

LINGUISTIC FEATURES OF THE TRANSLATION OF PEDAGOGICAL TERMS INTO ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

The paper presents an analysis and translation of some terms of modern methods of teaching a foreign language. The sphere of research work has become the terminology of the communicative methodology of teaching English. When translating terms, the main task is to create an adequate translation.

Keywords : *term, terminology, communicative methods of teaching a foreign language, methods of translation.*

АННОТАЦИЯ

В статье представлен анализ и перевод некоторых терминов современной методики обучения иностранному языку. Сферой исследовательской работы стала терминология коммуникативной методики обучения английскому языку. При переводе терминов основная задача - создать адекватный перевод.

Ключевые слова: *термин, терминология, коммуникативные методы обучения иностранному языку, методы перевода.*

INTRODUCTION

There is a large number of works devoted to the translation of terms from various fields of knowledge: architectural, metallurgical, meteorological, financial. However, the translation of the terms of the methodology of teaching foreign languages has not been studied so extensively. This is probably due to the lack of the need for translation for teachers who know a foreign language (in particular English).

According to existing data, up to 75% of the time spent on translation in the study of methods of teaching foreign languages is spent on translating terms and studying their origin. Therefore, the problem of studying the translation of terms is becoming more and more urgent, and it is no coincidence that teachers and translators are constantly interested in the study of English terms in the methodology of teaching a foreign language. From pedagogy, we know such terms as educational theory - the theory of learning, acquire knowledge - to acquire knowledge, teacher - a teacher. In turn, the methodology of teaching a foreign language has such terms as target language - the target language, language learning theory - the theory of teaching foreign languages, speaking skills - speech skills, etc.

Correct translation of terms as key units of scientific pedagogical texts is a prerequisite for the accuracy of translation of the entire scientific article.

When translating terms, the main task is to create an adequate translation. Research work was carried out to determine the prevailing ways of translating terms in the field of communicative teaching methods. Pedagogical terms are analyzed and, on the basis of a system analysis, the following translation methods are identified : tracing, transliteration, transcription, descriptive translation, as well as the use of other grammatical and lexical transformations. So, for the translation of scientific texts on pedagogical topics and for the correct transfer of the content of the text, it is necessary to know well the subject under study and the terminology associated with it (both of the original and the translated languages), to have sufficient command of a foreign language and to be able to competently express one's thoughts in the target language. Like many other languages, the Uzbek language is very rich in stable combinations of words - humorous and ironic expressions and allegories, hints, expressions of ethics, benevolence, blessings, ethnographisms and folklorisms. They are also rich in content, but also have an external cultural character.

DISCUSSION

The history of the development of the Uzbek school of translation has its own specifics and originality. The Uzbek school of translation was formed in the Middle Ages and was one of the opportunities for the wide development of Islamic religion and culture. Subsequently, many representatives of the Srenaeen School of Science and Literature made a huge contribution to the formation and development of Islamic civilization in many sciences. The work of the great encyclopedists of that time is a vivid evidence of this. One of the characteristics of that time was the availability of translators and bilingual, as well as explanatory dictionaries. The development of the Uzbek translation school has always been associated with the growth of national self-awareness and the manifestation of ideas for the revival of national greatness, with the growth of the educational movement. Uzbek enlighteners strove to acquaint the reader with the greatest and immortal works that entered the golden fund of world literature. Therefore, it was during the period of enlightenment that the first attempts to translate from Russian and other languages, including from English, appeared.

During the years of independence (after 1991), significant transformations have taken place in the Uzbek translation school. The practice of direct translations of world literature has intensified. The Russian language began to lose its experienced role of the language of an intermediary.

Today there are all opportunities for the broad development of the school of translation into the Uzbek language and from the Uzbek language, and most importantly, there are no difficulties in acquiring the originals of works of art. At the same time, the publishing of language dictionaries is rapidly developing in Uzbekistan, which is a convenient opportunity for transleology.

Thus, the study of the history of translation from English into Uzbek language revealed the peculiar aspects of the Uzbek national tradition of language translations. Today, a new, promising period full of opportunities has begun in Uzbek transleology. The main features of this period are determined by such factors as the expansion of literary, cultural, scientific communication with foreign countries, ample opportunities for learning foreign languages, the opportunity for many people to travel to foreign countries to improve their language skills, especially English, the abundance of necessary educational supplies and dictionaries, the possibility of using the Internet and telecommunications, the organization in many universities of live communication with native speakers and many others.

CONCLUSION

Thus, on the basis of a scientific study of the issue of the main features of works translated from English into Uzbek, one can come to the following conclusions: First, the creation of an Uzbek school of national translation became possible only in the period of independence. Therefore, in this period, instead of mediated translations through the Russian language, with difficulty, but nevertheless, a tradition of direct translations from foreign languages was established. Secondly, during the period of independence, through the activities of the national school of translation, it became possible to free translations from ideological requirements and censorship. Thirdly, it was during these years that a creative environment and opportunities were created for restructuring Uzbek transleology on a national basis and for forming the criteria of transleology on the basis of modern requirements.

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