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Research Article

Organizational and Methodological Foundations for Developing Professional Competencies of Future Translators Based on The Acmeological Approach

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Abstract

The organizational and methodological foundations of developing the professional competencies of future translators based on the acmeological approach are highlighted. An analysis of the organizational and methodological foundations of developing the professional competencies of future translators based on the acmeological approach is carried out.

Keywords

Acmeological approach, future translators, professional competence, integral quality, important professional qualities, competence, competence, professional competence, knowledge, qualifications, skills, abilities, organizational foundations, methodological foundations.

INTRODUCTION

Acmeologist scientists O.S. Anisimov, E.N. Bogdanov, A.A. Bodalev, A.S. Guseva, A.A. Derkach, V.G. Zazikin use the term "professionalism" in their research, defining it as a qualitative characteristic of a labor subject, reflecting high professional qualifications and competence, a variety of effective professional skills and qualifications, knowledge of modern methods of solving professional tasks. All this allows for the most productive implementation of activities [1;-48.p.]. It is worth noting that when considering the concepts of professional development, International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 05 ISSUE 05 Pages: 47-51 OCLC – 1368736135 Crossref



professional formation, professionalism, scientists use the following terms: acquisition of knowledge, qualifications, skills, experience, properties, methods. All this can be covered by the concept of professional competence of an employee. Thus, it became clear that problems similar to professional competence are actively being addressed at the intersection of disciplines in the humanitarian direction. The integrity and continuity of personal and professional development, the problems of professional self-determination in the context of pedagogy are being studied by O.I. Donina, S.V. Koshchin, T.S. Komarova, T.V. Kudryavtseva, N.I. Kalakov, T.I. Rudneva, N.B. Shmeleva, I.S. Yakimanskaya, L.Ya. Yasyukova. The conditions and factors of a person's rise to the heights of professionalism in acmeology are being studied by B.G. Ananev, A.A. Bodalev, A.A. Derkach, N.V. Kuzmina, A.K. Markova, I.N. Semanov, Yu.V. E.A. Yablokova, aspects of Sinyagin, the relationship between the professionalism and competence of personnel are being identified. G. Moskowitz, R.L. Oxford, R.C. Scarcella, E.W. Stevick, E. Tarone, J.W. Hunt, etc., etc. [2; -218.p.].

Analysis of this problem in the USA, England, Germany, France shows that the focus in the requirements for a modern employee is shifting from the formal factors of his qualifications and education to the social value of his personal qualities. So, our understanding of professional competence is also reflected in the rules developed by E.F. Zeyer, V.N. Komisarov, A.K. Markova. We also consider professional competence to be the acquisition of relevant knowledge, skills and abilities by a specialist that allow him to act independently responsibly and in the implementation of professional activities. In this, we consider not only cognitive (knowledge). operational-technological activities, but also the knowledge, skills and abilities that make up the moral, social and behavioral spheres, including the ability to establish communication, solve exemplary professional tasks, and control emotions. Using the ideas of acmeology, we also include skills aimed at independent acquisition of new knowledge and advanced personal and professional development.

In the conducted study, we considered professional competence in the context of the professional activity of a translator. A retrospective analysis of the literature [3; -192.p.] allowed us to distinguish existing definitions of translation. In different concepts, the concept under consideration is explained differently: as "the process of transforming a speech work in one language into a another language while speech work in maintaining an unchanged plan of content" - in L.S. Barkhudarov [6, p. 24]; as a type of language mediation, which is to bring bilingual communication, the social purpose of which is indirectly made, as close as possible to simple monolingual communication - in L.K. Latyshev; as the process of creating a translation, that is, transmitting the full content of the original through the medium of the translated language - in G.M. Strelkovsky [4; -43.p.].

I.A. Zimnyaya and V.I. Yermolovich defines translation as "a continuous process of understanding (formation and expression) of the received thought". According to the authors, when International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 05 ISSUE 05 Pages: 47-51 OCLC – 1368736135 Crossref



implementing translation, it is necessary to first understand the meaning of the message, and then "transform" it into the goal in order to form and express a sentence in another language [6; p. 53].

The proposed points of view on the concept of "translation" see this process as a type of interlingual transformation. However, researchers B.A. Benediktov,

E.M. Dobruskin, L.A. Kapanadze, D. Robinson, I.P. Smirnov, A.F. Shiryayev see translation as a type of activity. For example, B.A. Benediktov defines translation as "a separate bilingual activity", and A.F. Shiryayev as "the activity of verbal thinking" [4; -192-p.]. D. Robinson considers the translation process as a complex type of intellectual activity that requires rapid multi-level analysis of semantic fields, syntactic structures, cultural differences of the reader or listener, sociological and psychological aspects of his attitude. "There is always creativity, innovation in translation, and even translators of the most formalized texts (weather forecast) are constantly faced with new situations and are forced to solve unexpected problems" [4;-157 p.]. Agreeing with G.K. Strelkovsky, we believe that it is necessary to formulate the concept of translation on the basis of all three levels of language analysis, namely:

• syntactic level, i.e. only elements of the language and their mutual relations are taken into account;

• semantic level, i.e. in addition to the abovementioned relations, the relationship of speech works to situations of reality is also taken into account in the analysis; • pragmatic level, i.e. in addition, the relations that arise when taking into account the systems of goals and functions that arise between language elements and communication participants are taken into account [10; p. 79].

summarizing the diversity of definitions, we conclude that translation cannot be considered only as a process of recoding language. Translation is a special type of human activity that satisfies the general need for bilingual communication, as close as possible to monolingual communication in constantly changing textual, social and cultural conditions. Having analyzed a number of literary sources, we have identified the following functions of the translator: cognitive-informational, organizational, design, mediation, gnostic, creative. The implementation of these functions occurs in practice through the activity of the translator and, in our opinion, requires a certain level of professional competence. Thus, we adhere to the principle outlined above, according to which professional competence should be viewed in relation to a specific professional activity. Based on the description of professional competence that we have formulated earlier, it is appropriate to initially assume the following: the professional competence of a future translator is a set of knowledge, skills, abilities and personal qualities that a translator needs to successfully perform professional functions.

• based on the study of the professional competence of a translator, this concept includes the following components:

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• • text-forming competence - the ability to create texts of various types in accordance with the rules and stereotypes of the language;

• • communicative competence - the translator's ability to change (correct) the relationship between language content and meaning by introducing missing background information;

• • personal competence - the ability to organize oneself mentally, quickly switch attention, and switch from one language to another, from one culture to another;

• • moral and ethical competence - the quality of one's work, awareness of full responsibility for moral and material damage resulting from dishonest work;

• • technical competence - specific knowledge, skills and abilities necessary to perform a given type of activity.

Thus, a review of scientific works on the problem of our study and the views of many scientists describing the features of professional education in general and professional training of translators in particular, as well as a study of the work experience of faculties of translator training, a comparison of the normative bases and programs of the translation studies course showed that they do not provide for the formation of professional competence of translators in the unity of epistemological, ethnolinguistic, psychological and information-technological components. The process of training future translators at this stage consists only in the mastery of the main types of speech activity by students in their linguistic and subject forms. Such traditionally laid down training cannot by itself provide for the training of professionally competent translators with the specific qualities described above.

Having analyzed the existing ways of training translators at the present stage, we came to the following conclusion: at the moment there are certain developments in this area, but the material is not fully systematized and does not meet many of the requirements of the education system, the process of training translators is often replaced by teaching a foreign language; there is a very weak connection between the theoretical and practical training of translators; the language component of the professional competence of a translator is taken into account almost everywhere, but insufficient attention is paid to the ethnolinguistic and psychological components of translator training. The development of the information and technological component of the professional competence of a future translator is of particular importance in connection with the expansion of the information society, but very little attention is paid to it in the process of training translators. The issue of training translators on the basis of information technologies and the technology of their use has not been sufficiently developed. As a result, the level of training of specialists does not meet the requirements of modern society; Today, there is no methodology for training professionals with professional competence that meets all the requirements for the profession in the field of translation. At the same time, there is an urgent need for both students and employers to

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modernize the methodology for training translators; there are difficulties in organizing internships for future translators in the country of the language being studied.

Therefore, the search for effective ways to form the professional competence of future translators should be carried out in the direction of a number of approaches: active, systematic, competent, synergistic, cultural studies, etc. The conclusions made allow us to identify the following promising areas for training translators in modern conditions. They are: active involvement of students in practical activities in the process of training translators in a higher educational institution: training future translators with the active use of IT used in translation activities; the presence of an educational and methodological complex that takes into account the epistemological, ethnolinguistic, information-technological and psychological components of the professional competence of a future translator. Such an understanding of the process of forming the professional competence of a future translator very clearly reflects the essence of the translation process and paves the way for the creation of a theory that teaches translation as a special type of activity.

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