FORMATION OF WRITTEN TRANSLATION COMPETENCE IN THE LOWER COURSE TRANSLATOR-STUDENTS

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Abstract: As a result of such rapid development of the Republic of Uzbekistan, much attention is paid to the training of competent personnel, translators, in accordance with foreign requirements. One of the most modern and informative ways to teach England is to develop translation skills. However, this article is based on the opinions of scholars who have written

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In our article, the purpose of applying this module technology is to form written translation competence in the process of teaching foreign language to students through several modules. as an integral set of ideas about special subject knowledge, skills and competences that contribute to the formation of readiness for further development, and as a reflexive, linguistic set of interrelated competences, the content of translation competence understood., discursive, communicative; text formation, technical, informational; organizational and pedagogical conditions were developed and created for its formation, it consists of designing a training course and developing a module program for teaching the foreign language.

The results of the research showed that the most important components for mastering the methodology of independent knowledge activity, generalizing and strengthening the material, systematic control of educational activities and self- self-management, corrective components, pedagogical support, active forms of training organization. These components are included in the modular curriculum and are concretized in the form of relevant functional components that determine the interaction between the teacher and students aimed at achieving development goals.

The formation of written translation competence in translator-students, particularly those in the lower courses, is crucial for their future success in the field. This competence encompasses not only linguistic skills but also cultural understanding, critical thinking, and technical proficiency. This article explores strategies and methodologies to effectively develop these competencies in students.

Currently, great attention is being paid to the training of competent personnel, i.e. translators, in response to foreign requirements. One of the most modern and informative methods of teaching the English language is the formation of translation competence. At the same time, this article is devoted to the opinion of scientists who have written a scientific work, written based on the experience given and conducted on this topic.

In the future, when training skilled translators, it is necessary to prepare them for professional translation work, to form information technological competence in

them, and to explain ready-made electronic translation programs to them. Since the students are not familiar with the computer field, there are several shortcomings in the field of translation. In addition to knowing the language, translators must also know how to use a computer and various programs. That's why we need to teach students based on module technology using information technologies.

Key Components of Written Translation Competence

1. Linguistic Proficiency: A strong command of both the source and target languages is fundamental. This includes vocabulary, grammar, syntax, and stylistic nuances.

2. Cultural Awareness: Understanding cultural contexts, idiomatic expressions, and regional variations is essential for accurate translation.

3. Research Skills: The ability to find and utilize resources, such as glossaries, databases, and reference materials, is vital for ensuring accuracy and contextual relevance.

4. Critical Thinking: Translators must analyze texts, discern meaning, and make informed choices about how to convey messages in the target language.

5. Technical Skills: Familiarity with translation tools and software (e.g., CAT tools) enhances efficiency and quality.

In the field of translation, based on module technology, it covers:

1. It consists of studying and analyzing scientific and technical words in the texts, in-depth study of psychology, sociology, cultural studies and formation of professional competence in students.

2. Examining the typology of texts is an excellent analysis of texts in the scientific field.

3. To choose the right textbook in the work of translators and teach students to adapt to it.

4. Use at the linguistic, extralinguistic modular level when using the textbook.

5. Explaining the process of translation with PPT programs based on module technology to students depending on the allotted time.

6. Adapt and teach according to the worldview of each student.

7. Proper translation and vocabulary selection with a specific goal when working on module technology.

8. To show their knowledge on step-by-step individual rating.

Strategies for Developing Translation Competence

1. Integrated Curriculum: Incorporating translation practice into language courses allows students to apply linguistic skills in real-world contexts. This can include analyzing texts, practicing translations, and receiving feedback.

2. Workshops and Practical Sessions: Conducting workshops focused on specific translation techniques and challenges can help students develop practical skills. Role-playing and collaborative exercises can enhance learning.

3. Use of Authentic Materials: Providing students with real-world texts (e.g., articles, literary works, technical documents) for translation practice fosters a deeper understanding of context and purpose.

4. Peer Review and Feedback: Encouraging students to critique each other's work promotes collaborative learning. Constructive feedback helps them identify strengths and areas for improvement.

5. Cultural Immersion Activities: Engaging students in cultural experiences, such as film viewings, literature discussions, or virtual exchanges with native speakers, enhances their cultural competence.

6. Introduction to Technology: Teaching students how to use translation software and online resources equips them with essential tools for modern translation practices.

Assessment and Evaluation

Regular assessments are necessary to evaluate students' progress in developing written translation competence. This can include:

Portfolio Development: Students can compile their translations over time, reflecting their growth and ability to handle various texts.

Practical Exams: Timed translation exercises can simulate real-world pressures and assess students' skills under specific conditions.

Self-Assessment: Encouraging students to reflect on their work helps them develop critical evaluation skills and fosters a growth mindset.

The formation of written translation competence in lower course translator-students is a multifaceted process that requires a strategic and integrated approach. By focusing on linguistic, cultural, and technical skills, and providing practical experiences and feedback, educators can prepare students for successful careers in translation. Continuous adaptation of teaching methods and resources will further enhance the development of competent and versatile translators.

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