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# PEDAGOGICAL ASPECTS OF SPEECH ACTIVITY EVALUATION IN TRAINING GUIDES

*Abstract*

The research problem of the article is the problem of pedagogical aspects of cognitive and pragmatic aspects of speech activity evaluation. The authors describe examples in which the model is to assess the situation (event) includes a predicate predictable on explication assess the situation, and the situation entered after updating the value of the predicate evaluation. The methodology is presented in the analysis as important dialogical statements that initiate negative estimate because accounting communicative conditions, role status interlocutors. The results is investigating nature of interpersonal relationships that determine the current perception of a replica as an evaluation or, on the contrary, the impossibility of such an interpretation. The scientific novelty of the research lies in the fact that estimated interpretation of information is realized in the mental act. Evaluation of activity as a result of thinking structured consciousness, cognitive converted to structures that after contact moves in long-term memory.

**Keywords**: pedagogical aspect, educational programs, assessment, language education programs, textbooks

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# ГИДТЕРДІҢ ТІЛДІК ДАЯРЛЫҒЫНДА СӨЙЛЕУ ӘРЕКЕТІН БАҒАЛАУДЫҢ ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

*Аңдатпа*

Мақаланың зерттеу мәселесі сөйлеу әрекетін бағалаудың когнитивтік және прагматикалық аспектілерінің педагогикалық аспектілері мәселесі болып табылады. Мақалада диалог сөздің бағала когнитивтик және прагматиктик аспектінің сұрақтары қарастырылады. Авторлар жағдайды (оқиғаны) бағалауға арналған модель жағдайды экспликациялауда болжауға болатын предикатты және предикатты бағалаудың мәнін жаңартқаннан кейін енгізілген жағдайды қамтитын мысалдарды сипаттайды. Зерттеу мақсаты диалогтық әрекеттестіктің аксиологиялық құрамдас бөлігін прагматикалық зерттеу болып табылады. Бағалау мәлімдемесі жүзеге асырылатын сөйлейтін субъектінің пайымдауын және сыртқы экстралингвистикалық жағдайын құруда қолданылатын өзекті лингвистикалық құралдарды талдау. Әдістеме талдауда коммуникативті жағдайларды есепке алу, әңгімелесушілердің рөлдік мәртебесін ескере отырып, теріс бағалауды бастайтын маңызды диалогтық мәлімдемелер ретінде ұсынылған. Нәтижелер репликаны бағалау ретінде ағымдағы қабылдауды немесе, керісінше, мұндай интерпретацияның мүмкін еместігін анықтайтын тұлғааралық қатынастардың табиғатын зерттеу болып табылады. Зерттеудің ғылыми жаңалығы ақпаратты болжамды интерпретациялаудың психикалық әрекетте жүзеге асуында. Ойлау нәтижесінде белсенділікті бағалау құрылымдық сана, когнитивті байланыстан кейін ұзақ мерзімді жадта қозғалатын құрылымдарға ауысады.

**Түйінді сөздер:** педагогикалық аспект, білім беру бағдарламалары, бағалау, тілдік білім беру бағдарламалары, оқулықтар

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# ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ОЦЕНКИ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ В ЯЗЫКОВОЙ ПОДГОТОВКЕ ГИДОВ

*Аннотация*

В статье рассматриваются вопросы когнитивного и прагматического аспектов оценивания речевой активности в иноязычной диалогической речи. Исследовательской задачей данной работы является проблема педагогического аспекта когнитивно-прагматических сторон оценки речевой деятельности. Авторы описывают примеры, в которых модель оценки ситуации или события включает в себя предикат прогнозируемой по экспликации оценки ситуации, а ситуация вводится после обновления значения предиката оценки. Цель исследования - практическое изучение педагогического аспекта аксиоматического компонента диалогического взаимодействия определяет анализ языковых средств и субъектов внешних невербальных ситуаций, используемых для построения оценочных высказываний, в которых они осуществляются. Эта методика показана в форме анализа высказываний диалога, начиная с отрицательной оценки, с учетом условий общения, роли собеседника. В результате изучается межличностный аспект, определяющий актуальность распознавания речи как оценки или, наоборот, невозможность оценивания. Научная новизна исследования заключается в том, что выявлены факторы педагогической оценки интерпретации информации, которая реализуется в мыслительном акте.

**Ключевые слова:** педагогический аспект, образовательные программы, оценка, языковые образовательные программы, учебники

**Introduction.** Evaluation is a somewhat problematic research topic for linguistic research for two main reasons. First, the dominant position in linguistics is occupied by the analytic nature of the conceptualization of the objective world in the mind as a purely rational person's (individual's) avoidance of the influence of the emotional sphere. Regarding these communicative behaviors (including at the level of self-talk), we mainly studied the mechanisms that rationally regulate interpersonal relationships. Secondly, evaluation is an a priori psychological phenomenon, characterized by the inner world of an individual speaker, which is not always manifested externally, and therefore is difficult to study due to its unpredictability and inconsistency of representations [1 p. 21].

In linguistics, the expansion and introduction of language signs are usually studied separately, and the dialogue process itself is considered as a pure exchange of information carried out by the extension elements of language signs, without taking into account evaluative factors (N.A.Bagdasarov, M.A. Goncharov). Discourse analysis is primarily focused on the study of the "communicative surface" of spontaneous communication and interrelated intentions, perceptions, prior knowledge, which are carried out in the evaluations of the interlocutors in the moment. and does not deal with the study of internal psychological processes. As a result, assumptions are not always included in theoretical formulation systems.

Spontaneous conversational situations are a priori concrete means of communication/implicit expression assessment content that reveal our unique everyday experience of being in a certain emotional state when the interlocutors are individually communicating. . Evidence obtained during the exchange of transcripts of interviews is discussed with other interviewees who write evaluation reports, resulting in minimum value judgments. In other words, dialogue emerges as an effective mechanism for evaluating the simulation. The individual implements evaluation reporting by improving axiological engagement in emotional communication with stakeholders.

The practical study of the axiomatic component of interlocutory interaction includes the analysis of the speaker's judgments in which evaluative statements are made, and the real language tools

used in the construction of foreign language situations. The last aspect of the analysis is important in dialogue statements that initiate a negative evaluation, because the conditions of accounting communication, the situation of the role of the interlocutor, the characteristics of interpersonal relations determine the current perception of the replication as an evaluation or vice versa. , this is not possible. such an interpretation.

**Methods and materials.** Approximate interpretation of information is carried out in mental actions. Structured consciousness is cognition that is transformed into structures that are transferred to long-term memory after communication. As a result, the dialogical activity of the conscious speaking subject begins to work alongside relevant knowledge. As part of the ceremony, an integral picture of the world of values, which determined the linguistic behavior of the speaker of the subject, gradually began to form. This type of world model is constantly revised in the process of conversational activity with other interlocutors. Recognizing the role of evaluation in processing information and shaping our perception of the world, we associate it with subjective categories of human thinking and consciousness [2 p. 14].

In Unison Communication, the problem of objective assessment of model implementation of situations and events and hypothetical situations is the analysis of the implementation of the evaluation of the dissonance model in communication, the identification of the implementation of the model during the evaluation of language games, and the creation of conceptual models. metaphorical assessment of integration.

The interviewer presented three models of expressive evaluation of events or situations in communication. Depending on the level of frequency of the analyzed type of communication, it can be summarized as follows: 1) retrospective model (43.7% of cases); 2) exact model (32.3% of cases); 3) predictive model (24.0% of cases).

We also found an example where the event evaluator model contained a predicate in the event evaluator description, and the predicate contained the event that was inserted after updating the evaluation value. In comparison with predictive models, predicates evaluate situations that are perceived as modified hybrid phenomena by speaking them as a single semantic and comprehensive unit. Assessing situation in this regard depends on implementing assessment [3 p. 27]. In the model, predicates introduce predictive evaluations, as in models with hypothetical simulated states, and form directions in situation/event instances that describe the model. The predictive assumptions made at the end of the syntactic construction have components and which simultaneously constitute one composite unit. This feature of the interaction of predicates that evaluate and evaluate the situation is manifested in the dependence of the last component of the syntactic plan on the first. In other words, one object evaluation model emerges as a combination of descriptions and predictive models that evaluate situations/events. (1) a predicate to model an appropriate evaluation of the situation (event) and (2) a definite formula for evaluating the situation after finding the possibility of evaluating the predicate and (3) formulating and evaluating the situation integrative syntax.

We should also consider conversational speech as the construction of an imaginary situation that turns communication into a comical verbal effect. As a way of making an objective assessment of the situation, this creativity is usually improvisational and one or both fields. According to our observations, this method is implemented in a specific evaluation model and has the following implementation steps, predefined context parameters. 1) start a virtual sentence; 2) verbal/non-verbal support (awareness) of the conversational interaction of the arbiter partner; 3) building imaginary (virtual) worlds of communication; 4) Completion of the negative impact on the world of partners and emotions related to the comic effect, the updated assessment of the objective situation or the initiation of hypothetical judgments in an indirect way.

As part of the structured and pragmatic design process of conversational communication, hypothetical situations stimulate this form of communication and influence the interlocutor's imagination. Studying this area, D. Tannen describes the possible categories of dialogue and monologue realization. The interlocutor refers to the level of awareness discussed about the imagined character-

istics of the speaker, the state of self-reflection. Actualization refers to the imaginary field of discourse analysis. Optimizing difficult interactions between communication participants in accordance with this category or the adopted style of interaction with respect to the virtual.

**Results.** The process of story telling is very dependent on the conscious attitude of the interlocutor, his attitude to the story. As evidence we have gathered, virtual feedback on true phase-aware response potentials can be done in two ways.

- Initiation signals approval of hypothetical judgments by non-verbal reaction (smile, laugh);
- Expansion of the content of this judgment by subsequent clarifications by reacting companion (usually having some character).

The term "signals approval" we borrowed from the work of H. Sachs, analysis of speech genre joke. In this paper, under the "signals approval" means a range of discursive nonverbal means, responsive elected interlocutor in manifestations of his reaction to a joke

When reacting the source signals we updated by the endorsement at judgment contained in the originating replica, the initiator of communication, usually extends this situation by new facts in his dialogical replica. Signals approval, expressed companion, become a stimulus for this destination willingness to listen to the continuation of a hypothetical situation, the more that hypothetical in spontaneous communication becomes a humorous character. However, signals approval may indirectly express evaluation of the simulated target a hypothetical situation.

Signals expressed responsive interlocutor, mark the end of the phase of approval of a hypothetical judgment. If this proposition receives spontaneous dialogical communication logical continuation, the ability to exercise one of the following passages of dialogue (see Table 1. Spontaneous dialogical communication logical continuation).

Table 1 - *Spontaneous dialogical communication logical continuation*

| 1 | The author of a hypothetical judgment in a subsequent replica implements another hypothetical proposition; |
|---|---|
| 2 | Interlocutor responds after approving reaction logically hypothetical proposition; |
| 3 | With three companions: listen to the interlocutor logically hypothetical judgments, presented the initiator of communication, after reacting interviewee expressed approval for this proposition. |

Responsive to the source after the initiation of a hypothetical judgment may respond with silence, without expressing thus marks the approval of this judgment. In this case, the implementation model of a hypothetical judgment the purpose of expressing an objective assessment of the situation is moving from Phase 1 to Phase 3, i.e. designing a virtual, imaginary world. The final phase involves the simulation of hypothetical judgments are three ways to implement: the contemplation of a surreal situation, the sudden cessation of its deployment or shared laughter. Calling a friend to contemplate hypothetical situation sender at the same time makes an estimate of the actual situation, relevant to this dialogic communication [4 p. 18].

The collected factual material suggests that when in dialogue speech is realized with affective statement implicitly negative estimated value, this statement is interpreted as disapproval of the listener object speech. Dissonant nature in this case becomes apparent, despite the fact that the replica does not express the speaker's negative attitude to the subject of the question. In the dialogic communication - with the development of dialogical activity speaking - there is increased expression of disapproval of the object language.

In order to explain the phenomenon to imply the relationship of the speaker to the other party once again turn to the theory of evaluation of the interlocutor, namely to its aspect, which is directly related to expressed values the process of dialogic interaction interlocutors not only relevant information. As a rule, they give affective contours of what is the subject of the conversation, in varying degrees logical emphasis on the nature of the relationship with the partner communication, display a

sense of intensity, evaluation senses. These features dialogic communication pronounced in stylistic transformations of language material, including language game. It is noted that the scope of creative communication activity of the speaker and the listener fall, in particular, the model of building words, namely the transformation of their speech, in which there occasionalisms, the value of which can easily deduced from the context of the current communication.

Marked stylistic transformation models suggest a deliberate play on words that attention on estimated interlocutors sense, since violate common usage model of building and sustainable form units. When updating the assessment of meaning such models involve usually of secondary importance producing form, resulting in spontaneous "invent" occasional words, the transformation of phraseological adhesions (idioms), whose values are in current communication clarifies relevant evaluative meanings. Stylistic means of language form a potential source for creativity interlocutors in dialogic communication. It is obvious that this form of art is different manifestations of spontaneity [5 p. 77].

At the heart of our research model generation metaphorical evaluation process of conceptual integration is the following hypothesis: to the metaphor used in the evaluation of spontaneous dialogical communication in a comic function, it is necessary to note was focused on two (or more) input spaces. This process, in turn, metaphor provides participants with the opportunity to emphasize the boundaries of communication between these spaces, to submit additional comments on their dissimilarity.

- A non-verbal response (smile, laughter) that confirms the onset of virtual consideration
- This is an extension of the partner's judgment to which they respond with an additional explanation (usually some characteristic).

The term "confirmation signal" is derived from H. Sachs' analysis of humor in the genre of speech. In this article, "confirmation signal" is understood as a sensitively selected interlocutor in the form of a response to a series of discursive non-verbal means, humor.

When responding to a source signal, decisions that exist in the source copy are checked and updated, and the initiator of the communication usually extends this situation with new facts in the dialog copy. The expressed companion, the sign of approval, is the motivator ready to hear the continuation of the virtual situation, and in spontaneous communication the virtual becomes an interesting character. However, signal confirmation can indirectly represent a rough situational assessment of a simulated target.

A signal from a trusted interlocutor marks the end of the phase of verifying hypothetical judgments. If this proposal itself has a logical continuity of conversational communication, one of the following dialogue fragments can be implemented:

- In the next copy, the author of the hypothetical sentence makes another hypothetical proposal.
- Contacts respond after accepting logical virtual suggestions.
- With 3 companions: After listening to the interlocutor's logical hypothetical reasoning, presenting the conversation initiator, responding, the interlocutor approved this proposal [6 p. 81].

Once a hypothetical judgment is initiated, a response to the source may respond by default without indicating that the judgment has been approved. In this case, the goal of the hypothetical judgment implementation model is to express an objective assessment of the situation, i.e. to move from step 1 to step 3, i.e. to design a hypothetical virtual world. The final step involves the simulation of hypothetical judgments. Three implementations: thinking about surreal situations, suddenly stopping application, or general laughter. Inviting a friend to think about the sender of a hypothetical situation, at the same time assuming a real situation related to this conversational communication.

Looking at the collected factual data, if an emotional expression is made in a conversational utterance with an indirect negative evaluation, this statement is interpreted as rejecting the utterance of the listener. In this case, dissonance is evident, despite the fact that the response does not indicate a negative attitude of the speaker towards the subject of the question. In conversational communica-

tion - with the development of conversational conversational activity, the expression of dissatisfaction with the target language increases [7 p. 54].

To explain the phenomenon of the speaker's attitude towards the other person, we return once again to the theory of interlocutor evaluation, that is, the aspect directly related to the value expressed as well as the process of dialogue interaction of the interlocutor. As a rule, they give an impressive outline of the topic of conversation, emphasize the nature of the relationship with a partner to varying degrees, and show intensity and a sense of evaluation. Characteristics of such conversational communication are manifested in stylistic changes in linguistic material, including verbal play. As mentioned, the extent of the creative communicative activity of the speaker and listener, especially word-building models, i.e. altering speech, the value of which can be easily determined from the context. current contact.

The indicated model of stylistic transformation suggests intentional play on words that focuses on the expected interlocutor and breaks common usage patterns of compositional and stable morphological units. When updating semantic evaluation, these models usually include a form of secondary importance, as a result of which they "invent" themselves arbitrary words, phrase combinations of current contact (idioms). ) change determines its evaluation value. The stylistic tools of language are a potential resource for the creativity of interlocutors in conversational communication. As you can see, this art form is another form of spontaneity.

Based on our research model, the metaphorical evaluation process of the concept integration process is hypothesized as follows. input field. This process empowers those who engage in metaphor.

In the process of creating a cartoon sense, the concept integration model incorporates the existing metaphor input field. In the next communication process, we activated the interlocutor to improve the comic. The analysis of the spoken discourses in this chapter showed that the assumed metaphor has a comedic effect and elicits communicative laughter from the participants when drawing attention to two concepts related to the modeling metaphor. Intentionally or unintentionally talk about the topic - distinguish the areas under this metaphor, emphasize the diversity of these areas. Similarly, the tension between the two initiatives defines their boundaries and in turn leads to comics. Metaphorical processes are also observed in conversational forms of communication. Aspects that refer to one of the input spaces in the further process of communication "break" the conceptual unity in the formation of a metaphor. In other words, fusion is the reverse process of conceptual integration. This study showed that reasoning in different linguistic tools depends on the current state of attention: there are important pragmatic and cognitive properties between the interlocutor data objects, which in turn affect the interaction. the influencer focuses on information about specific objects in the external world. taking this is a strong position (i.e., a topic of discussion). Incorporating evaluative values and meaning, feelings are the product of a strong connection between linguistic consciousness and the interlocutor's behavior. In this regard, interaction partners who appear at the implementation level of spoken language perception tend to implement meaning and emotional content for a given conversational interaction. Continuing to evaluate conversations is fruitful for social communities of authentic reflection, as not only the voices of callers, but also their attitudes and cultural realities emerge. In this context, dialogue analysis is interpreted as an important field of creative interpretation of this interactive process. The addressee deciphers the statement at different levels, connects his life and ideological position, and tries to understand why the speech has an effect. However, the fact that the listening subject begins by saying "suitable" is determined by the emotional background of subsequent conversational interactions.

In this case, the ratio of the estimated transform myself and others, rather than manifesting their immanent connection as otherwise forming a unity which in the current context of communication forms a dialogic space evaluative sense of being [8 p. 29].

Practical interaction A basic form of easy communication provides modeling of language images. The first interviewer verbally describes the proposed method, while the second interviewer rec-

reates the source and interprets the images for current evaluation data, additions, and details. Emotions based on the practicality of the image that evaluates the conveyed meaning and the ability to connect the cognitive other image with the listener's mind are manifested by reflecting fragments of the objective situation. The game implementation model makes clear assumptions at the beginning of the judgments, which do not reflect the experienced interlocutor and are completely related to the imaginary present field of easy communication. Event-filled hypotheticals are contextual interactions with predetermined situations.

Modeling imaginary reflections, usually of a humorous nature, are ritualized interlocutors who perform various functions of a cultural and interpersonal nature. During this simulation, the historical and cultural knowledge that is the basis for assessing the real situation is usually updated. As a result, communication will have a harmonious character [9 p. 77].

In addition, it is necessary to consider the problem of communication methods that help to evaluate interactive addition and subtraction in conversations that reveal the problem of verbal interaction In other words, it is directly expressed in the process of solving problems through the presumption of non-verbal dialogue in itself and helps to increase or decrease part of this communication depending on the context of communication.

**Discussion.** Observations show that in dissonant communication, the interlocutor mainly includes more emotional statements and thoughts than the initiator of the conversation. The latter relied on statements containing high positive or negative site ratings.

We examined the interaction between what was calculated and what was produced by this metaphorical effect. In particular, the phenomenon of duality and tension between the boundaries of the input space was found to be the key to the method of creating a comic effect in the supposed metaphorical conversational communication. In scientific literature and linguistics, it is emphasized that two characters must overlap and contrast at the same time in order for the text to be read as a cartoon [10 p. 25].

As for some characteristics of the use of information translation theory, humanity, like any other culture or tribe, has a vested interest in intercultural communication and its development. Since language is a basic cultural unit and is diverse, members of these cultures use foreign as well as their native languages to communicate and build relationships in academic fields. Differences between the English and Russian-speaking cultures can cause translators to encounter difficult words, idioms and proverbs, as well as academic terminology. When these difficulties arise, translators (whose knowledge is complemented by scientific subject recognition in the native language) seek to use translational information theory, which is in great demand in such cases. Undoubtedly, there is also the cognitive aspect of translation, the interpretation of information from one language to another, as well as the equivalent selection of lexical units. A cognitively distinctive feature of information theory is the encounter of minds across cultures, which emphasizes the importance of diverse knowledge about the environment. From the cognitive aspect of the translator, using information theory, the most dynamic method is to construct the translator's previously acquired knowledge into a different language depending on the situation [11 p.18].

In order to fully understand the relationship between information theory and cognitive aspects, we consider the definitions of these terms from the translator's point of view, based on his own experience with unfamiliar topics in Russian-English translation. Information theory (for Russian-speaking translators who can translate academics from English to Russian and vice versa) can be defined as previous experience of translating or studying English or Russian lexical units. A development that can be used from time to time in the professional field. At the same time, for translators, the cognitive aspect is almost all acts of exchanging information, that is, communication. In this regard, the translator can receive the information, analyze the information, translate the lexical units, and thus have the advantages of both sides of the negotiation at the same time, as they have no idea of the whole idea of the subject matter. It transmits information to non-recipients with consciousness. On the subject in any language. Information theory (just like translation theory) forces

translators to make decisions about the semantic message of a given data. Only here the translator decides which important information and which parts of the original text can be omitted and what can be added to the translated content. Following decisions regarding the cognitive aspects of translation (post-translational analysis of work), translators analyze incoming and outgoing content and then expand their vocabularies to improve future background in further uses of information theory. translation. Translators can use any unknown and translatable content as a learning platform to reduce subject leakage, including vocabulary from unknown areas.

From first viewing of this academic text, Russian translators analyze the text and word combinations lexically to reveal key ideas and information. Attempting to pass this text as information theory cannot lead to semantic misunderstandings. "Evolution is the complexity of the process by which living organisms appear on Earth, expanding and modifying as a result of changes in form and function. Human evolution is the biological and cultural development of the species Homo sapiens. The translational slogans of information theory apply to terms in all languages. It is the use of scientific popular terms as "evolution" in the work of translators due to the familiar academic definition of , in which case the familiar terms of English academic dictionaries and Russian translators occupy the main semantic basis of information reproduced in English culture. Due to the phenomenon, information in Russian has been partially removed in English: "Homosapiens ili chelovek" should only be translated as "Homosapiens", which already has the correct meaning of human in English-speaking cultures.

In this example of an academic text, translational information theory helped gather basic vocabulary, reiterate ideas about terminology, and establish relationships between lexical units in Russian and English. The most important and effective position of the theory of information translation is the conclusion that the transition from one language to another is carried out at the level of cognitive information. Therefore, when we define translation as a way of studying the world, we can assume that the mobility of translation theory is not only the semantic knowledge of linguistic units, but also its applicability in the field of world knowledge. In the framework of this study, all communication processes involving foreign languages are cognitive aspects for translators who have experience in cross-cultural communication in the field of academic texts [12 p.3].

The question of the relationship between language, culture and speakers is the main issue of modern linguistics. Many researchers have described this problem as "anthropological". Language is a reflection of mass culture, a means of transmitting cultural values from generation to generation, and the main source of knowledge. All linguistics in the field of linguistic semantics deals with the interrelationship of the concepts of language, culture and personality, because language parameters a person's perception of the world and the rules of everyday behavior. At the same time, the globalization of cultures makes the concept of intercultural communication more relevant. New research is devoted to the problems of intercultural communication in many fields, such as linguistics, literary studies, cultural studies, sociology and psychology. The political and social conditions of modern society create the problem of adequate communication, but adequate communication is possible only in conditions of mutual understanding between representatives of different cultures who speak different languages. According to S. Ter-Minasova, communication between two or more people is, first of all, communication based on mutual understanding. The theoretical field of translation includes general translation theory and partial (special) translation theory. The second is moderately restrictive (i.e., human translation theory as opposed to machine translation, or written translation as opposed to oral translation), domain-limited (i.e., a specific language or cultural group, limited to a particular language stage or level) and restricted. text type. (e.g. Bible translation), time constraints (e.g. ancient text translation), or problem constraints (e.g. metaphorical or idiomatic translation). Theoretical translation or general translation theories use the findings of descriptive translation studies to discover principles, develop theories, and establish models that serve to explain and predict what translation and translation are and what they will be in the future. this.

Parts of Translation Theory:

Moderately limited theories are further subdivided into human translation and machine translation, depending on whether the translation is oral or written, sequential or simultaneous.

Domain-limited theories are limited to a particular language or culture.

Level-limited theories are limited to certain levels of words or sentences.

Limited text type theory analyzes specific types or genres of discourse. Literary texts, technical notes, etc.

A time-limited theory refers to a theory that is limited to a specific time frame and time period [13 p.128].

Problem-limited theories address specific problems, such as the existence of equivalence or the universality of translated languages.

**Conclusion.** Research in the area focuses on specific periods of translation activities and nature, causes and consequences of these activities. One major focus is on the history and theory of Chinese and European translation from the past centuries. What was translated, by whom and for what purpose, the emergence of oriental studies as an academic discipline, changes in the theory of translation during that period, and so on. The emergence of a racist discourse claiming European superiority. A second stream examines Italy, particularly its cultural politics, and publishing industry from a translational perspective. The third direction is the role of translation in the dissemination of scientific ideas, and now special attention is paid to the translation of scientific articles.

Since the term "equivalent" is used widely outside the research field, it may be useful to start with a general definition of the concept before turning to more specific concepts. For languages, there are no two absolute substitutes for the same language. Of course, no two words have the same meaning in both languages. Translations involve at least two languages, each of which has its own phonology, grammar, vocabulary, ways of expressing experiences, and different cultures that reflect different cultures, so any translation reflects the meaning of the original text to some extent. Reflects Any "loss" or damage. In other words, it is impossible to establish an absolute unity between the source text and the target text. Therefore, it can be said that equivalence in translation should not be approached as a search for identity, but as a method of similarity or approximation, which naturally suggests that different disciplines can establish equivalence between source and target texts. on a different level than the language level. That is, different translation equivalences such as phonological equivalence, phonological equivalence, morphological equivalence, lexical equivalence, syntactic equivalence, semantic equivalence can be implemented between the original text and the target sentence.

Visual translation research is a field of scientific activity and science that directly affects problems of a theoretical and practical nature. Methodological discussions are complemented by various case studies of different scales and levels, emphasizing the need to contextualize everything we want to focus on.

Roughly speaking, theories of human translation can be divided into three main groups, which are usually called transformative approaches, learner approaches and communicative approaches [14 p. 104] is a name.

Theories of transformation may have different names, but they all have one thing in common. The conversion process is called conversion. According to the translation approach, translation is seen as the transformation of objects and structures from the source language into the target language. Within the group of theories that embrace transformative practice, a dividing line is sometimes drawn between transformation and equivalence. According to this interpretation, translation begins at the syntactic level, when a change occurs, that is, we change the order of words during translation. Variations of different levels are equivalent. For example, it is equivalent to replacing words in the language with words in the original language. In the transformative approach, we distinguish three levels of substitution: morphological equivalence, lexical equivalence, syntactic equivalence and/or transformation.

In modern linguistics, there are various types outside the implementation system (types of speech and cognitive thinking, professional activity, ethnolinguistic culture, etc.). All this is undeniable and a deeper perspective on their research.

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