
THEORETICAL ISSUES OF FORMATION OF TRANSLATION COMPETENCE IN THE EDUCATION SYSTEM OF THE REPUBLIC OF UZBEKISTAN

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Abstract. *The article provides an overview and explanation of learned linguists with brief explanations and recommendations, with theoretical approaches, general principles about the concept of "translation competence", which is currently widely studied and promotes concepts in linguistics as well as in preparation for the training of qualified personnel in translation activities, which is currently a relevant topic in the field of Uzbek translation.*

Key words: *translation, translator's competence, types of competence, language norms, semantic content*

Аннотация: *В статье представлен обзор и объяснение ученых лингвистов с краткими объяснениями и рекомендациями, с теоретическими подходами, общими принципами концепции «переводческой компетенции», которая в настоящее время широко изучается и продвигает концепции в лингвистике, а также при подготовке к обучению квалифицированный персонал в сфере переводческой деятельности, что в настоящее время является актуальной темой в сфере узбекского перевода.*

Ключевые слова: *перевод, компетенция переводчика, виды компетенции, языковые нормы, смысловое содержание.*

INTRODUCTION

Traditional education framework in the form of knowledge, abilities and skills should be revised taking into account the importance of the competence approach, which reflects the needs of society in training not only a knowledgeable specialist, but a professional, able to apply his or her knowledge efficiently [13]. This paradigm of education is influenced by tight labor market, which is characterized by fierce competition, resulting in the need of professional training a versatile individual with a set of hard and soft skills meeting the requirements of the changing environment. The professions of translator and interpreter are in demand on our labor market, though

the requirements to the applicants have greatly changed, they have experienced certain transformations in recent years. This process contributes to the development of a specific transformed concept of translator/ interpreter competence, which is the target of professional training. Taking into consideration the necessity to adjust to the changing conditions, it should be noted that we are temporary left in legal limbo due to the absence of the Branch Standards of Higher Education [7].

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary

MATERIALS AND METHODS

Translator's and Interpreter's Competence has been in the focus of the scholarly attention paid to translator's and interpreter's activity and training; the analysis of literature on the problem (E. Alekseev [1], R. Bell [2], E. Breus [3], J. Stuart Campbell [4], V. Komissarov [9], L. Latyshev [10], M. Martinez [11], G. Miram [12], M. Orozco [13], etc.) demonstrates that Translator's and Interpreter's Competence is a complex phenomenon formed on the basis of linguistic and sociocultural knowledge and skills. The role of language, especially in translation, is indispensable in increasing the spiritual view of the individual. Therefore, as in every aspect of the present day, special attention is paid to the radical reforming, forming and developing the school of translation, especially to the Uzbek translators' school. The boundaries of space and time between nations and peoples who are different from race and religion, their thoughts and opinions can be overcome only through translation. Therefore, the selection of works that incorporate universal ideas for translation is crucial in ensuring the success of the translator. The skillful translation is not only the author of the work, but also the author of the translation. Thus, the hardworking worker transmits the second authorizing author to the worker's life. This means that the responsibility towards the interpreter is great. Selection of irrigated works with great ideas for translation is not that difficult, but if the responsibility for its translation fades, it will inevitably have an impression of not only the interpreter, but also the author of the work. In this process, identifying original and translation

examples in the work allows us to give a single idea of the author and interpreter's skill [7].

Translation is a science of friendship, the translation person is a relative, a close friend, a friend of the other person. Alternatively, translation is also an art. When it comes to art, it is not an ordinary type of art. Translation is a skill art of magic. It is a literary, personal, professional school that has a wide range of translation literature for its creators. For this reason, in the history of world literature, its translation into translation and translators are significant in terms of its richness, new products.

The growing globalization processes around the globe are becoming increasingly important for the formation and development of professional competence of translators. There will be a set of clearly defined criteria for assessing the quality of professional activity in each area.

The interpreter must have a qualification in a professional qualification and professional qualifications so that he / she can be referred to as a qualified interpreter with professional competence, including translators, in professional translators.

Professional competence and personal competence are both terms used in the software curricula and in the linguistic orientation (methodology, translation work, psychology, linguodidactics, linguoculturology, etc.), commonly used in synonyms is used.

RESULT AND DISCUSSION.

Interlingual communication defines the peculiarities of translators and interpreters activity and as a result the researchers point out a set of shared skills and abilities, they require distinct skills and techniques as well to perform their task successfully. Translators transfer the source language into the target in writing, interpreters perform it orally. Though, the first group of components is common for both groups of professionals and considering the opinion of the abovementioned scholars, it can be specified as consisting of four components: *lingual, discursive, sociolinguistic and sociocultural* [9; 10; 12; 13].

Lingual component of translator's/ interpreter's competence includes knowledge about the system and the structure of the source and target language and rules of their functioning in the process of communication, the ability to use formal tools to operate and the rules by which linguistic units are arranged in meaningful statements.

Some scholars suggest differentiation of two parts in the lingual component, which can be considered relevant for our research, especially for interpreter's training. For instance, a famous linguist Noam Chomsky introduced his ideas as part of the

foundations for his Generative grammar, but it has since been adopted and developed by other linguists. Noam Chomsky presents a concept of *linguistic competence*, which is referred to as the system of linguistic knowledge possessed by native speakers of a language. He poses the concept of linguistic competence in contrast to the concept of *linguistic performance*, the way the language system is used in communication. In the generativist tradition competence is the only level of language that is studied, because this level gives insights into the Universal Grammar, which generativists see as underlying all human language systems [13].

According to Chomsky, competence can be considered as the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by "grammatically irrelevant conditions" [5]. In the process of professional training students deal with the so called "ideal language system" of the source and target languages mainly at the beginning of their training. Teachers select the material according to the level of language of their students, trying to avoid or overcome so called "grammatically irrelevant conditions", such as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying knowledge of the language in actual performance [5]. Such situation can be somewhat possible in case we deal with an ideal speaker-listener, in a completely homogeneous speech-community, who knows both the source and the target languages of the speech community perfectly, which is hardly ever realizable.

Another challenging issue concerning differentiation of linguistic competence and performance touches the difference between *language and speech*, discussed in the scholarly works [14]. It is evident that a sample of natural speech differs from normative language (the definition of which is quite disputable), consisting of numerous false starts and other deviations causing problems to interpreters. The concept of performance in Chomsky theory refers to the actual production and comprehension of oral or written language, but it is also affected by situational variables such as fatigue and distraction. Therefore, a fundamental distinction has to be made between the competence and performance and it should be taken into account in the process of professional training.

The core components included in the speaker's linguistic competence correspond to five of the major subfields of linguistics: *phonetics*: physical production and perception of the inventory of sounds used in producing language; *phonology*: mental

organization of physical sounds and the patterns formed by the way sounds are combined in a language, and the restrictions on permissible sound combinations; *morphology*: identification, analysis and description of units of meaning in a language, inflectional and derivational morphology; *syntax*: structure and formation of sentences; *semantics*: understanding the meaning of sentences [5].

In interlingual communication lexical characteristics of the source material often cause most of the problems, translator's task is to produce an adequate translation, choosing appropriate vocabulary and presenting it taking into account translation function selecting relevant strategies. This issue demonstrates a close link of lingual component with another one, considered to be of utmost importance by the scholars - a discursive component.

Discursive component of translator's/ interpreter's competence can be defined as the ability to communicate text and speech parameters in the subject area; the ability to plan their presentment behavior, understand and convey information in coherent, logical statements, to build and to organize statement in accordance with the purpose of communication. Similar idea is represented in the notion of *communicative competence* (coined by Dell Hymes in 1966) [6] which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Communication competence was conceptualized according to two criteria: co-orientation and coordination. Co-orientation was viewed as the ability to construct some degree of mutual understanding by using such verbal strategies as acknowledging, mirroring, paraphrasing, clarifying, etc. Coordination was viewed as the ability to construct conjoint actions or the ability to adjust one's own verbal actions to the actions of others as well as to individual and group goals. Coordination strategies included apologies, disclaimers, defining the situation strategies, meta-accounts, etc. The lack of co-orientation and coordination is usually associated with frequent interruptions and talkovers. These are physical characteristics of the conversation, conceptualized as asynchronous talk and also used in assessing communication competence [6].

Sociolinguistic component of translator's/ interpreter's competence is manifested in the ability to perform various types of interlingual activity choosing linguistic means according to field of communication taking into account the peculiarities of social status of the partners in communication. *Sociocultural component* of translator's/ interpreter's competence includes the ability to apply various types of

information about national and cultural peculiarities of the source or the target language country, the ability to build their behavior based on these characteristics and standards.

At present the scholars add instrumental competence to the list as both professionals require different types of *instrumental skills* (translators are to master software (computer added translation) and be able to work with electronic reference literature; interpreters, for instance, engaged in simultaneous translation are to use conference equipment). Interpreters should have some additional competence components, such as general knowledge, memory skills, public speaking and moral [8].

On giving a general outline of the concept of translator / interpreter competence, we come to the conclusion that lingual component of translator's/ interpreter's competence is the basic one and its formation should be the priority, thus we proceed with the analysis of Bachelor and Master Degree programs. The content of the programs will show their relevance to the identified components of translator/ interpreter competence.

Matching the subjects to *lingual component* of translator's/ interpreter's competence, the students selected Practical Course of First Foreign Language, Introduction to Translation Studies, Theory and Practice of Translation from First Foreign Language, Comparative Lexicology, Comparative Grammar, History and Theory of Translation Studies, Practice of Translation, Comparative Stylistics, Neology and Translation of Neologisms, Business Documents Translation, Law Translation, Practice of Interpretation, Practical Translation / Interpretation Training. Matching the subjects to *discursive component* of translator's/ interpreter's competence, the students selected such courses as Theory and Practice of Translation from First Foreign Language, Comparative Lexicology, Rhetoric, Comparative Stylistics, Law Translation, Business Documents Translation, Practical Translation / Interpretation Training. Among the courses relevant to the formation of *sociolinguistic component* of their competence, the students mentioned Theory and Practice of Translation from First Foreign Language, Comparative Stylistics, Practical Translation / Interpretation Training; *sociocultural* component is developed by such courses as Theory and Practice of Translation from First Foreign Language, Cultural Studies, Introduction to Cross-cultural Communication, Comparative Stylistics, Practical Translation / Interpretation Training; *instrumental* component is developed by the courses of Theory and Practice of Translation from First Foreign

Language, Foundations of Applied Linguistics, Practical Translation / Interpretation Training.

At the preparatory stage of the experiment students getting their Master's degrees were asked to distribute the subjects in accordance with the professional components and assess their relevance. They filled in questionnaires expressing their opinion concerning the efficiency of the program studied and their relevance to shared translator's/ interpreter's competence. The students selected certain subjects, which to their mind contributed to the formation of such components of shared translator's/ interpreter's competence as lingual, discursive, sociolinguistic and sociocultural. The results of the opinion poll concerning the analysis of Master's Degree Program shared Translator's/ Interpreter's Competence Components and relevant courses are the following.

Matching the subjects to *lingual component* of translator's/ interpreter's competence, the students getting their Master's degree selected such courses as Current Issues of Translation studies, Practical Course of First Foreign language, Practical Course of Second Foreign Language, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training. Matching the subjects to *discursive component* of translator's/ interpreter's competence, the students selected such courses as Current Issues of Translation studies, Practical Course of First Foreign

The opinion poll shows that 99 % of subjects were considered by the students as bearing direct relevance to the formation of their professional competence. Though 60% of the students expressed their request for more practical classes and admit their insufficient competence in translation and interpretation of certain materials.

CONCLUSION

We have analyzed the major components of shared translator's and interpreter's competence. We have defined such essential components in the framework of shared translator's and interpreter's competence as lingual, discursive, socio-lingual, socio-cultural and instrumental; described their peculiarities and interrelations. We presented the content of Bachelor and Master Degree Programs of translator/interpreter's training, established the relevance of the courses suggested to translator's/ interpreter's shared competence components (lingual, discursive, socio-lingual and socio-cultural and instrumental). As a result of the preparatory stage of our experiment (students getting their Bachelor's and Master's degrees expressing

their opinion concerning the efficiency of the program studied and their relevance to shared translator's/ interpreter's competence components) we should accept the necessity to modernize the content of translator and interpreter's Bachelor and Master Degree programs in accordance with the professional demand in the region. Possible solutions to the problems under consideration can be seen in programs updating, introduction of special elective courses, application of content and language integrated learning methodology which enables to give more practical activities meeting the needs of present demand and orientation towards global integration. In near-term perspective we are going to examine each of the components of translator's and interpreter's competence, to clarify their content and create measuring tools taking into account impact factors of the professional environment.

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