



Concept of formation of pragmatic competence in teaching translator-students through digitization

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ABSTRACT

This article explores the crucial role of pragmatic competence in the professional education of translators, highlighting its significance in effective communication and the attainment of communicative goals in professional settings. The study addresses the existing gap between theoretical knowledge and practical skills among translation students, emphasizing the need for a comprehensive approach to develop translation competence, which is split into basic and pragmatic components. The pragmatic aspect of competence, which involves the ability to influence communication effectively, is underscored as a multifaceted and dynamic skill that integrates various linguistic, socio-cultural, and strategic competencies. The paper outlines the pedagogical methods and conditions necessary for cultivating pragmatic competence, which involves not only understanding the communicative significance of linguistic means but also applying them adaptively in real-time communication scenarios. The ultimate aim is to equip future translators with the skills to navigate and adapt to the nuances of professional interactions, thereby enhancing the effectiveness of their role as facilitators of cross-cultural communication.

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Tarjimon-talabalarni raqamlashtirish orqali o'qitishda pragmatik kompetentsiyani shakllantirish konsepsiyasi

ANNOTATSIYA

Kalit so'zlar:

pragmatik kompetentsiya,
kasbiy tarjimoni o'rgatish,
kommunikativ maqsadlar,
tarjima,
ta'lim,
pedagogik usullar,
kasbiy aloqa,
bir tilli aloqa,
tarjimon.

Ushbu maqola tarjimonlarning kasbiy ta'limida pragmatik kompetentsiyaning eng muhim rolini o'rganadi, uning samarali aloqa va professional muhitda kommunikativ maqsadlarga erishish uchun ahamiyatini ta'kidlaydi. Tadqiqot tarjimon talabalarning nazariy bilimlari va amaliy ko'nikmalari o'rtasidagi mavjud tafovutni ko'rib chiqadi, asosiy va pragmatik tarkibiy qismlarga bo'lingan tarjima kompetentsiyasini rivojlantirishga kompleks yondashuv zarurligini ta'kidlaydi. Turli xil lingvistik, ijtimoiy-madaniy va strategik kompetentsiyalarni birlashtirgan ko'p qirrali va dinamik mahorat sifatida muloqotga samarali ta'sir o'tkazish qobiliyatini o'z ichiga olgan kompetentsiyaning pragmatik jihati ta'kidlangan. Maqolada pragmatik kompetentsiyani shakllantirish uchun zarur bo'lgan pedagogik usullar va shartlar tasvirlangan, bu nafaqat til vositalarining kommunikativ ahamiyatini tushunishni, balki ularning Real vaqtda aloqa stsenariylarida moslashuvchan qo'llanilishini ham o'z ichiga oladi. Yakuniy maqsad kelajakdagi tarjimonlarni navigatsiya qilish va professional o'zaro ta'sirning nuanslariga moslashish ko'nikmalarini o'rgatish va shu bilan ularning madaniyatlararo aloqadagi vositachi roli samaradorligini oshirishdir.

Концепция формирования прагматической компетентности в обучении студентов-переводчиков посредством цифровизации

АННОТАЦИЯ

Ключевые слова:

прагматическая
компетентность,
обучение
профессиональному
переводу,
коммуникативные цели,
перевод,
образование,
педагогические методы,
профессиональная
коммуникация,
одноязычное общение,
переводчик.

В данной статье анализируется ключевая роль прагматической компетентности в профессиональном образовании переводчиков, подчёркивается её важность для эффективной коммуникации и достижения коммуникативных целей в профессиональной среде. Исследование выявляет существующий разрыв между теоретическими знаниями и практическими навыками студентов-переводчиков и обосновывает необходимость комплексного подхода в развитии переводческой компетентности, включающей базовые и прагматические компоненты. Особое внимание уделяется прагматическому аспекту компетентности, который объединяет лингвистические, социокультурные и стратегические навыки, необходимые для эффективного воздействия на коммуникацию. В статье представлены педагогические

методы и условия, необходимые для формирования прагматической компетентности, включающей понимание коммуникативной значимости языковых средств и их адаптивное применение в реальных коммуникативных сценариях. Конечная цель – подготовить будущих переводчиков к навигации и адаптации в нюансах профессионального взаимодействия, повышая тем самым эффективность их роли в межкультурной коммуникации.

INTRODUCTION

Like any kind of professional activity, translation performs a certain function in the society, i.e. it has its own social purpose, which is its most important characteristic and directly determines its essence. The social purpose of translation can be defined as follows: "...translation is intended to provide such indirect bilingual communication, which in terms of its capabilities would be as close as possible to ordinary, monolingual communication" (Latyshev, 2000). The professional training of an interpreter is one of the urgent problems of foreign language education at a university, because the success of the communication process in various fields of professional activity is ultimately determined by the level of professional skill of a translator specialist who carries out the process of mutual understanding and mutual achievement of set goals. What is the level of professional skill of the translator, such is the level of success in achieving communication goals?

Literary review and methodology. At the present stage of development, society needs a real professional translator, a master translator, who should be specially trained. Practice shows that there is a significant gap between the theoretical and practical training of future translators. As a result, graduates have insufficiently formed professionally important skills required for successful work in the field of translation, which significantly complicates and delays the process of mastering the basics of this profession. Thus, it is necessary for future translation specialists to develop translation competence, which includes knowledge, skills and abilities that allow the translator to solve his professional tasks successfully. Translation competence can be divided into a basic part and a pragmatic part (Latyshev, 2000).

The basic part includes those elements of translation competence that are always involved in professional translation and all its manifestations. The formation of the basic component of translation competence is mainly reduced to communicating theoretical and applied knowledge about translation to students and forming on their basis (during the performance of practical tasks) the skills necessary to perform translation in all its guises: in written and oral translation, translation of literary, newspaper and scientific-technical texts, business papers, etc. (Latyshev, Provotorov, 1999). And as for the practical part, it contains the knowledge, skills and abilities necessary for a professional translator in various types of translation (written or oral, paragraph-phrasal or simultaneous), when translating texts of various subjects and genres.

The need for professional orientation of knowledge, skills and abilities in a foreign language is conditioned by the fact that a foreign language in the learning process is both the purpose of learning and its means, as well as a means of communication in the classroom at a university. "The practical application of a foreign language requires from a future specialist special professionally oriented knowledge, skills and abilities to use the language in practice" (Passov, 2006).

Language is a type of social activity, purposeful interpersonal behavior that takes place in a verbal form and is aimed at satisfying certain social needs. And in order to achieve maximum effect in verbal communication, it is necessary to correctly use linguistic means to express the pragmatic aspect of communication (Pavlova, 2002). This indicates the relevance of mastering the pragmatic aspect of communication in the professional training of specialists in the field of translation.

Pragmatic competence has repeatedly attracted the attention of teachers, linguists and psychologists (Leontiev, 2003), (Vygotsky, 1956), who set very different tasks in the analysis of linguistic material, such as determining the universal meaning of a particular form of expression of a speech act, describing the interaction of means in the formation of a certain speech act and constructing scientists who express it, as well as scientists working on the effectiveness of linguistic means and considering the features of their use in human activity (Gak, 1982), (Kolshansky, 1974). At the same time, researchers use the term "pragmatics" to denote the ability of certain units to serve as a means of influence or social interaction. The pedagogical aspect of mastering pragmatic competence has been considered in the works of many methodologists and teachers (Pavlova, 2002), (Rivers, 1976: 226-240), (Shevchenko, 2007: 246-249).

In our study, the term "pragmatic competence" is used to denote the potential effectiveness of an utterance in the process of professional communication of an interpreter. According to L. S. Vygotsky's definition, communication is based on a reasonable understanding and intentional transmission of thoughts and experiences and requires a definite new system of means (Vygotsky, 1956).

The purpose of the joint activities of the communicants is aimed at mutual influence and maintenance of interaction, control and correction of activities. The optimal choice of language means is determined by the degree of their compliance with the goals and objectives of communication (Zimnaya, 1991).

DISCUSSION AND RESULTS

The pragmatic competence of an utterance is understood as the ability of the speaker to exert a certain influence on the interlocutor in the process of professional communication of the translator. The formation of pragmatic competence is impossible without mastering other types of competence, because communication involves the complex acquisition of various competencies: communicative, linguistic, socio-cultural, strategic and discursive. Moreover, the formation of pragmatic competence is not possible without mastering cognitive, developmental, educational and educational aspects, without taking into account certain principles and compliance with certain conditions.

Any meaningful statement objectifies the communicative intention of the subject of speech, his motivational goals. Each of the participants in communication chooses language tools that are adequate both for their own goals and motives, and for the general task of speech interaction (Zimnaya, 1991). Every utterance is emotionally colored and contains information about the mental state of the subject of speech. The speaker has certain assessments of the communication situation, the subject of speech and the partner, a certain attitude towards them, which finds expression in the emotional and evaluative subtext of the statement. A future translator should be able to convey this component of communication.

The intensity of the emotional and evaluative subtext, reflecting the connection of the sign with its sender, with his mental state, also contributes to increasing the effectiveness of the statement (Pavlova, 1984).

The content and direction of the statement is determined by the specific communication situation. The speaker is aware of the communication situation and its characteristic features, and depending on this, he chooses the necessary linguistic means. A specialist translator must master the ability to choose linguistic means in strictly deterministic communication situations.

All of the above allows us to conclude that communication as an interaction is possible only through pragmatically justified communicative means.

It seems advisable to consider the pragmatic competence of a future translator specialist as a multidimensional complex phenomenon based on the implementation of the following components in the process of pedagogical communication: communicative intention, emotional and evaluative attitude to the speaker, situational relevance and professional orientation of the utterance in a certain communicative context. When starting to develop a methodology for the formation of pragmatic competence as an object of professional training for a future specialist translator, first of all it is necessary to determine the place of this component and its significance for the formation of professional skills of a specialist in this field, as well as clearly formulate the goal to be achieved in the process of forming pragmatic competence for a future translator, and effective ways to achieve this goal.

In the work of a translator, pragmatic competence is the main means of professional communication. As for the translator's speech, it should always be expressive, effective, and illocutionary.

The purpose of teaching pragmatic competence is to teach future translators correctly in terms of the norms of a foreign language and in accordance with the communicative intention, taking into account the professional situation, the context of professional activity and professionally significant tasks? dachas use linguistic means to achieve their communication goals. It is necessary to direct students' attention not only to the formal features of the studied linguistic means, but also to their functional semantic features, which are paramount for the implementation of the communication process.

"Function determines the choice of linguistic means" (Passov, 2000).

For the successful organization of the process of forming pragmatic competence in the professional education of a translator, it is necessary to create conditions not so much for mastering individual linguistic means, but for understanding their communicative significance by listeners and speakers in the process of communication, in our case, future translators.

Taking into account this learning goal, it can be argued that if we form skills, we will achieve only an intermediate goal – we will teach translation students the correct expression of speech acts in a specific, rigidly determined communication situation, corresponding to the norms of a foreign language. However, full-fledged professional communication requires the translator to use correctly the means of speech expression in order to influence the interlocutor, in accordance with the constantly changing communication situation. In live communication, the semantic and emotional content of each phrase is specific and depends on the communication situation, the communicative context and the intention of the speaker, therefore it is impossible to strictly determine the use of means of expression during speech production. This means that the mastery of the means of expression must be brought to a higher level – the level of skill.

Thus, the formation of pragmatic competence as an object of professional translator training involves the development of the ability to use the means of utterance pragmatics to influence the recipient in accordance with a certain communicative intention in the process of professional communication.

So, the formation of pragmatic competence in the professional development of a translator is a particularly important component and requires the development of methods and technologies, the implementation of which must be carried out throughout the entire course of study at a language university.

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