

THE ROLE OF TRANSLATION IN FOREIGN LANGUAGE LEARNING DURING A PROFESSIONAL TRAINING

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Annotation. The author explores the issue of quality of foreign language teaching at non-linguistic University. The role of translation teaching foreign language texts of a professional orientation in foreign language learning is emphasized. The author considers the basic principles of translation teaching: topicality, interactivity, temporality: modeling professional-contextual situations, most associated with future professional practical activity, problem method and project work.

Key words: translation, integration, quality of instruction, the research direction

Through the study of language as a reflection of socio-cultural reality, as a phenomenon of culture – national and universal a view about infancy picture of the world is formed, the capacity to communicate harmoniously in our own society and in other societies to prevent and overcome conflicts due to historical, political and religious differences of cultures is provided. Thus, through language the basis for effective international and intercultural understanding is created [1, p. 48].

In the process of higher education system globalization the necessary of the acquisition of translation skills by future specialists is very significant for their future professional activity. In terms of our country orientation on the path of scientific-technical and industrial development of the social order in the educational field "foreign language" in the system of non-linguistic universities is to prepare specialists speaking foreign language as a means of establishing personal, academic, and cultural contacts with native speakers and mainly as a tool to build professional communication for effective exchange of experience in future practical work. "Thanks to the foreign language knowledge students have the opportunity to broaden their horizons and to develop personal qualities and professional skills that solves one of the goals of education – one of harmoniously and fully developed personality" [2, p. 5].

That's why the training of foreign language translation has to be the main and integral part in the teaching of foreign languages in non-linguistic universities.

The approach to the organization of educational process when the mastering with foreign language determines the quality of professional training of future specialist is developed in the investigations by Abrakhmanova T., Bulgakova D, Domashnev A, Mirolubov A. Foreign language learning a in non-linguistic universities researched Vasilieva Y., Gutareva N., Polyakov O., Safonov V and others.

So Raimova G.A. and Sakieva D.S. consider that training is in the focused awareness of students' socio-psychological regularities of interaction specialists in manufacturing and other areas, and in the process of mastering these patterns. The significant role there plays foreign language teaching [3].

“Professionally-oriented training provides professional focus not only the content of educational materials and activities, forming professional skills”, “professionally-oriented training is the process of teaching foreign languages at non-linguistic University, focused on reading literature, studying of professional vocabulary and terminology, and in more recent times communication in the field of professional activity” [4, p. 245].

The **purpose** of this article is to analyze the role of translation in foreign language teaching in non-linguistic universities.

For the achievement of the students of non-linguistic universities defined international standard of options education. It should be carried out in two stages: the first stage (1 course) it is assumed the students' mastery of the 4th (B2) the European level. Foreign language mastering on the 4th (B2) level means the ability of students to understand complex information on topics of personal, social, academic, and professional areas of life, to mark the allocated position in the arguments and in general to understand an implied, as well as publicly declare the provisions in the texts, and direct messages; to translate texts correctly with adequate allocation of significant provisions of necessary parts, developing ideas and positions.

At the second stage it is assumed the training of professionally-oriented translation within a particular specialty using foreign language for special purposes (LSP). Mastering professional translation skills is impossible without the purposeful formation of the

terminological device of the specialty, increasing the information base on the material of authentic texts, skills to interpret and to debate, argue and solve standard and professionally – oriented tasks. Reading comprehension of texts of any complexity and any content (from narrowly specialized to large literary forms), the ability to create the written text of any complexity (essay, summary, critical analysis professional written sources or literary works, etc.) – all this is characteristic of professional skills of an educated future specialist.

The attainment of the aforesaid objectives, in turn, is impossible without the use in educational process of different technologies based on the principles of topicality, interactivity, temporality: modeling professional-contextual situations, most related to future vocational professionally practical activities, problem method and project work.

Reorientation in the universities on LSP requires creating certain conditions:

- appropriate normative, methodical and information support of educational process;
- transferring linguistics as a subject of general socio – humanitarian block in general professional disciplines;
- strengthening of the role of translation in foreign language teaching.

Objectives of foreign language teaching of research direction is the continued development of professionally-oriented proficiency and the mastery of a foreign language for academic purposes, which will allow to easily operate the scientific-conceptual apparatus specialty, to expand the scientific information base, to build skills of interpretation of scientific information, argument, persuasion, scientific debate, academic writing.

English is considered to be the language of the future. Students are sure that English is an essential requirement in getting highly-paid job, which enable them to read instruction materials, industrial imported goods, equipment, machines more further to communicate with foreign colleagues due to their daily work requirement. It is very important to investigate students' motivation and attitude towards learning English. That's why it is necessary to create a good learning atmosphere. New methods can guide the students to learn more, meaningful and successful.

We would like to say that realization significant role of translation in foreign language teaching will ensure the quality of the whole process of learning a foreign language.

The main trends of foreign language education are the followings:

- improving the quality of training specialists with professional translation of texts;
- integration of teaching with intensive research activities in the field of linguistics, methodology of teaching foreign languages and intercultural communication;
- university studies connection in foreign languages with the needs of society,
- improvement of educational and information technologies in teaching foreign languages (teaching languages for specific purposes, etc.).

In conclusion it should be noted that teaching of special subject in English requires the development of new approaches to teaching technical English and development professional-creative potential.

Consequently, foreign language education in combination with other components of the content of education should be the foundation of intellectual and spiritual potential of the nation, to contribute to solving social and economic problems, the development of science, culture, preservation of national traditions, attached to global values, entering into the world educational space.

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