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**Abstract:** The practical use of a foreign language in non-linguistic specialties and the achievement of a level sufficient for its use in future professional activities is the main goal of teaching a foreign language in higher educational institutions. Good linguistic training, including translation skills and abilities, significantly affects the professional competence of a modern specialist. This article discusses the issues of teaching scientific and technical translation in technical universities.

**Keywords:** foreign languages, teaching, translation, scientific texts, abilities, skills.

**Introduction:**

The era of the scientific and technological revolution covers all aspects of the existence of modern society. Such a sphere of social practice as language cannot be left aside, the social nature of which in various and diverse aspects of its manifestation has long attracted the attention of philologists, as well as specialists in the methodology of teaching foreign language acquisition. Knowledge of foreign languages has become an urgent need for future specialists. With insufficient formation of language competence, a modern specialist has access to only the minimum necessary information from translated sources. Thus, good linguistic training, which necessarily includes translation skills and abilities, significantly affects the professional competence of a modern specialist, since new information is relevant at the very moment of its appearance.

**Main part:**

Practice shows that one of the factors that ensure the success and efficiency of the professional activity of a modern specialist is the ability to act confidently in the modern information environment, to receive, process and transmit professionally significant information. Consequently, in the learning process, the course of scientific and technical translation acquires special significance, the study of which ensures the formation of the professional competence of a specialist. Many researchers dealt with the problems of teaching scientific and technical translation (D.V. Biryukov, A.L. Pumpyansky, G.M. Strelkovsky, A.V. Schweitzer, etc.). "Translation of scientific and technical literature is a special discipline that emerged at the intersection of linguistics, on the one hand, and science and technology, on the other. Therefore, the translation of scientific and technical literature should be considered both from linguistic and scientific and technical positions, with the primacy of the former in the study of general language issues and the latter when considering narrow terminology" [36, 9].

In the study of translation activities (translation of scientific and technical texts), the achievements of linguistics (the works of such scientists as S. Moirand, P. Pecvan, G. Rondeau, M. Pecheux, etc.) and translation studies (Bedart, J. Delisle, C Durieux, D. Gile and others). Many scientific works are devoted to translation activity and the basics of the formation of translation competence (M.P. Brandes, V.S. Vinogradov, V.N. Komissarov, A.D. Schweitzer).

Exploring the methodology of teaching the translation of a scientific-technical text, one can notice the dominant denotative dynamism of information transmission in a special field of activity, in contrast to the connotative nature of speech communication in ordinary life situations. The modern method of teaching translation emphasizes the need to strengthen the pragmatic aspects of translation activities.

Modernity places ever higher demands on teaching the practical skills of translating scientific-technical texts related to various fields of knowledge. The strengthening of the economic integration

of European countries and the whole world causes an increasing need for translations of scientific texts, so the training of future specialists to work with such texts is of particular relevance.

In modern science, there are a number of definitions of translation, reflecting different aspects of this multifaceted phenomenon with varying degrees of completeness, for example: “translation is the transfer of information contained in a given work of speech by means of another language” [30,2, 6], “translation is the process of transforming a speech work in one language into a speech work in another language while maintaining an unchanged content plan, i.e. meaning” [32, 24], “caused by social necessity, the process and result of information transfer (content), expressed in a written or oral text in one language, through an equivalent text in another language” [35, 17]. In this article, we understand translation as a full-fledged transmission of a message in one language by means of another language. Since the texts have a different character, their translation should be carried out taking into account the characteristics of a particular genre. If we are talking about a scientific or scientific and technical text, then in addition to knowledge of translation techniques, knowledge in the field of specialty and terminology mentioned in the text is required. In the scientific literature, there are various approaches to the classification of translation by forms, types and genres. Depending on the form of speech in which interacting languages are used, A.S. Khomenko distinguishes the following types of translation (A.S. Khomenko, 2004).

Written translation is the translation of a written text. Depending on the nature of the translated material, several genres can be distinguished, which include newspaper translation; official business translation; scientific translation; scientific and technical translation; translation of oratory and journalism; literary and artistic translation. Such a differentiation of genre varieties of translation is based on the fact that each text, depending on the species and genre-style affiliation, has its own pronounced linguistic and stylistic specificity. It manifests itself in the increased frequency of use in the texts of one genre of certain structural components - syntactic constructions, grammatical forms, and stylistic means. The main stylistic and linguistic features of scientific, scientific and technical texts are the high frequency of the use of terms, the abstractly generalized nature of the presentation, the logic, unambiguity and conciseness in the transmission of information, the nominative nature of scientific speech, and the frequent use of passive constructions.

Oral translation - oral translation of an oral text. Within the framework of this type of translation, there are two varieties: a) consecutive translation and b) simultaneous translation. Written and oral translation - oral translation of a written text translation can be carried out simultaneously with reading the original to oneself or sequentially, after reading the entire text as a whole or in paragraphs. The first type of written and oral translation is usually called sight translation; the second is translation with preparation (with a preliminary reading and understanding of the original text). Oral and written translation is a written translation of an oral text. In practice, this type of translation is quite rare. Perhaps the only case of oral-written translation in practice is dictation-translation - one of the most common types of training exercises in foreign language lessons in translation groups. Sometimes automatic (computer) translation is singled out as a special type of translation that has become widespread in recent times. However, it must be remembered that such a translation requires a large and careful adjustment, so it is too early to call it independent.

The translation of scientific and technical literature must meet the following requirements: equivalence, adequacy, information content, consistency and clarity of presentation. M.N. Kozhina, for example, refers to accuracy, abstractness, consistency and objectivity - these are extralinguistic features of the scientific style that organize all the linguistic means that form this functional style into a system [6,133]. In accordance with modern methods of teaching the translation of the scientific style of texts, we strive to consider translation as a two-way activity, i.e. present it as a mutual process of interaction between the text and the person who translates. Considering the peculiarities of the method of translation of scientific style texts, it should be noted that the main functional features of

the style are universal, they are inherent in all languages. Equivalence in translation theory should be understood as the preservation of the relative equality of content, semantic, stylistic and functional-communicative information contained in the original and translation. Equivalence implies equality between source and target texts in case of successful translation. From the point of view of adequacy, translation is considered as a process. Adequacy means the compliance of the translation as a process with the given communicative conditions (colloquial jargon, for example, is not applicable in an official business conversation).

When starting to learn the translation of scientific and technical texts, students, first of all, should be familiar with the main features of translation, namely: when translating scientific and technical literature, it should be taken into account that the language of scientific and technical texts is part of the national language, uses its vocabulary and grammatical structure; nevertheless, it is characterized by a certain style that meets the goals and objectives of the content of scientific literature, as well as a number of features both in the field of terminology and in the field of grammar.

The language of scientific and technical literature is characterized by the presence of a large number of terms, the prevalence of various types of abbreviations, the preference for some syntactic turns over others, the peculiarity of the translation of a number of grammatical structures, as well as the lack of emotional saturation of figurative comparisons, metaphors, elements of humor, irony, etc.

The main stylistic feature of scientific and technical literature is the brevity of the presentation of the material and the clarity of the wording. One of the main differences between the language of technical literature and the language of fiction is the significant saturation of the text with special terms. As the frontier of human knowledge expands, the need for new definitions and concepts grows, both in mastered and new areas of science and technology, and, accordingly, the vocabulary expands, and the expansion is mainly due to new terms. When translating scientific and technical texts, knowledge of new terminology and the ability to translate it accurately into Russian or Uzbek is required. This is one of the main difficulties. When translating, not only the contact of two languages takes place, but also the contact of two cultures. The difference between cultures is manifested, in particular, in the difference in background knowledge. Regional background knowledge is extremely important when learning foreign languages.

Throughout the course of training in technical translation, it should be remembered that the main thing is to teach students to work creatively with the language. It is important not that the student memorize a certain number of internationalisms, but that he learns to see them in the text, find the correct translation of the so-called “false friends of the translator” in the dictionary, choose the necessary meanings of polysemantic words, etc. Techniques for deciphering phrases, using guesswork, the ability to work with a dictionary, independently understand unfamiliar constructions, the ability to capture the main meaning of what is being read and, where necessary, use elements of analysis - all this constitutes the ability to read and translate, which is necessary for a specialist in his future work.

**Conclusion:**

The main feature of teaching foreign languages in non-linguistic specialties is the short period of teaching this discipline, which is allotted for the formation of the ability of students with different levels of language training to translate authentic professional texts that have a rather complex grammatical structure.

Thus, teaching translation in non-linguistic specialties is aimed at developing skills and abilities to overcome difficulties in establishing correspondences and discrepancies in the two languages of the lexico-grammatical and stylistic plan.

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