

On the Question of the Translation Competence of Future Specialists

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ABSTRACT

This research article examines the issue of the translation competence of future specialists, reveals the history of translation studies and provides the opinions of scientists on competence and translation competence, also the structure of translation competence is disclosed in the article.

KEYWORDS: *professionalism, translation competence, research work, professional translation competence, component, skill*

The intensive development of cooperation between Uzbekistan and different countries raises the issue of the professional competence of translators and acquires the task of high-quality training of specialists with a well-formed translation competence who are able to work with original clients on relevant topics. In this regard, the demand for highly qualified translators has grown, and it is the improvement of translation competence that plays a major role in the development of a professional and sought-after specialist.

Translation competence is a multifaceted theoretical concept that is discussed in scientific circles and is the object of research by a number of scientists. It should be noted that the development of complex pedagogical aspects of the educational process in the framework of professional higher education, the issues of theoretical and methodological foundations for the training of future translators, its professional competence were discussed by leading teachers and scientists in the field of translation studies (I.A.Zimnyaya, V.N.Komissarov, N.V.Kuzmina, L.K.Latyshev).

In itself, the concept of "competence" - systemic and multicomponent, has already received a wide use in pedagogy to determine and describe the quality of training and activities of specialists. Describing the solution of a certain range of problems, it is implemented at levels and implies the ability to carry out mental operations, the presence of practical skills, common sense, etc. In addition, these concepts have their own classification and hierarchy [1, p. 202].

In our research work, we are of the opinion that "competence" and "competence" are differentiated in determining the professionalism of a translator. The concept of "competence" corresponds to the internal resources needed by the translator, and represents a certain algorithm, script, rule of action, while the term "professional competence" determines the ability of a translator to select, combine and mobilize his "competences".

The purpose of our research work is to reveal the stages of development of translation studies, the analysis of the opinions of scientists and the interpretation of translation competence

The formation of the concept of translation competence took place in accordance with the stages of development of translation studies itself. Throughout the twentieth century. The concept of translation has changed. Yes, since the late 1960s. A linguistic model of translation is developing (L.S. Barkhudarov, Ya.I.Retsker, A.D. Schweitzer). In the 80-90s. 20th century the culturological aspect of translation is being formed (V.N. Komissarov, Z.D. Lvovskaya, I.I. Khaleeva, A.D. Schweitzer, etc.). In the 21st century, a new aspect of the study of translation has been formed - professional activity [2, p. 64].

Let us turn to the explanatory translation dictionary, where translation competence is presented as a complex multidimensional category, including those qualification characteristics that allow the translator to carry out an act of interlingual and intercultural communication; special "translational" proficiency in two languages, in which languages are projected onto each other; the ability to "translate" interpretation of the source text; knowledge of translation technology, a certain minimum of background knowledge necessary for an adequate interpretation of the source text [3, p. 374].

As the well-known theorist and philosopher of translation N.S. Aytonomova believes, "in recent decades, addressing the problem of translation has become one of the symptoms of breaking out of a vicious circle, a significant unification of various contexts, and the germination of language problems into a new quality. This problem is still far from universal and universal awareness, but it demonstrates its weight in an increasing number of cognitive and life situations" [4, p. 303].

Let us analyze professional translation competence.

V.N. Komissarov identifies the following components of professional translation competence: linguistic, communicative, text-forming, technical, as well as some mandatory personal characteristics [5, p. 280].

Bell points out that translation competence consists of four types of skills: grammatical, sociolinguistic, discursive and strategic [6, p. 70].

Nord considers translation competence in 6 aspects and relegates linguistic and cultural skills to the background in order to better reflect the necessary skills: text understanding, information retrieval, information transfer, text creation, quality assessment, linguistic and cultural knowledge [7, p. 101].

According to Kiraly, translation competence consists of 3 types of knowledge and skills: knowledge of the translation context; linguistic, cultural and thematic knowledge in the original and target languages; the ability to use psycholinguistic processes, intuition and logic, as well as to

form the translation text and control whether it matches the original text [8, p. 109].

J. Holz-Mänttari also puts forward three main requirements for translation competence as a professional activity of specialists:

1. The translator must have the ability to analyze the communicative situations of the client, the author of the source text and the recipient of the translated text within the framework of the respective cultures and, based on this analysis, formulate the conditions for their work.
2. The translator must be able to "project" texts. To do this, he must not only have linguistic competence, but also know how in another culture they speak and write about certain content, how and what means of communication are better to use.
3. The translator must be able to conduct research work, acquire the knowledge necessary to meaningfully and functionally correctly speak or write about some subject [9, p. 96].

Latyshev L.K. claims that translation competence is "a set of knowledge, skills and abilities that allow a translator to successfully solve his professional tasks" [10, p. 88]. Based on this statement, it is possible to propose a certain system consisting of two elements, where each section is divided into two components. This system is reflected in the form of a table (see Table No. 1).

Table 1 The structure of translation competence

Translation competence			
Basic part		Pragmatic part	
Conceptual component	Technological component	Specific component	Special component

After analyzing the above, we can say that translation competence plays an important role in terms of the ability of a specialist to acquire certain knowledge, skills and abilities of a translation nature that are specific only to this profession. Translation competence is a complex and multidimensional category, which includes the qualification characteristics of a specialist, which enable him to carry out an act of interlingual and intercultural communication.

In addition, translation competence is an effective key to the autonomy of a specialist, and helps to creatively carry out the translation process, taking into account the complex of characteristics around the translation situation. In general, to be able to respond adequately in extraordinary situations, which usually require such flexible skills as an interpreter, such as emotional balance and increased stress resistance.

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