



MODERN PROBLEMS OF TEACHING TRANSLATION AND TRAINING TRANSLATORS

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ABSTRACT

Nowadays the role of interpreting is increasing by development of technologies, diplomatic attitude towards between different countries. In this progressive period there should be noted that educating and preparation of professional translators is most necessary more important than ever. The problems –solutions, concepts and the ways of preparation of young, professional translators are given to the following article. In the article is considered following sequence as research of consecutive translation problems and note taking of translation. In the following research is analyzed works of native, Russian and foreign translators dedicated to consecutive translation and particularly works which comprises note taking of translation in consecutive interpretation. There have been studied methods and techniques used note taking in translation

KEY WORDS: *translation, market relations, language, knowledge, acquisition, the methodology of teaching translation, fiction, traditional model, problematics of teaching universal translation skills, cultural barrier background knowledge, inter language and intercultural communication*

DISCUSSION

A well-known translator and translation scientist I.S.Alekseeva notes that traditionally, in our region, translators of fiction have long been considered translators. Domestic translation experts focused their attention on literary text as one that deserves priority attention [Alekseeva 2008].

As a result, due to the lack of scientific substantiation, effective technologies and methods for training translators, the theory and practice of training interpreters was not designed for the mass consumer and did not receive proper development.

In recent decades, in the era of new market relations, the need for translators has been acutely felt. The training of translation personnel is massive.

The level of professional training sometimes does not correspond to the principles and objectives of teaching translation. Director of the All-Russian Translation Center Ubin notes that if we compare the training of a translator in European countries, the United States, a number of Latin American countries, where a person with a translator's diploma or who has undergone a rigorous professional certification procedure can engage in translation, then in the regions of Russia and Central Asia a person can translate with higher and sometimes incomplete

higher education, not necessarily translation [Ubin 2007]. Often, the requirements for a professional translator come down to only banal knowledge of the original language and native language.

Even V.N Komissarov, speaking about the formula for the qualification of a translator "In order to translate, knowledge of two languages and the subject of speech is necessary", explained its inconsistency, emphasizing that the factors indicated in this formula "by themselves do not provide the ability to translate professionally, which is necessary not just know two languages, but know them "in translation", ie. in combination with the rules and conditions of translation from units of one language to units of another" [V.N. Komissarov 2003].

In the conditions of mass training in translation, there is an insufficient knowledge of students not only in foreign, but also in their native language, and in translation classes it is necessary to "clean up" the actual language knowledge and correct the native language.

Many professionals in the field of translation compare the mass training of translators with a "conveyor belt" [Ermolovich 2006], thereby explaining the decline in the level of training of future specialists and the emergence of mediocre



translators on the labor market - "people with very ordinary knowledge of the original language ..., with poor imagination, poor native language, without erudition and with a dubious sense of responsibility".

Thus, the translation activity is undergoing a number of quantitative and qualitative changes, requiring a thorough study of all factors that give rise to the corresponding problems and affect the course and results of training qualified translators.

In this regard, we highlight the following main factors that impede the systematic educational process.

1. Despite the fact that in recent years the number of scientific studies, dissertations on the problem of training translators has significantly increased and textbooks, teaching aids for translation, undoubtedly of theoretical and practical value, have appeared, nevertheless, there is a clear lack of training materials for the translation course ... Member of the Board of the Union of Translators of Russia P.S. Brook notes that "college education as a linguist-translator remains strongly influenced by traditional education in the mid-twentieth century, and far from its best aspects.

The training of future translators is still based mainly on working with literary texts, the theory of translation is illustrated with examples from fiction, in the total amount of study time, the priority of theoretical disciplines remains at the expense of translation practice and the acquisition of professional production skills by students" [P.S. Brook 2006]. This point of view is shared by E.R. Porshneva, stressing that "the system of mass training of translators is built according to the traditional model, which was developed for training a limited number of specialists in a closed society without taking into account the prospects for the development of the profession."

This point of view is shared by E.R. Porshneva, stressing that "the system of mass training of translators is built according to the traditional model, which was developed for training a limited number of specialists in a closed society without taking into account the prospects for the development of the profession." There is "the absence of a specific methodological, professionally oriented approach to teaching native and foreign languages, excessive theorization, and a lag in introducing future translators to the latest technologies" [E.R. Porshneva 2008].

It should be noted that there is no consensus among professional translators and translation teachers about what should be a teaching manual for translation. There are still disputes about the structure of the manual, the selection of texts, the availability of theoretical (in the form of recommendations for a

future translator or translation comments) and practical (in the form of a well-thought-out system of exercises) components, the types of translation and language exercises themselves, as well as the technical equipment of the educational process.

2. In addition to the insufficient number of teaching aids on translation, there is still an urgent need for a methodology for teaching translation and related programs. One of the founders of the Russian school of translation studies and teaching translation L.K. Latyshev admits that "the methodology of teaching translation is a very little developed area of pedagogical science. The very problematics of teaching universal translation skills, necessary in all types of translation - oral, written, sequential and synchronous, is practically unclear" [L.K. Latyshev 2008].

A. A. Zaichenko's research also testifies to insufficient scientific and educational-methodological support of the process of teaching translation. He considers it necessary to unify the requirements for the content and ultimate goals of training, the forms of final control and the duration of training [A.A. Zaichenko 2006]. N.N. Gavrilenko recognizes the obvious fact that "the absence of a methodological system for teaching translation ... leads to a decrease in the level of professional training of translators" [N.N. Gavrilenko 2008]. In this case, we are of the opinion that it is advisable to carry out methodological work on the creation of an educational and methodological manual for translation in accordance with the requirements of a particular educational institution and its focus.

3. An important factor influencing the course of teaching translation is the different level of training of students. Also, psychological difficulties that students experience are not always taken into account for a number of reasons, namely: a feeling of fear, self-doubt, anxiety, resentment. Moreover, in practice, we often have to face such a problem as false motivation of students. Unfortunately, a mistake in choosing a profession is not an isolated case.

4. The question of what kind of teaching staff provides training for translators remains relevant. There are teachers, at best, qualified teachers of a foreign language who are not familiar with translation activities as such. P.S. Brook sees the reason for the problem in the fact that "translation departments do not have a sufficient number of qualified teaching staff to train translators in accordance with the new, changed conditions, with the needs of the real economy.

The lack of modern teaching aids - computer classes, modern classrooms for teaching interpretation - has not been eliminated. Unfortunately, when such classrooms appear, a



significant part of teachers are not professionally ready to work in them, they cannot rebuild training courses that have been developed over the years, where the main technical means are a blackboard, chalk and a tape recorder" [P.S.Bruk 2006]. The fact that the professionalism of a teacher implies an understanding of the structure of his professional activity, which is designed to ensure the graduate's readiness for professional activity and his professional growth, is not realized.

The concept of modernization of education provides for the optimization of teaching methods to achieve a new quality of vocational education. At the same time, the main goal of vocational education is "training a qualified employee of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards, ready for permanent professional growth, social and professional mobility; satisfaction of the needs of the individual in obtaining an appropriate education" [Deiser-Bolinger U. 1991].

In this regard, it seems obvious that there is a serious scientific rethinking of the advanced domestic and foreign experience in training translators in modern market conditions, when new scientific, innovative approaches and pedagogical technologies are taken as a basis.

The terms "competence" and "competence" are interpreted differently. For example, N.N. Gavrilenko correlates the concept of "competence" with the resources necessary for a professional to act, and "competence" - with the ability to select, combine and mobilize "competencies", the resources that are at his disposal [N.N.Gavrilenko 2008]. In turn, I.A. Zimnyaya believes that the terms "competence" and "competence" are often used in identical meanings and are "synonymous" [I.A.Zimnyaya 2006].

Indeed, in the "Dictionary of the Russian language" S.I. Ozhegov, the following meanings of these terms are given: "competence is a range of issues in which someone is well aware", "competence is knowledge, awareness in a certain area" [S.I.Ojogov 2012]. However, E.V. Alikina, based on her own research, notes that "the basis for the formation and development of competence is competence, which acts as awareness, the degree of acquaintance, knowledge, experience in any activity, a personality trait" [E.V.Alikina 2010].

By competence, we mean the characteristics of a student that determines the success of a certain activity and is based on his knowledge, skills, abilities and motivation. Later, already in the course

of professional activity, competence can be transformed into competence.

For the successful performance of his work, a translator must have professional competence, namely, translation. A lot of works are devoted to the issues of translation competence, and there are several definitions of translation competence (hereinafter PC). So, in particular, L.K. Latyshev considers the PC as "a set of knowledge, skills and abilities that allow the translator to successfully solve their professional tasks" [L.K. Latishev 2008].

N.N. Gavrilenko, in turn, interprets PC as a person's ability to transmit (both in writing and orally) information from one language to another, taking into account the difference between two texts, communicative situations and two cultures [N.N.Gavrilenko 2008]. But the most complete and, in our opinion, the most comprehensive definition of translation competence is given by A.D. Schweitzer:

"Translation competence is a complex and multidimensional category that includes all those qualification characteristics that allow the translator to carry out the act of interlanguage and intercultural communication; special "translational" proficiency in two languages (at least receptive proficiency in the source language and reproductive proficiency in the target language), in which languages are projected onto each other; the ability to "translate" the interpretation of the source text (ie, to see it through the eyes of a speaker of another language and another culture); knowledge of translation technologies (ie, a set of procedures to ensure adequate reproduction of the original, including modifications necessary to successfully overcome the "cultural barrier"); knowledge of the norms of the target language; knowledge of translation norms that determine the choice of translation strategy; knowledge of the norms of a given style and genre of text; a certain minimum of "background knowledge" required for an adequate interpretation of the source text, and in particular what is called "knowledge of the subject", which is necessary for successful translation within the framework of the translator's specialization" [A.D.Shveitsar 2009].

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