

## THE PROCESS OF ARTISTIC TRANSLATION INTERACTION OF LANGUAGES AND CULTURES

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**ABSTRACT:** In this article, the process of literary translation is the interaction of languages and cultures, The semantic model of translation covers the issues of studying the semantic aspect of the original text and translated texts, comparing speech units, analyzing their structure, separating units or components in the original text and selecting equivalent or similar units in the translated language.

**KEY WORDS:** Translation , adequacy, situational, hierarchical, conceptual, transformational, semantic, semanticsemiotic, communicative, informative, psycholinguistic.

**ANNOTATSIYA:** Mazkur maqolada badiiy tarjima jarayoni tillar va madaniyatlar o‘zaro ta’siri, tarjimaning semantik modeli asl matn va tarjima matnlarining semantik tomonini o‘rganish, nutq birliklarini taqqoslash, ularning tuzilishini tahlil qilish, asl matndagi birliklar yoki komponentlarni ajratish va ularga tarjima tilida ekvivalent yoki o‘xshash birliklar tanlash masalalarini qamrab olishi haqida ma’lumotlar keltirilgan.

**KALIT SO‘ZLAR:** Tarjima , adekvatlikka, situatsion, ierarxik, konseptual, transformatsion, semantik, semantiksemiotik, kommunikativ, informativ, psixolingvistik.

**АННОТАЦИЯ:** В данной статье процесс художественного перевода представляет собой взаимодействие языков и культур, семантическая модель перевода - это исследование смысловой стороны исходного текста и переведенных текстов, сравнение речевых единиц, анализ их структура, разделение единиц или компонентов в исходном тексте и их перевод на переведенный язык предназначены для освещения вопросов выбора эквивалентных или аналогичных единиц.

**КЛЮЧЕВЫЕ СЛОВА:** Перевод, адекватность, ситуативный, иерархический, концептуальный, трансформационный, семантический, семантикосемиотический, коммуникативный, информативный, психолингвистический.

### INTRODUCTION.

Despite a number of works carried out in the process of teaching literary translation and the positive changes achieved, it is necessary to further accelerate the dynamics of the development of translation efficiency, to effectively use the conditions and opportunities created in this, to provide the linguistic and didactic foundations of

teaching S1 students to literary translation on a large scale. supply of qualified interpretation specialists - future translators - is an urgent issue today.

Translation is a means of communication between people who speak different languages. If we consider communication in the form of artistic translation in the form of intercultural communication, the process of translating a text from one language to another has many different characteristics.

The theory of translation is necessary for a student translator, an inexperienced translator, a professional translator, and a teacher of translation .

### **METHODOLOGY.**

Currently, the most common models of the translation process are: situational, conceptual, transformational, semantic, semanticsemiotic, communicative, informative, psycholinguistic, model of the theory of equivalence levels, etc., which provide the opportunity to implement the translation process in different ways.

The translation of the text should match or be broadly similar to the source text. Among the linguistic models of translation, semantic (Dj. Catford), communicative (O. Kade), conceptual (LK Latishev), transformational (Yu. Nayda) and situational (VG Gak) models stand out in the process of literary translation.

The semantic model of translation covers the issues of studying the semantic side of the original text and translated texts, comparing speech units, analyzing their structure, separating units or components in the original text and choosing equivalent or similar units for them in the translated language. In order to achieve adequacy in literary translation, the translator must derive from the content of the text, the ideological direction and the style of the author.

VN Komissarov created an excellent model of equivalence levels with five hierarchically interconnected levels.

These are:

- 1) level of the purpose of communication;
- 2) level of description of the situation;
- 3) level of description of the situation;
- 4) level of sentence structure;
- 5) level of lexical-semantic compatibility.

The situational model of translation proposed by VG Gak gives the following three cases the expected result when adequately determining the situation in the original text when creating an equivalent text in the translated language.

- 1) when translating non-equivalent lexical units;
- 2) when the situation described in the original clearly determines the choice of translation;
- 3) in the case where there is only one way to describe a certain situation in the translated language, regardless of how the situation is described in the original.

In our opinion, the solution of issues such as creating, perceiving and understanding the speech message in the formation of a communicatively oriented model of translation is related to linguistic aspects. The communicative model of translation is a generalized model of perception of the original text in a foreign language and culture, and its task is to create an adequate or equivalent form of the translation of the original text in the target language.

### **RESULT AND DISCUSSION.**

Therefore, translation should be taught as a separate field of study, the acquisition of translation skills is not an activity intended only for exceptionally gifted people. This situation is now fully recognized and in all educational institutions that train translators, students are offered training in the theory and practice of translation. However, this skill is not at the same level for everyone, it can be developed and brought to a professional level. Teaching translation is not only practical, i.e., it is important to form the necessary translation competence in students.

The principles of modular teaching do not contradict the general didactics, but reflect their new aspects, opening up from the point of view of organizing the pedagogical process in a different way. Modular teaching is a natural result of the evolution of pedagogical theory conditioned by the social system and the logic of scientific and technical development. According to domestic and foreign theory and practice, it shows the tasks of modular training, which is determined by the logical integrity and consistency of the cycles of knowledge. In educational institutions, modular education is increasingly used to improve the effectiveness of teaching students.

In the field of translation, based on module technology, it covers:

1. It consists of studying and analyzing scientific and technical words in the texts, in-depth study of psychology, sociology, cultural studies and formation of professional competence in students.
2. The review of the typology of texts consists of an excellent analysis of texts in the scientific field.
3. To choose the right textbook in the work of translators and teach students to adapt to it.
4. Use at the linguistic, extralinguistic modular level when using the textbook.
5. Explaining the process of translation with PPT programs based on module technology to students depending on the allotted time.
6. Adapt and teach according to the worldview of each student.
7. When working on the technology of the module, correctly perform the translation and choose a dictionary with a specific goal.
8. To show their knowledge on step-by-step individual rating.

ND Nikandrov analyzes the experience of using modular training in foreign educational institutions and associates the positive effect obtained as a result of such training with the variability and flexibility of educational elements and modules.

It also fulfills important general linguistic and general educational obligations. Using each language, the features of the "worldscape" reveal common and unique aspects in the culture and thinking of representatives of different language communities.

### **CONCLUSION.**

When determining the place of translation in the process of teaching a foreign language, these arguments, which can easily be multiplied, should be taken into account. However, they are not as obvious as they seem. First of all, it can be noted that the mentioned shortcomings are characteristic of unsupervised "spontaneous" translation performed by the student himself or improperly organized educational translation. Due to the lack of the necessary theoretical training of the student, such correspondence, as a rule, is very vague, and sometimes simply incorrect. To a large extent, language learning consists of correcting or eliminating these "spontaneous" correlations .

Thus, the reason for the negative influence of the mother tongue system on the process of learning a foreign language is not in any way educational translation. On the contrary, there is every reason to believe that the spontaneous "mixing" of translation can serve as an effective means of correcting bilingualism. During translation, the student always makes sure that there is no clear correspondence between the units and structural formulas of different languages. A properly designed system of translation exercises allows the student to get acquainted with the specific features of methods of transmitting various content elements in the language being studied.

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