

UDC: 378.1

THE COGNITIVE ASPECT OF USING PHRASEOLOGICAL UNITS IN TEACHING TRANSLATION

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Abstract: The connection of the communicative approach with the cognitive (cognitive) approach in teaching competencies, especially in the aspect of speech activity, has recently been considered a priority direction. Zones of intersection of cognitive spaces, according to the psycholinguistic theory of intercultural communication, provide the presence of “zones of understanding” for potential participants in communication.

Key words: translation, selection, linguistics, language, training, development.

The verbal equivalent of national consciousness - language consciousness - exists in the form of language and texts.

National languages, especially texts created by native speakers, can be considered as forms of existence not only of linguistic consciousness, but also of the corresponding national culture.

The content of training, which represents the professional culture, requires a special approach to the selection of key concepts in the texts. Professionalization of the language personality begins with familiarization with the specialty and can continue throughout the entire working life.

In the course of teaching students in the field of Linguistics, much attention is paid to translating texts from one language to another. As part of their professional orientation, students are introduced to a combination of words in texts, the translation of which requires the inclusion of additional information. So, the concept of a key the concept is specified or varies depending on the author's

presentation of the text. Phraseologisms that occur in texts of various professional orientation can be interpreted in different ways.

All phraseological units denoting a person indicate the possibility of forming a cognitive space for communication participants, a common professional consciousness, a model of consciousness, and help to fix the picture of the world, features of mentality, etc. in the course of teaching students the elements of translation and analysis of phraseological units.

Translation training. In the article we will focus on translation training on the automation of skill of interpretation. The ability to translate legal documents is a special activity that, in addition to language skills, requires both knowledge of translation theory and practical skills. Acquired skills to transfer only the result of long training, based on the methodological system taking into account the synthetic nature of all types of verbal activities: reading to extract information, making translation decisions, the playback of the translated text or its parts, the ability to perceive simultaneously and at the same time to produce the translation, the ability to allocate attention.

Teaching lexical material requires the development of students' receptive (recognition and understanding) and expressive (intuitively correct use and word formation) lexical skills. The acquisition of these skills is based on the creation of lexical automated dynamic connections (unity of auditory - grapheme-phonemic and semantic images of words and phrases). It requires speech practice that creates flexible and strong lexical skills. However, to achieve a high level of assimilation, the lexical minimum must be carefully selected and dosed.

There are generally accepted principles for selecting an active dictionary – semantic, the principle of compatibility, the principle of stylistic limitlessness, the principle of frequency, the principle of word formation value, the principle of excluding international words, etc. Although this list should be slightly adjusted to take into account the specifics of the specialty language.

The training procedure consists of the following stages:

1. Read and translate the text in which the cliched lexical and grammatical structures (hereinafter referred to as CLGS) are graphically highlighted.

It is allowed to use hints in the form of a translation of the CLGS given below the text, or a full translation of this text.

2. Give students time to repeat the graphically highlighted CLGS on their own for 2-3 minutes.

3. Students in pairs verbally check each other's comprehension of the CLGS.

4. perform a front-end review of the completed task with closed textbooks. If there are any errors, students should work out the correct pronunciation in a chorus.

5. Conduct a translation dictation on the studied CLGS.

6. Students record the number of correctly translated CLGS. Collect the work and check whether it is correct.

7. Homework assignment-translate the text learned in the lesson from Russian to English.

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