

## TEXT COMPETENCE IN THE STRUCTURE OF PROFESSIONAL COMPETENCE OF THE FUTURE TRANSLATORS

**Shermatova Bahora Isokulovna\***

\*Teacher,

Department of Translation Theory and Practice,

SamSIFL, Samarkand, UZBEKISTAN

Email id: bahorash93@gmail.com

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### ABSTRACT

*In the article the author theoretically substantiated the importance of text competence as compulsory condition of high level professional training in the context of competency approach. It specifies the structure of the professional competence of future linguists, translators, the integrant component of which is a professional text competence serving as base of translator professional skills, such as linguistic competence, communicative competence, text-forming competence, technical competence, personal and psychological competence within the framework of two languages.*

**KEYWORDS:** *Competency Approach, Professional Competence Of Linguists, Interpreters, Text Competence, Text Work, Professional Text Competence.*

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### INTRODUCTION

At present, the issue of the formation of professional textual competence as one of the most important components of the professional training of graduates of non-linguistic specialties of a pedagogical university has been developed by I. V. Salosina. This paper attempts to substantiate the importance of textual competence for the professional training of future translators.

V. G. Gak, H. Fermeer and other researchers note the communicative nature of the translator's professional activity and consider it as a special type of speech activity aimed at implementing the tasks of interlingual communication, and the text (oral or written) is a "unit of communication" [1, p.330]. M.P. Brandes calls translation a "linguistic-textual activity" [2, p.3], the subject of labor of which is the text, and the means of labor are two language systems.

On the other hand, since the training of future linguists-translators is considered, the educational nature of the text should not be ignored.

Depending on the position of the subject in relation to the text, i.e., according to the nature of textual activity, scientists distinguish between primary and secondary textual activity. For future teachers, the primary text activity is aimed at creating and pronouncing, and the secondary activity is aimed at perception, understanding and interpretation [3, p.83].

This statement is also true for future translators who use text activities for learning purposes: searching for information on the Internet, in dictionaries and reference books, in various databases and other sources of additional information (information competence), writing a

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summary, abstract, annotations, making a presentation and etc. These types of textual activity are inherent in specialists of all areas of study, so the authors consider them to be related to the field of general textual competence. Thus, in addition to text-forming competence, information competence is also a component of text competence.

The professional textual competence of the future linguist-translator is realized exclusively within the framework of professional translation activities. However, as regards the process of translation activity itself, it is significantly complicated by the fact that at the first two stages (perception and understanding) the translator deals with the text in the source language, and at the stages of creation and reproduction already with the target language. According to R.K.Minyar-Beloruhev, taking into account the specifics of translation activity, the following most important mental mechanisms should be distinguished:

- Perception of the text (it can be auditory or visual, the possibility (impossibility) of repeated perception also plays a big role here);
- Memorization (the degree of complexity of this process varies depending on the volume of the perceived text);
- switching from one language to another (depending on the type of translation, the duration varies from a few seconds to several days);
- Design of speech (oral or written form, the possibility of correction);
- Synchronization of translation operations (the need to allocate time for the reproduction of the text depending on the type of translation - simultaneous, sequential, etc.) [4, p.147].

Obviously, the mechanisms listed by R.K. Minyar-Beloruhev almost completely coincide with the stages of textual activity, with the exception of the process of understanding, which L.S. Vygotsky defines as the operation of attributing a sign to a meaning, quickly moving attention and highlighting key points. [5, p. 209–210].

Considering the fact that the goal of translation activity is, first of all, understanding the content of the original oral or written text and only then transferring it to representatives of another culture through the target language, the process of understanding should be considered the most important professionally significant component of translation activity. However, the memorization stage mentioned by R.K. Minyar-Beloruhev should also be considered as a specific element of textual activity in the context of translation activity.

The characteristics of each stage of translation activities may vary depending on the type of translation.

So, when performing oral consecutive translation, the interpreter must, in a short period of time, perceive, understand, remember the oral message, interpret the text, choosing the necessary vocabulary, the most appropriate grammatical schemes, take into account possible translation transformations and ways of transferring background knowledge, create a text in the head and, taking into account the pace of the sequence, following the replica in the source language, reproduce the content of the source text already in the target language; a simultaneous interpreter has to work in the most stressful situation, since for the successful implementation of simultaneous translation, he needs a special type of speech-thinking activity, which consists in simultaneous listening and speaking, i.e., in the perception and sending of a message [6]; in the

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situation of written translation, the translator in most cases has enough time to return to the original version, he has the opportunity to work through each stage of his professional activity properly and not waste energy on memorizing the content of the text, since it is always at hand.

As for written translation, it is here, according to the authors, that the reflexive competence identified by Yu.V.Falkovich is realized, which can be considered precisely as a component of the professional textual competence of a translator at a certain stage - the stage of creating a written translation. [7]

Nevertheless, regardless of what type of translation we are talking about, the key to its successful implementation is the high level of the totality of the translator's professional competencies: linguistic, communicative, text-forming, technical, and personal-psychological. [8]

Based on the foregoing, the authors believe that, in relation to the professional training of future linguists-translators, it is advisable to distinguish two types of textual competence: general and professional.

The key and social competencies of the translator are based on general textual competence, providing for such types of textual activities as perception, understanding, interpretation, creation and reproduction, aimed at finding information, writing a summary, abstract, annotations, making a report, etc. [9]

Professional textual competence, in turn, extends directly to professional translation competences (language, communicative, text-forming, technical, personal-psychological) and acts as an integrating component.

A characteristic difference of professional textual competence is textual activity within two foreign languages, therefore, at the initial stages (perception, understanding, memorization), the translator works with the source language, and at the final stages (creation and reproduction) with the target language. The main stage of the professional text activity of a translator is the stage of understanding, and the additional stage is memorization, and depending on the type of translation, the stages of professional text activity last a different amount of time, and sometimes occur simultaneously. [10]

The key problems of both oral and written translation were identified as insufficient knowledge of the native Russian language (poor vocabulary, inappropriate use of colloquial vocabulary, violation of grammar and syntax in general), as well as the limited horizons of the translator, which leaves a negative imprint on the adequacy of the translation and general impression of the translator's personality. All of these problems relate to the field of textual competence, not only professional, but also general, which once again confirms the degree of its importance in the context of the professional training of translators. [11]

From the foregoing, it follows that the peculiarity of the professional training of a translator lies in the fact that the subject of his professional activity is a text, oral or written, and all the professional competencies of a translator, which together constitute professional competence, are realized in working with him. [12]

Thus, textual competence in the structure of professional training of future linguists-translators is an integrating component of both key, social (according to I. A. Zimnyaya), and professional competencies. However, at the level of professional competencies, given that the professional

textual activity of a translator takes place within the framework of two languages and several types of translation (written, oral consecutive, two-way oral, simultaneous, etc.), professional textual competence is of a special nature, which is reflected primarily in the structure of the stages of text activity. [13,14] Thus, the most important professionally significant component of translation activity is precisely the stage of understanding, and only then - transmission through the target language to representatives of another culture. The authors consider the memorization stage (according to R.K. Minyar-Beloruhev) to be an additional stage of textual activity inherent in translators, depending on the type of translation, some stages, for example, perception and reproduction during simultaneous translation, can occur simultaneously. [15,16] During the process of translation based on the text, all professional competencies of the translator are realized, which proves the importance of professional textual competence in the structure of not only professional competence, but also the professional training of the future linguist-translator.

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