

- Platform for products like SKYPE, IMO which allow for holding a video conference with anyone in the world who also has an access to the net;
- Things such as Yahoo Answers and other sites where kids can have readily available help for doing their homework;
- News, of all kinds is available almost instantaneously. Commentary, on that news, from every conceivable viewpoint is also available.

While discussing and researching the advantages and disadvantages of the use of internet in practical English lessons we have witnessed that there are more advantages than disadvantages as internet gives an opportunity to a large amount of information which can be used in teaching English. It should be kept in mind that teachers should be careful with the use of the material taken from the internet as different teachers suggest different types of methods of teaching English. If the material is not suitable for the language learners according to different features such as their age, gender, nationality, mentality the material should be adapted. If the material is too complicated for the learners the teacher should simplify it

Summarizing all above mentioned, it is possible to draw a conclusion that the use of internet in education, namely teaching English as a foreign language has become an important issue at present-time educational system of Uzbekistan that is believed to be a big step in the development of foreign language teaching methodology.

References:

1. Thomlinson R. (1962). "On-line man computer communication". New York journal, 484-513
2. Postel J. (1967). Multiple Computer Networks and Intercomputer communications. New York journal, 12-14.
3. Davies J. (2001). Second language acquisition and technology. www.sla.com
4. Полат Е.С. (2002). Новые педагогические и информационные технологии в системе образования. М, Академия, 272-278.
5. Davies J. *ibid*

MODERN MODEL OF THE TRANSLATION COMPETENCE IN THE CONTEXT OF TRANSLATORS TRAINING

Abduganieva J. R.
Uzbekistan State World Languages University,
PhD Doctorant

Abstract: *This article examines and describes the number of issues related to modern treatment of translation competence and properly studies its main components. The article makes the analysis of translation competence components, their correlation and influence on the profession. The competences will enable to improve the quality of translators training and to increase the level of the education provided.*

Key words: *translator/interpreter, competence, capability, ability, knowledge and skills, sub-competence, didactic system, interference, descriptor, strategy, professional risk, complexity*

Introduction

At present, theoretical and practical features of the development of professional competence of future specialists in the university are being updated in various areas of personnel training in connection with the need to train a mobile, competitive specialist who can master fast-changing technologies and has the skills of self-improvement throughout his professional and labor activity. Translation competency is traditionally considered as a professional capability of a translator/interpreter to interact with people in various areas of activity [8, p.220].

Body

In recent decades this notion has been discussed actively and described thoroughly in the papers of the researchers from different parts of the world. The Israeli specialist and translator, Gideon Touri was the first to join the words 'translation' and 'competence'. He created this term by analogy with the language competence by Noam Chomsky [14]. During a rather long discussion on the idea of the translation competence a model was worked out. It consisted of several sub-competencies characterizing social, communicative and text skills of the translator/interpreter. A. Beeby and D. Ensinger suggested that the translation competence should include linguistic competence (lexical, grammar and discourse knowledge and skills); extra-linguistic competence which contains the general knowledge, knowledge of translation theory, language theory, cultural knowledge, knowledge of specific spheres of translation; competence in information transfer which includes the ability to comprehend, to decode, to paraphrase, to transform and to plan the process of translation; professional competence which is regarded as the ability to use modern technologies in the sphere of acquiring and using information, knowing of the current situation in the labor market; strategy competence which implies the ability to concentrate, to improve memory, self-correction and having the specific psycho-physical characteristics [9, p.100]. Spanish specialists V. Montalt, P. Espeleta Piorno and I. Garcia Izquierdo, working on translation competence have supposed that the central notion must lie in the text categories, especially genre, because training of translators is built on it and the personal skills in the sphere of their profession are formed during the process [2, p.45]. Certainly, the idea given above is important because the correlation between genres and styles and translation methods is obvious. It is not an accident that such notions as genre-stylistic translation affiliation and genre-stylistic translation norm have been identified while developing the translation studies [4, p.184]. Genre-stylistic translation affiliation means dividing the translations into fiction and informative translation according to the genre-stylistic specialties of the original text. Genre-stylistic translation norm unites the requirements which the translation must meet depending on belonging of the original text to a certain functional style.

The didactic system of the formation of the professional translation competence focuses on the development of students' professionally significant competencies which are determined by the professional demands and further professional self-development [1, p.64].

Translation competence is a complicated and multidimensional category which includes professional skills and knowledge helping a translator/interpreter to implement inter-lingual and intercultural communication. Different researchers single out various elements of the professional translation competence. If we bring together all of them we can come to a definite conclusion. While developing the professional translation competence a specific language personality is being formed. This personality, in some way, differs from a "normal", non-interpreter personality. These differences are identified in all the main aspects of the speech communication: language, text-forming, communicative, personal and vocational. Consequently, the translation competence includes the language, text-forming, communicative, professional and personal characteristics of a translator/interpreter.

An interpreter/translator's language competence includes not only the aspects of language proficiency, which are typical for a native speaker, but also the number of specific characteristics [7, p.57]. Interpreter should remember the system, the norms and the usage of the language, its vocabulary and grammar, the rules of the speech construction. S/he should keep this competence in both receptive and productive plans of both source and target languages.

The contact between people with the help of language is carried out in a specific, complicated way, and the sufficient language proficiency is not the only communication condition [3, p.256]. The communicators supplement the language of the speech with the information which they draw from the communication environment, the experience and the knowledge of the world, i.e. background knowledge. Person's ability to exercise interference – to form the right conclusions about the content of speech according to the background knowledge – makes his/her communicative competence. It implies both the ability to interpret the meaning of the phrases or texts and the ability to project the interferential capabilities of the interpretation of the expressions in the original text.

The ability to create different texts according to the communicative goal and the situation, to provide the adequate text structure, to use the language items keeping to the rules of their construction, to analyze the position and ratio of every single part of the text and to understand the text as an entire speech item makes the text-forming competence. Also a translator's text-forming competence includes the knowledge about the differences between the strategies of the text construction in two languages.

Professional translation competence includes some personal characteristics. Interpretation is a complex type of mental performance, which demands special state of mind, flexibility, rapid response and concentration, the ability to use two languages at the same time [1, p.64].

The professional, or technical, competence includes the knowledge and skills which are necessary for interpretation. First of all, it is the knowledge of the strategies, techniques and transformations of the interpretation. Also this competence involves the

ability to use all the software for producing the translated text (correction, layout, editing, translation systems, terminology correspondence database, speech recognition software); ability to create database and then use it in development of new translation tools, particularly those related to translation of multimedia and audiovisual stuff; ability to prepare and to implement the translation with the help of various software; knowing the capacity and limits of the machine translation. Both technical and information competences have been studied thoroughly because of their convergence.

Some scholars identify slightly different components of the translation competence. First of all, it is the linguistic competence – specific skills in two languages, the range of knowledge in the sphere of verbal and nonverbal tools which are required for the creation of the own and someone's speech behavior programs. Basically, the linguistic competence reflects the person's ability to use both native and foreign languages as the mean of professional communication.

Operational competence, i.e. the possession of the interpretation technique, is an important component of the translation competence. It implies not only theoretical knowledge in the field of translation studies, but also knowing the interpretation tools and transformations, ability to choose and use them correctly.

Sociocultural competence is the ability to interpret the meaning of the expressions taking into consideration the cultural specificities of the communicators, the ability to analyze the communicational situations of the client and the recipient in the frame of the relevant cultures. Sociocultural competence includes country-study and culture components. In other words, this competence is the language and extra-linguistic knowledge that helps the interpreter to overcome the linguistic and ethnic barrier while bilingual communication.

However, we should not forget about interpretation universals, i.e. the interpretation notions and categories which do not depend on the interpretation conditions, genre of the text or contact languages. These notions are invariant, message, means of translation, correspondence, translation unit, scheme of the translation process etc [12, p.100]. Also we may include the method of semantic analysis, the method of finding a relief word (an extraordinary word) or the transformation method [10, p.11]. Any of existing methods of translation are important for translation competence. As for the limiting necessity to use one or another method, it depends solely on the person who makes the interpretation or translation and its objective. For instance, in the societies, where so-called international languages are used, there are several lexical layers and levels of speech perception. It means that in this case we need several split-level interpretations with different terms and grammar structures in order to provide equal opportunity to comprehend the meaning of the message for all people. And it is more likely that the feasibility of using one or another method will be considered in this particular case but not limiting it.

For example, the method of components analysis is quite appropriate while making the gloss translation (the term was proposed by U. Nida) in which a translator tries to replicate form and content of the original as precisely and literally as possible. In this case the translation of any medieval German text into English for those who study the certain trends in German literature of that period of time without studying the

original language may serve as an example. This requires that the translation is rather close to the structure of the medieval German text both in its form (syntax and idioms) and content (subjects and notions). Such translation requires plenty of notes to make the text completely understandable [13, p.160].

A. Neubert studied the problem of translation competence identification and offered to take into consideration the complexity, diversity and the empirical nature of the professional's knowledge and skills in the sphere of intercultural communication. The peculiarity of interpreter's activity lies in the fact that it is not final and limited, and also that its effectiveness depends directly on creativity potential and talents of each individual [11, p.94].

Info mining competence is also very important for an interpreter/translator. It includes the following components: knowing how to make information and genre correspondence; developing the strategies for documentary and terminology survey (also involving experts); knowing the methods of acquiring and processing the data for specific purposes – interpreting facts, terms, idioms; ability to judge the accuracy of information from non-official sources (private persons, Internet) (critical thinking); knowing how to use software and browsing systems (electronic dictionaries, text corpuses, automated translation system) effectively; creation of private translation archives. Info mining competence is closely connected with the technical one [6, p.112].

With regard to the competence ensuring translation and interpretation services, which make the core of the interpreter's professional competence, it is represented by two sets of descriptors: the first one describes capacities in the sphere of interpersonal relationships, the second one – skills in the field of translation/interpretation. The first group includes the following components: awareness of interpreter/translator's social role; conformity with the market requirements; ability to seek employment according to the type of training; ability to communicate with clients, to reach out with regulars; ability to negotiate with the client on the price, deadline, working conditions, access to the necessary data etc.; ability to clarify and change the working conditions and discuss them with the clients and other stakeholders; time management, constant upgrading of the skills; knowing how to calculate the price of services provided; compliance with the obligations, deadline, instructions, norms of behavior; knowledge of the market standards; complying with interpreter's professional ethics; working under authority or in team (making contacts, finding compromises); ability to work in a virtual team; self-evaluation, openness to new technologies; ability to new working conditions. The second set of descriptors concerns the translator's mediator capabilities: knowing how to make and to provide the translation which corresponds the client's enquiry; ability to divide the translation into stages, choose the strategy and validate the choice; ability to evaluate the translation with its complexities and then to find the ways to overcome them; development of the advanced meta language; ability to correct and to edit the translation [15].

It is also important to remember about the risks which interpreters/translators take and the level of responsibility for the quality of the final product of their work, i.e. the translation itself, and also about the fact that the mistakes made in the

translation/interpretation may have serious consequences both for a interpreter/translator and for a customer [5, p.288]. One of a translator/interpreter's obligations is the identification of numerous risks, such as risks related to the original text or to any foreign language, risk of untranslatability, or the one related to the translation/interpretation of common vocabulary, to the translation/interpretation of the practical analysis of the particular problem. Translation/interpretation of the official guidelines makes a certain risk. Also we should not forget about poor quality of implementation of the tasks involved, which eventually leads to the problems in communication with clients, project managers, staff, reviewers, proofreaders etc. And the deficient translation/interpretation may cause so-called risk of expenses. Undoubtedly most of the risks mentioned above are not in the order of things, they are not regular and may vary. As for the methods of risk assessment, one of the most widespread formulas is the following: the intensity of the happening events multiplied by the impact of these events equals risk.

Conclusion

To sum up, should be said, while translating/interpreting texts on different subjects, s/he must have the amplitude of interests, intelligence and education, the ability to enrich the knowledge, to use different handbooks and other information sources. The future translator/interpreter should realize that his/her education should be focused on forming and developing the professionally important competencies which help to implement his/her functions and reach the high professional competence on their basis.

References:

1. Комиссаров В.Н. Теория перевода: (Лингвистические аспекты). – М., 1990, с.64
2. Максютин О.В. Педагогическая оценка переводческой компетенции / Вестник ТГПУ, 2009, № 10, pp. 44-48.
3. Миньяр-Белоручев Р.К. Учебное пособие по устному переводу. Записи в последовательном переводе. – М.: Воениздат, 1969. – 256 с.
4. Миньяр-Белоручев Р.К. Общая теория перевода и устный перевод. – М.: Воениздат, 1980. – 184 p.
5. Миньяр-Белоручев Р.К. Последовательный перевод. – М.: Воениздат, 1969а. – 288 с.
6. Найда Ю.А. К науке переводить // Вопросы теории перевода в зарубежной лингвистике. – М., 1978. – pp.99-114.
7. Найда Ю.А. Наука перевода // Вопросы языкознания. – М., 1970. – № 4. – pp. 57-63.
8. Нелюбин Л.Л. Толковый переводоведческий словарь. Изд. 5-е. – М.: Флинта: Наука, 2008. – 220 p.
9. Beeby A., Ensinger D. PACTE Acquiring Translation Competence: Hypotheses and Methodical Problems in a Research Project, 2000, pp. 99-106.

10. Neubert, A. Competence in Language, in Languages, and in Translation // C. Schäffner, B. Adab (eds.): Developing Translation Competence, Amsterdam, John Benjamins, 2000, pp. 3-18.
11. Nida E.A., Taber C.R. The Theory and Practice of Translation, Leiden: E. J. Brill, 1969/1982, p.94.
12. Nida, E.A. Toward a Science of Translating. – Leiden, E. J. Brill, 1964, p.100
13. Touri G. In Search of a Theory of Translation. – Tel Aviv: Porter Institute, 1980, p. 160
14. Electronic resource: http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf. Competences for professional translators, experts in multilingual and multimedia communication.
15. Electronic resource: <http://www.translationjournal.net/journal/46competence> Montalt Ressurrecció V., Ezpeleta Piorno P., García Izquierdo I., The Acquisition of Translation Competence // The Translation, 2008, N 4, V 12.

ВАЖНОСТЬ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ УПРАВЛЕНЧЕСКИХ КАДРОВ

к.ф.н., доц. Абдуазизова Дурдона Абдузухуровна
ГТК РУз,
Высший военный таможенный институт,
Ташкент

***Аннотация.** В статье раскрывается важность и пути совершенствования обучения иностранных языков для преподавательского и управленческого персонала в Республике Узбекистан.*

***Ключевые слова:** иностранный язык, инновационные технологии, профессиональная компетенция, средство коммуникации, профессиональная грамотность*

Введение

Основные усилия системы профессионального образования в Узбекистане сегодня направлены на подготовку квалифицированных работников, способных к эффективной работе по специальности на уровне мировых стандартов, готовых к постоянному профессиональному росту, социальной и профессиональной мобильности. Поэтому в числе важнейших направлений следует назвать работу с преподавателями и сотрудниками управленческого персонала в процессе повышения квалификации. В соответствии с новыми требованиями разработана и внедрена программа подготовки управленческого персонала иностранного языка к использованию инновационных технологий обучения, выступающая средством реализации современных подходов обучения, основанная на