



DEVELOPING PROFESSIONAL TRANSLATING COMPETENCES IN TEACHING ENGLISH

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Abstract

The professional competence of translating is very important to get the desired result. One of the professional abilities of a translator is the ability to edit the translated text correctly and meaningfully. This article below is focused on various methods of developing this ability in students.

Keywords: Translation competence, editing ability, psychological factor, professional ability, independent work, method.

Introduction

Annotatsiya

Tarjimaning professional mahorati kerakli natijaga erishish uchun juda muhimdir. Tarjimonning professional qobiliyatlaridan biri bu tarjima qilingan matnni to'g'ri va mazmunli tahrirlash qobiliyatidir. Quyidagi ushbu maqola talabalarda ushbu qobiliyatni rivojlantirishning turli usullariga bag'ishlangan.

Kalit sozlar: tarjima qobiliyati, tahrirlash qobiliyati, psixologik omil, professional qobiliyat, mustaqil ish, usul.

Аннотация

Профессиональная компетентность переводчика очень важна для достижения желаемого результата. Одним из профессиональных навыков переводчика является умение правильно и содержательно редактировать переведенный текст. В данной статье рассматриваются различные методы развития этого навыка у студентов.



Ключевые слова: переводческая компетентность, умение редактировать, психологический фактор, профессиональные навыки, самостоятельная работа, метод.

Every professional competence related to the translation profession is very important. Developing it and not paying enough attention to the other can lead to unprofessionalism and, consequently, poorly performed work. There is a large number of works by scientists devoted to translation competencies. These works allow us to conclude that each competence expresses certain abilities and skills of a professional translator, which must be mastered by a translator student during the learning process. The ability to translate legal documents is a special activity that, in addition to language skills, requires both knowledge of translation theory and practical skills. Acquired skills to transfer only the result of long training, based on the methodological system taking into account the synthetic nature of all types of verbal activities: reading to extract information, making translation decisions, the playback of the translated text or its parts, the ability to perceive simultaneously and at the same time to produce the translation, the ability to allocate attention.

Students have several translation competencies, which they themselves do not even suspect, but during the first year, those may not appear, since they are not used due to the lack of need for them, since translation activities are not carried out or translation is carried out at a basic level that does not require special professional qualities. In the second year, training in translation begins and the need for professional translation competencies arises. A more complete formation of the ability to edit falls on the third and fourth courses, where two nuances must be taken into account:

Psychological factor.

Professional ability.

The essence of the psychological factor lies in the fact that in the second year there is a closer acquaintance of students, since in the first year they look closely to each other, seeking to find like-minded people, partners. The second course can be considered intermediate both in terms of establishing interpersonal relations between students and in terms of their professional development. If in the first year the teacher, when working on a simple text, asks the student to find his mistake, he finds it difficult to do this, because he feels insecure in his knowledge and is ashamed of his comrades.



If the teacher asks him to edit the translated material of another student, then in this case the student is not able to do it for the same reasons. In the second year, students feel a little confident in correcting and editing, but the most fruitful and effective work falls on the third and fourth years, when, already having a sufficient theoretical and practical base, translation students feel half-professional, especially those students who there was an opportunity for professional activity. But it is unnecessary to forget that the teacher must develop the students' ability not only to edit, but also to edit reasonably. That is, the student must prove the reason for the replacement of this or that word. The general tendency among students is that they willingly criticize other people's translations, not finding any mistakes or shortcomings in their translation, and even when errors are found, they defend their version of the translation. More ardent translation students are even ready to enter into a discussion with the teacher. After listening to the student's opinion, the teacher expresses his opinion, gives arguments and, if the student's train of thought is wrong, redirects it. The positive side of the discussion between the teacher and the student can motivate additional independent work and research of the student-translator. It is assumed that by the end of the second year student-translators, having an initial theoretical and practical base, are ready to start professional translation in the third and fourth years, developing the necessary professional abilities with the help of various translation exercises performed in accordance with the methodology, which, according to the teacher is more effective at this stage. One type of exercise for developing editing ability is providing translation students with text for translation. The first condition for this translation is that it must be anonymous so that students cannot recognize the handwriting of their comrades. The ideal option is text typed on a computer. Of course, a student who has recognized his friend's handwriting will find it difficult to correct his mistakes, especially if he knows that the translation will be appreciated by the teacher. The second condition implies that this method is carried out in one lesson. To this end, the teacher should select a medium-sized text based on the translation speed of his students. Then the teacher collects their translations from the students, mixes them up, and each student chooses one sheet with the translation. Then they have to edit the translation of their choice. Upon completion of this process, each student finds his translation and gives his opinion on the corrections in his translation, and the student who edited this translation must explain the reason for the corrections. The second type of exercises is that students are provided with a text for translation.



So, what are the requirements for achieving equivalence in translation or at least making effort to do so? Let's look through the following criteria of giving the proper translation of texts.

1. Literary Translation: Preserving Artistic and Cultural Equivalence

Literary translation is often considered the most challenging genre due to its dense use of stylistic devices, cultural references, and linguistic creativity. According to Venuti (1995), literary translators strive to balance foreignization and domestication to preserve the author's voice while making the text accessible. A notable case is the translation of Gabriel García Márquez's *One Hundred Years of Solitude* into English. The translator, Gregory Rabassa, famously prioritized preserving the novel's magical realism and cultural texture over literal word-for-word equivalence. As Munday (2008) explains, Rabassa's translation achieves dynamic equivalence by capturing the novel's tone, rhythm, and cultural ambiance, even when it required deviations from the source text's exact wording. This case highlights how literary translation demands not only linguistic but also cultural and artistic equivalence to convey the full impact of the original work.

2. Technical Translation: Ensuring Terminological and Formal Equivalence

In contrast to literary texts, technical translation emphasizes accuracy, clarity, and consistency. According to Chesterman (1997), technical texts require formal equivalence to preserve precise meaning and avoid ambiguity. A case study involves the translation of engineering manuals from German into English. The translators employed strict terminological consistency, verified through glossaries and CAT tools, to ensure the exactness of technical terms. As Gouadec (2007) notes, any deviation could lead to safety risks or operational errors. Here, the focus is on formal and semantic equivalence, with less room for cultural adaptation. The challenge lies in handling source-specific terminology and conventions, especially when the target language lacks direct equivalents. Translators sometimes resort to borrowing or calque to maintain clarity.

3. Audiovisual Translation: Balancing Synchronization and Equivalence

Audiovisual translation (AVT), including subtitling and dubbing, presents unique constraints such as time limits, screen space, and synchronization with actors' speech and lip movements. Pöchhacker (2004) explains that subtitlers must achieve functional equivalence by condensing dialogues without losing essential meaning or emotional tone. For example, in the subtitling of the TV series *Game of Thrones*,



translators faced the task of rendering complex medieval English into languages with different syntactic structures and cultural references while preserving character voice and atmosphere. In dubbing, synchronization constraints often force translators to adjust sentence length and word choice, sometimes sacrificing literal equivalence for natural flow and timing (Chaume, 2012). AVT highlights the trade-off between formal and dynamic equivalence, where pragmatics and audience reception play a central role.

4. Legal Translation: Maintaining Precision and Authority

Legal translation demands high fidelity due to the binding nature of legal texts. According to Munday (2008), legal translators prioritize formal equivalence to ensure that laws, contracts, and regulations retain their original authority and meaning.

A case study on the translation of EU legislation shows translators' meticulous efforts to mirror source legal concepts, terminology, and syntactic structures. Differences in legal systems require equivalence in function rather than literal correspondence, as noted by Biel (2010). Translators must often supplement texts with explanatory notes or employ paraphrasing to clarify concepts absent in the target legal framework, balancing equivalence with intelligibility. These case studies demonstrate that equivalence is not a one-size-fits-all concept but adapts to genre-specific demands.

Conclusions

The principle of equivalence in translation is a cornerstone in the field of translation studies, guiding translators in their quest to convey meaning, style, and cultural nuance from one language into another. This dissertation has examined the multifaceted nature of equivalence, exploring the different types formal, dynamic, pragmatic, semantic, and cultural and their significance in producing effective translations. At its core, equivalence is about achieving a balance between fidelity to the source text and relevance to the target audience. This balance is rarely straightforward, as language is inherently tied to culture, context, and communicative intent. The findings of this research demonstrate that no single equivalence approach can fully capture the complexities of translation. Instead, successful translation requires a flexible and dynamic application of multiple equivalence principles tailored to the specific demands of the text and the expectations of the readership. The study highlights dynamic equivalence as particularly effective in conveying the emotional and pragmatic effects of the original text. By prioritizing the target reader's response,



dynamic equivalence facilitates translations that are engaging, accessible, and culturally resonant.

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