



The Problem Of Determining The Professional Competence Of A Translator Of Professionally Oriented Texts

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Abstract: The article discusses the concepts of the competency-based approach to training and analyzes approaches to defining the concepts of competence and competencies of a translator. The need to use a competency-based approach in the learning process is indicated as determining further effective professional activity. In the course of the analysis of scientific literature, the author identifies the main competencies that make up the competence of a translator of professionally oriented texts.

Key words: competency-based approach, competency-based approach, competence, competencies, translator, professionally oriented text.

The Uzbek system of higher professional education is now moving from traditional didactic training to a competency-based approach, focused not only on the learning outcome in the form of professional knowledge, skills and abilities, but also on the ability of the future specialist to act effectively in specific life circumstances.

Ideas about the personal and professional qualities of a future specialist, enshrined in the State Educational Standard, make it possible to create new educational regulatory documents that define the requirements for the content and conditions of education, qualifications and competencies of specialists, programs and teaching methods. One of the important tasks is to determine the list of required competencies as completely and accurately as possible.

This is of particular importance in relation to the training of highly specialized specialists.

Thus, when developing the professional competence of a translator of professionally oriented texts, even before the start of training, it is necessary to understand what set of knowledge, abilities, skills and personal qualities he should have at the end of training.

We agree with the opinion of researcher A.G. Bermus is that “the modern economy is focused on personnel who far exceed the educational indicators of the majority of graduates of both secondary and higher schools and that more significant and effective for successful professional activity are not isolated knowledge, but generalized skills, manifested in the ability to decide life and professional problems” [3].

The ideas of the competency-based approach are now being considered by many researchers. So, A.G. Bermus describes the competency-based approach as “an approach to teaching that involves ideas of general and personal development formulated in the context of psychological and pedagogical concepts of developmental and personality-oriented education.

In this regard, competencies are considered as cross-cutting, extra- and meta-subject formations, integrating both traditional knowledge and various kinds of generalized intellectual communicative, creative, methodological, ideological and other skills” [3].

A.A. Ignatenko argues that “in the system of higher professional education, the competency-based approach is considered as a technology for modeling educational results and providing quality standards for professional education in the form of competencies and competencies, meta-qualities, orientation of education towards vector goals: learning ability, self-determination, self-actualization, socialization and development of individuality” [9].

In our study, we adhere to the point of view of researcher L.O. Filatova, who defined the



basis of the competency-based approach as follows: “competence combines the intellectual and skill components of education; the concept of competence includes not only cognitive and operational-technological components, but motivational, ethical, social and behavioral; it includes learning outcomes (knowledge and skills), system, habits, value orientations, etc.; competence means the ability to mobilize acquired knowledge, skills, experience and ways of behavior in a specific situation, specific activity; The concept of competence contains the ideology of interpreting the content of education” [14.10].

The competency-based approach includes two main concepts - “competence” and “competency”. Many researchers define the meaning of these terms differently. I.A. Zimnyaya considers competence as “an actual, formable personal quality, as a knowledge-based, intellectually and personally determined social and professional characteristic of a person, his personal quality” [8.16], and competencies - as “internal, potential, hidden psychological new formations (knowledge, ideas, programs (algorithms) of action, systems of values and relationships), which are identified in human competencies” [8.18].

I.A. Zimnyaya, analyzing the structure of competence, comes to the conclusion that “a) competence is broader than knowledge and skills, it includes them; b) competence includes emotional-volitional regulation of behavioral manifestations; c) the content of competence is significant for the subject of its implementation; d) being an active manifestation of a person in his activities and behavior, competence is characterized by mobilization readiness as the possibility of its implementation in any situation requiring it” [8.19]. In the collective work of E.F. Zeera, A.M. Pavlova, E.E. Symanyuk emphasizes that “a person’s competence is determined by his knowledge, skills and experience, the ability to mobilize knowledge, skills and experience in a specific socio-professional situation”; in their opinion, “competencies are generalized methods of action that ensure productive performance of professional activities” [7.46]. A.S. Belkin notes that if competencies can be conditionally defined as the totality of what a person has, then competence is the totality of what he owns [2.36].

In our study we rely on the definitions given by A.V. Khutorskoy: “competence - includes a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes, and necessary for high-quality productive activity in relation to them; competence is the possession, possession by a person of the corresponding competence, including his personal attitude towards it and the subject of activity” [15].

Determining the professional competence of a translator and the classification of the competencies included in it belong to the range of pressing problems of modern linguistics, but a consensus on this issue has not yet been developed.

Let us dwell on the approaches proposed in the most convincing, according to scientists, concepts. R.K. Minyar-Beloruhev proposes to distinguish three types of competencies in the structure of competence: language, speech and linguistic-cultural [12.131]. V.N. Komissarov brings the number of competencies under consideration to four: linguistic, communicative text-forming, technical, including the concept of personal characteristics as a component of the professional competence of a translator [10. 326].

Many authors talk about the leading role of sociocultural or intercultural competence in translation activities. Foreign researcher J. Delisle points out that the main translation schools of Canada and France distinguish the following types of competencies of a professional translator: linguistic, translation, methodological, thematic, technical [20]. A different approach is proposed by the PACT research group, naming linguistic, extralinguistic, information transfer skills, professional competence and knowledge of information technology, psychophysiological skills, and strategic skills as competencies [18]. Thus, the analysis showed



that in relation to the professional competence of a translator, the classifications of the competencies included in its composition, there are a number of developments, and various approaches have been proposed.

Therefore, for a translator of professionally oriented texts, it is important to be able to select, analyze and effectively apply the necessary knowledge.

Taking into account the above, we propose to highlight the main, in our opinion, professional translation competencies of a translator of professionally oriented texts, which need to be developed in the process of learning to translate this type of texts:

- linguistic competence - knowledge of at least two languages - one's own and a foreign one, knowledge of linguistic means, norms and rules;

- communicative competence - implies not only knowledge of a foreign language, but also a deliberate choice of implementing speech behavior programs depending on the specific communication situation;

- sociocultural competence or "background knowledge" — includes knowledge of "national and cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways of using this knowledge in the communication process" [17.140];

- technical competence of a translator — includes the knowledge, skills and abilities necessary to perform translation activities. First of all, this is knowledge about translation strategies, translation techniques and transformations;

- text-forming competence - "the ability to create texts of various types in accordance with the communicative task and communication situation, to ensure the proper structure of the text, to use the linguistic units of the text according to the rules for constructing speech units in the language, to evaluate the place and relationship of individual parts of the text and to perceive the text as a coherent speech whole.

It includes the choice of translation strategy in relation to the text [9. 327-328];

- information technology competence - proficiency in computer technology, searching for information on the Internet, mastery of electronic dictionaries and catalogues, as well as the ability to carry out any search for information using any information media, work in different search engines, being critical of the information found. This competence also implies the translator's ability and ability to find, analyze and effectively use information obtained from non-traditional sources of information for the successful implementation of intercultural communication. We highlight it as a competency, because nowadays it's easy to have computer knowledge technologies are no longer enough for a professional;

- extralinguistic competence - "the dynamic unity of multi-level declarative (implicit and explicit) subject, encyclical knowledge about the facts of objectively existing reality, lying outside the structure of language and including knowledge about the context of the speech act, the problem of communication, its participants, and other knowledge about the world around us, including knowledge about current events" [1];

- integrative competence — the ability to mobilize knowledge, skills and abilities acquired in one's main technical specialty, and successfully apply them in the process of translating professionally oriented texts. For translators of professionally oriented texts, this competence is one of the fundamental ones" [6].

As mentioned earlier, a competent specialist must have a set of professional competencies, without which his professional activity will not be possible, but simply meeting the qualifications and expectations of the employer is no longer enough. Modern employers expect effective or outstanding performance from their employees.

In order for a graduate to have all the listed professional and behavioral competencies, it



is necessary to have a clear understanding of the role and place of each of them in the educational process, the structure and classification of the central concepts of “competence” and “competence”. The concept proposed in this article, developed in the course of our research, in our opinion, can help form a productive approach to the formation of an educational strategy for training translators of professionally oriented texts.

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