

**FORMATION AND DEVELOPMENT OF TRANSLATOR'S
PROFESSIONAL COMPETENCES**

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ABSTRACT: The article provides the basic, specific and inherent components of would-be translator's competence which is considered to be a comprehensive notion whose contents is described in accordance with the requirements of modern state educational standards. The realization of the competence based approach allows to achieve the main educational goal – the ability and readiness to perform efficiently and productively in different professional situations.

Keywords: competence-based approach, professional competence, professional training of translators.

Interpreting occupies a leading position in the training system aimed at the future translators of any language nowadays due to the rapid integration of Uzbekistan into the European Union. Oral communication saves time for writing official letters, information leaflets, notifications, which enables negotiating parties to constructively collaborate in diverse spheres: political, economic, cultural, scientific, educational, etc. Interpreters are meant to be mediators in this significant activity both at the state level and at the level of inter-state cooperation. Interpreters who are specially trained in the field of interpretation are supposed to perform their professional duties qualitatively. The key prerequisites for students' academic success in interpreting are stipulated by the properly organised educational process according to the specificities of each above-mentioned type of translation/interpretation. Therefore, theoretical research and practical verification of efficient pedagogical means, forms and methods facilitating the formation of the future translators' professional competence within the system of university training confirm the urgent demand for the determination and grounding of a corresponding

set of curricular and/or extra-curricular constituents of their professional speech training.

The study of prosody in the field of interpretation seems to be fundamental for further elaboration of assignments for future interpreters. We agree with Ahrens (2005) that prosody, as an integral part of orally produced texts, “is used: 1) to structure the acoustic continuum uttered by a speaker; 2) to give prominence to those parts of the spoken text that the speaker considers to be important” (p. 1). Thus, the integration of phonetic studies and elaboration of the corresponding methodological support are proved to be expedient in the sphere related to the decoding and interpreting of information. It should be also noted that while interpreting, a translator/interpreter is to keep to moral principles of oral communication: an interpreter is to keep to ethics of oral communication, to respect freedom of a client without restricting his/her dignity. An interpreter (while performing consecutive interpretation within international contacts, at the diplomatic level, to be more precise) is to fulfil diplomatic powers: he/she has no right to break the accuracy of the original content in order to maintain a diplomatic relationship as well as to prevent misunderstandings and conflicts. At the same time, an interpreter has no right to interfere with parties’ relations or express his/her viewpoints concerning the original text.

We do acknowledge that while training future translators/interpreters it is necessary to give students complex communicative assignments as well as exercises connected with language use: learning projects which presuppose brainstorming and discussions (speaking and listening), collecting written and oral information through reading and listening, completing the project tasks in oral (speaking and listening) and written forms (writing), etc. The designated communicative language activities (speaking, listening, reading and writing) are meant to form the basis for students’ training both in spoken interpretation and in written translation. It should be mentioned that these are (spoken) interpretation and written translation that are of great importance in the educational context

according to the updated descriptors of the Common European Framework of Reference for Languages (Brian North, 2016). On the other hand, social and cultural educational components within the system of teaching English (or other foreign languages) constitute students' overall proficiency in English alongside with linguistic competences (lexical, phonological, syntactical knowledge and skills). Modern education conditions and technologies enable educators to organise language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both (North, 2016).

It is expedient to mark that nowadays the competence-oriented approach is one of the methodological determinants in teaching languages. Scott (2016) highlighted its importance when presenting UNESCO Working Papers. She refers to Wagner (2010) and the Change Leadership Group at Harvard University who identify “a set of competencies and skills that students need to be prepared for twenty-first century life work and citizenship” (p. 4). They also distinguish these personal qualities and abilities: critical thinking and problem solving, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analysing information (Scott, 2016). We should note that when training future translators/interpreters, university teachers are to develop students' communicative and speaking competence which is defined by Korniyaka (2018) as “a complex, intra-contradictory combination of communicative and speech knowledge and skills, reflecting the goals and results of the communicative and speaking activities performed by the subject” (p. 189).

Solving the problem arising due to differences between demands of different spheres for specialist's profile (a set of professional competences) and curriculum objectives of tertiary schools where future specialists are trained can contribute to Uzbekistan's development as an advanced country. The above-mentioned problem predetermines the primary aim of the article – to represent an experimental training aimed at the English-language translators in the field of the

English. The solution of the objectives facilitates achieving the stated aim: 1) to study prosodic means as the criteria determinants facilitating the development of the future English-language translators' professional competence; 2) to substantiate the elaborated criteria and indicators within the experimental training of the future translators in the field of bilateral interpretation. In the view of the stated objectives, we can formulate the conceptual hypotheses: the students' academic success depends upon their linguistic knowledge and skills integrated with the appropriate methodological support; students' involvement into profession-focused phonetic studies/research should precede their training in bilateral consecutive interpreting.

The linguodidactic experience stipulated the necessity to initiate acoustic-perceptual speech analysis of prosodic means for educational purposes. Although the acoustic-perceptual method is often criticised because of its subjectivity, it was primarily chosen because firstly, the goal was to understand the semantics of prosodic means in the complex linguistic context; secondly, we confirm the fact that the human ear can grasp nuances that would be ignored by the software. The results of the initiated phonetic study contributed to the elaboration of corresponding assignments and teaching tools. The relevance of the study is grounded on the assumption that prosodic elements are significant clues for the listener when processing spoken input. In the presented research, a systemic analysis of some problems related to the semantics of prosodic means is made. This problem causes much difficulty since either of the aspects mentioned above (semantics characterised by its poly-significance and tight connection with many linguistic categories, on the one hand, and prosody with its multiple functions and low degree of formalisation as to semantics, on the other one) presents a very complicated system. It should be mentioned that the interaction of these two factors makes the research much more difficult.

Interpreting is considered to be one of the most difficult activities connected with the perception and transfer of information. The designated type of translation

constitutes the psycholinguistic classification alongside with these types: written-written, oral-oral, written-oral, oral-written. It is expedient to remind that the students' academic success depends upon their linguistic knowledge and skills integrated with the appropriate methodological support. We can confirm that the conducted phonetic research contributed to their involvement in profession-focused activities connected with bilateral consecutive interpreting. Furthermore, thanks to the obtained results of the phonetic research, which preceded the experimental study, the students were able to indicate, decode and interpret the phonetic features determining the speakers' intention and attitude in an adequate way.

Taking into consideration the proposed methodological ground, “the competence-oriented approach to educating future specialists of different branches being the main one” (Bogush, 2009), we have elaborated some criteria for the future English-language translators' professional competence which comprised three particular competencies (criteria): the professional competency of the future English-language translators in the field of written translation; the professional competency of the future English-language translators in the field of interpretation; the professional competency of the future English-language translators in the field of written translation ↔ interpretation. We understand the word “criterion” as a means of evaluation of activity outcomes, the content of which is disclosed due to certain markers (indicators). The suggested criteria are grounded on the type and mode of translation/interpretation, their revelation becomes possible if appropriate systems of exercises/assignments, methods and pedagogical conditions are applied. Knowledge/awareness and skills are the objects of competence development. In our opinion, translator's/interpreter's professional competence comprises six constituents-sub-competencies: linguistic, sociocultural, communicative-speaking, discourse-oriented, specific translation-technological and specific interpretation-technological.

The linguistic, sociocultural and communicative-speaking competencies form the platform for further professional development, whereas technological skills aimed at using translator's/interpreter's professional tools (translation devices and models, computer-assisted translation (CAT) and editing software, etc.), taking into account particular features of a discourse where interpretation/translation “unfolds”, are actualised in both translation and interpretation productivity-efficiency. In this respect, we correlate the criteria-markers of the students' competence in the field of interpretation with the determined knowledge/awareness and skills. Since we devote our pedagogical research to the competency in the field of bilateral interpretation (as a component of translator's/interpreter's professional competence), we do acknowledge that we need to elaborate the appropriate methodology support for the development of their competency in (written) translation within their holistic professional training as future translators-interpreters who could productively function in the framework of international educational environment.

In conclusion, we may assume that the initiated experiment proved to be efficient since it enabled the development of most future English-language translators'/interpreters' professional competency in the field of interpretation due to the appropriate methodology support. The conducted experiment was based on the phonetic research which helped to reveal certain mechanisms of prosodic models correlation with various spheres of speech semantics: a) correlation mechanisms between prosody and communicative types of sentences; b) types of interaction of prosodic functions in the framework of their professional activity. These mechanisms constituted the basis for assignments and determined the choice of linguistic and pedagogical methods alongside with approaches within the realisation of the teaching/learning process. The use of the competence-oriented and context-centred approaches to the educational process as well as a combination of traditional (lectures, practical classes and seminars) and new interactive methods/forms of teaching/learning: interactive lectures; interactive business/role-playing games; interactive workshops, seminars – panel discussions involving

native speakers contributed to the students' academic success. The use of the experimental construct turns out to be practical due to these methods: cooperative learning, inquiry-based instructions, differentiation, professional development, technology and problem-solving. The effectiveness of the experimental training was proved in accordance with phonological, audial, oral and transfer indicators. Due to university instructors' teaching tools, it was possible to develop students' basic professional skills and abilities in the field of bilateral interpretation.

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