

Linguophilosophical Aspects of Translation in The Light of Its Psycholinguistic Model

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Abstract

The psycholinguistic model of translation is a translation model based on a psycholinguistic approach to the translation process, which is based on the understanding of translation as a speech-thought activity. The presented article mainly deals with the issues of translatology, in particular, semantic and pragmatic features of language structures in the light of their functioning, sign asymmetry. Since the process of translation is a factor reflecting the content of the original text as a peculiar system, the analysis and study of this process through the prism of asymmetry of a linguistic sign is an important condition for its qualitative evaluation. The study of the phenomenon of asymmetry in the translation process indicates the need and feasibility of introducing the concept of interlingual asymmetry into the system of concepts and terms. The thesis in the process of comparative analysis of translations of interlanguage question sentences reveals the emergence of interlanguage asymmetry as a complex linguistic phenomenon.

Key-words: philosophy of translation, psycholinguistics, translator's psychology, speech acts, language structure, human consciousness, thinking mechanism, culturology, sociology.

Introduction

In the world language-translation practice, the issues of comparative study of the peculiarities of languages, their functioning in communicative and dialogic discourse, and the problems of scientific evaluation and translation contribute to the development of this branch. Consequently, the need to develop and improve cross-national communicative competences determines not only the research of linguistic, lingvopragmatic and lingvocultural, but also the philosophical and psychological aspects of translation. Moreover, the asymmetry of the plans of expression, content and function of a linguistic sign, asymmetry of translation as a new direction of modern linguistics studies the structure and speech manifestation of language, makes it possible to determine the similarities and differences of signs in their comparative aspect. At this stage, the translation of syntactic structures implying interrogation is of particular importance, as at the present time in the world translatology the definition of syntactic, semantic and pragmatic features of interrogative sentences in the fiction and the development of principles for their translation, in particular, the scientific justification for the Russian and Uzbek interrogative sentence translation just in terms of asymmetry helps to improve such branches of modern linguistics as functional linguistics, theory in the translation science are also one of particular importance studies on the priority directions devoted to the definition of the functions of the original units, comparative study, as well as the development of theoretical foundations for the transfer of these functions from one language to another.

As known, the translation process is a complex of activities, so in addition to linguistics other sciences, such as psychology, culturology, sociology, are also studying it.

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The basic aim of our study is to identify the mechanisms of thinking that function in the translation of a text. The relevance of the proposed study stems from the need to build an effective translation training methodology, putting the translator's personality as a subject of translation activity in the centre of attention. In psychology and psycholinguistics translation is recognized as a specific type of speech activity. This approach is based on taking into account the specificity of translator's activity. The subject of any kind of speech activity, and hence translation, is a thought. In productive speech activities (speaking and writing), the goal is to convey one's own thought, in receptive ones (reading and listening) - to understand the thought of the communication partner. The task of translation is to perceive the thought of the other person and formulate it using another language. Consequently, in the translation communicative activity receptive and productive types of speech activity are combined: translation begins with the perception of a thought expressed by means of one language, passes the stage of understanding this thought and finishes with its formulation in another language. This complex process is ensured by different thought mechanisms involving different types of thinking.

Methods

Consider the first stage of translation activity – perception of a speech sign. As we know, perception is based on sensation. Perception is "mental process of reflection of separate qualities of objects or the phenomena of a real reality, directly influencing on our sense organs" [1, p. 46]. Feelings are also the basis of perception of the text, as any other object. As each text is composed of words as language signs that have a meaning, the content of the text is composed of the meanings of words. In turn, the meanings of words exist in human consciousness, which is associated with the object nature of a linguistic sign, because each word corresponds in consciousness to some element of reality, which it denotes. In other words, meanings are inseparable from their subjective reflection by human consciousness of reality in the form of images. Thus, psycholinguistic researches have revealed that the most frequent at perception of speech are visual sensations - visual images of language units [2, p. 50]. Therefore, it is possible to consider that in the process of human thinking with language visual representations dominate: all language units it reflects in the form of a visual image.

Language images accompany all stages of human speech activity: perception, understanding, creation of own statements. They serve as a "conduit" through which the perceived text penetrates into the sphere of human thinking activity, or, on the contrary, through which human thought is embodied in the text. The stage of image creation cannot be avoided in the transition from linguistic expression to thought and from thought to its linguistic embodiment [4, p. 134].

Translation activity is a specific, special communicative activity because communication, which includes the stage of translation, is bilingual, which leads to a doubling of the communicative chain, i.e. complication of the communication process. However, we believe that language images perform their linking function in bilingual communication as well, because thinking does not depend on the national language, it is "supra-linguistic", its nature is universal, [5, p. 96].

As N.I. Zhinkin's researches have shown, there is a universal-subject code in human consciousness, in which all figurative representations of the person are built [3, 62]. Kolshansky G.V and Sukhova I.P. said that human speech activity is a national variant of realization of the universal semantic system [4, p. 122]. All this allows us to assert that the

visual image of the text to be translated also acts as a link, the central link of communication with two languages, which translation is. The source text to be translated is constructed from the linguistic means of the source language and is organized according to the rules of that language. While reading/listening to this text, the translator perceives and thinks about it and as a result gets an image reflection of it in his/her mind, which stimulates interpretive, associative and other mechanisms and triggers further thought activity of the translator. The result of this activity is a mental image of the source text. Next, the translator proceeds to the backward verbal embodiment of the mental image of the source text formed in his mind is the laws of the target language. This mental image of the text actualizes in the memory of the translator appropriate language signs of the target language. The source and translated texts act as national variants of a common supranational semantic system.

The meaningful translation is inseparably connected with the formation of figurative thinking, because this type of thinking is the most free from the dominance of words. The psychological and psycholinguistic experiments have shown the prevalence of figurative thinking among translators who are required to verbally present a discourse created on the foundation of the SL. The term "figurative thinking" means the process of artistic cognition in the unity of its emotional, logical and intuitive components [7, p. 89]. It means a person's ability to analyze and distinguish the most significant elements in the objects of the world around, to generalize them and make a whole image of them. Visual thinking is mainly operated by visual images, which are the result of thinking processes. Creating images provides the activity of representation, which is the main psychological mechanism of figurative thinking. The nature of this type of thinking consists in dissecting a holistic reality and then mentally reconstructing the picture of this reality through the correlation of the most significant components highlighted. Consequently, the process of image formation begins with sensory perception, followed by a phase of analysis and comprehension of the essence of the object and ends with generalisation and synthesis of the detected details. The resulting image is then embodied in a verbally represented product. A similar sequence of operations is performed by a translator: first he perceives the source text, then analyses it, obtaining an image response to each of its elements, then synthesizes these minimal image units into a complete semantic image of the text, which is finally formulated in a speech product by means of the target language and according to its laws.

When identifying the translator's psychological characteristics, we proceeded from the belief that to better understand the nature of translation activity, which combines perception, comprehension and reproduction of verbal material, we need to know the specifics of the memory and thinking mechanisms of the subject of translation. The translation literature has repeatedly expressed the view that translation is a special kind of speech activity, and therefore the data of psycholinguistics on the mechanisms of generation and perception of a speech utterance, on the structure of speech action and on the models of language ability are quite applicable to the theory of translation. We fully share the regret expressed there that "translation has not yet been globally described from a psycholinguistic perspective" [2, p. 43]. It is known that one of the tasks of the general theory of translation is to describe the process of translation, to identify its main stages (phases), to determine the nature of the actions that the translator carries out at each stage of the translation process. It seems that consideration of these issues could be carried out from the perspective of psycholinguistics. In the present article, we will try to identify some problems of speech production in the translation process precisely from the perspective of the psychological nature of translation as a type of speech activity.

We begin our consideration of this issue by identifying the main stages of speech utterance generation. We will rely on the provisions expressed by A. A. Leontiev, as well as on the research of other domestic psychologists and psycholinguists. Let us recall that A.A. Leontiev [3, p. 251] singles out the following phases of the speech act.

The system of motives lies in the beginning of the movement. At this stage primary orientation in a problem situation is carried out. At the following stage of the speech act on the basis of motivation and primary orientation there is a speech (communicative) intention. At the same stage, when the communicative task is clearly distinguished, the secondary orientation in the conditions of this task takes place. The third stage of speech action is the internal programme stage. At this stage, the speech intention is mediated by personal meanings embedded in various subjective code units. At this stage, the speaker decides on the nature of the utterance. The fourth stage is the implementation of the internal programme. It is a two-stage stage: first, there is the transition from the meanings fixed in the subjective code to the meanings of the "outer words" of real language (semantic realization) and then the "transformation of the grammar of thought into the grammar of words" [5, p. 162], that is, the grammatical realization. At the same stage, the process of acoustic-articulatory and motor realization of the program is also carried out. The final stage is the sound realization of the utterance. From the point of view of the tasks of describing the process of translation, A.A. Leontiev's model seems very convenient, since it describes in detail the process of creating a speech utterance: from motive - to speech intention - to internal programme - to programme implementation - to the aural realisation of the utterance. This scheme contains concepts that are extremely important from the point of view of the translator's tasks in the translation process, namely: speech (communicative) intention and the implementation of the internal programme of the utterance. At the stage of perception of the source text (statement) the translator, in fact, goes through the same steps as the author of ST, only in reverse order: from the analysis of the results of the internal programme - to understand the speech intention of the author and then - his motive. Actually, it is in understanding the motive and the speech intention of the ST author that the essence of the translation analysis of a text lies. This is what the translator's perception of the source text should be aimed at, and it should be an extremely active one.

As A. R. Luria writes, this process may end with the perception of the meaning of individual words, then the meaning of the message remains not understood at all; it may reach the decoding of the meaning of individual phrases, and then the perceiver, who is well versed in the meaning of each sentence, may not reach the real meaning of the message; it may penetrate deeper and reflect the overall message. But this hardly exhausts the true understanding of a literary discourse. Finally, the perceiver of the message (or the reader of the work of fiction) can understand the meaning that lies in the "subtext", the motives that underlie the actions of the actors, and the author's attitude towards the persons, which was his motive in writing this work [8, p. 57]. In our opinion, the depth of translation analysis (decoding) of the source message by the translator should be so great that the genre affiliation of the text (narrative message, scientific text, work of fiction) should not have any importance whatsoever. This is why translational decoding differs from the usual, "everyday" decoding of a speech message.

For the sake of simplicity, let us briefly outline the stages of utterance production once again:

- 1) emergence of the motive and initial orientation in the problem situation;

- 2) emergence of speech (communicative) intention and secondary orientation in the conditions of communicative task;
- 3) internal programme of speech action (mediation of speech intention by the code of personal meanings);
- 4) realization of the internal program, including semantic realization (transition from the meanings fixed in the subjective code, to the meanings of "external" words of the real language) and grammatical realization ("transformation of the grammar of thought into the grammar of words", according to L.S. Vygotsky);
- 5) sound realisation of an utterance.

Thus, any communicative movement begins with motivation, with the appearance of a motive. We remind that a motive is understood as "a material or ideal object, which prompts and directs an activity or action, and for the sake of which it is carried out" [9, p. 44]. The peculiarity of translation as a type of speech activity lies in the fact that here, as was already pointed out, we are dealing with two motives: the motive of the translator, which prompts him to enter into a translation act, and the motive of the author of the original. Two questions arise: when does the translator's motivation to engage in the translation process arise, and what happens in the first of the stages we have mentioned?

In order to better reflect the mental processes of the translator developed psycholinguistic model of translation, which considers the translation as a two-stage process: first, the translator transforms his understanding of the content of the original into his internal program, and secondly, the deployment of this program in the text translation. The psycholinguistic translation model is not only based on the theory of speech activity, but also fully reflects the translator's real actions, describing all those processes that ensure the work of a translation agency translator on a psychological level.

Results

In the psycholinguistic analysis of the semantic structure the minimal unit is considered to be a predicate topic as an operative unit of internal programming, which determines mutual relations of semantic and formal-grammatical structures of the text in translation. The rules for constructing a semantic structure are universal, i.e. semantic programming has a supra-linguistic character. Then translation as a type of speech activity is a special case of human language ability manifestation as a set of psychological and physiological conditions, providing interiorization and perception of language steps by members of a certain society.

The psycholinguistic model of translation is fully consistent with the understanding of translation as a type of speech activity. Unfortunately, the explanatory power of such a model is limited by the fact that we do not know how this "collapsing" and "unfolding" occurs, which content elements are retained in the internal programme, and how one of the possible ways of implementing this programme in a translation text is chosen. Further detailing the psycholinguistic model of translation is an important task for translation theory.

Psycholinguistic model of translation reflects the translation process as something generalised, determines the direction of internal thinking of a translator, as well as a step-by-step movement from the original text to the result of translation activity - the finished text in the target language. Situational and transformational-semantic models of translation give a conditional image of translation, without claiming to fully correspond to the real actions of the translator. In order to better reflect the translator's own activity, the model must include a

description of the mental processes supporting this activity. For this purpose, a psycholinguistic model of translation is being developed, using the provisions of the theory of speech activity. It is known that in accordance with the purpose of the speech act the speaker first forms an internal program of the future message, which then unfolds into a speech utterance. Based on this, the psycholinguistic model of translation postulates that in carrying out the process of translation, the translator first converts his understanding of the content of the original text into his internal program, and then deploys this program in the text of the translation. Since the internal programme exists in the form of the speaker's or writer's subjective code, this representation of the translation process includes two steps – "translation" from the SL to the internal code and "translation" from the internal code to the TL. The psycholinguistic model of translation states the fact that the translator, working on the original text, first becomes aware of the source material and forms his/her own understanding into a kind of virtual programme, which is then transformed into a text in the target language. In fact, this model consists of two stages of translation, i.e: 1. Translation of a text from the source language to the internal virtual understanding. 2. Translation of the original text from the virtual awareness into the target language. However, this model does not reveal in detail each of these stages in the process of translation, it does not identify the content elements that are retained in the internal program, as well as explain the mechanism for choosing the necessary way to implement this program in the text of translation.

The interrogative sentence we have chosen as the object of study is not an understudied area of linguistics. This type of sentence has been studied in terms of structure, semantics, stylistic functionality, and its role in communication. This multidimensionality certainly attests to the complexity, multifacetedness and voluminosity of interrogative sentences. The English sentence *And would the Court of Appeals think differently? But had not the jury there at Bridgeburg listened to that plea with contempt* with its psychological essence can be represented in the Russian and Uzbek languages as *Но не захотели же в Бриджбурге посчитаться с этим доводом. Захочет ли апелляционный суд? Лекин Бриджбургда бу баҳона билан ҳисоблашиммади-ку. Хўш юқори суд бунга қандай қараркин?* The aim of translating an English interrogative sentence of the general type formed with the auxiliary verb "would" into English and the interrogative particle "ли" into Russian, interrogative pronoun in Uzbek is, to our mind, the translator's intention to add more emotionality and expressiveness to the utterance. The basis for the content of a text made up of word meanings is the images that appear in the translator's mind as psychological equivalents of the meanings of these words. Perceptual analysis of the components of the speech chain constantly accompanies text perception, enabling the translator to identify and retain images of language signs, which are then synthesized into a coherent whole of meaning. This creates a generalized mental image of the text. The essence of perception of the text consists in forming an image of the text, which reflects everything that is behind the text, that is, the real world with its links and relations .

The question arises as to why the question word “қандай” is used, which can be answered as follows: if a literal translation would read *And would the Court of Appeals think differently?* translation would look like this: *Хўш, юқори суд бунга бошқача қарармикин?* in the suggested translation, the semantics of the word “бошқача”, which is a perfect equivalent to “differently”, does not reveal the opinion of the "supreme court", that is, the word itself presents an abstract meaning. The translator, in order to deviate from this abstractness, has used the interrogative word "қандай". The contextual meaning and the essence of the sign as word-forms are reflected in the word қандай. The resulting interlinguistic asymmetry of form within the whole sentence leads to asymmetry of sentence

structure. That is, the Uzbek translation uses the indirect complement “бунга”, which is not observed in the original text. In the English text, the verb “think” is defined by an adverb, while in the Uzbek text the adverb function is performed by the word “қандай” and the word “бунга” is used in order to attribute all the meaning of the word to the sentence (statement) that precedes the sentence where this word is used. This position of the choice of linguistic elements is related to issues of context.

Another example of translation can be seen below: English: *You can't be sure so soon as all this, can you?* Russian: – *Разве ты уже можешь знать наверняка?* Uzbek: – *Буни ўзинг билолмайсанми?* The interrogative element *can you* is translated in Russian by the question word (unless) and in Uzbek by the interrogative particle -ми. The separating interrogative element *can you* asks for confirmation of the meaning and content expressed by the first part of the sentence. This translation is a vivid example of inter-lingual asymmetry in the translation process and also emphasises the importance of determining the value (meaning) of words in translation, not only their meanings. In our opinion, the Uzbek translator has failed to find the significance of the Russian sentence, which is the source text. As a result, a literal translation of the interrogative sentence has been carried out, which in turn leads to inadequacy and incompleteness of the translation. The use of the interrogative particle -ми distances the meaning and functional affiliation of this sentence from its original. In the English and Russian versions, the discrepancy of form and content, creates a secondary function or contextual meaning of the statement, which cannot be noticed in the Uzbek sentence, expressing a proper interrogative meaning. We suggest the following translation: *Буни аниқ билишинг мумкин эмас, шундайми?*

When translating English separating interrogative sentences into Russian and Uzbek, we mostly observe formal rather than substantial inconsistencies. From the perspective of the significance and functioning of interrogative sentences, it should be stressed that elements of interrogation in the original and translated texts generate linguistic symmetry. Certain inter-linguistic asymmetric relations in most cases affect the formal aspect of sentences, thus ensuring the quality and adequacy of the translation. In the translation of general rhetorical interrogative sentences we investigate the cases of asymmetry in the translation of rhetorical questions that in modern rhetoric serve to emotionally emphasize the significant foundations of monological speech and form the emotional attitude of the addressee to the subject of speech, and which are characterized as an effective figure in the dialogization of monological speech. English: *But if she questioned him in regard to these things now, would he not get angry and lie to her still more?* Russian: *Но если спросить его об этом сейчас, он, пожалуй, только рассердится и опять солжёт...* Uzbek: *Буни ҳозир сўраса борми, аччиғи чиқиб кетиб, яна ёлгон гапирди...* In this context, the rhetorical question, generated by the situation in the text, denotes a statement. In fact, the author, being aware of Clyde's anger and deception, approaches the description of this situation precisely from the perspective of rhetoric. The author of the original text in this case uses the rhetorical question sentence as an intensifier, thereby reinforcing the pragmatics of the question. A synonym for this sentence could be ... he would get angry and lie to her still more, which equally repeats the meaning of the previous question. The Russian and Uzbek translations correspond to this very construction.

From the above examples, we can conclude that the secondary function of interrogative sentences appears when the author of a question does not expect or demand an answer and emerges in speech through rhetorical and non-personal-expressive sentences. Because inter-linguistic asymmetry is mainly clearly observed in the translation of the

secondary functions of interrogative sentences, and these sentences are formally identical (homonyms) but meaningfully different (synonyms).

Discussion

The analysis of the translation reveals that translators in their translation activity not only reproduce lexical meanings of source text elements in the text of translation, but also deal with the transmission of the significance of one sign system (source language) by the significance of another sign system (translation text), in other words, are responsible for finding and appropriate use of significance between linguistic units of the source text and the text of the translation. The results of the research point out that the determination of the linguistic significance between the source and target texts and its use in the translation activities is one of the most effective methods to facilitate the process of translation and helps bring the quality of the translation text to the quality of the source text, which finally eliminates the likely "pressure" of the system of the source language on the system of the target language. The manifestation of asymmetry of a linguistic sign in the linguistic system makes it possible to clearly identify the primary and secondary systematic, structural and functional features in the language. We can say that the meaning of the text is a mental formation, those thoughts and images that the text causes in the mind of a person. Thus, we assume, we have to look at the process of speech or text production to looking at the process of perception (analysis, decoding) of a statement, for in the process of translation both actions take place: decoding the original message in the source language precedes the encoding of the message in the translating language, and it is at the first stage that the conditions for the creation of a translation text are laid down. This is also where many of the problems found in the process of speech production in the target language come to light. The presence/absence of problems during the creation of the translation text depends on the depth of the translator's analysis of the source message, the degree of completion of the decoding process. In any case, when acting as an intermediary, the translator is aware of the motive of the ST author and at the stage of TT creation seeks to express this motive by means of the translating language. From the moment of ST author's motive awareness the process of translation text creation, apparently, repeats the same stages, according to which the process of speech utterance generation in usual conditions, that is in the conditions of monolingual communication is carried out. But these stages can reveal features that distinguish translation as a special type of speech activity from ordinary speech activity.

Conclusion

To conclude, in the translation process, the reasons for inter-lingual asymmetry are the following: different languages, when expressing a speech situation, implement aspects that are unique to them; there is a discrepancy in the expression of similar phenomena in terms of meaning. This discrepancy is not only due to differences in the thinking of the speakers of a particular language, but also to the presence of different trends in the use of language units. Phonetic, lexical and grammatical lacunas can be observed in one of the languages under study, as well as a disproportion between the meaning and significance of words, phrases and sentences. The structural differences observed in English and Uzbek question sentences are determined by the peculiarities of the grammatical structure of these languages. The inter-lingual asymmetry of system, structure and function (content) is also determined by this provision. Consideration of inter-lingual asymmetry in the translation involves the removal of unnecessary, from the perspective of the reader of the translation, elements, as well as the use of semantic transformations that determine the significance of the

units of the original and the text of the translation. Such transformations contribute to the emergence of pragmatic, stylistic and functional-semantic correspondences. Interrogative sentences irrespective of certain syntactic patterns (general, special, alternative and separative) can express different emotional states. Consequently, the analysis of non-subjective-questioning sentences needs to be done only within the communicative context. The primary function (locution) of interrogative sentences can be realised outside the context, whereas the secondary function (illocution) is influenced by the context. The polysemy of grammatical signs is eliminated by analysing the situation of speech. However, it can hardly be said that the motive of the author of the original message becomes the motive of the translator, which is the basis of speech production in the TL. Apparently, the translator's motive, i.e. the motive for which the translator enters into the translation process, is different from that of the ST author and is influenced by different kinds of needs: the need for professional expression and recognition, the need to earn money, etc. We agree that the question of motivation of translation activity seems a question very controversial and worthy of separate consideration. Presumably the translator's own motives in some way correlate with the motivation of those communicating during intercultural communication, which affects the direct product and result of this activity.

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