

MEDIA LITERACY - THE BASIS FOR FORMING A LANGUAGE PERSONALITY OF A FUTURE TRANSLATOR

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Annotation: An interpreter, performs intercultural and intercultural mediation and shapes media literacy as the basis of the communication process. The ability of the future translator to translate mostly depends, in particular, on the language units and their interpretation. It will help to shape the language standards and means of future translators, gives originality to the text, and the overall consciousness of translator's future professional activities.

Keywords: bi-cultural identity; didactics of translation; media literacy; intercultural receptivity; linguistic competence; linguistic units with a cultural component; background knowledge.

Аннотация: Переводчик осуществляет межкультурное посредничество и формирует медиаграмотность как основу коммуникативного процесса. Умение будущего переводчика переводить во многом зависит, в частности, от языковых единиц и их интерпретации. Это поможет сформировать языковые нормы и средства будущих переводчиков, придаст оригинальность тексту, а также общую осознанность будущей профессиональной деятельности переводчика.

Ключевые слова: цивилизованный человек; дидактика перевода; медиаграмотности; межкультурная составляющая; основная информация.

The professional activity of a translator, today, is gaining significant social popularity. The main reasons for this are due to the fact that Uzbekistan actively participates in international life, develops cooperation with many foreign countries. That is why there is an urgent need to improve the training of future translators for intercultural contacts.

An analysis of many works devoted to the theory and practice of teaching the translation process revealed the fact that high-quality translation should include certain knowledge of a foreign language, possession of translation competence, as well as the personal qualities of a future translator for mediation and translation activities.

The scientific paradigm of translation studies speaks of many interpretations regarding the pragmatic relevance of such a term as a translator, who is a professional specialist with background knowledge of two related languages, taking into account the cultural and adaptive plans in the process of intercultural communication. [1, p.256]. In this regard, the professional translator is required to possess not only bicultural and bilingual abilities, but also media literacy to build various kinds of communication.

The priority goal in teaching translation is to prepare the future translator as part of a “secondary language personality” for intercultural contacts. This trend suggests that the future translator needs not only to master the “technique” (methods, techniques) of translation, but also the ability to understand and interpret extra-linguistic information of an interlingocultural nature. In the modern world, there is no doubt that the professional translator is not just an ordinary communicator, but a fundamental link in intercultural communication and understanding. [2, p. 340].

In our opinion, the formation of a bicultural personality can and should begin long before learning to actually translate. All components of communicative competence are formed in practical exercises. For example, the linguistic competence of the translator includes, in addition to the basic aspects of language proficiency (knowledge of the system, the norm of linguistic behavior, the lexical composition of the language, grammar structure, etc.) and a number of specific features that are due to the fact that the future translator must have a certain linguistic competence in the field of two languages. The translator is required to know two languages, i.e. not each separately, but in the relationship. Therefore, in the practical course of teaching a foreign language, a large role is given to the expansion of linguistic knowledge in a comparative sense. Language proficiency in the translation plan should include

knowledge that the entire system of the language as a whole, linguistic and speech norms are characterized by certain national and cultural specifics.

One of the cultural manifestations is the presence of background words in the language, i.e. words of one language, differing in lexical backgrounds from equivalent foreign words. The lexical background is closely connected with culture, so even words that seem to be far from national specifics should be treated with due attention. Students should also pay attention to the inextricable link of the lexical background of the word with the general context and meaning of the text, the need to know the lexical background of words for a more complete understanding of the text and the danger of translation at the word level.

In our understanding, the term media literacy includes the stage-by-stage process in preparing a future translator, who in his so-called “baggage” of knowledge has information competence, which is due to both an understanding of the socio-cultural, socio-political and intercultural context, as well as code and representation systems, etc. e. the ability to “see” and “feel” explicit and implicit information in the media text for transmission in the formation of socio-political discourses (hereinafter referred to as OPD).

Therefore, this process is a priority for future translators, as they conduct not only a sense-forming analysis, but also a synthesis of difficulties in relation to each specific aspect, since each translator introduces his own notation, complementing the meaning that has an implicit character underlying any media text. [3, p. 65]

The content component of the training system is presented in a foreign language, based on the principle of authenticity, which makes it possible to directly participate in real intercultural communication and contributes to the formation of professional competence and the linguistic personality as a whole. On the basis of media literacy, a linguistic personality is formed, which is aimed at readiness for translation activities.

Thus, the main content of preparing future translators for their professional mediation and translation activities is a system of authentic socio-political texts that correspond to the basic principles in the development of media literacy. Media

literacy is the ability to understand the intercultural, sociocultural and political context inherent in modern representative media texts.

The integration of media literacy, as an integral component in the development of professional competence, contributes to the immersion of the future translator in that language environment, which consists of linguistic, sociocultural, psychological and personal competencies in the intercultural context of mediation and translation activities, as well as to bring automatic control over the knowledge and skills used [4, p.50].

According to this, the use of foreign language lexical units, taking into account the meaning-forming denotative and connotative properties of various words or phrases, stylistic techniques and other means of linguistic influence, due to cultural constants, implies a huge potential for understanding the interpretive properties of media texts, and in our case socio-political discourse. Background knowledge and a culturally specific interpretation of the context, which ensures the correct translation and adaptation of the pragmatic nature of a text of a socio-political nature, are also of no small importance. As a result of this, the activation of the bicultural process is closely interdependent with the formation in the memory of the future translator of cognitive foundations and ideas about a certain discourse, which is the basis for comprehension, understanding, processing and interpretation of information perceived in the translation process. Discursive analysis allows, based on the language units used in various phrases, reflecting cultural specifics, to determine the ability to develop professionally necessary bicultural skills in the future translator.

Thus, the components of media culture in the process of teaching IJ and training highly qualified specialists in the field of intercultural contacts - future translators are a promising basis for content modernization, taking into account the integrative conditions of modern education.

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