

Formation of Translation Competence as an Important Component of Professional Training for Linguists Majoring in “Translation and Translation Studies”

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Abstract. *This article examines certain aspects of the professional training of linguistics students majoring in “Translation and Translation Studies” within the framework of a competence-based approach, which appear to be important for the development of translation competence. The development of competencies occurs through the formation of a range of knowledge, skills, and abilities that graduates need to carry out translation activities. An analysis of the content of professional and translation competence makes it possible to identify ways to improve the effectiveness of the educational process, as well as to correlate the competencies defined by the federal state educational standard in linguistics with the competencies required in the translation services market.*

Key words: *translation, training, competence, professional competence, translation competence.*

As part of the competency-based approach to training modern specialists, the federal state educational standard defines a list of general cultural, general professional, and professional competencies, the development of which is the focus of the core professional educational program for each area of training. This article touches on certain aspects of training linguists in the "Translation and Translation Studies" specialization that are considered important for developing the knowledge, skills, and abilities necessary for translation work, as well as for enhancing the effectiveness of the educational process.

In accordance with the types of competencies presented, general and specific (profile-specific) requirements for graduate training can be identified. General requirements are aimed at creating a solid foundation for more focused, specialized training and are primarily related to the development of linguistic and academic skills and background knowledge, which includes:

- Excellent command of written and spoken forms of the native language and foreign languages across a wide range of topics and registers;
- Knowledge of the cultural traditions of the native and foreign languages;
- Awareness of the social, economic, and cultural situation in the countries where the languages are studied;
- Good analytical skills and the ability to generalize.

A special place in the learning process is given to the development of academic skills such as analysis, synthesis, generalization, summarization, various types of reading, paraphrasing, cursive writing, fast

typing, etc. A number of activities within the classroom and independent study of students are aimed at fulfilling general requirements, namely:

- Selection and mastery of material from authentic sources on a wide range of topics with careful compilation and study of thematic glossaries; – Study of various topics in the field of intercultural communication;
- Systematic development of all types of speech activity (listening, reading, writing, speaking) through complex practical tasks that require independent work by students;
- Completion of lexical exercises aimed at practicing and activating vocabulary, including set expressions, idioms, phrasal verbs, and lexical collocations;
- Working with a wide range of reading texts from modern, authentic sources, accompanied by exercises that stimulate students' interest in reading;
- Completing a variety of listening tasks;
- Motivating students to actively speak;
- Completing written analytical work;
- Developing practice in completing various types of written assignments according to templates;
- Systematic development of written summary skills;
- Recommendations for mastering the material and developing the required knowledge, skills, and abilities, as well as preparing for exams and tests;
- Using self-assessment materials on the topics covered;
- Applying practical assignments in the format of international examinations;
- Studying grammar material covering all the main grammar topics and rules;
- development of critical thinking based on argumentation;
- completion of practical tests.

These types of work help improve students' language proficiency to develop professional translation competencies. The concept of "competence" is widely discussed in scientific and methodological literature [4], and in particular, the interpretation of this concept is ambiguous.

The development of professional translation competencies is associated with specific requirements, including:

- accurate transmission of information, without distortion or alteration of meaning;
- concentration;
- the ability to work under stress for extended periods of time;
- development of personal qualities such as tact, composure, flexibility, and endurance;
- sound knowledge of the subject area of translation;
- a responsible attitude to work and high-quality completion of tasks.

In addition to the above-mentioned elements of the educational process, the translator training program covers voice training, memory exercises, concentration, switching and splitting attention, probabilistic forecasting, shadowing, presentation skills, shorthand techniques, and etiquette, which are particularly important in the professional work of interpreters.

The development of such qualities as precision, clarity, and flexibility underlies various forms of work in training in written and interpreting. Flexibility is developed through the search for linguistic means that most accurately convey the meaning of decision-making strategies depending on specific conditions. It allows one to free oneself from literalism and the influence of one's native language, while simultaneously understanding the potential of one's native and foreign languages. The process

of analytical research leads to a conscious mastery of language, develops a sense of language, facilitates clarity of expression and rapid decision-making, imparts a heuristic character to the work, and enhances linguistic and translation competence overall. These characteristics largely determine the quality of a translator's work, which must be taken into account in the context of ever-increasing demands on translation competence as an important component of students' professional competence.

An analysis of works published in recent years indicates that research interest in the phenomenon of memory in the training and work of translators is growing. Questions raised by translation theorists and practitioners are primarily related to the study of the differences between operational (working) memory and short-term memory in interpreting contexts [9], the role of memory mechanisms in translator training [11], the role of working memory in native and foreign languages for comprehension when reading in a foreign language [10], the role of working memory in the development of verbal fluency [12], and the working memory of experienced and novice translators [13]. Clearly, memory characteristics require special attention to understand what and how to work with when developing professional competencies. Within the framework of the educational program of the university, the issue of correlating the objectives of professional training with the competencies presented, on the one hand, by the educational standard, and the competencies determined by the customer and the translation services market, acquires particular relevance and significance.

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