



FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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FORMATION OF PROFESSIONAL COMPETENCE AMONG STUDENTS - FUTURE TRANSLATORS USING A TEACHING THESAURUS

Annotation: Since the purpose of education is now correlated with the formation knowledge of key competencies, a modern understanding of the training of a hundred is built on the basis of the formation of students' professional tendencies. The competence-based approach assumes that the student does not master specific forms of knowledge and skills, and mastering them in a complex. Concerning the system of teaching methods is changing, more precisely; the system of teaching methods is defined differently. At the core selection and design of teaching methods lies the structure of the corresponding general competencies and the functions they perform in education. The following article is devoted to the formation of professional competence among students - future translators using a teaching thesaurus.

Key words: competence, extra linguistic competence, metacognition, translator of professionally

INTRODUCTION

When forming the professional competence of a translator of professionally oriented texts, even before the start of training, it is necessary to understand what set of competencies and competencies he should have at the end of the training. During research on special technology were designed key and subject competencies, and OTAP was a necessary means of learning in the formation of professional competencies of a translator. Yes, by graduation from the university, the student-translator must be prepared for solving certain problems. At this stage of the study, it is necessary to show what competencies, in accordance with the qualifications of the graduate and in conjunction in accordance with the

state educational standard can be formed using a teaching thesaurus in English translation. As specified in the "Requirements for professional training Specialist" in the specialty "Translation and Translation Studies", graduate- the translator must have:

- a high level of development of theoretical thinking, ability to correlate the conceptual apparatus of the studied disciplines with real facts and phenomena of professional activity, the ability to creatively use theoretical provisions to solve practical professional tasks;
- be able to use scientific, reference, methodological literature on native and foreign languages;
- master the methods of information retrieval.

MATERIALS AND METHODS

As previously mentioned, the problem of the professional competence of a translator has been repeatedly addressed in translation studies, but so far there is no consensus in translation studies about translation competence and its components, and in relation to the activities of a translator of professionally oriented texts, this issue is practically not considered by researchers to this day. Considering all of the above, we want to highlight the main, in our opinion, professional translation competencies of a translator of professionally oriented texts:

- Linguistic competence - knowledge of at least two languages - one's own and a foreign one, knowledge of language means, norms and rules.
- communicative competence - implies not only the knowledge of a foreign language, but also a deliberate choice of the implementation of speech behavior programs, depending on the specific situation of communication.
- sociocultural competence or "background knowledge" - includes knowledge of "national cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways to use this knowledge in the communication process".
- the technical competence of a translator includes the knowledge, skills and abilities necessary to perform translation activities. First of all, it is knowledge about translation strategies, translation techniques and transformations.
- text-forming competence is regarded as the ability to create texts of various types in accordance with the communicative task and the situation of communication, ensure the proper structure of the text, use the language units of the text according to the rules for constructing speech units in the language, evaluate the place and ratio of individual parts of the text and perceive the text as a coherent speech whole.
- information and technological competence - by this concept we mean the possession of computer technologies, information search on the Internet, possession of electronic dictionaries and catalogs, as well as any search for information using any information media and work in different search engines. Critical attitude to the information found. This competence also implies the ability and ability of a translator to effectively use the received non-traditional sources of information for the successful implementation of intercultural communication. We single it out as a competence, because these days, just having knowledge of computer technology is no longer enough for a professional.

- extra linguistic competence - the dynamic unity of multi-level declarative (implicit and explicit) subject, encyclopedic knowledge about the facts of objectively existing reality, lying outside the structure of the language and including knowledge about the context of a speech act, the problem of communication, its participants, and other knowledge about the world around, including knowledge of current events.
- integrative competence - the ability to mobilize the knowledge, skills and abilities acquired in their main specialty and related technical disciplines, 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, because knowledge of the specialty and special terminology in the native language helps to correctly and accurately understand the source text and guarantees a better translation.

In the formation of metalinguistic competence, a system of methods: research, heuristic, problem presentation, reproduction, information-receptive method. The above classification of methods were implemented in the work through a system of exercises. Mandatory characteristics of the system of exercises for the formation of professional competencies with the help of OTAP are scientific and communicative the orientation of the entire system, the interdependence of exercises, their accessibility, consistency and repeatability of language material and speech actions.

So, the system of exercises for the formation of a professional potential with the help of OTAP, as revealed in the course of the study, should be comply with the list of the following requirements:

- focus on achieving ultimate goals;
- rational sequence of exercises;
- the principle of gradation of difficulty;
- the relationship between classroom and home exercises, thanks to which all preparation for future professional activity becomes a goal;

RESULTS AND DISCUSSIONS

Translation studies as a linguistic science is characterized by the ambiguity of terminology, which is the result of socially loose connections between the signifier and the signified of a met sign, inconsistencies in the content plan of the same terms proposed by different translation scholars, and leads to asymmetry of metalinguistic signs. Therefore, the metalanguage of translation studies is a rather complex entity, which can be understood and comprehended when referring to a logically closed subset of the scientific thesaurus at the level of the academic discipline "Translation Theory", designed for students to assimilate it in order to successfully navigate and function in it. The model representation of the meta-units of English translation studies is a network that takes into account the relationships between concepts and the lexical units that implement them (hierarchical relationships - hyperonymic; non-hierarchical - relationships of antonym, synonymy, variability, correlation). At the same time, the thesaurus acts as a sign formation that includes a term field (signified) and a terminological system (signifier). The teaching thesaurus on English translation studies includes about 400 main meta-units of English translation studies and contains: a synoptic scheme, thesaurus articles, semantic graphs, an index of English translation terms with an index, a bibliographic list.

When compiling the thesaurus, its thematic coverage was determined on the basis of an analysis of the corpus of scientific texts on translation. Collecting an array of lexical units was carried out by the selection of lexical units from encyclopedic, explanatory and terminological dictionaries, reference books and theoretical literature on the theory of translation. Definitions of terms were studied using the method of component analysis. A synoptic scheme of the terminology of English translation studies was compiled, which is a system of key concepts vertically and horizontally interconnected by a network of semantic relations that reflect the scientific picture of translation theory. Then a dictionary was formed, dictionary entries and indexes were built.

The dictionary entry of the teaching thesaurus on English translation reflects the semantic fields, subfields or micro fields of key terms and has a system of links that display semantic relationships that link terms into semantic fields. Each thesaurus article contains a link to the source of the term, at the end of the thesaurus there is a list of used sources in English, which allows a more detailed study of the considered aspect of translation studies. The thesaurus is equipped with an index indicating pages, which allows you to quickly search for terms in the thesaurus.

The teaching thesaurus was compiled as a means of forming the professional intercultural metalinguistic competence of a linguist, in particular, a specialist in the field of translation studies in English in the field of "Translation and Translation Studies". It allows you to build a system of exercises, taking into account the technology for the formation of professional competence in a student - a future translator as a secondary linguistic personality. Thus, the logical closed set of the scientific thesaurus of the subject area of the theory of translation, presented in the training thesaurus, allows you to transfer meta-units from the level of academic discipline to the personal level, (i.e., assign a stock of actively used knowledge, skills, etc.), updated under the influence of certain conditions.

CONCLUSION

At the same time, the process of forming the student's thesaurus in the subject area under consideration represents his training in its entirety. In addition, the teaching thesaurus on English translation studies with its semantic graphs for topics and subtopics by discipline is an effective didactic tool designed to organize independent work of students in preparation for classes in translation theory, to independently determine the trajectory of learning and in writing term papers and dissertations in translation studies.

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