Formation of Translation Competence as an Important Component of Professional Training of Translators

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Abstract: This article considers some aspects of the professional training of students of the specialty "Translation theory and practice" within the competence-based approach, which are important for the formation of translation competence. The development of competencies occurs through the formation of a whole range of knowledge, skills and abilities that graduates need to carry out translation activities. An analysis of the content of professional and translation competence makes it possible to identify ways to improve the efficiency of the educational process.

Key words: translation, training, competence, professional competence, translation competence.

Introduction.

As part of the competence-based approach to the training of modern specialists, the government's educational standard defines a list of general cultural, general professional and professional competencies, the formation of which is aimed at the main professional educational program in each area of training. This article touches upon some aspects of the training of students in the field of "Translation theory and practice", which are important for the formation of knowledge, skills and abilities that allow them to carry out translation activities, as well as to increase the efficiency of the educational process.

Literary review and methodology.

In accordance with the presented types of competencies, general and special (profile-oriented) requirements for the preparation of graduates can be distinguished. Thus, the general requirements are aimed at creating a solid foundation for more focused specialized training and are primarily related to the development of language and academic skills, the formation of background knowledge, which includes:

➢ excellent command of written and oral forms of the native language and foreign languages on a wide range of topics and registers;

➢ knowledge of the traditions of the culture of native and foreign languages;

➢ awareness of the social, economic and cultural situation in the countries of the studied languages;

➢ good analytical skills, ability to generalize.

A special place in the learning process is given to the development of academic skills of analysis, synthesis, generalization, summarizing, various types of reading, paraphrasing, cursive writing, quick typing, etc.

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A number of activities are aimed at fulfilling the general requirements within the framework of classroom studies and self-training of students, namely:

➢ selection and development of material from authentic sources on a wide range of topics with careful compilation and study of thematic glossaries;

➢ study of various topics in the field of intercultural communication;

➢ systematic development of all types of speech activity (listening, reading, writing, speaking) with the help of complex practical tasks that require mandatory independent work of students;

➢ performing lexical exercises aimed at training and activating vocabulary, including set expressions, idioms, phrasal verbs, lexical compatibility;

➢ work with a wide range of reading texts from modern authentic sources, accompanied by exercises that stimulate students' interest in reading;

➢ performing a variety of tasks for listening;

➢ motivation of students to active speaking;

➢ performance of written analytical works;

➢ development of the practice of performing various types of written assignments in accordance with the samples;

➢ systematic development of skills of summary in writing;

➢ recommendations for mastering the material and the formation of the required knowledge, skills and abilities, preparation for exams and tests;

➢ use of materials for self-assessment on mastered topics;

➢ application of the practice of performing practical tasks in the format of international exams;

➢ study of grammatical material, covering all the main grammatical topics and rules;

➢ development of critical thinking based on arguments;

➢ Performing practical tests.

The listed types of work allow to increase the level of language training of students for the formation and development of professional translation competencies.

The concept of "competence" is widely discussed in the scientific and methodological literature [4], in particular, questions cause ambiguity in the interpretation of this concept. In this article, it seems appropriate to dwell on the definition of competence as a set of knowledge, skills and abilities formed in the course of mastering the disciplines of the curriculum, as well as the ability to perform certain activities based on the acquired knowledge, skills and abilities.

Special requirements are associated with the formation of professional translation competencies, which include:

✓ accurate transmission of information, without distortion and change of meaning;

✓ concentration of attention;

✓ ability to work in a stressful situation for a long period of time;

✓ development of such personal qualities as tact, endurance, flexibility, endurance;

✓ good knowledge of the subject area of translation;

✓ Responsible attitude to work and high-quality performance of tasks.

Along with the above elements of the educational process, the translator training program covers voice work, memory development exercises, concentration, switching and splitting of attention, probabilistic forecasting, shadow repetition, presentation skills, shorthand translation technique,

mastering etiquette, which are of particular importance, first of all. in the professional activity of an interpreter.

At the heart of different forms of work in teaching translation and interpreting is the development of such qualities as accuracy, clarity and flexibility. Flexibility is formed in the process of searching for language tools that most accurately convey the meaning of decision-making strategies depending on specific conditions. It allows you to get rid of literalism, the influence of the native language and at the same time understand the potential of the native and foreign languages. The process of analytical search leads to conscious command of the language, develops a sense of language, contributes to the achievement of clarity of expression of thoughts, quick decision-making, gives the activity a heuristic character, and increases linguistic and translation competence in general. These characteristics largely determine the quality of a translator's work, which must be taken into account in the face of ever-increasing requirements for translation competence as an important component of students' professional competence.

Based on the understanding of competence as the end result of the education process [3; 4], it should be noted that professional competence consists of a set of competencies that ensure the readiness to carry out professional activities. Translation competence is understood as the totality of linguistic and other professional translation knowledge, skills and abilities that allow the translator to equivalently and adequately convey the content of the source text by means of the target language, taking into account interlingual and intercultural differences [2, 6], successfully solving their professional tasks.

The set of competencies and their content are treated ambiguously in the literature on translation. Among the competencies that a translator should have, V. N. Komissarov identifies linguistic, text-forming, communicative, technological and personal [5, 326]. In a number of works, this range is expanded. S.M.Y. Brodsky [1, 137–138] points to general (health saving, citizenship, motivation, social interaction, communicative, heuristic, information technology, and even, following I. S. Alekseeva, mentions age competence) and proper translation competences (language competence, speech competence, cognitive-cultural, technological, ethical, psychological) [5].

Y. V. Falkovich reveals the content of translation competence as a set of reflexive, linguistic, discursive, communicative, text-forming, technical, informational competences [7, 6], emphasizing the importance of reflexive competence. The author connects reflexive competence with representations of the laws of perception of the text, knowledge of the nature of violations of laws, skills and abilities of reflection on the translation and its correction; the ability to self-control, which allows you to identify violations in the text of the translation, make the right translation decision.

Thus, translation theorists and practitioners consider competencies in translation activities in a more substantive and detailed manner, which is associated with the need to find effective ways to form the required competencies, improve the quality of specialist training, and analyze errors and their causes.

Discussion and results.

Translation is a complex intellectual process that is inextricably linked with mental activity and requires the involvement of cognitive mechanisms of perception, attention, and memory. These mechanisms largely determine the development of accuracy, clarity, and flexibility. Using their potential can help improve the efficiency of the process of preparing translators.

Memory mechanisms are aimed at fixing, storing and reproducing information, the quality and volume of which are determined by such memory characteristics as:

➢ amount of memory (possibility of memorizing and storing information - the number of memorized units of information);

➢ speed of preservation (a person's ability to remember the necessary information in a short period of time);

➢ fidelity of reproduction (a person's ability to accurately store and accurately reproduce the information imprinted in memory);

➢ duration of preservation (a person's ability to retain the necessary information for a certain time);

➢ willingness to use the stored information (a person's ability to reproduce the necessary (saved) information at the right time) [8].

An important condition for memorization is attention, which involves consciously performed actions for the perception and processing of information, as well as the use of associations and analogues. Attention affects the ability to expand memory, and effective storage of information in short-term memory requires active perception and understanding.

An analysis of works published in recent years indicates that research interest in the phenomenon of memory in the training and work of translators is growing. The questions raised by translation theorists and practitioners are mainly related to the study of differences between working memory and short-term memory in terms of oral translation [9], the role of the memory mechanism in the training of translators [11], the role of working memory in native and foreign language for understanding when reading in a foreign language [10], the role of working memory in the development of fluency [12], working memory of experienced and novice translators [13].

Obviously, the characteristics of memory require special attention to understand what and how to work with, developing professional competencies. Within the framework of the educational program of the university, the issue of correlating the tasks of professional training with the competencies represented, on the one hand, by the educational standard, and the competencies that are determined by the customer and the translation services market, acquires particular relevance and significance.

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