
PROFESSIONAL COMPETENCIES OF A TEACHER TRANSLATION AS A METHODOLOGICAL PROBLEM

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Abstract:

The article discusses the radical changes in the education system in our country require new ideas and approaches to teaching, both foreign languages and translation. The process of globalization, international contacts and cooperation with foreign partners have contributed to the creation of numerous translation departments at higher educational institutions. The profession of “Translator” is in demand now more than ever.

Keywords: competence, competency, professional competencies.

Introduction

The translation activity has a long history, translation, due to its interdisciplinary nature, became an independent science only at the beginning of the twentieth century. Accordingly, the need to teach translation as a separate scientific discipline arose relatively recently. The training of translators was put on a scientific basis only in the second half of the 20th century.

Despite this, a paradoxical situation is created due to the fact that in all language schools and universities in the country, translation is taught at the linguistic faculties, but teachers of this discipline are not trained anywhere [3]. Currently, when translation studies has received the status of an independent scientific discipline with its own theoretical basis, concept and system of terms, there has been a need for special methodological training of translation teachers and in the development of principles and methods of the educational process.

At this stage, the situation is such that translators are trained either

Foreign language teachers or translators are not the best option, since neither one nor the other is qualified enough to work in the specialty “Translation Teacher”. In the first case, students study the methodology of teaching only a foreign language, and it lacks such an important component as the methodology of teaching translation. Moreover, teaching a foreign language differs from teaching the subject of translation, since it pursues slightly different goals and objectives.

In the second case, practical mastery of translation activities and the assimilation of its principles and methods are carried out, and students are also not taught methods of teaching translation. In other words, the training of foreign language teachers is aimed at developing pedagogical competence, and for translators – at developing translation competence. Translation is a type of communicative activity in which the translator performs an important social function as an intermediary between two multilingual and multicultural communities.

When preparing for his professional activity, namely the implementation of the process of training future translators, a translation teacher must answer three questions: what to teach, why to teach and how to teach. The answers to these questions can be provided by the Translation Re-Teacher Program, which should reflect the goals and objectives of training, the structure and principles of the educational process, as well as the methods of professional training of translation teachers.

Meeting the requirements of modern scientific activity, we must turn to such a concept as professional competencies (PC) of a translation teacher, because the modern approach to assessing the quality of teaching is competency-based in nature [7,28]. This is confirmed by the efforts of the Council of Europe aimed at creating a unified system for assessing knowledge in the field of foreign languages in Europe.

It must be recognized that this concept, although widely accepted distribution has not yet been sufficiently studied and has many interpretations. The situation is further complicated by the fact that in the Uzbek language there are two similar concepts “competence and competency”, which, in our opinion, should still be distinguished. If we turn to the conceptual content of these words, it becomes obvious that they go back to the Latin “competentis”, which means “capable, knowledgeable, able.” If we talk about professional competence within the framework of language pedagogy, in a number of domestic and foreign concepts, the formation of professional competence is considered one of the most important goals of training. So, as it seems to us, “competence” is a set of knowledge, skills and abilities formed in the process of training in a particular discipline. In the modern interpretation, the concept of “competence” is much broader and similar to the phenomenon of “linguistic personality”.

Naturally, when describing professional competence, we cannot fail to include in this description the knowledge, skills and abilities that must be mastered in order to use language as a tool of communication and cognition.

But, along with this, the competence also includes certain abilities and strategies and the necessary personal characteristics, the presence of which helps to correctly apply knowledge and skills and navigate the educational, cultural and linguistic environment.

The professional competence of a translation teacher is a kind of “union” of a foreign language teacher’s PC and a PC translator and this is not surprising, because the translation teacher actually combines the specialties of a translator and a teacher and requires extensive knowledge in the field of culture and science, both of one’s own country and the country of the language being studied. Let's take a closer look at the translation teacher's PC.

Since the professional activity of a translation teacher requires knowledge of translation work “from the inside,” special attention should be paid to the formation of translation and text-forming competencies in the future teacher. In other words, a translation teacher must have practical knowledge of what he teaches. In fact, a teacher of the theory and practice of translation in terms of knowledge should be “two orders of magnitude” higher than the students he teaches. For the educational process to be effective, it is not enough just to know your subject well; you must be able to explain and convey this knowledge to students. Consequently, a translation teacher, like any other teacher, needs to have general pedagogical competence in order to competently organize the educational process from a methodological point of view.

So, if a translation teacher knows his subject - translation well - and has the necessary psychological, pedagogical and methodological skills, can we consider him a first-class specialist? No we can not. After all, we know that in the linguistic environment there is not only a dialogue of languages, but also a dialogue of cultures, and here it is absolutely necessary for a translation teacher to have competence (QC). As we know, CC is expressed in linguistic, sociolinguistic and sociocultural. In other words, a translation teacher must have

a perfect command of the language (foreign and native), be able to achieve the assigned communicative tasks depending on the situation, and be capable of conducting a “dialogue of cultures.”

The professional competencies of a translation teacher must meet a number of requirements:

- The translation discipline must be taught by a person who has own translation experience, possessing relevant professional competencies, familiar with the nature of translation activities, opportunities, difficulties and working conditions of a translator.
- According to his professional competence, a translation teacher not only possesses all aspects of translation competence, but also exceeds it in terms of knowledge and skills. Accordingly, his knowledge of foreign language translation strategies should be significantly higher than that of the future translators he trains.
- As the classes progress, the teacher draws students’ attention to the nuances of semantics, conceptual, terminological and connotative aspects of language units, the socio-cultural infrastructure of the language, explains the uniqueness of the systemic organization and functioning of the language, reveals the features of the vision of the “linguistic picture of the world”, explains the principles of the approach to translation as to the act of intercultural communication.

A translation teacher must see and be able to correct language and speech errors, distinguish between semantic and stylistic nuances, know the peculiarities of constructing texts of different types and styles, etc. All this suggests that a translation teacher must have excellent knowledge of various aspects of the foreign and native languages.

- Analyzing the content of the original text, discussing stylistic features and semantic subtleties, the appropriateness of using linguistic means in certain communication situations, the teacher uses the methods and terminology of lexicology, semasiology, grammar and other components of linguistic disciplines. Accordingly, the teacher must be ready to give an explanation and recall the meaning of the terms he uses. In fact, a translation teacher is also a qualified linguist.
- Teaching translation always presupposes broad general educational erudition in the field of regional studies, history, literature, linguistics, both of the country of the language being studied and of the native language. Like a translator, a translation teacher must expand his knowledge in specialized areas to ensure the quality of understanding of the translation.
- Despite the fact that teaching a foreign language is not the main task of a translation teacher, he often has to act in this capacity, explaining purely language problems in the classroom. In addition, practice shows that a translation teacher is required to have a high level of knowledge in the field of Russian (native) language
- It should be noted that the main difference between a teacher and a practicing translator is that he must not only translate professionally, but also be able to explain the general principles, methods and techniques of translation, formulate and explain the nature of translation problems, show possible solutions to them - then there is to be a talented teacher.
- It can be assumed that teachers engaged in practical and research activities in various areas of translation studies have more significant experience: criticism of translation, linguistic difficulties of translation, terminology, etc. A beginning translation teacher should also strive for this. So, let’s summarize: the profession of a translation teacher is extremely multifaceted, since a translation teacher is both a teacher and a translator. In this regard, the issue of training translation teachers who are able to transfer their knowledge and experience to future translators is extremely relevant.

We can no longer leave the situation to chance; it is necessary to develop the “Translation Teacher” Program, determine the professional competencies of a translation teacher in order to assess the quality of teaching, and

put the process of training personnel for the specialty “translation teacher” on a scientific basis on the basis of higher educational institutions.

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