

Principles of Developing Professional Competence of Future Translators Based on The Acmeological Approach

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ABSTRAC

The principles of developing the professional competence of future translators based on the acmeological approach are highlighted. An analysis of the principles of developing the professional competence of future translators based on the acmeological approach is carried out.

Keywords: Acmeological approach, principles, functional approach principle, interpretive (or interpretive) approach principle, dynamism and optimization principle, future translators, professional competence, comparative-diachronic approach principle, unity of dialogue and intercultural communication principle, knowledge, competence, skills, abilities, approach.

INTRODUCTION

The acmeological approach is a unity of language and culture, which includes the expression of culture through language and speech. It is worth noting that, according to the general opinion of modern linguistic and didactic specialists, the cultural component of the content of teaching a foreign language is considered an important part of it, since language and culture are closely related [6;-34.p.]. Therefore, learning a language is ineffective without studying the culture of the country where the language is being studied. In the process of training future translators, it is necessary to achieve a level of language proficiency that provides understanding of the culture of another people and the ability to communicate appropriately in a new cultural environment. In this case, the goal is not to “adapt to culture” through the language being studied, but to cultivate readiness to take into account another culture.

According to I.F. Isaev, this is the basis for distinguishing three aspects of culture: axiological, technological and personal-creative[1;-9.p.]. V.M. Vereshagin noted that three functions are especially important for the formation of a culture of communication in a foreign language:

communicative, cumulative and regulatory [4;-54.p.].

The communicative function as a means of transmitting information from one participant in communication to another can be implemented only in the presence of background knowledge. If information about the culture of a foreign language is not used in the teaching process, this function cannot be implemented if it is envisaged to use it as a means of communication in the future when learning a language.

The cumulative function, which V.M. Vereshchagin singled out as a carrier of a particular culture, is manifested in the following: the language has the ability not only to convey a certain message, but also to reflect, consolidate and preserve information about the historical experience of the speaker of this language

[5;-64.p.]. The social nature of the language is manifested as a regulatory function that directs, influences and shapes the personality. “Each specific type of creativity is considered not only the manifestation of the self-forming personality in science, art, social life, but also the formation of a personal life path that determines the

direction of moral behavior characteristic of a person” [4; -76.p.]. A.A. Melik-Pashayev rightly noted that “the transfer of complex knowledge or methods of activity” leads to the student’s inability to express himself in the relevant areas of culture and not to develop as a creative personality” [1; -21.p.]

If, during the process of mastering culture, a student makes a new discovery for himself, experiences the awakening of new intellectual and spiritual forces, then the corresponding sphere of culture becomes "his world", a field of self-realization, and mastering it gives motivation that the traditional content of teaching a foreign language cannot provide. Based on the linguocultural approach, the scientific basis for the formation of linguocommunicative competence of future translators as a dialogue of cultures was established by the following rules:

Development of professional communication competence in the field of translation studies based on the study of the culture of another people by future translators;

The effectiveness of the process of forming professional communication competence in the cultural-educational space depends on the purposeful creation of conditions for the self-determination and realization of the linguist.

The classical description of the pedagogical system is considered to have been given by N.V. Kuzmina: “By a pedagogical system we understand a structure in which interconnected components work, subordinated to the goals of upbringing, education and training of the growing generation and adults” [2; -89.p.]. Based on the classical description of the pedagogical system, it is permissible to carry out a study and analysis of the components of the pedagogical system.

The process of forming linguistic and communicative competence of future translators is an open system, which is influenced by the socio-cultural environment. However, despite the importance of the environment, the source of development of the system is located within it. The connections of the pedagogical system, which ensure the implementation of the external productive function of the system, are regulated by the individual experience of both the student and the teacher.

Future translators do not reveal the essence of the process of forming professional communication competence as a pedagogical interaction, a pedagogical system as a source

of self-development, and the process of interaction between teachers and students, in which this competence is formed.

The categories of basic activities include knowledge about the goals, essence, and structure of education, expressed in a form that allows them to use the instrumental expression of the pedagogical concept given, the methodological expression of the laws and regulations studied, and the regulatory norms of practice.

The translation activity of future translators includes three stages:

- perception of the original;
- interpretation of the original;
- re-expression of the original.

The translator, who takes the original text for the purpose of translating it into his own language, understands it in three stages. At the first stage, the text is perceived literally, philologically. At this stage, a number of translation errors can occur: confusing a word in another language with a similar-sounding word fragment; falling into the trap of false equivalents in related languages; misapprehension of the context, failure to understand the meaning of certain specific words; failure to understand the author's intention. At the second stage, attention is paid to stylistic factors. A reader who reads the text correctly also understands the stylistic factors of linguistic expression, such as mood, tone or tragic meaning, melodrama, or a tendency to dryly describe the event. The reader does not necessarily have to understand all these qualities, but the translator must determine and investigate how the author achieves the desired result. Translation requires a much higher level of conscious attitude to the book than simple reading. The third stage - from understanding the stylistic and semantic content of certain language means, the translator moves on to understanding the artistic integrity of the work, the phenomenon of artistic reality, characters, their relationship, the author's ideological intention. This path to understanding the text is much more complex and difficult - in order to fully perceive the artistic reality created by the author, the translator must have a wide range of observational skills.

In the process of developing the professional competence of future translators based on the acmeological approach,

it was found that the functional approach, interpretive approach, dynamism and optimization, comparative-diachronic approach, dialogue and intercultural communication are effective factors of efficiency.

The principle of the functional approach. The main goal of the functional approach is to show the nature of the influence of culture on communication. Comparing the cultural differences of the parties in communication allows us to say whether communication is successful or unsuccessful.

The theory of adaptation to communication becomes a consequence of the functional approach. Consequently, in situations of intercultural communication, people often change their communicative behavior models and adapt to the communication model of their interlocutors. In this case, the change in the method of communication occurs faster than during calm, free communication or in cases where there are no significant differences between the interlocutors.

The principle of the interpretive approach. The goal of this approach is not to translate, but to understand and describe the text. Based on this principle, methods of anthropology and linguistics, such as role-playing games, observation, are used. Usually, the main attention is paid to understanding the patterns of professional communication within individual groups. In the process of studying intercultural communication based on the interpretive approach, the communication rules of a particular human community are based on the cultural values and perceptions of this group.

The principle of dynamism and optimization - the system of professional communication competence formation is formed through the change of its qualitative states-levels. The translation process is based on the analysis and interpretation of specific cultural relations. In this context, training is defined as an effective method of studying and teaching intercultural communication. Unlike traditional forms of the educational process, training was able to meet the specific requirements and difficulties of intercultural education with its effectiveness and closeness to practice. Biographical reflection, observations in natural conditions, interactive modeling, role-playing games, self-assessment, and stimulation.

The principle of the comparative-diachronic approach is used in the study of the processes of formation and

historical change of functional styles in translation activities, when analyzing the specificity of language and speech units in texts created in different periods, characteristic of a particular style. In translating the language of a literary work, the method known as "word - image" is of great importance. This method is used to identify a complex of language units characteristic of various levels, characteristic of the work of a particular writer or forming a system of images of a particular work, all their stylistic and semantic subtleties of meaning.

The principle of unity of communication and intercultural communication - the development of professional communication competence of future translators should be implemented in the process of teaching a foreign language in an orderly, systematic and interconnected manner in the conditions of modeled foreign language speech activity as a means of intercultural communication.

It was argued that the complexity of the process of developing professional communication competence of future translators based on the principles of functional approach, interpretive approach, dynamism and optimization, comparative-diachronic approach, unity of communication and intercultural communication, based on the principles of linguistic and cultural studies, requires the implementation of this system in practice.

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