

TEACHING LITERARY TRANSLATION TO THE STUDENTS OF C1 LEVEL Sultonova S.N. Email: Sultonova6101@scientifictext.ru

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Abstract: *the following article is devoted to study the problem of teaching translation to students having sufficient background to understand the materials referring to upper and advanced level. Author made effort to explain the essence of translation from cultural point of view. She thinks that any literary work straightly connected with culture. Because there a lot scenes in the literary works where we can see the expression of different cultural features. So according to her translation should contain culture specific approach.*

Keywords: *problems, cultural, translation, literary, professionally-oriented training, teaching, advanced, home-reading.*

ОБУЧЕНИЕ ЛИТЕРАТУРНОМУ ПЕРЕВОДУ СТУДЕНТОВ УРОВНЯ С1 Султонова С.Н.

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Аннотация: *данная статья посвящена исследованию проблемы обучения переводу студентов, имеющих достаточный опыт для понимания материалов, относящихся к продвинутому уровню. Автор постарался объяснить суть перевода с культурной точки зрения. Она считает, что любое литературное произведение напрямую связано с культурой. Потому что в литературных произведениях много сцен, где можно увидеть выражение различных культурных особенностей. Так что, по ее словам, перевод должен содержать культурно-специфический подход.*

Ключевые слова: *проблемы, культурология, перевод, литература, профессионально-ориентированная подготовка, обучение, продвинутый, домашнее чтение.*

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Currently, one of the most pressing problems in terms of international communication is the dialogue of cultures. Society seeks to interpret every phenomenon of human life as a cultural phenomenon, and culture in the 21st century becomes the problem of the entire life of every person, who can only realize himself in it. This is due to the focus on the implementation of interrelated policies in the fields of education, culture, communication and science in order to ensure respect for cultural diversity, tolerance, dialogue and cooperation in an environment of trust and mutual understanding [1].

Today there is a trend towards integration of cultures. Entering into a dialogue, national cultures open up new facets. The main categories of the concept of the dialogue of cultures are "culture - personality - dialogue - text - understanding". In this regard, recently, translation has begun to be viewed as a cultural phenomenon, since it crosses not only the borders of languages, but also the borders of cultures, and the text created in the course of this process is transposed not only into another language system, but also into the system of another culture. This consideration of cultural characteristics in translation involves overcoming not only linguistic, but also cultural barriers, which allows us to consider translation as a type of intercultural speech activity (J.I.C. Barkhudarov, E.M. Vereshchagin, I.A.Zimnyaya, T.A Kazakova, B. N. Komissarov, J.I.K. Latyshev, A.V. Fedorov, I.I. Khaleeva, AD Schweitzer, C. Bassnet, M. Baker and others) [2].

However, recognizing the undeniable influence of cultural factors on the translation process, we have no right to exaggerate their role and interpret translation as an exclusively cultural phenomenon. It is also necessary to take into account the peculiar nature of the interaction between language and culture. The approach to translation, which is that in reality, not languages, but cultures are translated, deprives the language of any independence of individual features. Undoubtedly, translation from one language to another almost always, in one way or another, also involves translation from one culture to another, but all this takes place in a complex, multi-layered process of interaction between languages and cultures. The translator is assigned an important role as a mediator of cultures, since it is he who translates in his mind the name of a certain reality from one socio-cultural plane to another, guided by his cultural memory, which is inseparable from the cultural memory of the people. In this regard, the methodology of teaching literary translation should solve the problem of forming translation competence, allowing a cultural and linguistic person to go beyond their own culture and carry out mediation activities. In the process of teaching literary translation, the cultural and linguistic personality of the student-translator must reach the artistically adequate and creative levels. It must be transformed into a self-

developing emotionally mature intellectual and cognitive organism capable of coping with unforeseen culturally determined translation situations. For this purpose, in all educational institutions that train translators, students are offered classes in the theory and practice of translation. The methodology of teaching translation is based on the belief that a person has the ability to translate genetically, as well as the ability to master languages, and although each individual person has this ability to an unequal degree, it can be developed and brought to a professional level, that is, mastering translation competence is not exclusively the prerogative of especially gifted people [3].

Nevertheless, professionally-oriented training of a future specialist in most cases is carried out only within the framework of specialized courses of the actual translation disciplines, without sufficiently using the potential of the disciplines of the language cycle, in particular, "Home Reading", since all disciplines should be intercultural in preparing a translator-oriented preparation of the student for future intercultural mediation, contributing to the formation of an intercultural component of translation competence. The study of the problems of the formation of translation competence in literary translation is presented in the works of T.A. Kazakova, V.N. Komissarova, J. K. Latsheva, R.K. Minyar-Beloruicheva, A.V. Fedorova, I.I. Khaleeva, A.D. Schweitzer, S. Bassnet, M. Baker and other researchers [2].

With all the undoubted significance of these studies, it should be noted that they are of a theoretical and methodological nature, while the practice of a modern language university is experiencing an urgent need to develop specific methods for teaching literary translation in general and teaching literary translation as a type of intercultural speech activity in the course Home reading in particular. The above suggests that insufficient knowledge of the potential of the disciplines of the language cycle in preparing translators for intercultural mediation and the insufficient effectiveness of the formation of the intercultural component of translation competence in teaching literary translation determine the relevance of this study. Based on the belief that all disciplines of the educational program "Translation and Translation Studies, taught in a language university should have a mandatory professional orientation, we have made an attempt to include training in literary translation in the course" Home Reading. The introduction of teaching literary translation in the course "Home Reading" is quite justified, since it is studied in parallel with the course "Theory and Practice of Translation", which creates a number of positive prerequisites, and this course also prepares students for the study of a more complex and multifaceted course Theory and Practice of Literary Translation. Thus, the choice of the topic of this study is due to the following factors: - the need for a professional orientation in preparing an interpreter for intercultural mediation within the framework of courses and disciplines of the language cycle, in particular "Home Reading"; - the need to develop and improve the methodology of teaching literary translation, aimed at the formation of the cultural and linguistic personality of the student-translator; - the need to take into account the peculiarities of the process of intercultural communication when teaching literary translation; - insufficient effectiveness of traditional methods of teaching the translation of works of art in a language university. The object of the research is the process of formation of the intercultural component of translation competence in teaching literary translation as a type of intercultural speech activity [3].

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