

**THEORY OF TRANSLATION IN THE PRACTICE OF TEACHING
TRANSLATORS**

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Today, theoretical concepts are dominant, allowing the translator to switch attention from the purely functional properties of the language to the dynamics of the language in real communication conditions. In other words, the task of identifying the social functions of language is put forward - the "text language", which is a form of text existence in a social context. Social functions bring text into real communication, into real life. The existence of such a functional whole in linguistic practice is a verbal work, where the word "verbal" means "a working language." A verbal work has external (genre) and internal (style) forms.

The genre form is related to the content of the work, the style form is related to the system of its functioning. The genre form is the purpose, the meaning of a work that has not yet been formalized. It exists as a way of presenting content, a way of storytelling. A stylistic form is a form of a narrative method that exists in interaction with the environment of functioning - a functional style. The stylistic form is characterized by a set of textual structures, which include compositional speech forms (description, message, reasoning), rhythmic schemes associated with these forms, architectonic speech forms - monologue, dialogue, polylogue.

Current research directions, you can choose one of the priority topics being developed by teachers and researchers.:Artistic translation (English — Uzbek / Uzbek — English): Transfer of stylistic features, metaphors, idioms and national flavor.Pragmatic adaptation of the text: Preservation of meaning, emotions and author's style when translating from English into Uzbek.Translation of national realities: Ways to translate ethnographic and cultural terms that have no direct analogues in English or Uzbek.Machine translation and neural networks: Evaluating the effectiveness of artificial intelligence systems in translating from/into Uzbek.

In the existing literature, translation issues are traditionally considered in terms of the systemic organization of the text language, and they are solved at the level of linguistic procedures involving the search for connotative equivalents, usually based on an intuitive component ("common sense"). However, translation training cannot be limited to decisions made solely on the basis of inner conviction stemming from the student's personal experience. There is an understanding that the training of translators should include not only issues of linguistic competence (knowledge of the basics of language science), but also professional competence as a necessary resource for solving applied problems on a broad communicative and activity basis. According to this understanding, preparation translators should be carried out in a comprehensive manner, and on an appropriate theoretical basis, since "no matter how practical or applied the translation activity that students master at the university may seem, it is based on a solid theoretical basis". V.N. Komissarov points out the connection between translation theory and practice, noting that "a good theory should be not only descriptive, but also explanatory in nature so that it can be used in practice". Having a theoretical vision of traslation, which is associated with the ability to explain and find reasoned arguments, is the key to solving a wide range of tasks in the professional translation space. This fully applies to the profession of a translation teacher, because it is he who forms the professional competence of future translators.

Conceptually, the system of teaching translation should be based on a methodological model based on communication and activity, since "the formation of theoretical scientific positions related to teaching translation is based on translation activity in its entirety of its types and forms of manifestation" . This model is designed not only to provide students with a set of techniques and methods of translation, but also to provide them with translation technologies aimed at developing future translators' skills in interpreting text on a communicative and activity basis.

If the language is designed according to the norms of the text, then the text language comes to the fore. And this is already the level of translation training aimed at the formation

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of professional competence of the translator, according to which the student-translator distinguishes between the sphere of knowledge about the language and the sphere of knowledge about the use of the language and understands that the norms implementing the relationship between the elements of these systems vary. In the first case, these are verbal norms, in the second - constructive ones. The subjects of study are also different in these systems: in the language system there are linguistic units, including signs as individuals.; In the system of language usage, texts and signs are used as codes.

The fact that the text as a verbal work correlates, on the one hand, with the sphere of knowledge about language, and on the other - with the use of this knowledge in social linguistic practice, leads to an understanding of the normative paradigm of the text as a global translation norm, which consists of textual, speech and linguistic norms of translation [2]. We believe that it is advisable to focus the training of translators around this global norm, which is, on the one hand, the form (norm) of creating an original, and on the other, the norm of organizing its understanding and, accordingly, the norm of its translation into another language.

Translation work begins with the reproduction of the form of the work, as it is interpreted in the article. A form is a kind of code that should be decoded and implemented in a translated language. The transformation of codes takes place on the basis of text structures that form the framework of the work and serve as a guide (frame) for the translator. Accordingly, the framework norms in translation are textual norms in their close relation to the communicative system of the work. In the field of framework norms, there are speech norms that govern the choice of language tools. Translation work begins with the reproduction of the form of the work, as it is interpreted in the article. A form is a kind of code that should be decoded and implemented in a translated. The transformation of codes takes place on the basis of text structures that form the framework of the work and serve as a guide (frame) for the translator. Accordingly, the framework norms in translation are textual norms in their close relation to the communicative equivalents.

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