

ENHANCING STUDENTS' TRANSLATION SKILLS DURING THE EARLY PHASE OF TRAINING

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Abstract: This article outlines the basic principles of teaching translation in the professional sphere of communication. The focus is on developing basic written translation skills and abilities, enabling students to competently complete the main stages of text processing. Various methods of teaching professional translation techniques are analyzed. Particular attention is paid to working with dictionaries and reference manuals.

Keywords: translation, translation studies, competency-based approach, translation competence, verbal communication, translation transformation.

Recent fundamental changes in higher education increasingly emphasize the free development of individuals, creativity, independence, professional adaptability, and the mobility of future professionals. Consequently, it can be stated that traditional education, understood as an accumulation of knowledge, skills, and abilities, has nearly reached its limits. This educational framework should be reassessed through the lens of a competency-based approach, which aligns with society's demand for professionals who not only have a defined body of knowledge but can also effectively implement this knowledge in real-world situations. In other terms, applying a competency-based method in education enhances the quality of professional training, achieved via the diverse and multi-dimensional aspects of knowledge and skills.

The essence of the competency-based approach lies not in the accumulation of knowledge, skills, and abilities per se, but in developing students' ability to effectively apply them in their future professional activities. The level of competence will always depend on a specialist's willingness to continually update and refine their knowledge in line with the demands of the times. With the expansion of international relations and the influx of vast amounts of information in foreign languages, including from the World Wide Web, there is a significant need for university graduates to possess a high level of linguistic competence. This requires professional growth based on both domestic and international achievements, the exchange of experience with international colleagues, and joint scientific research. Therefore, the ability to understand and identify professionally relevant information, necessary for enhancing professional competence and preparing articles, papers, and reports, is particularly important.

In this regard, the importance of translation skills and abilities is growing, becoming one of the fundamental prerequisites for successful professional work. As part of the reformed education system, many universities have now made it possible to obtain the additional qualification of "translator in professional communication."

This specialization differs from the training of general translators, as this activity is limited to communication within one or several related professions. Translation, in this case, is viewed as a means of enabling communication between people speaking different languages. Specifically, the didactic system for developing a translator's professional competence is aimed at developing students' complex professionally significant competencies, which are determined by the needs of the profession and the possibility of further professional development. Among the translation competencies developed by the course translation in the professional sphere of activity, the State Standard of Higher Professional Education stipulates that students must possess sociocultural and intercultural communication skills that ensure adequate social and professional contacts. In addition, future specialists must possess

professional competencies that include the use of business communication methods in an international environment, necessary for conducting intercultural dialogue in general and professional spheres, as well as knowledge of translation preparation methods and the ability to work with media materials.

The problems of high-quality, professional translation are the subject of the works of many translation theorists, including I.S. Alekseeva, L.S. Barkhudarov, N.K. Garbovsky, L.K. Latyshev, R.K. Minyar-Beloruchev, A.D. Schweitzer, and others. Experts identify various components of translation competence, but credit for creating a holistic concept of translation competence goes to V.N. Komissarov. According to his theory, the primary goal of a translation course is to train highly qualified specialists capable of performing translations at a professional level. "In the process of developing professional translation competence, a unique linguistic personality is formed, which has a number of differences from the 'normal,' non-translation personality. These differences are revealed in all the main aspects of verbal communication: linguistic, text-forming, communicative, personal, and professional-technical." [4, pp. 326-328]

Thus, **translation competence** includes the following types of competencies:

- *linguistic*, i.e., the ability to select and correctly use linguistic units-grammatical, lexical, and idiomatic structures of the source and target languages-in specific verbal communication;
- *text-formative*, i.e., the ability to create various types of texts in accordance with a specific communicative task, evaluate the relationship between individual parts of the text, and perceive the text as a coherent whole;
- *communicative*, i.e., the ability to draw correct conclusions from speech utterances based on background knowledge;
- *technical*, i.e., the ability to search, request, and evaluate necessary information, including on the internet.

In addition, translation competence implies the translator's personal characteristics, namely, a special mental makeup that allows for rapid switching from

one language to another, a broad range of interests, high erudition, and a general culture. Based on this approach, the majority of the introduction to the specialty of translation course is devoted to developing professional translation skills and abilities, mastering the elements of translation strategy, and accumulating experience translating texts of varying complexity.

Developing translation competence is a multi-year, multi-stage process that involves accumulating and assimilating a vast amount of material, processing it, and storing it in the depths of memory for timely activation to solve translation problems. Translation is an independent form of speech activity, but it is only possible with a strong foundation in reading, writing, listening, and speaking skills. It is impossible to master translation without mastering other forms of speech activity. However, mastering translation and practicing it improves the quality of all other forms of speech activity, i.e., the quality of foreign language proficiency as a whole. Therefore, it is crucial to teach students to approach text creatively, remembering that translation is, in most cases, a creative endeavor, not the automatic rendering of individual words or phrases.

The introductory translation lesson is devoted almost entirely to translation theory, explaining to students the basic principles and concepts of the translation process. First of all, students encounter the ambiguity of the word "translation" itself: on the one hand, it is a special type of intellectual activity, a process; on the other, it is the result of this process, a speech production created by the translator.

Thanks to the contributions of eminent linguists, the science of translation has developed many definitions of translation over the course of its development. For example, translation is viewed as "a speech production in its relationship to the original and in connection with the characteristics of the two languages and the material's belonging to certain genre categories" (A.V. Fedorov)¹; as a way "to convey the content

¹ Fedorov A.V. Osnovy obshchej teorii perevoda. (The Origins of Linguistic Translation Theory). M., 2002, 348 p.

of the original through the means of another language holistically and accurately, preserving its stylistic and expressive features" (Ya.I. Retsker)²; as "a certain type of transformation, namely, interlingual transformation" (L.S. Barkhudarov)³; as "a special, unique and independent form of verbal art" (Vinogradov V.S.)⁴.

When comparing various interpretations of the concept of "translation," students in most cases favor I.S. Alekseeva's definition, which fully captures the concept's unique features: "Translation is an activity that involves the variable re-expression and recoding of a text generated in one language into a text in another language, carried out by a translator who creatively selects a variant based on the language's variable resources, the type of translation, the translation objectives, the type of text, and under the influence of their own individuality; translation is also the result of the activity described above." [1, p. 7]

After discussing various definitions of the concept of "translation," students are given a brief overview of the origins of translation, work internationally and in our republic, in particular, the development of the science of translation, various classifications and types of translation, and so on. Along the way, concepts such as the problem of translatability and equivalence of translation, the unit of translation, translation strategies, and techniques are introduced. Dictionaries are discussed separately as an indispensable source of reference information, the role and importance of which in a translator's work is difficult to overestimate. The variety of dictionaries used by translators in their work is also examined in detail: encyclopedic and linguistic, which, in turn, are subdivided into monolingual, bilingual, and multilingual. In addition, monolingual linguistic dictionaries for specialized purposes are mentioned:

² Retzker Y.I. Teoriya perevoda i perevodcheskaya praktika: Ocherki lingvisticheskoy teorii perevoda. (Translation theory and translation practice: essays on linguistic translation theory). R. Valent, 2004, 237 p.

³ Barkhudarov L.S. Yazyk i perevod (Voprosy obshchej i chastnoj teorii perevoda). M., «Mezhdunar. otnosheniya, 1975, 240 p.

⁴ Vinogradov V.S. Vvedenie v perevodovedenie (obshchie i leksicheskie voprosy). (Introduction to translation studies). M., 2001, 224 c.

explanatory, etymological, dictionaries of foreign words, collocations, synonyms, antonyms, homonyms, as well as phraseological dictionaries, spelling dictionaries, dictionaries of neologisms, slang dictionaries, dictionaries of abbreviations.

Students are taught that a dictionary cannot always offer a translator the single word required by the context. Typically, a word's semantic structure, i.e., its full range of meanings, does not exhaust all the semantic possibilities inherent in the word. Sometimes, certain meanings and nuances of meaning are realized only in a specific context. Thus, contextual peculiarities may force a translator to abandon dictionary equivalents and independently search for and find contextual meanings of words, which is the most creative approach in the translation process. After a brief theoretical introduction, students are invited to move on to practical work. Any translation begins with a thorough pretranslation analysis of the source text, aimed at its comprehension and interpretation, with the extraction of information from the original text, allowing one to identify its meaning, identify the main translation difficulties, and determine ways to overcome them. A translator's understanding of a text differs fundamentally from the more superficial understanding of a regular reader due to the specific nature of translation. A translator not only delves into the meaning of a text but also evaluates it in a unique, translation-focused manner. They strive to convey not only what is said but also how it is said, taking into account all the nuances of both the source and target languages.

This is only possible through the painstaking analytical stage of the translation process. Aimed at understanding what is said and how it is said, pre-translation text analysis involves multiple readings of the text, encompassing such modes of reading as familiarization, exploratory, and analytical. In this case, understanding in the process of reading is built taking into account the situational and cultural determinacy of the text, starting from understanding the general content and main idea of the statement based on reading the entire text as a whole to a complete and deep understanding of

individual elements and fragments of the text in the process of subsequent analysis of specific components during exploratory and analytical reading.

As a visual example, Translation Practice provides a sample translation of one of the texts presented at the beginning of the lesson, an analysis of the main translation difficulties, and specific recommendations for selecting appropriate translation options. This practice lays the foundation for students to conduct pre-translation analysis, allows them to learn to identify key problems, and develop a specific action algorithm aimed at solving translation problems, which can be automated in the future.

Today, socio-political translation is most in demand in the context of ever-expanding international contacts and the integration of various countries into a single global political, economic, and social space.

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