

THEORETICAL AND PRACTICAL PROBLEMS IN CONTEMPORARY TRANSLATION STUDIES EXPLORING THE TEACHING PRACTICE OF OVERVIEW OF UZBEKISTAN

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Abstract: *After Uzbekistan's education policy has been adjusted and confirmed, the diplomatic relations between China and Uzbekistan, Uzbekistan and China have reached friendly cooperation agreements in many fields. The cultivation and exertion of Chinese high-skilled, application-oriented professionals has become the basis for the implementation of the development strategy of Uzbekistan. According to the requirements of the curriculum objectives under the masters training focuses of Chinese majors at college, this paper is focused on the explorations of the issues in the teaching practice of the course of "Overview of Uzbekistan". Under the guidance of functional translation theory and Yan Fu's "Faithfulness, straightforwardness and competence" translation theory, research the channels and ways to improve the training of experienced and applied talents for Chinese majors in Uzbekistan, enable students to master Chinese and tell Chinese stories well, they can tell Ukrainian stories well at the same time, promote Sino-Uz extensive exchanges and cooperation at all levels and more fields, lay the foundation for Chinese education services at all levels in Uzbekistan as well.*

Keywords: *Chinese major, high-skilled application-oriented talents, overview of Uzbekistan, functional translation theory.*

I. Theoretical guidance in teaching concepts

German functional translation theory, which began in the 1970s, defines translation as a purposeful act and emphasizes that a specific translation aim requires corresponding translation strategies and translation methods from the function and aim of translation. It discloses diversified translation standards and has a greater theoretical inclusiveness.

The translation standard of "Faithfulness, straightforwardness and competence" by Yan Fu, a famous modern translator, was navigated forward for more than a hundred years, which is the most influential translation theory in Chinese translation circles since the late Qing Dynasty. Yan Fu's translation theory of "Faithfulness, straightforwardness and competence" justifies the principles and standards to be guided in the process of joint translation. "faithfulness" means "faithfulness to the original", "straightforwardness" means "fluency and smooth access", and "competence" means "elegance and clarity", which goal is to "strive to make the effect of the translation on the target language readers the same as that of the authentic text on the source language readers", hereby, the focus of communicative translation is to convey information according to the language, culture and pragmatics of the target language, instead of translating the text of the original text as properly as possible.

The two theories have their similarities, taking into consideration the purposeful, communicative and social nature of the language in translation. The main viewpoints of these translation theories to provide a new perspective for the teaching and research on the daily basis of Uzbekistan. Taking the teaching practice of the Uzbek Chinese majors' course "Overview of Uzbekistan" as an example, the process evaluation is combined with the final evaluation, and the measurement criteria are diversified. So as to enhance the enthusiasm, initiative and enthusiasm of the skillful students in Chinese expression and simultaneous interpretation, a variety of methods and various forms to assist the output of the Chinese language has been continuously strengthened, and finally achieve the curriculum goal of serving the goal of training high-skilled and applied talents.

II. Problems in Translation Studies of Overview of Uzbekistan

i. Error confusion in Chinese Translation in the context of multilingual Learning

Uzbekistan is the multinational country among the five Central Asian countries, there are more than 130 ethnic groups in Uzbekistan. Uzbek language is the official language of Uzbekistan, and Russian is the lingua franca, there are also English, Arabic, Chinese, French, German, Spanish, Korean, Japanese and other languages for Uzbekistan people to study. Most students basically master 2-3 languages, and many students actually learn 4-5 languages from an early age. When the major students introduce the Uzbekistan in Chinese, the errors showed the negative transfer effect of their languages in grammar and words may influence by any of them owe individual languages. If the teacher is not multilingual, it is difficult to see what the language errors are from.

ii. Lack of textbooks of the course of Overview of Uzbekistan

Ukrainian students learn Chinese language and try to learn China, but they do not have the consciousness to fully introduce Ukraine to China, nor do they have this ability at present. As a Chinese teacher, the research, familiarity and emotion to Uzbekistan are far inferior to those of the citizens of Uzbekistan. The textbook compiled with the cooperation between teachers and students is undoubtedly a win-win process.

Although students, like Uzbeks, "cannot understand the true face of Lushan Mountain only because they are in the middle of these mountains" from the perspective of few countries, students need to jump out and comprehensively introduce the national conditions of Uzbekistan in Chinese, so as to fully sort out and introduce the national conditions of Uzbekistan from a certain height, so as to truly embody the fundamental purpose of language serving vocational learning and development.

iii. Lack of translation methods study and training

At the very beginning of the Chinese course in Uzbekistan, the teaching resources were provided by the Chinese side, the Hanban of China assisted in the training of local teachers, and the teaching equipment and consumables were also donated by the Chinese side, followed by the support of project funds for curriculum construction and resource construction. Whether it is "New goal of Chinese", "New starting Point of Chinese", "Chinese course" and the comprehensive skills series textbooks of HSK course, oral textbooks such as "spoken Chinese 301sentences" and "Quick Chinese", bilingual cultural materials such as "100 riddles", "Chinese Geography", "Chinese History" and "Chinese Culture", or bilingual textbooks such as

"Typical spoken Chinese", "Standard short sentences" and "Typical Chinese expression". In short, there are no courses and Sino-Uz textbooks on translation in the Chinese curriculum.

III. Teaching Strategies and practice under the guidance of translation theories

i. The introduction and application of translation methods:

1. "Free Translation + literal Translation" The purpose of this course is to enable students to introduce their people, things, and stories of the country in Chinese. Including local conditions and customs, geography, history and politics, economy and tourism, culture and education, etc., involving all aspects of life. The contents that are different from that of China, if cannot be correspondently translated, and free translation or paraphrase can be made if it is difficult to translate literally. For example, "这是乌兹别克人最喜欢吃的手抓饭 plov、плов 和烤包子 samsa camca". Plov (手抓饭) is originally named according to its having style, although now most people use spoons to eat. The name of the baked stuffed-bun is named according to its cuisine process.

2. "original text + parenthesis interpretation".

There is not a one-to-one correspondence between the two languages of translation, and there are some differences in grammar, vocabulary, structure and contents. For example, China's "red scarf" is very common in China, but not in other countries. Another example, the names of place names and people in Ukraine are so long that it is difficult to translate them directly into Chinese. And an Uzbek may have many names, and those with two names are common, such as Uzbek and Russian names. The composition of their names is also very complicated, which consists of three parts: "family name + second name + father's name". e.g. G'ofurova Mahbuba Nurali kizi. Translation in this way: G'ofurova Mahbuba Nurali kizi (2003 班学生 明珠). 明珠 is the girl's Chinese name.

3. "free translation+ cultural meaning" After understanding the purpose and content of communication, translation has cultural characteristics and methods of expression. For example, when two people meet, One A asks: "你出去啊? 你吃饭了吗" Another one B answers: "我出去下, 回来再去食堂吃饭, 没关系, 来得及的" B will not think that A is nosy, knowingly ask, and will not think that A wants to invite him to dinner. What he said is just a kind of greeting. He can easily understand that A uses a more humane greeting than hello. So, translation needs to switch to the culture of the target language for free translation according to the needs of communication, such as English translation in this way: "Hello, how are you? Will you go out for sth.?" "Hello, my friend, how are you. Yes, I will be back very soon. Anything else?" "你吃饭了吗" can be translated into "Hi, how are you?" when greeting. Because of the differences between Chinese and Western cultures, Western culture pays more attention to respect for other people's privacy, and conversation generally does not involve private content such as family, marriage, age, income, religion, politics and so on. On the other hand, Eastern culture is more willing to show closeness, friendliness, enthusiasm and goodwill. Language is a culture of special envoys.

ii. Pay special attention to the colorful meaning and stylistic features of translation

The translation of the contents that reflect some characteristics other than the nature of the objective object is called perceptual meaning. Perceptual meaning refers to the style of expression, including emotional, image, stylistics and the times. Perceptual meaning, implied meaning, rational meaning etc., which are not necessarily possessed by every word.

Style means that in the process of long-term use, language symbols will form speech expressions corresponding to specific communication fields, and speech expressions correspond to specific contexts and themes.

Take an example, the introduction of scenic spots is to attract tourists and introduce the relevant culture, so it has to get effective translation methods of tourism translation in order to make the translation not only propagate tourism resources, but also spread Chinese culture and attract foreign tourists. Sometimes oral expression has a more profound impact on people's minds.

Conclusion

Everything has its pros and cons. Challenges and opportunities coexist. Without teaching materials for the overview of Uzbekistan course, but it is good opportunity with full of choices and communication. Teachers my focus on the contents that the students are interested in, and guides the students to study the higher level and related recourses together, and guides the students to output their knowledge and skills in Chinese and follow translation theories they have learned to interpret the Uzbek stories well.

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