The Formation of Future Translators' Professional Competencies at a Language University

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Annotation: The article discusses the issues of the formation of professional competencies for future translators at a language university. The emphasis is placed on the importance of integrating theoretical knowledge and practical skills for successful training of specialists. The main methods and approaches used in the training of translators, including the use of specialized courses, internships and project activities, are highlighted. Key aspects are discussed, such as the development of intercultural communication, increasing linguistic accuracy and adaptation to modern labor market requirements. The conclusions of the article emphasize the need for an integrated approach in the educational process to achieve a high level of professional training for future translators.

Keywords: professional competencies, future translators, language university, integration of theory and practice, teaching methods, intercultural communication, language accuracy, training of specialists.

The primary aim in teaching future translators is the gradual development of translation competencies. This objective is particularly relevant in light of the modernization of higher professional education in the Republic of Uzbekistan and is affirmed by regulatory documents that define the key professional and general cultural competencies in this field.

Among the general cultural competencies noted in the state educational standard, it is stated that a student should possess skills in sociocultural and intercultural communication, ensuring the adequacy of social and professional contacts. A future translator should have professional competencies, which include the readiness to overcome the influence of stereotypes and engage in intercultural dialogue in both general and professional spheres. Additionally, they should be skilled in the methodology of preparing for translation tasks, as well as in conducting information searches in reference materials, specialized literature, and computer networks.

The tasks of developing and improving professional and general cultural competencies outlined in the state educational standard address issues that have long been under the close scrutiny of linguists, methodologists, and translation theorists. The works of many translation studies theorists, such as I.S. Alekseeva, L.S. Barkhudarov, N.K. Garbovsky, L.K. Latyshev, R.K. Minyar-Beloruchev, V.V. Sdobnikov, and A.D. Schweitzer, are dedicated to the examination of issues related to achieving high-quality translation. To develop a methodologically sound approach to professional training in this field, it is necessary to consider the full range of translation competencies in all their diversity. The credit for creating a comprehensive concept of translation competence is known to belong to V.N. Komissarov.

According to his concept, the main aim of the translation course is to train highly qualified specialists capable of performing translations at a professional level. Therefore, a significant part of the course is devoted to developing professional translation skills, mastering elements of translation strategy and technique, and gaining experience in translating texts of varying degrees of complexity. In the process of creating professional translation competence, a unique linguistic personality is formed, which possesses several distinctions from a "normal," non-translating personality. These differences manifest in all the main aspects of speech communication: linguistic, text-forming, communicative, personal,

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and professional-technical. Therefore, the primary components of professionally-oriented translation competence are:

➢ Linguistic competence in both receptive and productive aspects in the native and foreign languages;

➢ Text-forming competence, i.e., knowledge of the rules for generating texts in the native and foreign languages, the ability to create texts of different functional styles, genres, and types that are adequate to the original;

➢ Communicative competence, which involves the ability to convey the meaning of the source text in the target language as fully as possible;

➢ Technological competence, i.e., specific knowledge, mastery of basic translation strategies and techniques;

➢ Special competence (knowledge of the subject matter; mastery of the conceptual and terminological framework of the relevant field);

➢ Compensatory skills, i.e., the ability to use dictionaries, reference books, databases, and other sources of supplementary information. [Komissarov 2004: 323-326].

Let us consider some competencies that are important for teaching future translators. The linguistic or language competence of a translator includes all aspects of language proficiency typical of any native speaker, but it also entails several specific features. These include retaining in memory knowledge of the language system, norms, and usage, its vocabulary and grammatical structure, rules for using language units to form speech utterances, the predominant use of specific sets of language units in various communication spheres, territorial, social, and professional differences in the use of such units, the influence of the communication context and the relationships between the participants, and their role functions on the choice and manner of using language units. At the same time, the specific nature of a translator's speech activity imposes additional requirements on their linguistic competence, not only because a translator must have sufficient linguistic competence in two languages rather than just one.

The scope and objectives of communication, as well as the choice and manner of using language means, are largely determined by the original text and do not depend on the translator's personal preference. Therefore, the translator must have comprehensive linguistic competence in both languages involved in the translation process, in both receptive and productive aspects. Naturally, each translator's linguistic competence has its limits, but the broader these limits, the higher their overall professional competence. The ability to quickly expand and enhance one's linguistic knowledge, especially in a comparative context, is a central task in the training of future translators.

Text-forming competence ensures successful exchange of speech productions in the communication process and involves the ability to create texts of various types in accordance with the accepted rules and stereotypes within a given community. A translator's text-forming competence also includes knowledge of the differences in the overall text construction strategies between the two languages, both in terms of the nature of semantic coherence and the methods of ensuring formal cohesion.

A special place in the process of training professional translators is occupied by the development of communicative competence. This competence involves not only the ability to interpret the meaning of statements and texts but also the ability to determine whether reproducing the linguistic content of the original statement in the translation can serve as a sufficient basis for making the correct inference about the overall meaning, considering differences in background knowledge. If necessary, the translator must be able to adjust the relationship between the linguistic content and the inferred meaning by introducing the missing background information into the statement itself.

As a mediator in intercultural communication, the translator must possess linguistic and cultural competence as a component of professional translation competence. In the process of preparing future specialists in linguistics and translation, particular attention is paid to the development and

improvement of general translation skills that contribute to the adequacy of the translation in terms of realizing linguistic and cultural competence. Among the most relevant skills here are context analysis, identification and comparison of the scope of word meanings in both languages, recognition of lexical units with national and cultural specificity, selection of equivalents, use of pragmatic adaptation techniques, and editing. Equally demanding in the context of linguistic and cultural competence is the acquisition of skills for gathering necessary information on the referenced topic to correctly understand and reflect the implicit meaning of the statement in the translation. The specifics of the foreign language being studied become apparent to the translation student only when comparing languages, much like how one's native culture is revealed when encountering a foreign one.

The practice of teaching translation theory and practice from English into Russian or Uzbek confirms the necessity of organizing specialized work with reference and encyclopedic literature, as well as dictionaries (both monolingual and bilingual), and word corpora available on the Internet. These sources provide not only prescriptive descriptions (how a word should be used) but also descriptive ones (how a word is actually used). Since a translator deals with foreign-language speech activity in either oral or written form, elements of linguistic and cultural competence are always present in all components of the translator's professional competence [Yemelyanova 2010: 74-88].

Thus, it becomes evident that the communicative competence being developed in translators must have a comparative-dynamic character. This is not only the ability to infer meaning but also the ability to compare the inferential capabilities of representatives of two linguistic communities and make conclusions about the need to alter the linguistic content of the statement in the translation to ensure accurate comprehension of its full meaning. From a methodological perspective, it is important to train future translators in inference, that is, understanding new meaning from context to compensate for the lack of understanding of individual elements of the text.

Developing the ability to independently "decode" an unfamiliar text in class and subsequently achieve interlingual equivalence is an extremely challenging task. It is well known that the search for words in different languages that express "the same concept and do not differ from each other in emotional-expressive, stylistic, or any other kind of constant significant information" [Vinogradov 2001: 56] is largely determined by their lexical-phraseological compatibility, as well as various sociolinguistic connotations. That is why, when learning a foreign language, words should not be memorized individually based on their meanings, but in natural conditions, in the most stable phrases characteristic of that language. However, in the educational process, there is not always an opportunity to "observe" the language being studied in a living cultural context, and such material is often represented by the press, mass media, films, and television programs. Speech illustrations of this nature help select the necessary elements for constructing statements depending on the situation in the translation. It should be noted that in modern translation theory, the above-mentioned linguistic and cultural or ethnocultural aspect is traditionally not singled out as an independent component but is considered within the broader pragmatic aspect of translation.

Technological competence implies the specific knowledge, skills, and abilities necessary to perform this type of activity. Translation knowledge ensures an understanding of the essence and objectives of translation activity, familiarity with the main principles of translation theory, with various translation strategies, and technical translation techniques. In translation practice classes, three groups of general principles for the translation process are strategically implemented: some initial postulates, the selection of a general course of action that the translator will follow when making specific decisions, and the choice of the nature and sequence of actions in the translation process. The initial positions of the translation strategy are largely determined by the intermediary role of the translator and the secondary nature of their creativity. The translator's work only makes sense when it meets the expectations of the participants in interlingual communication. Therefore, the foundation of the translator's general strategy is the desire to understand the text being translated as fully as possible and to find the most accurate equivalent in the target language. The translator's strategy is based on the understanding that any part of the text may present obvious or hidden translation problems, leading to respect for the original and the inadmissibility of thoughtless or superficial solutions.

At the same time, among these problems, there are typical, frequently encountered ones that have more or less well-known, standard solutions, and there are unique, occasional ones that require altering known techniques or searching for completely new ones. The translator's strategy for solving specific problems primarily depends on defining the translation goal and the conditions under which it is carried out. Based on these factors, taking into account the type of text being translated, the dominant factor in translation training is determined. The leading principle is that understanding precedes translation, although during the translation process, the translator may repeatedly return to the original text, deepening their understanding and accordingly adjusting the translation.

A general rule is also the division of the text into sequential segments, with the translator proceeding to translate the next segment only after having translated the previous one. Practice shows that due to the linear nature of the comprehension and speech production process, it is impossible to translate a sufficiently large text all at once, and the segment of the original that constitutes a "translation step" usually equals one or two sentences. In class, the most commonly practiced approaches are:

➢ preliminary familiarization with the subject of the source message by studying parallel texts, reference books, encyclopedias, and searching for information on the Internet;

➢ reviewing the entire original text before starting the translation;

➢ compiling a list of terms and unfamiliar words;

➢ deciding whether to use a "draft" translation or to immediately choose the final version of the translation;

➢ reading translation segments aloud;

➢ Emphasizing pre-translation analysis or post-translation editing, etc.

Mastery of specific skills plays a decisive role in the professional technique of a future translator. Not all the skills that ensure a successful translation process can be identified and described. Among translation skills, one of the most important is the ability to perform parallel actions in two languages and to switch from one language to another. This skill is developed through the study of translation equivalents and techniques, but most importantly, through constant bilingual activities - translating both entire texts and fragments. Equally complex is the ability to perform parallel actions in two languages during translation, which requires the skill to shift in each language from surface structure to deep structure and back. Translation competencies include the ability to select and correctly apply technical translation techniques and to overcome difficulties related to the lexical, phraseological, grammatical, and stylistic features of the source language.

The implementation of the competency-based approach should involve the extensive use of active and interactive teaching methods (such as business and role-playing games, case studies, psychological training, etc.) in combination with students' independent work to develop and enhance professional skills.

Translation competence is a complex, multidimensional category that includes the qualifications necessary for a translator to carry out interlingual and intercultural communication. This includes a specific "translational" command of two languages (at least receptive proficiency in the source language and productive proficiency in the target language), where the languages are projected onto each other; the ability to "translate" the interpretation of the source text; mastery of translation techniques; knowledge of the norms of the relevant style and genre; understanding of translation norms that define the strategies of the target language; and a certain minimum of background knowledge necessary for the adequate interpretation of the source text, particularly "subject matter knowledge" required for successful translation within the translator's specialization .

Researchers and specialists in translation education identify various components of translation competence. A comprehensive concept of translation competence was developed by the Russian translation theorist V. N. Komissarov. He asserts that "in the process of developing professional translation competence, a unique linguistic personality is formed, which has several differences from a

'normal,' non-translating personality. These differences manifest in all the main aspects of verbal communication: linguistic, text-forming, communicative, personal, and professional-technical" .

N.N. Gavrilenko defines translation competence as a heterogeneous phenomenon that integrates several components (competencies), which correspond to four main aspects of the translator's activity in the field of professional communication (intercultural communication in a specific professional domain, the actual professional activity of the translator, the professional translation environment, and the personality of the professional). Accordingly, the following components of this competence are distinguished:

Intercultural communicative competence: The readiness and ability (in accordance with social and cultural norms of communication in the fields of science and technology) to understand oral or written statements and specialized discourses in a foreign language and to produce them in Russian or Uzbek (linguistic, pragmatic, sociolinguistic competencies).

Specialized competence: The readiness and ability to perform translation of professionally oriented texts at a professional level (basic, subject-matter, discursive, sociocultural, strategic, technological, and information-technological competencies).

Social competence: The translator's professional interaction with the client, meeting participants, and company or enterprise staff; mastery of professional communication techniques commonly accepted in the profession; social responsibility for the results of one's work, etc.

Personal competence: Possession of personality traits that are professionally important for performing the translator's activities.

In the process of training future translators, it is essential to consider that it is impossible to prepare a future translator for a specific job position within the context of university education. Consequently, during their university studies, future translators should develop a necessary set of competencies through a synthesis of knowledge and practical skills. These competencies will then be further refined based on the specific requirements of their future workplace. Ultimately, these professionally significant translation competencies form the foundation of professional thinking and enable the achievement of the primary goal of training a specialist, the development of professional competence.

Understanding the translation process as a professional activity, with its complex functional structure and the identification of professionally significant competencies necessary for proficient language skills, allows for the determination of strategies to enhance the effectiveness of the educational process by increasing the emphasis on foundational linguistic training.

The foundational components of translation competence include the knowledge, abilities, and skills that are, to some extent, necessary for a translator regardless of the type of translation (written/oral; consecutive, simultaneous, etc.) or the genre of the text being translated (scientific-technical, business, journalistic, or other texts).

Our personal experience in the field of translatology suggests that it is advisable to begin teaching translation by focusing on translation techniques, considering the following objectives:

1. Introduce students to the fundamental principles of translation, the requirements for translators, and the expected outcomes of their work;

2. Provide students with an understanding of the basic translation techniques, the types of translation transformations, and the conditions under which they can or should be applied;

3. Develop in students the ability to apply basic translation techniques.

Teaching translation techniques can be seen as the initial stage of translation training and as a transitional phase from translation theory to its practical application. In this section, the theoretical concepts of translation are deepened and materialized, offering a more profound, "operational" understanding of translation. This understanding is developed through the independent solving of various translation tasks, as well as through the application of fundamental theoretical principles to

specific problems. At the same time, this stage of transitioning from theory to practice equips future translators with knowledge of typical translation difficulties and methods for overcoming them. The content of this stage primarily consists of problem-based translation exercises, with the ultimate goal of developing the skills necessary to overcome certain typical translation challenges and solve common translation tasks that a translator encounters during the translation process, i.e., tasks primarily aimed at developing operational skills.

Assignments can be completed in writing or orally with visual support. The choice of the specific type of assignment ultimately rests with the instructor. Examples of such assignments are presented in the educational manual by L.K. Latyshev and V.I. Provotorov. For example, students are asked to determine what caused the transformation of the semantic-structural appearance of the originals: differences in language systems, language norms, or usage, using short statements in the original language and their adequate translations into Russian, which differ significantly in structure and semantics from the originals. The purpose of such an assignment is to concretize and visualize the impact of factors such as the relationship between two language systems, two language norms, and two usages on the translation.

The next assignment is based on statements in a foreign language that contain specially highlighted phraseological units. This type of task requires translating the statements in such a way that they closely adhere to Russian usage, while also identifying translations that are semantically and structurally closest to and farthest from the original.

The goal of the third type of assignment is to develop the ability to distinguish between functional styles and recognize the specificity of their linguistic expression. This can be achieved using short texts in the native language, grouped in pairs, whose content is nearly identical. The difference lies in their functional styles: one text is written in a conversational style, the other in the style of journalism and media; one in a literary style, the other in the style of official business communication. Students must determine the functional style of each text, the relationship between the sender and the recipient (formal, neutral, close, etc.), and identify specific linguistic features that support these conclusions (e.g., colloquial vocabulary, simple syntax, repetitions, elliptical constructions, unfinished sentences - all features of conversational, everyday style, etc.).

Experts in translator training note that when working with exercises, it is important to consider the following. From a methodological point of view, each exercise can be limited to discussing the phenomenon that is the core of the exercise. Regardless of the tasks being solved in the lesson, the final translation of each sentence must adhere to all norms of the target language. Constant attention to the significance of each word and form is an essential condition for successful learning. However, this attention should not lead to the idea that translation consists merely of conveying forms or even the meanings of individual words. The established principle in translation theory that the unit of translation is the text should be constantly reinforced and expanded in practical classes, with explanations that it is the meaning, not the forms or individual meanings, that is to be translated. It is crucial that this requirement is emphasized from the very first lesson and becomes one of the most important professional demands.

The specific components of translation competence include the knowledge, abilities, and skills required for one or several related types of translation (written, sight translation, paragraph-based, consecutive, simultaneous, etc.). In reality, translation activities are conducted in one of the forms of written or oral translation. Each of these forms has its own specific characteristics, requiring corresponding skills and abilities.

L.K. Latyshev and V.I. Provotorov identify specific skills for written translators, including: 1) the ability to use dictionaries and reference materials, 2) the ability to analyze the source text at the pre-translation stage, and 3) the ability to edit one's translation.

The ability to use dictionaries and reference materials is reflected in the list of professional competencies. Experience in translator training shows that students often pay insufficient attention to working with dictionaries and reference materials. In the work of a written translator, the ability to use

a dictionary is fundamental and mastering it is not easy. Many translation errors are made by students when working with a bilingual dictionary. In such cases, the translator must always be aware of the risk of choosing an inadequate equivalent from the options provided in the dictionary entry, or that the necessary equivalent may not be present at all. Acquiring this skill requires time and specialized training, including exercises in substitution and meticulous work with the dictionary. As noted by O.V. Petrova, it is important to instill in students an appreciation for working with dictionaries. Therefore, an organizational requirement is formulated - translation classes must be equipped with dictionaries of various types. At the initial stage, these include English-Russian, explanatory English, and linguistic-cultural dictionaries.

The ability to analyze the source text at the pre-translation stage and its significance should be given special attention, as a professional translator begins the actual translation process during the analysis of the source text.

I.S. Alekseeva describes the components of pre-translation text analysis in detail. This analysis begins with the collection of external information about the text, during which the author of the text (editorial board, journalist, scientist, etc.) and its recipient (children, adults, retirees, specialists, etc.) are identified; the composition of the information (cognitive, emotional, aesthetic) and its density are determined; the communicative purpose of the text (to convey important information, convince the reader of the author's viewpoint, establish contact, etc.); and the speech genre (interview, scientific report, etc.). This skill should be given careful attention, and work on any coherent text in class and during homework preparation should begin with this analysis. At the initial stage of training in written translation, it is advisable to perform special tasks aimed at developing this skill. These tasks generally focus on developing the ability to translate the source text not as a conglomeration of separate linguistic elements, but as a cohesive whole, i.e., to develop the ability to solve individual linguistic difficulties using the language of the specific text.

Let's consider the specific skill of editing a translation, which forms the basis of an essential stage in the work of a written translator - editing one's translation. The editing process involves correcting certain deficiencies in the translated text, which arise from the specifics of the written translation process.

The importance of this stage of translation work is explained by the fact that when a translator performs a written translation, they are able to focus on and compare relatively small segments of the source and target texts. This may result in various inconsistencies that require correction, i.e., returning to and revising translation decisions. During editing, the translator perceives the created text as a whole, allowing them to correct deficiencies in the theme-rheme chain construction, eliminate repetitions, etc.As V.S. Slepovich points out, editing a translation is a complex process that requires not only knowledge of grammar, lexical variations of words, and overall language norms, but also a sense of style.

The development of skills necessary for editing texts occurs in the classroom during the review and discussion of written translation homework. The outcome of such discussions is usually the following assignment: to rewrite the corrected translation and fix any remaining unnoticed deficiencies. Sometimes, it is useful to assign students the task of editing their peers' translations, followed by a discussion of the corrections in class.

The specific components of translation competence include the parts necessary for translating texts of a particular genre and style: scientific-technical, business, literary, etc. Therefore, the specialized component of translation competence involves knowledge of the subject matter and mastery of the corresponding terminology - lexical units that denote concepts specific to the relevant field. According to translation specialists, it is more effective for a specialized translator to acquire knowledge of the relevant subject area while simultaneously learning the terminology in both languages.

L.K. Latyshev and V.I. Provotorov identify the most well-known methods for acquiring subject area knowledge and mastering terminology. They recommend starting the lesson with reading a text in a foreign language related to the subject area being studied. The text is accompanied by a list of terms in

the foreign language with translations into Russian. Some terms may be provided with extended comments. The text is translated into Russian in class or at home, followed by a series of exercises to reinforce the new terminology.

Introducing the subject area and terminology may conclude with a terminology dictation - the instructor dictates the terms in the foreign language, Russian, or alternates between the two, while the students immediately translate them in writing.

Each linguistic university determines the thematic focus for training specialized translators based on the needs of society as a whole and its region. Today, technical translators are in high demand. In the context of the problem under discussion, let's examine the formation of the specialized component of a translator's professional competence in the process of training for technical translation.

Based on experience in teaching technical translation, it is recommended to start the lesson by answering students' questions about their homework. The instructor should anticipate such questions and be prepared to provide additional explanations on the lesson material or terminology. While working on the translation of the text prepared as homework, the instructor asks students to provide synonymous options for both entire sentences and individual phrases. Written translation during practical classroom sessions is not advisable. When the instructor is confident that the students have a thorough understanding of the material on the topic being studied, written translation assignments from the native language into the foreign language may be assigned as homework. At the end of each topic, it is advisable to use a written translation of a control text as a form of ongoing assessment. However, more effective is the practice of conducting final lessons in the form of a conference based on the topic material.

In conclusion, it should be noted that sufficient attention and time must be devoted to developing the identified competencies in future translators during practical translation classes. Practicing a specific algorithm for working on a translation instills confidence in students, and completing assignments aimed at mastering terminology and acquiring subject area knowledge allows the instructor to diversify the lessons and maintain students' interest in further improving their translation skills. It is particularly important to emphasize that the main idea of the competency-based approach is that the outcome of education is not just separate knowledge, abilities, and skills, but the readiness and ability of the specialist to engage in productive and effective translation activity in various professionally significant situations. This approach involves fostering the need for continuous acquisition and renewal of knowledge, the development and improvement of abilities and skills, and their consolidation and transformation into competencies that are formed in the process of educational activity.

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