

**PERSON-ORIENTED AND ACTIVITY-ORIENTED APPROACHES IN TEACHING
WRITTEN TRANSLATION****Absamadova Munira Isroilovna**Senior lecturer of the department of Translation theory and practice Samarkand state institute of foreign
languages**ABSTRACT**

A written translation teaching methodology is a set of methods, techniques, technologies built and used by a teacher with the support of an educational institution to form students' fixed skills in obtaining, as a result of a well-defined process of translation activity, a product in the target language that has the entire set of predetermined features.

Key words: *Person-oriented, activity-oriented, self-education, subtexts, shades, nuances, educational-cognitive, educational-professional, professional activities.*

The processes of world integration, characteristic of the current sociocultural situation, expressed in the formation of a common educational space within the framework of the process, a wide cultural exchange, intensive development of new technologies in educational practice, etc., entail a rethinking of the urgent tasks facing the education system. Corresponding trends are reflected in state educational documents related to the development of the education system. Among the main tasks of the "Modernization of Pedagogical Education" is the development of a system for training personnel for teaching activities in a multi-ethnic and multicultural environment, etc.

However, it is obvious that the expansion of intercultural relations in various fields, including in the field of education, is currently impossible without a trained corps of translators with relevant competencies.

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PERSON-ORIENTED AND ACTIVITY-ORIENTED APPROACH.

Changing the paradigm of education has been the subject of heated debate and debate over the past decade. The essence of this reorientation boils down to the following: from a person as an object of education (a passive receiver of information) to move to a person as a subject of education, capable of self-education.

It follows that the new paradigm of education implies a transition from the utilitarian-pragmatic goals of education, as a set of knowledge, skills and abilities for the successful implementation of production activities, to a humanistic goal - to the subject, to his personal development. This approach presupposes the change of the contemplative attitude in education to creative activity, and the purpose of education is precisely the development of the personality, and not only the formation of professional suitability, i.e. acquisition of knowledge, skills and abilities. In our opinion, this approach is fully consistent with the training of future translators.

The issue of teaching translation is complicated by the fact that translation studies as a science has been formed only in the last few decades. There are still discussions about what is the subject of research in translation studies; the wording of the very concept of "translation" is clarified and discussed. This, obviously, leaves an imprint on the teaching methodology. Before determining how to teach, one must determine what to teach.

In the context of expanding international relations and the exchange of scientific and technical information, the translation process is seen as a multifaceted activity that involves overcoming not only language,

but also cultural barriers. 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.

Globalization has a huge impact on the life and culture of all people on the planet, and, consequently, on the life and culture of a translator. Translation is becoming more and more important tool to improve the understanding of people with different cultural backgrounds. Cultures previously unknown to the reader traditionally are becoming more and more familiar as a result of globalization. Over the past decade and a half, we experienced a real technological boom that has had a noticeable impact on industry, the economy, the media, politics, and so on. The personal computer has become an indispensable tool in almost all areas of activity, including education. New concepts have appeared in Uzbek culture - such as the Internet, the user approach, virtual reality, multimedia and web technologies, the network community, etc.

Globalization contributes to the development of such a field as translation. It brings cultures closer together, and this process is accelerating.

The training of translators has never been a purely "technical" process. In the very essence of his work, a translator is an intermediary in the contact of two or more cultures; a person who is ready to understand someone else's system of values, customs and taboos and knows how to do it. One of the tasks in the preparation of translators is the formation of translation competence, which is understood as the ability to extract information from material in one language and transmit it by creating material in another language.

Around the world, an increasing number of educational institutions are preparing graduates in the specialty "Translation and Translation Studies". New training models are being developed that take into account not only the development of translation knowledge, skills and abilities, but also the requirements of the market. Technology is playing an increasingly important role in training these professionals. The translator is increasingly switching from pencil and paper to much more efficient electronic tools. Changing requirements mean changing approaches to learning.

Training in translation in general and written translation in particular involves the development of translation competence and performs general linguistic and general educational functions. In the process of translation, not only a dialogue of languages is carried out, but also cultures that determine the specifics of the organization of thinking of different language communities.

According to P.S. Brook, the most important *method of transferring translation experience* and skill is the personal example of the teacher, the principle of "**do as I do**", practical and theoretical analysis of solving translation problems, the luggage of which has been developed by the teacher and is constantly replenished. Without such communication between students and translation professionals, good training of translators is impossible."

V.N. Krupnov analyzes also the same problem from the point of view of the formation of the student's personality, *activity-oriented and personality-oriented approaches*. According to V.N. Krupnov, the goal of teaching translation is not only to ensure the actual implementation of translation activities, but also to ensure that this activity is performed optimally within the framework of a specific creative activity program. Such optimal parameters of the translator's activity are his *analytical* and *integrative* activities.

It is analytical in the sense that translation is impossible without analyzing the semantic content of the original (information orientation), and integrative in the sense that translation involves not only the division of information, but also its integration into broader connections of reality. The level of intellectual development of students is determined by:

- perception of problem situations in educational-cognitive, educational-professional and professional activities and the ability to resolve them;
- the formation of the logic of thinking; .
- the success of adaptation of educational and cognitive activity of students to educational and professional and professional activities;
- the ability to organize knowledge (or form a system of knowledge);
- formation of educational, professional motivation, professional self-determination.

In the process of decision, there is a purposeful ordering, structuring of educational information and, as a result, the creation of such information structures that correspond to the required professional intelligence of the graduate.

It seems to us that the lack of consistency in this approach is visible to the naked eye and does not need comments. Unfortunately, a translator's own highest qualification is not a guarantee that he will be able to become a good teacher; high professional training of a foreign language teacher is absolutely not sufficient for teaching translation. As P.S. Brook, "... paradoxically, the main force hindering the development of translation in Russia is the academic, traditional nature of the higher philological school. It is still widely believed that language training and translation are one and the same. This was partly true in the middle of the 20th century, but completely unacceptable in the 21st century".

The problem of training translators-practitioners is quite acute: the average level of translations does not meet international requirements, highly qualified translators are clearly not enough to meet the needs of the real economy and society as a whole. The lack of highly qualified translators from Uzbek into foreign and from foreign into Uzbek was also felt by international organizations, where very high requirements are placed on the level of professionalism of employees.

CONCLUSION

The problem of training translators is relevant and needs to be resolved as soon as possible; The problem of effective training of translators is impossible without the involvement of students in the process of practical translation (with obtaining the final product) already from the junior years - first under the guidance of teachers, and then independently; The problem cannot be effectively solved without improving the computer literacy of teachers and students.

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