



USE OF HIGH TECHNOLOGIES IN TEACHING WRITTEN AND ORAL INTERPRETATION

TillayevaMuyassar (Shahrisabz branch of TSPU, teacher of the department of humanities, Shakhrisabz, Uzbekistan)

Annotation: This article is about preparing a translator for a written translation. Recently, there is a growing desire to introduce new technologies in the educational process. In general, the process is logical and reasonable. There are many types of translation training and they use the most basic techniques. In the article, these technical methods are explained.

Keywords: translation, written translation, methods of teaching translation, modern technologies, electronic dictionaries, Internet, digital overhead projector.

Аннотация: Эта статья о подготовке переводчика к письменному переводу. В последнее время растет желание внедрить новые технологии в учебный процесс. В целом процесс логичный и разумный. Существует множество видов обучения переводу, и в них используются самые базовые приемы. Статья объясняет эти технические методы.

Ключевые слова: перевод, письменный перевод, методика преподавания перевода, современные технологии, электронные словари, интернет, цифровой оверхед-проектор.

Modern technology has radically changed many aspects of life, but it is also helping to increase the effectiveness of the learning process.

Of course, the use of modern technology in the process of teaching serial and simultaneous translation is effective, but in our article we conducted research to find an answer to the question of how these technologies can be used in written translation lessons [5,3].

There are many types of translation training and they use the most basic techniques. Students receive homework in the form of printed text and translation is required. In subsequent lessons, the translations will be discussed by students, edited, and evaluated by the teacher. It is safe to say that in most cases, both the student and the teacher work with only dictionaries in the form of paper, pens and books.

However, such an approach to the educational process is not in demand today. Experience has shown that a translator's tools should include, at least in addition to the above, a computer with Internet access and the ability to work with that computer.



The role of the Internet in the work of translators is explained by the following. It is well known that in order to create an adequate translation, the translator must have an idea of the exact content of the text. In addition, it is important to have an understanding of the meaning of all lexical units, the morphological forms used in the text, and the syntactic constructions. The contextualization of the text plays an important role in the pre-translation analysis of the text and in the translation process, in other words, the translator must understand the fragment of events reflected in the text and incorporate it into the broad linguistic and cultural context.

Linguistic dictionaries help the translator to analyze and understand the meaning of all lexical and grammatical units in the original text. The translator's worldview, knowledge of linguistics and ethnography, various reference books on ethnography and manuals in special fields (history, technology, medicine) help the translator to clearly see and imagine the fragment of reality behind the text.

However, the increase in the number of bionims in all spheres of human activity, and changes in language (especially slang, special terminology, etc.) are far ahead of paper dictionaries and reference books. In addition, with the development of communication technologies, with the proliferation of types of translations around the world, it is often necessary to translate texts written in the coming days, on the one hand, and on the other - to today's high culture. the translation of texts devoted to current mummies is gaining relevance.

Therefore, a translator who does not have access to the Internet does not understand the contextualization of the modern text being translated, and the quality of the translation is not high enough.

An online translator has the ability to work with a large number of dictionaries, often electronic versions of today's most respected dictionaries. The issue of e-dictionaries raises many questions among translators and translators. For example, one of the main reasons for the criticism of popular electronic dictionaries (including "Lingvo" and "Multitrana") is that these dictionaries lack consistency, do not meet lexicographic standards, and are open to editing. that is, anyone can make changes to them, no one can guarantee his competence. However, it should be noted that e-dictionaries, which are edited by users, also serve as an important reference in the translation of words and phrases that have recently appeared.



It should be noted that today, electronic versions of both general and special periodicals are being created. As a result, most of the resources available on the Internet are available in paper form, and the notion that they are of no particular importance is frustrating.

If the Internet becomes an interpreter's day-to-day tool rather than an optional one, higher education institutions should provide students and teachers with unrestricted access to the world's electronic research network. Otherwise, it is unethical to require students and teachers to use the Internet in the classroom.

Based on the above, the following is recommended for a higher education institution:

1. All buildings of the institute should be provided with a sufficient number of computers connected to the Internet, in any case, all computers should be connected to a single network to control access of students and teachers to the Internet, and each student and teacher should be given an individual password.

2. Of course, it is not necessary to conduct all translation courses connected to the Internet, so it is advisable to install WiFi-wireless connection in all educational buildings. Every student and teacher will be able to connect to the Internet when needed via a laptop or phone with WiFi connection. The organization of such a network does not slow down the performance of the desktop computer.

A digital overhead projector (visualizer, document camera) is a device that allows you to display any image, picture or text on a screen or white wall. In general, a digital overhead projector is a piece of equipment with an automatic function that regulates the working surface, the illumination of the image placed on the surface by a light source, optical zoom and sharpness.

The digital overhead allows the teacher to display on the projection screen any drawings of objects, manuscripts (small size), books (large size). Showing photos, changing pages of books, viewing, making various changes to notes are carried out as soon as possible.

In order for the new device to be introduced into the educational process, we believe that it must meet four requirements. With a digital overhead, we present these four requirements. The practical advantages of a digital overhead projector in the translation classes are enormous. In the classroom, the teacher performs two types of work with students: translations of homework (or other written assignments) and instructs students to complete assignments in the classroom - in writing or orally.



A written review of homework is done for two purposes. Firstly, students are checked on how well they completed the task, what mistakes were made and how they can correct them. Secondly, students comment on translations made by others and describe the shortcomings and successes of translations. This second phase of work is important for developing professional translation skills.

When translating other translations, students develop translation editing skills. In this case, the student will consider all alternatives to the available translation options and will understand that there will be a large number of adequate equivalents of the translation options. Evaluate other translations through critical thinking, in addition to teaching the future translator to correctly formulate evaluation criteria and feedback, identify errors in the translation process, and learn to edit your own translation.

So far, students have taken a long time to analyze and edit their translations in this way. Because I had to read a certain part of the text several times to identify and analyze errors and shortcomings in its translation. The teacher had to write to compare translations, analyze the results and point out the strengths and weaknesses.

Of course, this process requires a lot of attention and time. A novice translator, usually engaged in his own translation, must read three or four times to perform his analytical analysis, bearing in mind other versions of translations. As a result, this version should be read in several separate sections so that all students in the audience understand the translation options. In addition, in this case, editing is done verbally, and the results are not displayed exactly in the student notes.

A digital overhead projector, on the other hand, increases the efficiency of the process for the audience. Teachers and students are in constant visual contact with editable text, just as a person works with a student. With Codocop, you can organize your practice from top to bottom as follows. Students bring 2 copies of their translation to the printer. A copy of the translation under discussion is covered by the overhead.

Thus, all students in the class see a translation option that needs to be discussed. Then the student reads the translation. During the discussion, the teacher can make changes to the text of the translation (proposed by him or other students). These changes are reflected on the surface. As a result, the time required for analysis and editing is significantly reduced, and you can simultaneously visually control the correctness or incorrectness of editing.



Another advantage of transferring translation options to the big screen is the high level of quality of translations made by teachers, which means that this option is not only stylistic, but the content corresponds to the source text, but also to the technical design of the text, spelling errors, and the punctuation of the language in which a translation has to be made, should be sufficient. In practice, these requirements are not always met. Students bring their translation options to the classroom with many spelling and punctuation errors, Latin spelling of famous names, many other translation options in brackets and unfinished sentences. These errors and omissions in the oral reading of the text are not known in military cases, so students come to the lesson with poorly designed copies of the translation options, and as a result, the level of translation assessment is significantly reduced.

The digital overhead projector has a memory card that allows you to save and use the images, charts, and text displayed on it. In fact, this is different from a digital camera. In this way, the teacher will be able to keep the assignments completed by the students for many years. The presence of such an archive allows the teacher to regularly monitor the mistakes made by students in the future, look for effective ways to solve them, and also analyze the stages of formation of the student's professional skills. Such a database may be useful in the future when creating scientific and methodological works in the field of translation research and teaching translation. In addition, having a set of all the student's homework assignments is a good argument to show the student who is not happy with the grade.



References

1. Karimov I. Decree of March 21, 2012 “On measures to introduce and further develop modern information and communication technologies”.
2. Salomov G. Culture of translation. Tashkent: Teacher. - 1982. – p 158.
3. Vasiliev A. Computer at the place of the translator // Submarine. 1998, No. 6. – p45-49
4. Vinokurov A.A., Chukanov V.O. A new method for evaluating machine translation. // Information technologies and systems. Hardware Software Security. Trends and Prospects - Collection of articles: M., International Academy of Informatization, 1997. – p58-65
5. Kirkwood G.U. Translation as the basis of contrastive linguistic analysis // New in foreign linguistics. Vol. 25: Contrastive Linguistics / Comp. V.P. Non-Sign / General Ed. V.G. Gaka. - M.: Progress, 1989. – p 341
6. Klimzo B.N. Translation of patents. - M.: MGPII them. M. Toreza, 1976. – p 58.
7. Komissarov V.N. Theoretical foundations of the translation training methodology. - M.: Publishing house “Rema” - MSLU, 1997. – p17-20, 46-51.
8. Krupnov V.N. Level testing of translator's actions in the educational process as a principle of teaching translation // Scientific works of Moscow State Pedagogical Institute named after M. Toreza. - 1982. - Issue. 203. – p 183-198.
9. Latyshev L.K., Provotorov V.I. The structure and content of the training of translators at a language university: educational-methodical manual. - Kursk: Publishing house of ROSI, 1999. – p 8-11, 98-99, 125-128.



10. Latyshev L.K., Semenov A.L. Questions of the teaching technique of translation // Latyshev L.K., Semenov A.L. Translation: Theory, practice and teaching methods. - M.: Academy, 2005 . – p162-186.