of skills in the main types of speech activity and the formation of proper translation competencies in its main types. In addition, it is advisable to combine translation training with informative reading and writing training, and interpretation training with speaking and listening training. At the same time, it can be said that the co-teaching of language and translation becomes more rational if it is implemented on a correlation basis. The most acceptable task regarding teaching translation in a non-linguistic university is to use translation as a way to control the accuracy of understanding a written text. Unlike teaching other practical aspects of the language, it is advisable to start translation training at the senior stage, when students have mastered a significant amount of knowledge of

vocabulary, phraseology, grammar and stylistics sufficient for fluent reading in a foreign language. In the course of practical training, along with studying the rules of translation, the teacher should demonstrate successful and not quite successful translations to students so that they develop the right assessment attitude both to the available samples, and thereby to previous translation experience, and to their own knowledge and capabilities.

**In conclusion**, it should be noted that in the conditions of a non-linguistic university, the formation of skills and the development of translation skills should be carried out together with the teaching of language, speech and linguistic and cultural competencies. In addition, students of a non-linguistic university should understand that translation is a means, the mastery of which, along with other communicative competencies, will allow them to solve professional tasks more effectively, will contribute to increasing competitiveness in the labor market, will allow access to new information resources, expand qualification opportunities, etc.

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