

DEVELOPMENT OF PROFESSIONAL COMPETENCES OF TRANSLATORS**Shermatova Bahora Isokulovna**Teacher at the Department of Translation Theory and Practice, SamSIFL, Samarkand, Uzbekistan
bahorash93@gmail.com**ABSTRACT**

The article provides the basic, specific and inherent components of would-be translator's competence which is considered to be a comprehensive notion whose contents is described in accordance with the requirements of modern state educational standards. The realization of the competence based approach allows to achieve the main educational goal – the ability and readiness to perform efficiently and productively in different professional situations.

Keywords: *competence-based approach, professional competence, professional training of translators.*

The relevance of the problem under study. At present, the state and society, realizing the growing need for highly qualified personnel, are trying to find ways to improve the quality of training. In modern conditions, the quality of professional training of a future specialist is interpreted within the framework of a competency-based approach, which is one of the guidelines for the modernization strategy of Russian education. This approach in the training of specialists is understood not as a simple transfer of knowledge, skills and abilities from a teacher to a student, but as the formation of professional competence among future graduates. The purpose of this article is to study the possibility of developing professional competencies in future translators in a higher educational institution.

Material and methods of research. The article used the analysis of scientific literature on the problem of research, state educational standards, curricula, curricula of the Faculty of Foreign Languages.

Research results and discussion. Today, within the framework of the Bologna process, the competency-based approach is considered, according to V.I. Baidenko, as “a tool for strengthening the social dialogue of higher education with the world of work, a means of deepening their cooperation and restoring mutual trust in new conditions” [2, 10].

Translation competence is a complex multidimensional category that includes those qualification characteristics that allow a translator to carry out an act of interlingual and intercultural communication: a special “translational” knowledge of two languages (at least receptive knowledge of the source language and reproductive knowledge of the target language), in which languages are projected onto each other. friend; the ability to “translate” interpretation of the source text; knowledge of translation technology; knowledge of the norms of a given style and genre of text; knowledge of translation standards that determine the strategies of the target language; a certain minimum of background knowledge necessary for an adequate interpretation of the source text, in particular, “knowledge of the subject” for successful translation within the framework of the translator's specialization [11, 150].

Researchers and specialists in the field of translation training distinguish various components of translation competence. The holistic concept of translation competence was developed by the Russian translation theorist V. N. Komissarov. He argues that “in the process of creating professional translation competence, a peculiar linguistic personality is formed, which has a number of differences from a “normal”, non-translating personality. These differences are revealed in all the main aspects of speech communication: linguistic, text-forming, communicative, personal and vocational” [6, 326].

N. N. Gavrilenko [5] defines translation competence as a heterogeneous phenomenon, integrating a number of components (competences) that correlate with the four main aspects of the translator's activity in the field of professional communication (intercultural communication in a certain professional area, the translator's own professional activity, professional translation environment and professional personality). In accordance with this, the following components of this competence are distinguished: intercultural communicative - readiness and ability (in accordance with social and cultural norms of communication in the field of science and technology) to understand a foreign language and create oral or written statements and special discourses (linguistic, pragmatic, sociolinguistic competence);

- **special** - readiness and ability to perform translation of professionally oriented texts at a professional level (basic, subject, discursive, socio-cultural, strategic, technological, information technology competencies);

- **social** - a joint professional activity of an interpreter with a customer, meeting participants, employees of a company, enterprise; possession of the methods of professional communication generally accepted in this profession; social responsibility for the results of their work, etc.;

- **personal** - the possession of appropriate professionally important personal qualities for the performance of an interpreter's activity [5].

In the process of preparing future translators, it is necessary to take into account the fact that in the conditions of studying at a university it seems impossible to prepare the future translator to work at a specific workplace. Accordingly, in the process of studying at a university, a future translator, as a result of the synthesis of knowledge and practical skills, should form the necessary set of competencies, which will be further improved based on the conditions of a particular workplace. Subsequently, professionally significant translation competencies form the basis of professional thinking and allow achieving the main goal of training a specialist, namely, to form his professional competence.

Understanding the translation process as a professional activity, its complex functional composition and identifying professionally significant competencies necessary for professional language proficiency allow us to determine a strategy for improving the effectiveness of the educational process by increasing the proportion of basic linguistic training. The basic component of translation competence includes the knowledge, skills and abilities that a translator needs to some extent, regardless of the type of translation (written/oral; consecutive, simultaneous, etc.) he is engaged in, and the genre of the translated text (scientific and technical, business, newspaper-journalistic or other text).

In our opinion, the formation of the basic component of translation competence is possible within the framework of such sections of the unified theoretical and practical training course for translators as "Translation Technology" and "Translation Theory".

Training in translation technology can be considered as the initial stage of teaching translation and as a transitional stage from the theory of translation to its practice. This section deepens and materializes the theoretical principles of translation, gives a deeper, "operational" understanding of translation, developed in the process of independently solving various types of translation tasks, as well as in the process of applying the main theoretical postulates to solve specific problems. At the same time, this stage of transition from theory to practice is the stage of equipping future translators with knowledge of typical translation difficulties and ways to overcome them. In terms of their content, these are mainly problematic translation tasks, the ultimate goal of which is to develop the skills to overcome certain typical translation difficulties, to solve typical translation tasks that arise before the translator in the process of translation, i.e., tasks that are mainly aimed at developing operational skills.

Tasks can be performed in writing or orally with visual support. The choice of a specific type of task ultimately remains with the teacher. Examples of such tasks are presented in the teaching aids of L. K. Latyshev and V. I. Provotorov [7, 36]. For example, students are invited to determine what caused the transformation of the semantic-structural appearance of the originals: differences in language systems, language norms or usages, based on short statements in the original language and their adequate translations into Uzbekistan, structurally and semantically significantly different from the originals. The purpose of this task is to concretize and visualize the specifics of the impact on translation of such factors as the ratio of two language systems, two language norms and two usages.

The next task is based on the material of statements in a foreign language containing specially selected phraseological units. This type of task involves the translation of statements in such a way that they correspond to the Uzbekistan usage as much as possible, as well as the identification by students of the closest to the original and the most distant from it in the semantic and structural terms of translations.

The purpose of the third type of tasks is to develop the ability to distinguish between functional styles, to see the specifics of their linguistic expression. This can be done on the material of small texts in the native language, grouped in pairs, the content of which is almost identical to each other. Their difference lies in different functional styles: one text is written in a colloquial style, the other in the style of journalism and the press; one - in an artistic style, the other - in the style of official business communication. Students must determine which functional style specific texts belong to, what relationship the sender and addressee of the text have (official, neutral, close, etc.), indicate specific language features that allow such conclusions to be drawn (for example, reduced vocabulary, simple syntax, repetitions, elliptical constructions, unfinished phrases - signs of colloquial, everyday style, etc.) [7, 36].

Constant attention to the significance of each word, each form is an indispensable condition for successful learning [9, 35]. At the same time, attention to the significance of each word and each form should not develop into the idea that translation consists in the transfer of the forms themselves or even the meanings of individual words. The position formulated by this time in the course of the theory of translation that the unit of translation is the text, in practical classes should not only be constantly reinforced, but also developed, supplemented by explanations that not forms, not meanings as such, but meaning are subject to translation. It is important that this requirement be voiced already at the very first lesson and become one of the most significant professional requirements.

The specific components of translation competence include the knowledge, skills and abilities required in one or several related types of translation (written, visual-oral, paragraph-phrase, sequential, synchronous) [7, 8].

In fact, translation activities are carried out in one of the forms of written or oral translation. Each of these forms of translation has certain specifics that require appropriate skills and abilities.

The specific skills of a translator L. K. Latyshev and V. I. Provotorov include: 1) the ability to use dictionaries and reference books, 2) the ability to analyze the source text at the pre-translation stage, and 3) the ability to edit your translation [7, 98].

The ability to use dictionaries and reference books is reflected in the list of professional competencies. As the practice of preparing translators shows, students often pay insufficient attention to working with dictionaries and reference books. In the work of a translator, the ability to use a dictionary is fundamental, and mastering it is by no means easy. Many translation errors students commit precisely when working with a bilingual dictionary. In this case, the translator must always be aware of the danger of choosing an inadequate equivalent from several

options offered in a dictionary entry, and also that the necessary equivalent may not be available at all. The acquisition of this skill requires time and special training, namely the performance of special substitution exercises, as well as careful work with the dictionary. As O.V. Petrova notes, students need to instill a taste for working with dictionaries. In this regard, an organizational requirement is also formulated - dictionaries of different types must be present at the translation classes in the classroom. At the initial stage, these are English-Uzbek, explanatory English and linguistic and cultural dictionaries [9, 34].

The ability to analyze the source text at the pre-translation stage and its importance should be specially mentioned, since a professional translator starts the actual translation already at the stage of source text analysis.

I. S. Alekseeva in her work describes in detail the components of the pre-translational analysis of the text. This analysis begins with the collection of external information about the text, during which the author of the text (editor board, journalist, scientist, etc.) and its recipient (children, adults, pensioners, specialists, etc.) are determined; composition of information (cognitive, emotional, aesthetic) and its density; communicative task of the text (to communicate important information, to convince oneself that one is right, to establish contact, etc.); speech genre (interview, scientific report, etc.) [1, 149]. Close attention should be paid to the formation of this skill, and work on any coherent text in class and when preparing homework begins with this analysis. At the initial stage of learning to translate, it is worth completing special tasks aimed at developing this skill. By their type, these are mainly tasks aimed at developing the ability to translate the source text not as a conglomerate of individual linguistic elements, but as a holistic image, i.e., at developing the ability to solve individual language difficulties using the language of a particular text [3, 3].

Let us consider the specific ability to edit a translation, which is the basis of such a necessary stage in the work of a translator as editing his translation. During the editing process, certain shortcomings in the design of the translated text are eliminated, arising from the specifics of the translation process. The importance of this stage of work on the translation is explained by the fact that when the translator performs a written translation, he is able to keep in the area of attention and compare relatively small segments of the source and target texts. In this case, various kinds of inconsistencies may arise that require proofreading, i.e., the return and revision of translation decisions. In the process of editing, the translator perceives the created text as a whole. This makes it possible to correct shortcomings in the construction of the theme-rhematic chain, remove repetitions, etc.

As V.S. Slepovich notes, editing a translation is a difficult process that requires not only knowledge of grammar, lexical variants of words and knowledge of the language norm in general, but also a sense of syllable [10,259].

The development of the skills necessary for editing texts takes place in the classroom in the process of checking and discussing homework assignments for written translation. The result of such a discussion is usually the following task: to rewrite the corrected translation and correct some more, possibly left unattended, shortcomings. Sometimes it is helpful to give students the task of editing their peers' translations, followed by discussion of the corrections in class.

The special components of translation competence include its parts that are necessary when translating texts of a certain genre and style: scientific, technical, business, artistic, etc. [7,8]. Consequently, a special component of translation competence implies knowledge of the subject of the statement and possession of the appropriate terminology - lexical units denoting the concepts of the relevant subject area.

According to experts in the field of translation, it is more efficient for a specialized translator to gain knowledge of the relevant subject area with simultaneous assimilation of terminology in two languages at once.

L. K. Latyshev and V. I. Provotorov in their work identify the most well-known methods of knowledge of the subject area and the assimilation of terminology. They recommend starting the lesson by reading a text in a foreign language related to the subject area being studied. The text (4500–5000 printed characters) is accompanied by a list of terms in a foreign language with a translation into Uzbek. Some terms may be provided with detailed comments. The text is translated into Uzbek in class or at home, after which it is recommended to perform a number of tasks to consolidate the new terminology.

Introduction to the subject area and terminology may end with a terminological dictation - the teacher dictates terms in a foreign or Uzbek language or mixed terms, while the students immediately translate them in writing. Each university determines the subject of training of special translators independently, based on the needs of society as a whole and its region. Today, technical translators are the most in demand. In the context of the problem under discussion, let us consider the formation of a special component of the professional competence of a translator in the process of teaching technical translation.

I.Ya. Yakovleva is carried out in the fifth year in accordance with the curriculum for the translation of the first foreign language. The technical translation program is built according to a logical principle with a gradual complication of the problems of technical materials [4, 80].

In conclusion, we note that the formation of the selected competencies in future translators should be given sufficient attention and time in practical translation classes. The development of a certain algorithm for working on translation instills in students self-confidence, and the performance of tasks aimed at mastering terminology and knowledge of the subject area allows the teacher to diversify classes and maintain interest in further improving students' translation skills.

It should be emphasized that the main idea of the competency-based approach is that the result of education is not individual knowledge, skills and abilities, but the readiness and ability of a specialist for productive and effective translation activities in various professionally significant situations. This approach involves the formation of a person's needs for continuous replenishment and updating of knowledge, development and improvement of skills and abilities, their consolidation and transformation into competencies that are formed in the process of learning activities.

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