



EDUCATING TECHNICAL STUDENTS IN READING AND TRANSLATION SKILLS TEXTS IN THE ENGLISH LANGUAGE

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Abstract

The ability to read and translate materials in English is becoming increasingly important for technical workers. The fact that domestic businesses employ a lot of foreign equipment that needs to be handled, maintained, and repaired by professionals is a prerequisite for this requirement. Furthermore, it is common for Russian and Uzbek experts to go abroad for training in order to advance their professional credentials, which calls for fluency in English. The author of this page makes an effort to organize the most promising tools for training technical specialty students to read and translate English-language materials.

Keywords: English language, teaching technologies, reading and translating texts, technical specialties, instructing students, colloquial language, knowledge, skills.

Introduction

The requirement for precise and comprehensive portrayal of all semantic and terminological load existing in the source text is the primary feature of translating technical literature. Various stylistic elements that lend emotionality or expressive colouring are not used in technical literature. To preserve accuracy and avoid compromising the coherence of the argument, the translation of such a work must adhere strictly to the established standards. Metaphors are intentionally used by many scientists to enhance their research lexicon and increase the theoretical relevance of the data. These days, it's becoming usual to find metaphorical terminology like "pillow block," "flywheel," "wing pump," "fatigue crack," "necking behavior," "worm gears," "butterfly valve," "a blade root," etc.

It should be mentioned that the scientific and technical text uses word combinations of technical character as well as unique terminology characteristic of a particular branch of knowledge, such as beyond design basis accident, decay heat removal,



pebble-bed reactor, power response, transient analysis, non-stationary analysis, and others, despite its stylistic distance from the colloquial language, which is saturated with expressive means.

A scientific text's primary characteristic is its heavy reliance on specialized vocabulary from the technical and technological subject in which the translator specializes. Certain terminologies that express precise names or characterize scientific concepts, phenomena, or procedures utilized in a certain field of scientific knowledge are referred to as the terminological base.

Discussions:

In order to guarantee that the scientific phenomena or process being described in the text is correctly understood, terms enable the most exact and focused transfer of the text's content. Proficiency in accurately interpreting and translating terminology materials is crucial in this context. For instance, in the field of vacuum technologies, terms like "positive displacement pump" and "positive displacement pump," "roughing/backing pump" and "forevacuum pump," "reciprocating compressor" and "isentropic efficiency" are used, but only experts in the field can understand them.

It should be highlighted, therefore, that the grammatical and syntactic structure of English scientific and technical texts is somewhat complex. When translating professional texts, students often struggle with the use of complex grammatical constructions found in scientific texts, such as the Absolute Participle Construction, Complex Subject, Complex Object, Conditional Sentences, and Subjunctive Mood. This can sometimes result in a misinterpretation of the text's content or even a distortion of the sentence's meaning.

One of the most crucial aspects of education today is educating technical university students how to interpret scientific and technical materials according to their areas of expertise. The Federal State Standard of Higher Education states that students must be able to communicate socially and professionally in one foreign language and have the knowledge, skills, and ability to employ specific English vocabulary and professional terminology.

Senior students were requested to translate texts in English classes, with a focus on translating specialized language from a particular field of study, such as digital and audio data transfer. The following deductions can be made from the examination



of student papers: Translating words like "transmission of audio data" literally is incorrect; some students interpreted it as "transmission of audio data" rather than "transmission of audio data" or "audio compression techniques"—"audio instead of "sound compression techniques," use "compression techniques." The phrase "sound processing function" was transformed into "audio processing function," which is essentially unacceptable in translation.

Similar terms in Russian or Uzbek and English do not have the same meaning, that is, they do not convey the same idea. Every authentic writing has its own quirks. First of all, the teacher has not altered or processed the text. As is typical of an adapted text, no new words or phrases are printed out in front of the text being studied, and grammatical constructs that are challenging to interpret are not parsed. Only a professional in a particular field of science and technology can fully comprehend the wealth of information included in scientific texts. The terms "equivalent" and "authentic" translation are distinguished by translation theory. Scientific materials should be translated as closely as possible to the original, or authentic, and accurately represent not only the author's meaning but also the terminology used in this specific field of study. However, because it is defined differently at different linguistic levels, the text's connection to the original may alter.

Complete equivalency with the original is not always required and is often preferred in certain situations. The idea of "equivalence" suggests that the text has been fully reproduced. Any accurately found correspondence to a micro-unit of translation, or any correspondence to a word, is frequently regarded as an equivalent. Generally speaking, regardless of the situation, an equivalent should be seen as a permanent equivalent correspondence.

According to Y.I. Retzker, these translation units—which consistently correspond in the source language—are what first allow the translator grasp the context and the meaning of the entire utterance, even when it comprises foreign words. However, translations that rely solely on equivalents are not always accurate. The primary standard for translating a scientific text from English into Russian or Uzbek is whether or not it adequately conveys the text's meaning. Although there may be some degree of equivalency in an accurate translation of the text's meaning, equivalent translation is not always genuine demands that the primary



communicative goal be correctly conveyed in addition to the full and precise delivery of the original's meaning.

Conclusion

In summary, therefore in order for a translation to be considered legitimate, it must accurately convey the primary communication goal, which fosters the development of social consciousness and the sharing of scientific knowledge, in addition to accurately and completely transferring the original content information and knowledge exchanged between individuals.

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