

## Pragmatic Competence in Simultaneous Translation

*Saidova Marjona Abdimutal qizi*<sup>1</sup>

**Abstract:** In the process of simultaneous translation, the translator achieves the practical goal by acquiring linguistic, pragmatic, and communicative competencies. It is known that competence consists of specific skills and knowledge and includes sub-competency groups. This article reflects the role of competence in simultaneous interpretation.

**Keywords:** pragmalinguistic competence, sociopragmatic competence, linguistic elements, discursive competence.

Interpreting competence means that a simultaneous translator should have the knowledge to build a general vocabulary of words, process messages, use various strategies, and be aware of linguistic competence. Linguistic competence includes pragmatic competence.

Pragmatic competence depends on the ability to control oneself in the communication process (for example, the ability to ask questions repeatedly, to be able to come out when speech and language difficulties arise). The discursive competence included in this competence provides sequence and consistency in oral and written speech.

Pragmatic competence, in turn, is divided into 2 groups:

1. Sociopragmatic competence – it includes such broad concepts as knowledge of etiquette, functional style, etc.
2. Pragmalinguistic competence means, according to Setton, knowing the specific nuances of the meaning of certain words or phrases.[1]

Sociopragmatics (Leech 1983) focuses on the relationship between linguistic action and social structure and is concerned with the influence of socio-contextual factors in language as social action. Leech (1983) differentiates between sociopragmatic knowledge, defined as the contextual and social variables that determine appropriate pragmalinguistic choices, and pragmalinguistic knowledge, i.e. the particular linguistic resources for formulating a specific type of speech act. But what does sociopragmatics mean in a language teaching context? In the common European Framework of Reference for Languages (2001/2011), which describes pragmatic competence and sociolinguistic competence, the association of the two notions in the single formulation ‘sociopragmatics’ does not exist, but it is a very common notion in research concerned with the teachability of sociopragmatic competence. According to Roever (2009), sociopragmatic competence is the interface between pragmatics and social organization, between pragmalinguistics and contextual factors. These factors are numerous, such as the physical setting in which the discourse takes place, the relationship between the participants (relative power, degree of imposition, social distance), the participants’ shared knowledge about the topic of discourse, and social rules and norms. To conclude, sociopragmatic competence is the ability to use available linguistic resources in a contextually appropriate fashion.[2]

According to Canale, “appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form”. Appropriateness of meaning deals with the extent to which particular communicative functions (e.g. commanding, apologizing, etc.) are judged to be proper in a given situation. For instance, a waiter in a restaurant is not expected to command a customer to order a certain item on the menu even if he uses well-formed sentences. Appropriateness of form concerns the

<sup>1</sup> Student of Samarkand State Institute of Foreign Languages



extent to which a given meaning is represented in a verbal or non-verbal form that is proper in a given sociolinguistic context. For example, again, a waiter in a luxurious restaurant is not expected to say, "Ok, chum, what are you gonna eat?" Seen in another light, the sociolinguistic component of Canale's model refers to the rules of speaking which depend on social, pragmatic and cultural elements. This means that certain pragmatic situations might call for the performance of certain speech acts. Socio-pragmatics, therefore, looks at the appropriate use and performance of speech acts which is investigated in this study. The absence of socio-pragmatics in ESL textbooks, school curriculum and the literature of TESOL has made this study more imperative and relevant since there is need for materials to pedagogically implement the implications of this study to enhance communicative competence in English as a Second Language. Below are different request expressions used by L2 learners of English and the native speakers respectively. While the first sample sounds impolite and unconventional, the second is polite and conventional.

### **(L2 speaker) (Native Speaker)**

1. Please lend me a pen. Could you please lend me your pen?
2. I'm asking you to lend me a pen I'd appreciate it if you lend me your pen.
3. You should lend me a pen. How about lending me your pen?
4. I need a pen. May I have your pen, please [3]

Pragmalinguistic competence refers to the ability to use linguistic elements to perform speech acts (Cenzo, 2007). [4] In pragmalinguistic competence, words, phrases or sentences show the possibility of expressing content such as confirmation, promise, warning, command, in addition to their original meaning.

In pragmalinguistics, the concept of speech act has a wide scope. Oxford University professor J. Ostin was the first to put forward the idea of interpreting the speech acts formed in the process of communication as a separate linguistic unit and classifying them by content. In his opinion, when each sentence is pronounced, a certain action is performed in addition to expressing its meaning, i.e., an indication of an event is given, this message is confirmed or denied, or prohibited, requested, advice, is allowed. So, a verbal act is the pronunciation of a certain sentence in a specific communication environment. The formation of the content of the speech act is the result of "enrichment" and perception of the meaning of the spoken sentence by the speaker and the listener in relation to the communication text.[5]

According to the example given in Safarov's monograph, the phrase "I drank tea" is not only used to indicate this, but also has additional meanings, such as inviting to tea, knowing the desire of the listener (to drink hot or cold tea). In addition, it is a great responsibility for the translator to be able to correctly interpret the original meaning of the expressions that are often used in the language. In this case, the translator's skill is shown in being able to use an alternative phrase or meaning in the second language to the phrases used in target language. For example, the phrase "look not a gift horse in the mouth" in English is equivalent to the phrase "berganning betiga qarama" in Uzbek.[6] Although at first glance it seems that there is no connection between these phrases, it is necessary to take into account that their meaning is actually the same. The main task here is to find a stable combination with the same meaning in the translation language for the original phrases.

Pragmatics refers to what a sentence means. Semantics represents the literary meaning of words in their original state, that is, in the dictionary. For example, when one person asks another person what they want to eat, and the second person replies that they know a place that makes great pizza, the meaning of the sentence loses relevance to the question as a whole. But if we understand it from a pragmatic point of view, it has a completely different meaning, i.e. I want to eat pizza. There are many similar examples. In one case, if a student comes late to class, the teacher asks him the following question: "what time do you call it?" When the meaning of this sentence is understood semantically, the answer is as follows: "it is five". But the real meaning of this sentence refers to the question why are you coming late. In the process of simultaneous translation, such pragmatically meaningful



statements are sometimes encountered. In such cases, the translator prefers to translate the pragmatic meaning of these sentences rather than the semantic meaning. But even when translating the semantic meaning, the listener has the ability to understand what the sentence actually means from the content of the whole sentence.

In addition, interrogative sentences occur in speech communication according to the demand of the pragmatic situation, and the cultural level, character, feelings, emotional value of communication indicate the attitude of age to reality. In the following dialog:

Hope:

"Are you upset with me?"

Request:

- Why?

interrogative sentences in the content express different pragmatic content:

1. "You are not upset with me" said by Umida does not express the content of the question, but the desire "not to be upset".
2. Why? even if the interrogative sentence is not fully formed (in fact, the full form should be "why be sad, I'm not sad") in this case, Tilov does not want to clarify something, but wants to convey the content that he is not sad.[7]

To conclude, simultaneous translation or other types of translation require the translators to be able to use pragmatic competencies, to have the necessary knowledge and skills, and to find the necessary solutions to the difficulties that arise in the process of communication.

#### REFERENCES:

1. <https://zenodo.org>
2. <https://halshs.archives-ouvertes.fr/halshs-01848120/document>
3. 10.5829/idosi.hssj. 2015.10.2.1158
4. <https://www.sciencedirect.com> > pii
5. <https://www.ziyouz.com>.
6. G'aybulla Salomov. Tarjima nazariyasi va amalyoti. T—2012. 153- bet.
7. [http://library.navoiy-uni.uz/files/coroq\\_gaplarning\\_pragmatik\\_xususiyatlari.pdf](http://library.navoiy-uni.uz/files/coroq_gaplarning_pragmatik_xususiyatlari.pdf)
8. Сирожиддинова, Ш. (2022). THE DIFFERENCES AND CALAMITIES OF INSTRUCTING LEGAL ENGLISH IN EFL CLASSES THROUGH CONTENT-BASED INSTRUCTION. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 5(1).
9. Сирожиддинова, Ш., & Рахимов, Г. (2021). Improvement classification of law terms through content-based learning. *Общество и инновации*, 2(4/S), 57-62.
10. Сирожиддинова, Ш., & Рахимов, Г. (2021). Улучшение классификации юридических терминов посредством обучения на основе содержания. *Общество и инновации*, 2(4/S), 57-62.
11. Эргашева, З. А. (2023). КАУЗАЛЛИК ВА СУБЪЕКТИВЛИК МУНОСАБАТЛАРИНИНГ ВОҚЕЛАНИШИ. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 6(1).
12. Nasrullaeva, N. Z. (2019). Philosophy, Philology and Arts. Copyright:© 2019 AURIS Media Verlag GmbH Düsseldorf-Germany Internet.
13. Anorqulov, S. I. (2020). TOPONYMS AS CULTURALLY SIGNIFICANT LANGUAGE UNITS. *Theoretical & Applied Science*, (9), 442-447.
14. Salieva, Z. I., oghli Bakiev, F. J., Salieva, Z., & Bakiev, F. (2021). Teaching Translation with a Moodle Database Activity: A Case-Study for Uzbek Undergraduate Students. *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal* | NVEO, 9127-9135.

