
CONFERENCE ARTICLE**A Mechanism for Preparing Future Translators for Oral and Written Translation Activities****Mamarajabov Botir Baxodir o'g'li**

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Abstract: This article examines the development of the professional competence and its ethnolinguistic component of future translators based on an acmeological approach. It substantiates the pedagogical effectiveness of utilizing authentic materials related to the socio-political sphere and the specific characteristics of the region where the higher education institution is located. The article analyzes the integration of translation theory and practice, as well as the role of modern information and communication technologies and computer laboratories. Furthermore, it outlines mechanisms for developing translation skills through pre-translation and practical exercises, translation training sessions, back-translation, business and simulation games, and methods fostering reflective thinking and self-directed learning (autodidactics) based on the Socratic dialogue approach.

Keywords: Acmeological approach, future translators, professional competence, ethnolinguistic component, authentic materials, socio-political texts, information and communication technologies, translation training, business games, simulation, reflection, Socratic dialogue.

INTRODUCTION

Given that the socio-political sphere constitutes a significant part of a translator's professional activity—and since graduates of translation faculties often work in this specific sector—it is appropriate to train them using authentic socio-political materials. These materials are drawn from British and American newspapers and magazines (such as *The Times*, *Time*, *The Guardian*, *The New York Times*, and *The Mirror*) as well as news reports from outlets like the BBC, CNN, ABC, Agence France-Presse (AFP), and others. The authenticity of these materials is a crucial factor in developing the ethnolinguistic component of the future translators' professional competence. When designing the topics for practical classes, the geographical location of the higher education institution and the regional economy were also taken into account, as there is a high probability that a translator will begin their professional career in the region where they completed their studies. The fundamental principles of the acmeological approach serve as a guiding vector for the entire training process, as we sought to develop both the professional-operational and professional-personal aspects of the future translators. The distinction between exercises designed to cultivate skills and competencies across various domains is, however, relative. For instance, the acquisition of information technology skills was integrated with work in specialized or intellectual fields. We consistently encouraged students to utilize electronic dictionaries and the Internet while completing translation exercises. Our course involved weekly sessions in a computer lab with Internet access. Based on the texts selected for translation, and with the instructor's guidance, students developed skills in searching for, selecting, and processing vocationally relevant information during the translation process. These activities encompassed both written and oral translation. For written translation, students used electronic dictionaries to find the most suitable lexical equivalents, then used the Internet to verify their choices and determine the best lexical-grammatical fit for a given context. We placed special emphasis on utilizing translation resources such as aquarius.net, proz.com, and translatorsortips.com. Students also utilized the Internet during the preparation phase prior to performing oral translations on selected topics.

It is worth noting that the Internet-connected computer labs were also used to facilitate live communication with native speakers via Skype (an Internet telephony system). This system resembles the well-known ICQ; it is popular among students and allows participants to hear one another. As a result, we were able to establish contact with students from the University of Brighton, various English cities (London, Manchester, Hastings, Eastbourne, etc.), Wales (Cardiff, Newtown), and Scotland (Edinburgh). Students gained the opportunity to practice the language within the context of their future professions and to expand their knowledge of Internet Explorer's capabilities.

By utilizing information technology-based translation during their training—which constitutes the second pedagogical condition for effectively implementing the model for developing the professional competence of future translators—students gained insight into how effective they might be in their future profession. Theoretical knowledge encompassing the linguistic, psychological, and psycholinguistic aspects of the translator's work formed an integral part of their training. Imparting theoretical knowledge lends a meaningful and conscious dimension to the instructional process and enhances the efficiency of acquiring translation skills and proficiencies.

Knowledge of translation theory plays a pivotal role in developing translation skills. This involves, first and foremost, understanding the public purpose of translation (the primary driving force behind the translator's work); grasping the three fundamental requirements for a translated text (the three conditions for achieving equivalence) and the contradictions that may arise between them; and possessing an understanding of the factors that constitute the linguo-ethnic barrier and the methods for overcoming them. ...the existence of a system of semantic components—possessing varying degrees of functional significance—that are expected to be reproduced in the translation with varying degrees of completeness [7]. The most effective way to address this task is through commentaries provided by translators with extensive experience in pedagogical translation. These exercises can be assigned as homework, followed by subsequent review and group discussion. Previously

completed pedagogical translations served as the source material for creating these exercises. Over time, a "collection" of illustrative translation errors accumulated—errors "triggered" by the relationship between the source text and the linguistic expressive means of the source and target languages. A portion of these materials is presented in the editing section of the developed teaching manual. The tasks described above fall into the category of pre-translation activities; their distinctive feature is that they cultivate specific skills essential for translation without the actual act of translating taking place. Such exercises help to highlight and develop the essential skills required to realize the purpose of translation; they foster critical thinking, memory, and attention, while revealing the intentional aspect of translation—which is often obscured by its operational mechanics [3]. Mixed-type exercises occupy the intermediate space between pre-translation and post-translation activities. Practical translation exercises entail executing the translation process across all its stages. For instance, by selecting a short text of moderate complexity for written translation, the instructor can provide students with preliminary guidance regarding the upcoming task. Once the translation is completed, the editing phase and the subsequent review stage take place. It is now necessary to address the specific characteristics of oral translation training.

The ability to perform oral translation presupposes a command of the most frequently used translation techniques and the development of automated skills in their application. Naturally, knowledge of translational correspondences alone is insufficient for the successful performance of an oral interpreter if they lack the skill to use them automatically, as there is no time to search for equivalents. Hesitations and long pauses hinder the proper perception of the text being translated and disrupt communication between the parties.

One of the most well-established principles in foreign language teaching methodology is that solid retention of linguistic units and patterns is achieved through repeated practice. Naturally, the most effective approach during translation sessions is to repeatedly utilize the target linguistic units and structures within speaking and translation exercises, thereby simultaneously developing both speaking and translation skills. However, it is important to avoid monotony as much as possible. A distinctive feature of our methodology is the use of translation training sessions. The core method employed in this training involves repetition, reinforcement, and the refinement of effective techniques through various iterations. This form of training enables the integration of an individual's intellectual, emotional, and behavioral attributes. At the same time, the training is distinguished by its practical orientation, enabling the simultaneous resolution of complex tasks regarding the professional preparation and personal development of learners within a short timeframe. The essence of "reinforcement-based translation training"—which focuses on consolidating translational correspondences—lies in the repeated translation and retelling of specific texts (containing high-frequency vocabulary) to ensure the firm internalization of interlingual equivalents.

Repetitive translation can be recommended as another form of translation training. For this exercise, a short text in Uzbek is selected. One student reads the first sentence aloud and translates it; other students may offer corrections or propose alternative versions. The instructor identifies the most suitable translation, and the student repeats it. Then, a second student is called upon. Before reading and translating the second sentence, this student repeats the optimal version of the first sentence. A third student begins by repeating the best translation versions established so far, and so on. Thus, the student called upon to translate the final sentence effectively recaps the text from the very beginning [4]. We frequently utilized business simulation games that replicate a specific work environment and activate the professional and personal qualities essential for an interpreter. In one such game, students were tasked with

preparing—within two days—to interpret at a "conference" dedicated to resolving inter-ethnic conflicts in the Middle East and addressing issues of political tolerance. Their objective during this period was to use Internet Explorer to prepare for the assignment: browsing websites containing information on Middle East inter-ethnic conflicts and political tolerance, identifying relevant terminology, and familiarizing themselves with potential conference participants (including their biographies, political views and sensitivities, recent speeches, interviews, etc.).

Within the scope of a single game, a student could participate in multiple roles: as a speaker (having prepared the presentation in advance), as an interpreter for another speaker, and as a questioner. During the business game, in addition to acquiring new linguistic knowledge, students learn how to conduct themselves before an audience, control their emotions, shift their attention from one object to another, mobilize themselves promptly, and navigate difficult situations.

During the business games, we made active use of information technology tools—such as projection equipment for presentations—and utilized relevant materials, including presentations designed for foreign investors. A collective reflection session involving the entire project team was also conducted. In our model, reflection serves as a key element of the learning process; it acts as a primary mechanism for self-development and self-awareness—central to the acmeological approach—thereby helping learners monitor their own learning. To this end, we actively employed various tools to foster reflective thinking, such as group discussions, structured interview techniques, business games, and seminars.

It is advisable to use exercises and assignments that help students break free from conventional thinking patterns and make new discoveries to improve their day-to-day work in mastering the course material. The teacher's task is to encourage students to view their own traditions and behaviors from an external perspective and to envision new possibilities [5]. One example is a lecture that incorporates visual aids alongside interactive tasks. In this approach, the learning process stimulates the student's thinking and guides their reflection, contrasting with a method that merely transmits information for rote memorization and subsequent repetition—regardless of whether the material holds personal significance for the student. Another example is the use of the Socratic dialogue method, which possesses a powerful mechanism for triggering reflection. Such a dialogue can be conducted, for instance, while analyzing errors in completed translations. Here, the teacher does not simply provide ready-made answers; rather, the process demands the great skill of identifying "areas of ignorance" and drawing interlocutors into a space of reflection [2]. The teacher's primary objective is to ensure the participants' active engagement with the situation under discussion. This engagement is achieved by problematizing the views held within the group, thereby creating a shared emotional space that fosters a reflective process. When evaluating their completed translations, students analyze the effectiveness of their work and identify the most efficient approaches to solving learning tasks. In this way, students engage in deeper learning, which in turn enables them to utilize new information. We believe that these teaching methods help students understand the challenges inherent in their chosen profession while also identifying the conditions and factors conducive to developing professional competence, thereby fostering its growth and refinement.

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