Information Technology as the Modern Professional Competence of the Translator

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Annotation: When we talk about translation competence, we traditionally mean the concept that describes the translator's professional ability to perform communicative mediation in various fields of activity.

Keywords: translation, competence, CEFR, informatization and globalization of the world community, the development of modern society, the content of translation competence.

In recent decades, this concept (interpreting competence) has been very actively described in the framework of the standards developed by the Council of Europe in the field of education, as well as in the articles of Uzbek and foreign experts.

The idea of connecting the concepts of "translation" and "competence" was first put forward by the Israeli expert and translator G. Turi [4], who coined this term similar to N. Chomsky's language competence.

During long discussions about the content of translation competence, a model consisting of several sub-competencies has emerged, describing the translator's social, communicative and correct writing skills.

It can be seen that the described competence is related to the Common European Framework of Reference for Languages, a document on levels of knowledge of foreign languages.

The Spanish experts who developed this concept, V. Montalt Ressurrechio, P. Espeleta Piorno and I. García Izcuerdo, believe that the central concept of translation competence should have text categories and, first of all, genre because it is in the practice of training translators, their professional serves to form personal skills in the field of activity [5].

While studying the problem of the content of the translator's competence, A. Neuber suggests taking into account the complexity, variety and relative empirical nature of the knowledge and skills of a specialist in the field of intercultural communication. The uniqueness of the content of the translation activity is that it is not final, there are no restrictions, and the level of its effectiveness and completeness is directly proportional to the creative potential of each person, his talent [1, 65].

In order to ensure the competitiveness of Uzbek translators in modern society, they should have skills and tools that are standard abroad. Thus, the implementation of the process of interlinguistic and intercultural communication requires the specialist to use certain knowledge and skills in the field of information and communication technologies, the main of which today are:

➢ Electronic document circulation;

➢ Work with application software packages;

➢ obtaining operational data;

➢ Communication with remote partners;

➢ making competent decisions;

➢ Data entry and systematization.

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Therefore, according to V.V. Ilchenko and E.V. Karpenko, for professional training, the future translator needs only information resources and technologies, suitable software and network tools for translation activities using a computer to form the translator's information technology competence. Should learn.

Therefore, the translator's information technology competence is an integral part of his professional competence and is described by the following rules, V.V. Ilchenko and E.V. Karpenko:

➢ setting a goal in the process of solving a professional problem using the latest information technologies, clearly and precisely defining and forming the purpose of this activity, planning the strategy of information technology activities;

➢ valuable attitude to information and information technologies, their selection in accordance with the purpose of the activity, the results of information technology activities achieved personally and in society; constant interest in information technology activities;

➢ active use of information technologies in professional activity;

➢ A valuable attitude towards oneself as a specialist with modern knowledge and skills in the field of information technologies, a worldview that corresponds to the level of development of society; the desire to understand the results of one's activity, self-improvement and self-development.

The development of modern society is governed by two global trends: informatization and globalization of the world community, which leads to the rapid development of information technologies, the growth of information exchange and global communications, and the construction of a knowledge-based society. Informatization has covered almost all spheres of society's life. Many global processes in the fields of economy, security, health and education depend on the speed and level of IT implementation. The modern information society can no longer live in isolation from information and communication technologies, and the new generation of specialists must have high-level IT skills. According to the state education standards of the Republic of Uzbekistan, higher education institutions have the task of preparing world-class education.

Generally, there are three main levels of human knowledge in the field of information technology: computer awareness (a general familiarity with the computer and its operation), computer literacy (the ability to work with programs and peripherals), and information culture (a set of skills). and skills for work and education). Basic computer awareness is necessary for almost any member of modern society: IT has firmly penetrated the household sphere of the average family in the form of home computers connected to the Internet, computerized methods of information acquisition and transmission, communication, etc.

ICT literacy. It is included in the list of the main characteristics of a modern specialist in any field of knowledge: it is assumed that any modern university graduate should be a confident user of a personal computer and have a good knowledge of computer technologies and programs. Information culture is necessary for professional and career growth for a modern specialist. UNESCO's ICT in Vocational Education policy statement states that "the first skill required for work is the ability to fill information gaps" and accordingly all workers:

➢ having the appropriate tools for collecting information;

➢ understanding the context of information,

➢ ability to process and distribute information in an understandable and useful way;

➢ They should have the opportunity to exchange ideas, questions and experiences [6].

Dissemination of information culture is one of UNESCO's global tasks, and its solution is related to efforts in the field of education and the creation of new generation electronic learning resources. Today, the educational system of our Republic is an active participant in this process. In the first decade of the 21st century, education in our country has entered a new stage of development, which is inextricably linked with informatization. Efforts of many theoreticians and practitioners are made to

achieve far-reaching goals in this field. The use of IT in education has been the subject of extensive research in recent years.

In recent years, information technologies are increasingly entering the teaching of foreign languages. Teachers use a wide variety of software products, the Internet, and distance learning to teach a wide range of theoretical and practical subjects in almost all subjects covered by the program – from language practice to lexicology, stylistics, theoretical grammar and theoretical linguistics. methods are used. But unfortunately, the university's standard programs do not provide for training students in the practical use of information technologies in their future professional activities. The image of the translator of the previous generation is associated with paper dictionaries and books, the modern specialist in the field of translation practically does not deal with paper carriers, but the number of electronic document formats that the translator has to work with is increasing. Translation practice (especially in large companies) shows that general translation skills and even translation skills are no longer enough. Simple IT awareness or even IT literacy is not enough to be successful in this field. At the current stage of development, translation work should require the specialist to acquire IT competence, that is, "the ability to realize the possibilities of IT to solve the problems of professional activity, to know in advance the consequences of information activities" [3]. The huge range of IT and not knowing how to use them in translation work makes young translators completely uncompetitive. It is possible to increase the professional qualification of specialists in the field of translation by including IT familiarization in their professional activities in the list of mandatory subjects for future translators.

The work of a real translator in a real translation agency or a department of a company is a very complex and multifaceted activity, which includes direct work on translation and work with the electronic format of the document, as well as legal, and combines activities to solve economic problems. Based on these types of activities, it is possible to distinguish the goals of using IT and the Internet in the translator's work for direct translation and solving practical problems. For the first type of activity, the translator also needs specific software products (automated translation systems, dictionaries, thesauruses, dictionaries, encyclopedias, text corpus, etc.) and information resources, while for the second type of activity, we need only network information resources Internet (we can talk about different translation websites, mailing lists, subscriptions, forums, contests). In the first case, we are talking about creating an automated translator workstation (AWP). The second is about his ability and awareness to act in the market of translation services.

While awareness is undoubtedly important for a translator (as well as for any other professional), the need to automate the translator's work is not yet universally recognized. Nevertheless, true experts in this field consider automation to be the most important feature of translation work at this stage. It is estimated that the speed of work can be doubled or more with the use of automated translation methods. It should be noted that the actual machine translation takes only a few minutes, and the rest of the time is spent on pre-editing and post-editing.

The software tools used at the current stage: recognize speech and text, change the format, analyze the volume of work on the document, develop a common terminology, create a translation database, allow to automate the tracking of fragments of previously completed translations. In new editions of documents, editing and proofreading of translations and quality control are also included.

The automated translation station is equipped with e-mail, Internet, scanner, programs for converting texts in various formats, electronic dictionaries, etc. However, in the process of automating the translator's work, machine translation systems and systems for creating and storing translation databases – Translation Memory (TM) technologies are of primary importance. The use of TM technologies makes it possible to reduce the volume of transfers and reduce their price, excluding previously transferred segments. High-quality and licensed MT technologies ensures high speed of work while maintaining the same high quality, despite the complexity of implementation. The combination of TM and MT technologies gives the greatest effect.

When working with TM and MT technologies, the translator needs the following:

1) knowledge of the software products themselves and their capabilities; 2) the ability to work in tandem with the machine, that is, competent post-editing and, most importantly, pre-editing, which includes operations such as setting specifications and profiles while working with the machine. MT software, creating user dictionaries, working with terminology (creating your own dictionary), setting principles for translating proper names, abbreviations, etc. All of these, it seems, should be included in the translator training program.

Working with TM also requires special skills. Compiling a high-quality database requires not only the ability to work with the program but also editorial skills, which must also be defined and developed at the university.

In addition, practice shows that the training program should include such elements as effective web search techniques, working with Internet dictionaries and translator programs, and using the capabilities of the query language. Special attention should be paid to various types of search technologies: term search (quick search of dictionaries, search of annotations using specialized sites); search for translation equivalents by checking the options offered by dictionaries; search for bilingual texts (text fragments) containing search words, search for abbreviations through specialized sites, search for samples of translated documents, templates and legally authorized ready-made forms of other documents; search for information aimed at obtaining preliminary information on the subject of translation [2, 78].

Another interesting, but in practice very rare, type of translator's work is to create one's own text corpus on the computer's hard disk using various programs (for example, a file download manager for corpus creation and special programs for its indexing). Mastering these software products (or at least providing information about their existence and capabilities) should be included in special courses for future translators.

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