



FORMATION OF SOFT SKILLS IN TRANSLATION ACTIVITIES

Abduganiyeva Jamilya Rustamovna

Associate professor, PHD

Abstract. The article analyzes the need for developing soft skills among translators based on the current demand of the labor market. In light of the professional translator standard being developed, which aims to formalize and fix the levels of requirements for professional competencies, it seems important to take into account the request for integrative activities in accordance with the new realities of the translation services market and the emphasis on such universal qualities as communication skills, self-management, teamwork, critical thinking, knowledge of project technology, creativity, flexibility.

Separately, the article touches upon the criteria for assessing the results of practice; As additional factors that qualitatively influence the assessment, it is proposed to consider the student's actual acceptance of the functions of coordinator of a group translation project or the successful search and completion of a translation order as a freelancer.

Key words: soft skills, competencies, project technology; labor market, intersectoral communication, translator.

Traditional approaches to translation didactics are based primarily on linguistic theories (J.K. Catford, O. Kade, V. Koller, K. Nord, V.N. Komissarov, L.K. Latyshev, Ya.I. Retzker, etc. , I.S. Alekseeva), when the emphasis in translator training is primarily on the formation of linguistic competencies within different types of translation, the typology of translated texts, and the classification of translation techniques. The dominance of the anthropocentric approach in modern humanities and the intensive development of the communicative direction in linguistics have contributed to the expansion of the list of aspects included in modern translation didactics in accordance with pragmatic guidelines [2].

Significant changes in the landscape of translation training have been made by modern digital technologies, which have radically changed the principles of searching, storing, processing information (wide access to electronic encyclopedias and dictionaries, to text corpora such as the National Corpus of the English Language, search services), special application programs (Cat, Projetex), comprehensive corpus managers (byu.edu) [1]. The new generation of translators easily masters these technical capabilities; In addition, by actively using new mediated types of communication through instant messengers and social networks, they gain a significant advantage in the labor market due to the flexibility of methods in searching for work, sporadic or permanent.

However, the ease of intercultural contacts and solving professional problems in the modern world turns out to be imaginary when a novice translator is faced with a level of competition in the labor market, which obviously dictates the need to possess soft skills in addition to key professional competencies (hard skills). Most of the identified soft skills relate to universal



competencies, partly to general professional ones. Communication skills are only part of what a modern employer expects, but mastery of them is critical for a translator.

Aspects of optimizing professional foreign language communication are given much attention in modern research in the field of business communication. Within the framework of the concept of language economics, such aspects as the language/linguistic policy of the company and linguistic management are considered. Under the linguistic policy of O.I. Titkova understands “the implementation of a general knowledge management strategy in the field of communication with the aim of developing the communicative competence of personnel and creating competent, pragmatically oriented external and internal communication, ultimately aimed at making a profit” [4]. Other factors influencing the quality of corporate communication include hiring employees with linguistic competencies and training in linguocognitive and intercultural aspects of communication.

The increasing employer demand for so-called cross-professional skills finds a response in the educational environment; for example, a significant part of the events, to varying degrees, touched upon the importance for the modern labor market of flexible skills developed in young personnel, the so-called soft skills, among which the ability to work in a team, determination, and emotional intelligence are especially highlighted.

These trends seem to be especially relevant for the translator profession, since on the one hand, for two years there has been an intensive discussion of the professional standard of a translator [2], on the other hand, there is a point of view on this profession as doomed to extinction in the future, which requires taking into account changes in the labor market during personnel training. The latter trend contributes to the development of mediation as a form of intercultural mediation, in which the importance of soft skills (emotional intelligence, multiculturalism, intersectoral communication) significantly increases. The team of authors of the atlas of endangered and new professions argues their vision with the current level of capabilities of machine translation programs, recognizing the need for translation without a technical intermediary, primarily in the field of literary translation, as well as other complex areas [3]. There is no point in disputing or ignoring the above arguments; on the contrary, such a vision helps to update and adjust current educational programs and processes. A survey of employer representatives and a review of vacancies rather confirms this thesis and already at the present stage allows us to talk about the need to master a related or completely different profession, which will significantly increase the level of competitiveness of a linguistic graduate.

Let us consider which of these competencies are already considered significant in the translation services market and should be developed in parallel with professional competencies, taking into account the presence of two segments of this market (the market for the services of institutional players - translation agencies, large corporations and the freelance market, for whose participants the list of required qualities may vary). Thus, large employers expect systematic thinking from the applicant coupled with an understanding of design technology; The ability to quickly reorient the work process to a specific topic is stated as significant. Knowledge of the basics of document management, skills in working with orders, approvals, and databases are welcome. The translator must be prepared for an irregular working day, often lasting more than 10 hours without the opportunity for a proper lunch or rest. Quite often, the literacy requirement is separately noted, which generally raises questions about the level of training of graduates. A freelance translator wins primarily if he has such qualities as a high level of self-organization, communication skills, flexibility, emotional intelligence, and customer focus.



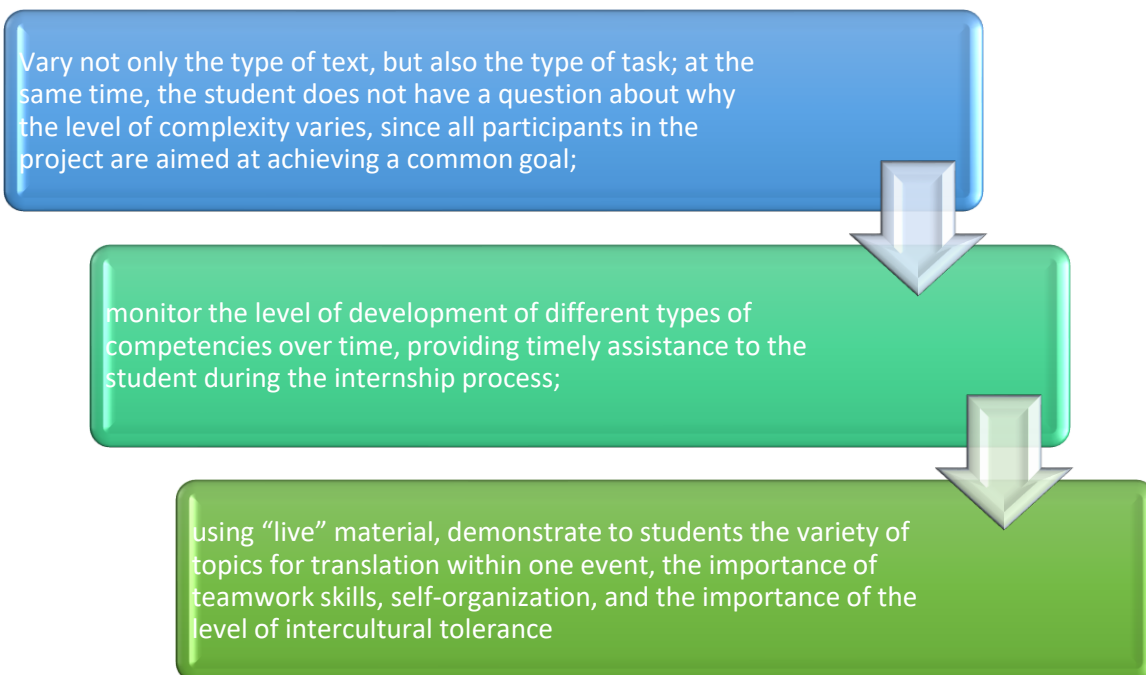
Integration of a large translation project for website localization into the learning process allowed students and teachers, first of all, to realize the equivalence of soft skills and hard skills in the professional activity of a modern translator; Along with improving the translation and editing skills themselves, competencies in the field of written communication, project management, and self-management were actively developed. Summarizing the experience gained in the field of teaching foreign languages using project technology, N.F. Koryakovtseva considers it as an opportunity to implement a social learning model, in which "learning takes place in a system of social interaction, in which students accept and perform various social roles (organizer, leader, performer, etc.) and prepare for their implementation in the process of solving problematic problems in situations of real interaction" [5].

Compared to the traditional form of practice, future translators understand the complexities of their profession much more fully and hone their skills in graphically adapting presentations. The importance of quick preparation skills on an unfamiliar topic ceases to be a teacher's instruction for them and takes on real meaning when they are faced with the need to quickly prepare a written translation on topics in the field of economics, ecology, educational management, design technologies and others.

The student clearly understands the need to correct such individual characteristics as a slow pace of speech, unclear or sluggish articulation, a quiet voice, inability to work productively in a team, reluctance to take responsibility, insufficient level of intercultural tolerance, lack of proper attention to detail when editing translation texts - all , which is perceived as unfounded criticism within the framework of traditional teaching, becomes obvious to the student himself when implementing a real, non-educational project. The time investment pays off for the student by a multiple increase in linguistic and extra-linguistic competencies, increased motivation for further learning, and a desire for more detailed planning of his strategy.

This approach in translation studies is consistent with modern project technologies in education, since the latter presuppose the presence of a significant problem that needs to be solved, variability in the forms of implementation (individual, pair, group) of students' independent activities, structuring of the meaningful and effective parts of the project, and the use of research methods [1]. Therefore, when introducing the project form as practice for translation students, it seems important to focus on the so-called soft skills, possibly including them in the scale for assessing the overall results of translation practice.

Let's consider one of the implemented options for conducting translation practice in a project format. In comparison with the classical form, when students receive tasks on written translation and editing of different types of text, document, technical, legal, popular science, medical text, the project allows the teacher:



Summarizing the above, we note the increased role of interdisciplinary competencies in the field of employment of translators and the high potential of project technology in the formation of professional awareness of future translators. It seems necessary to conduct further research in the field of segmentation of the translation services market, identifying and detailing the request for advanced skills in a specific segment. The question of the need to reflect this type of requirements in the professional standard of a translator also remains open.

The analysis of the process and the need to develop soft skills among translators from English in the context of cross-cultural interaction presented in this article showed the high relevance of the topic and the importance of further development of a set of exercises and teaching materials. In the course of writing the article, the task of analyzing the process of development of translators from English soft skills, or, as they are commonly called, flexible or soft skills, was solved in the context of intercultural interaction. The authors also proposed a methodological basis for the development of soft skills among translators from English in the context of intercultural communication. In the future, it is planned to consider each of the soft skills parameters separately, laying out various practical exercises and recommendations for working with them for a full and comprehensive coverage of the process of developing soft skills in future translators in the context of cross-cultural interaction.

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