



# BUILDING THE TRANSLATION COMPETENCY OF FUTURE ENGLISH LANGUAGE TEACHERS

**Sevinch Bakhtiyorova**

3rd stage student of Foreign language and literature  
Chirchik State Pedagogical University

**Abstract:** the article discusses the issue of formation of translation competence of future English language teachers and presents an individual approach.

**Key words:** future teacher, English language, translation competence, formation and approach, knowledge and competence.

## BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINING TARJIMONLIK KOMPETENSIYASINI SHAKLLANTIRISH

**Sevinch Baxtiyorova**

Xorijiy til va adabiyot ta’lim yo’nalishi 3-bosqich talabasi

**Annotatsiya:** maqolada bo‘lajak ingliz tili o‘qituvchilarini tarjimonlik kompetensiyasini shakllantirish masalasi to‘g‘risida fikr yuritilgan va individual yondashuv taqdim qilingan.

**Kalit so‘zlar:** bo‘lajak o‘qituvchi, ingliz tili, tarjimonlik kompetensiyasi, shakllantirish va yondashuv, bilim va malaka.

In the period of new development in Uzbekistan, the process of developing the education system and implementing the scope of qualifications of future teachers [1] is underway. In this regard, the issue of forming the translation competence of future English language teachers in the process of higher pedagogical education is also relevant. Here we draw your attention to the general analysis of this issue.

***Necessity of formation of translation competence of future English language teachers.***

Our country has a national experience in training professional English language teachers who work in educational institutions during higher pedagogical education. Because this category of teachers work as pedagogues starting from primary education to the next stage of higher education. In this regard, teachers of this category often face the task of translation during their pedagogical activity. In this regard, it is worth mentioning that they are also performing activities such as translation of a specific text and school translation as required by the situation. All this requires the formation of translation competence of future English language teachers at a professional level in the process of higher pedagogical education. Therefore, the necessity of this issue is determined by the following:

- 1) features of translation competence of future English language teachers;
- 2) the importance of forming translation competence of future English language teachers.



It is necessary to pay attention to the features of this issue in the formation of translation competence of future English language teachers. The main features of these are:

- a) development of written translation skills of future English language teachers;
- b) development of the oral translation skills of future English language teachers;
- c) formation of simultaneous (quick and literal) translation skills of future English language teachers.

Based on these principles, it is appropriate to develop the translation competence of future English language teachers. In this regard, it is worth mentioning that they work as "pedagogical translators" [2].

It is important to form the translation competence of future English language teachers. It is necessary to highlight the following important issues:

- a) equip future English language teachers with additional translation skills;
- b) to achieve that future English language teachers also work as pedagogical translators;
- c) improving the methodology of learning English in the educational system, relying on the translation competence of future English language teachers.

If we pay attention, the formation of translation competence of future English language teachers is of great practical importance. Therefore, this issue needs to be solved on the basis of today's new approaches.

Methodology of formation of translation competences of future English teachers. One of the important pedagogical tasks is the development of the methodology for the formation of translation competence of future English language teachers. In our opinion, it would be appropriate to develop new methods combining the English language teaching methodology and the translation methodology. In this regard, it is appropriate to base the following methods on the formation of translation competence of future English language teachers:

- 1) individual educational method of formation of translation competence of future English language teachers;
- 2) special course methodology for formation of translation competence of future English language teachers.

The method of individual education plays an important role in the formation of translation competence of future English language teachers. Based on this methodology, the implementation of the following will, in our opinion, give the expected effect:

- a) to have a plan for dealing with each student individually;
- b) progressing individual education according to each student's mastery of the basics of translation;
- c) practical preparation of each student for translation activities based on individual education.

This method of individual education can be used to achieve target content acquisition of translation competence in future English language teachers. Therefore, it is appropriate to consider this methodology as one of the most important factors.

The use of special course methodology is also important in the formation of translation competence of future English language teachers. To do this, we believe that relying on the following will have the expected effect:

- a) organization of special courses aimed at forming translation competence of future English class teachers in each course section;
- b) directing the knowledge and skills of future English language teachers on the basis of the individual education methodology acquired during the training of special courses into practice by means of trainings;



c) practical training of future English language teachers for simultaneous translation competence in special courses.

On the basis of these approaches, it is worth mentioning the wide range of opportunities to acquire translation competence of future English language teachers in a practical way as expected on the basis of a special course, i.e. collective methodology.

The practice of forming translation competence of future English language teachers. In the process of higher pedagogical education, it is necessary to clearly understand the practice of forming translation competence of future English language teachers [3]. In this regard, it is appropriate to pay attention to the following practical process in this matter:

- 1) practice in the educational process;
- 2) practice in the educational process.

The translation competence of the future English language teachers was manifested in the form of an important practice in their educational activities. Therefore, it is important to pay attention to the following in this matter:

- a) to include in the translation competence of future English language teachers the competence to develop their students' interest and ability to learn English;
- b) arming with translation methods implemented in the educational process;
- c) connecting the scope of practical mastery of English language with practice through the means of translation competence in the educational process.

Such an approach appears as practical achievement factors for the rational use of translation competence of future English language teachers in the educational process.

Practical skills used in the educational process are also important in the practice of translation competence of future English language teachers. In this regard, it is of great practical importance to include the following educational skills in the translation competence of teachers of this category:

- a) development of students' language culture by learning English based on their mother tongue;
- b) to have the ability to develop the national moral culture of students in the process of English language training;
- c) to know the ability of students to learn universal values correctly in English classes.

With the help of these skills, future English language teachers will be able to implement the educational process in accordance with the needs of our society in the future translation activities.

Thus, the formation of translation competence of future teachers of the English language is one of the important pedagogical issues. For this purpose, it is necessary to mention that it is urgent to come to clear goals regarding the necessity, methodology and practice of this issue and to create educational and methodological developments on them.

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