



DIDACTICS OF INTERPRETATION AND TRANSLATION IN THE CONTEXT OF THE GLOBALIZATION OF THE ENGLISH LANGUAGE

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Despite the fact that the topic of globalization of the world is not new, nevertheless, aspects are revealed that have not yet been studied. Globalization affects not only the spheres of economy, politics and business, but also related areas that serve the global world. In particular, this concerns translation studies and training of translators. We are increasingly talking not about direct translation of English from a native speaker into the native language of the communication participants, but about mediated translation, in a situation where communication takes place in English between native speakers of regional variants, and English, breaking away from its native speakers, acts as an intermediary language between different languages and cultures. Here the translator acts as a mediator. According to the document "The Common European Framework of Reference for Language", the mediator performs an intermediary function between two languages and cultures [1,4].

For the first time, the globalization of the English language was spoken about in the 1980s. such scientists as: D.Davis, B.Kachru, L.Smith, E.Schneider, T.MacArthur, K.Bolton, D.Graddol, R.Mastri, D.Crystal, etc. In 1981 was published magazine "World Englishes", in 1982 - magazine "English Worldwide", in 1985 - "English Today", and in 1997 - magazine "Asian Englishes" edited by N. Honne.

The result of the work of researchers in this direction was the emergence of a new concept in linguistics - the concept of regional variants of the English language. This concept is based on the "three circles" theory of Brazh Kachru. According to his theory, the English

language spreads around the world in the form of three concentric circles. Kachru divided the countries into three circles: internal, expanded or external and expanding circles [2, 12]. The countries in the inner circle are countries where English is the first language. The English language of this circle is considered the standard variant and is the norm-forming variant. The second circle includes countries that recognized English as the second official language, and these countries, as a rule, were English colonies in the past. The extended circle includes countries that recognize the importance of the English language for international communication, but which do not have a colonial past and the English language does not have a special administrative status. In these territories, English is studied as a foreign language. The English language of the countries of the expanded and expanding circle is norm-dependent, but it is in these countries that regional variants of the English language are formed. The total number of people in the countries of the expanded and expanding circles who speak English and actively use in work and everyday life is more than in the countries of the inner circle, and based on this we see that regional variants prevail over the normative standard version of the English language [2, 12].

It follows from the above that the translator has to work mainly with the regional versions of the English language, rather than with the normative version, i.e. there is a translation from an intermediary language or a mediator language. Larry Smith put forward three conditions that ensure high-quality work of the translator and successful communication when translating from



regional variants: correct perception of the form, understanding the meaning of the word, understanding the meaning of the situation, speech intention of the speaker, pragmatism [3, 9]. And if the translator does not have the appropriate ability and skill to perceive regional variants and translate them, if he does not have any idea about the culture and language of the speaker, then he will inevitably face a number of difficulties, both psychological and professional. This problem applies to both interpretation and translation.

The global teaching community can be divided into those who recognize the problem of translating regional English variants, as well as the problem of perception and interpretation of these variants, and those who still believe that only British and, as a last resort, American variants of English are worth studying, and only on them are the skills of interpretation and translation being practiced.

But it is no longer possible to ignore the problem of translation from regional variants of the English language. According to David Graddall, 74% of world communication in English occurs between people who are not native speakers of English, for whom this language is either a second or a foreign one; 12% of communication is translation from English into other languages, 10% is translation from other languages into English, and only 4% is communication between native English speakers [4, 29]. Thus, we see that English is predominantly spoken by people for whom it is not native.

But in addition to understanding the regional variants of the English language, there is also the problem of being understood by native speakers of different cultures, languages and, as a result, variants of the English language. Here, language tolerance should be fostered in future translators. We are not talking about the fact that our students should stop improving their English and, referring to the fact that they are native speakers of the Uzbek version, they should not strive to approach the British or American version of the English language both at the level of phonetics, vocabulary, grammar, and at the pragmatic level. But our future translators must understand that, firstly, each

nation has its own mental and cultural characteristics. Not everyone strives to maintain linguistic perfectionism. For example, the Japanese government in 2002 adopted the "Japanese with English Abilities" program, which argues that at present, English does not belong only to its native speakers - it belongs to the whole world and should be used by all peoples. Based on this postulate, a reassessment of the attitude towards local variants follows. The bearers of the regional variant begin to feel pride in their variant [5, 97]. Thus, our students should accept this language policy of other states and treat it with respect and understanding. Secondly, it should be understood that even proficiency in English cannot be insured against the manifestation of one's culture through language. From time to time, even a very educated person may have a problem with grammatical phenomena that are absent in our language (for example, articles), with phonetic features, as well as with the pragmatics of the language (only if we are not talking about the level of language knowledge at the intelligence level). Thirdly, it is not fellow translators who have to work and translate from the national language into English (whose level of English is usually high), but also educated people who speak English well, but also people whose level is quite low. Here translation is hampered not only by the mediation of the regional variant, but also by the low level of literacy, in which the speaker can express his thought with great difficulty. In such cases (and in the third case, especially), even during a private conversation, and if the speaker on the regional version is a representative of the lowest-level delegation or simply serves this delegation, you should not teach, correct or somehow express your superiority, which sometimes had to be observe translators and other participants who speak English at a decent level. The translator must not demonstrate his linguistic superiority. First of all, he must pursue the goal of successful communication. And if, in order for communication to take place, he should speak more slowly, use the simplest grammatical forms, even if it is necessary to speak



exclusively in infinitives or break language rules, this should be done.

Before moving on to our didactic model of teaching interpretation (mainly) and translation in the context of the globalization of the English language, let us briefly consider the existing leading didactic models of teaching translation.

Over the past decades, the problem of translation didactics has become more and more urgent and urgent: this is due to the growing need for professional translators, despite the fact that more and more people are fluent in English. Today there are several established and proven models of teaching translation. But these models already cease to meet the requirements of modern reality, and there is a need to revise existing models and create an optimal modern model for teaching translation, taking into account all the achievements of translation theory, linguistics, psychology, pedagogy, the theory of intercultural communication and a new direction in linguistics - contact variantology of English language.

Of course, it is impossible to ignore the contribution of I.S.Alekseeva. Her approach to teaching translation combines strategy and technique. She was the first to talk about the algorithm of translator's actions when working with text. She was the first to pose the question that the distinction between fictional and non-fictional texts, as well as thematic or functional-stylistic differentiation, do not reflect the specifics of translation at the text level. The purpose of the technique of I.S.Alekseeva - to equip the translator with the skills and abilities to work quickly and efficiently, to master a new subject of tests and a new subject area independently and in the shortest possible time, i.e. the translator must develop a translation strategy that does not depend on the type of text. She divided the tasks into three groups, which correspond to the stages of translation activity: translation analysis of the text, the translation process itself and control of her own translation.

The training of translators I.S.Alekseeva proposes to divide into three stages: preparatory, main stage and specialization [6]. The preparatory stage is not a translation

itself. At this level, there is an intensive study of a foreign language, the development of genres of oral speech, speech and psychological training, as well as some elementary translation tasks that allow you to form elementary translation skills. At the main stage, a comprehensive training of translators takes place. Here, students develop existing basic ones and form new ones, including specific skills and abilities. Specialization means mastering complex types of translation.

But all of the above theories of teaching translation are based on translation from the normative standard variant of the English language and do not consider separately the translation of regional variants, which, in our opinion, is already an unacceptable omission. The current situation obliges to emphasize the training of translation in regional versions.

Today we are witnessing an intensification of cooperation with the countries of Southeast Asia. This means that the bulk of the translation work will be done in these countries. Given the very small number of translators translating from / into oriental languages, and the fact that most of the communication takes place in English, more attention needs to be paid to regional options. It is also worth understanding that representatives of Southeast Asia (SEA) will not simplify the work of translators and make their regional version of the English language more understandable and closer to the norm.

When it comes to teaching regional varieties, leading international publishers such as MacMillan, Longman, Cambridge University Press, and Oxford University Press were among the first to respond to the need to be able to comprehend and understand regional varieties of English. In educational audio files, there are exercises that contain accents not only of the English-speaking world (American, Australian, Canadian, etc.), but also regional accents (Indian, Arabic, Slavic, Uzbek etc.).

Universities in our country have begun preparing translators for the perception of regional versions, in particular East Asian ones, by introducing special courses and including relevant material in courses on



translation theory and practice. Relevant courses are taught at SamSIFL (Samarkand), UZSWLU (Tashkent), TSUULL (Tashkent).

Having considered the main leading theories of teaching translation and having proved the need for special training in the translation of regional variants of the English language, it is advisable to move on to the teaching model itself.

It is worth emphasizing here that our model does not imply teaching the basics of translation, it is not offered to replace the existing models, but is an addition to them. But we insist that this addition should no longer remain at the level of special courses that students choose at their discretion and desire. This aspect of translation training must become a must if we want our translators to remain the best in their profession and keep up with global trends. We will give a brief explanation of those competencies that are given special attention in our didactic model.

The fundamental competence of a translator, which is formed before the start of actual translation training and, accordingly, long before translation practice, is language competence. Linguistic competence involves mastering the native and foreign languages. At the final stage of the formation of language competence, it is necessary to acquaint students with the regional variants of the English language, even regardless of whether the student will work as a translator or not in the future.

Taking into account the desire of most countries for globalization and integration, as well as the colonial past of many Asian countries, which inevitably had to learn a foreign language, we can talk about a multicultural and multilingual space in which the translator has to play the role of a mediator, be an intermediary between his native culture and the culture of the interlocutor through the third culture and language.

The next competence is the personal or professional competence of the translator. Here we fully agree with the teachers of Samarkand State Institute of Foreign Languages, who highlight the following characteristics of personal competence:

- resistance to stress and the ability to concentrate and correctly distribute attention and □ forces;

- desire and ability to analyze facts and situations;

- high ability to memorize meaning and a significant amount of operational memory;

- the ability to probabilistic forecasting in the perception and analysis of the message;

- the ability to construct the meaning of the message, correlating the contextual meaning with the situation and background knowledge;

- the ability to roll up in internal speech and develop (almost oratorical) in external speech of the semantic content of the statement;

- the ability to solve typical communication problems, maintain personal contact, while explaining and explicating the meaning of the statement;

All the skills mentioned above can and should be taught. It is especially worth noting stress resistance and the correct distribution of attention and strength. As a rule, this issue is left without attention at all, and translators have to independently and spontaneously develop in themselves, for example, stress resistance. In practice, it has to be noted that not all practicing translators succeed in this. As a result, a person is either constantly under the pressure of stress (which negatively affects his physical and psychological health), or leaves the profession of an interpreter.

And the last I would like to mention the psychological training of the translator. A.P.Chujakin writes: "Particular attention in the course of general training of interpreters was and is paid to the psychological factor - the ability to control oneself, get out of any situation with dignity, the ability to direct objective excitement to mobilize mental and physical resources and concentrate as much as possible on the analysis / synthesis of information" [7, 55].

So, taking into account all the above, we should move on to our model of training translators in the context of the globalization of the English language.

Our model of teaching translation takes into account the requirements for the core



competencies of a translator and involves two stages: theoretical and practical. During theoretical training, future translators are invited to familiarize themselves with the history of English as a global language: what were the preconditions for English to become the language of international communication, what factors are behind this, which contributed to the globalization of the English language. It is necessary to show how the regional variants of the English language appeared and continue to appear, to give a typology of regional variants of the English language and to show the differences between the regional variants from each other, for example, the African variant from the South Asian one. It is necessary to familiarize students with the phonetic, grammatical and lexical structure of languages that affect the regional variants of the English language. Show how the options differ from the normative language, where translation difficulties lie. Also, students will be introduced to the concept of linguistic tolerance, why it is important, and within the framework of this topic, students will get acquainted with the problem of the Russian version of the English language. And most importantly, what distinguishes this course from similar already existing special courses, students will be offered a technique for working with regional options, namely: how to listen, perceive and understand these options by ear, how to predict possible deviations in the absence of time and a tense atmosphere, will suggested techniques for relieving stress, stress and preserving the mental health of translators.

During the practical stage, students will train to perceive regional versions of the English language by ear, highlight and

determine deviations from the normative version of the English language, and compare the normative version with the regional one. Also, classes will be offered that simulate the real translation process (translation of conferences, round tables, business negotiations, etc.), the conditions of which will be as close as possible to the actual situation. Some classes will have extremely stressful assignments, during which students will practice to resist stress and tension and work extremely calmly, saving emotional energy. Attention will also be paid to the physical endurance of translators, which is essential for long-term translation work.

The course is designed for one semester, classroom lessons twice a week (one theoretical and one practical lesson). Classes are supposed to be intensive (the need to master a large amount of material in a short time), therefore, suggestive technologies will be used in the classroom. The intensification of classes has a second plan - training the resistance to stress of future translators.

So we can see that the problem of regional varieties of English can no longer be ignored. It is necessary to take into account the vast geography of the use of the English language in the framework of international communication. Future translators need systematic education and training to work not only with the standard version of the English language, its regional variants require careful study and due attention, since in the present and future translators will increasingly have to deal with regional variants much more often than with Standard English. Our course aims to improve the quality of translation and simplify the work of translators who sometimes feel helpless when they hear a non-native speaker speak.

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Базаров З. Дидактика интерпретации и перевода в контексте глобализации английского языка. Статья посвящена актуальной проблеме обучения письменному и устному переводу в условиях глобализации английского языка. Автор раскрывает проблему перевода устного и письменного английского языка, произведенного в региональных версиях английского языка. В статье представлена модель обучения переводу с учетом требований к базовым компетенциям переводчика в современных условиях глобализации английского языка, где английский является языком межнационального общения.

Bozorov Z. Ingliz tilining globallashuvi sharoitida talqin va tarjimaning didaktikasi. Maqola ingliz tilining globallashuvi sharoitida tarjima va talqinni o'rgatishning dolzarb muammolariga bag'ishlangan. Muallif ingliz tilining mintaqaviy turlarida ishlab chiqarilgan og'zaki va yozma ingliz tilini tarjima qilish muammosini ochib beradi. Maqolada ingliz tili xalqaro muloqot tili bo'lgan globallashuvning zamonaviy sharoitida tarjimonning asosiy kompetentsiyalariga qo'yiladigan talablar hisobga olingan holda tarjimani o'qitish modeli keltirilgan.