



# Interdisciplinary Conference of Young Scholars in Social Sciences

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## COGNITIVE APPROACH TO TEACHING TRANSLATION

*Kasimova N.F., PhD,  
Associate professor at BSU*

Analysis of the program for the translator preparation in the field of professional communication and practical observations showed the lack of a systematic approach to the training of the translation. The professional skills of the translator of texts in certain specialty are formed comprehensively in the process of learning the transaction and transition, and most of the classes are dedicated to the study of the linguistic compliance of foreign and native languages. Special courses offered to students are usually completely repeated by traditional disciplines that are taught to future translators at the faculties and universities who are preparing specialists in the field of foreign languages.

Cognitive linguistics took a special place in the paradigm of the concepts of modern linguistics. Cognitive approach is one of the new stages in the study of the communication of thinking and language, the role of the language for a person and a person in the language. The beginning of the study of cognitive processes put the opening of neurophysiologists who analyzed the functions of the human nervous system, the specifics of basic neurophysiological mechanisms at various stages of human development and determining the development of cognitive processes.

At the present stage, in teaching a foreign language, tasks are especially relevant to the formation of communicative and discursive competencies, which contribute to the achievement of the most important goal consisting in the formation of a secondary linguistic personality, which can fully communicate in this language. These competencies become particularly significant when we are talking about the use of literary texts in the preparation of future translators. Students studying in the specialty "Translation and Translation Studies" must learn to solve the tasks assigned to them in accordance with the types of their professional activities. The need to develop a problem of learning literary translation as a whole and the search for effective ways of such training in particular has arisen due to the fact that the training of a specialist who performs the translations of literary texts and fiction is complicated by the fact that it should not only have a wonderful knowledge of two languages – native and foreign, but also to own the techniques and methods of translating literary text, competencies involving the development of a significant linguocultural reservoir.

Obviously, the problem of learning a literary and poetic translation with the use of cognitive-discursive analysis allowing us to be seen, to prepare a specialist who fluently owns not only the subtleties of native and foreign languages, but also by the receptions and methods for the implementation of literary translation, as well as competencies involving the development of a significant linguocultural reservoir is essential.

The research hypothesis is assumed that the training of students of the specialty "Translation and translation graphics" with a literary translation from English into Russian will become more effective if it implies; the development and the application of cognitive-discursive analysis of the literary text; formation of the professional competence of the translator in the field of literary translation; the formation of skills to apply knowledge of the language system; the rules for the functioning of the units of the language in speech; to determine the frequency of the use of the word in the context of the work; to work with national corps of texts, with sensible and etymological dictionaries.

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To achieve the goal, a number of private research tasks should be solved:

- to identify the competencies that are part of the professional competence of the translator in the field of literary translation;
- to characterize the learning process of literary translation from one language to another on the basis of a cognitive-discursive analysis of the text, identify its specificity and develop a model of this process, including the sequence of its organization;
- create a methodology for learning a literary translation based on cognitive-discursive analysis of text, including a system of exercises and tasks, characterize them;
- Check the experimentally proposed methodology for teaching literary translation based on cognitive-discursive analysis of text and prove its effectiveness.

Mastering with literary translations is provided in stages based on a cognitive-discursive analysis of the text carried out through the system of exercises and tasks. At the same time, the exercises and tasks at the introductory stage are familiarization in nature (students study linguistic, cognitive, psychological foundations of the professional activity of the translator in the field of literary translation, receive skills to work with the proposed authentic material), then a practical stage (defining students in the source text key repeated clarifying, additional, zero information, identifying key and basic concepts, as well as their nominees and verbatims, work of students with corpus of texts of native and foreign languages, work on the selection of translation of translation, equivalent to the original, taking into account the difference in nominees' values) and the final stage (exercising by students of a full-fledged process of translation of literary text using cognitive-discursive analysis, assessing students of its translation activities, assessment by teacher translation of students).

To conclude, organization of training for literary translation on the basis of a cognitive-discursive analysis of the text in accordance with the model developed by us this process allows you to form competencies that are part of the professional competence of the translator. Students, during a cognitive-discursive analysis of the literary text, receive translation data on its cognitive structure, internally bonds, explicit and implicit information and apply the knowledge gained during the translation, thereby developing translation skills and skills that allow them to form their respective competencies.

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