



TARJIMON TAYYORLASHDA KASBIY KOMPETENSIYALARNI SHAKLLANTIRISH VA RIVOJLANTIRISHNING METODIK ASOSLARI¹

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ANNOTATSIYA

Globalizatsiya davrida tarjimonning kasbiy kompetentsiyasini rivojlantirishga bo'lgan ehtiyoj kuchaygan. Lingvistik va ekstralingvistik kompetentsiyalarni birlashtirish orqali tarjimonlar original va tarjima tillarda yuqori darajaga erishishlari mumkin. Bu xalqaro standartlar, madaniy xususiyatlar, texnologik yutuqlar va innovatsion g'oyalarni chuqur o'rganishni talab qiladi. Jahon amaliyotida tarjimonning kasbiy kompetentsiyasini shakllantirishga integral yondashuv zarur, bu texnik malakalar, til mahorati, terminologiya, baholash tizimlari, madaniyatlararo muloqot va xatolarni tuzatishga qaratilgan mashqlarni o'z ichiga oladi.

Tarjimon tayyorlovchi muassasalarning o'quv dasturlari lingvistik, sotsiolingvistik, pragmatik va madaniyatlararo muloqot kompetentsiyalarini shakllantirishga yo'naltirilishi kerak. Bu malakali tarjimonlar tayyorlash va tarjima amaliyotini kengaytirishga yordam beradi.

Tarjimonlarning kasbiy kompetentsiyasi nafaqat til bilimi, balki madaniy xabardorlik, xalqaro munosabatlar va texnologik rivojlanishni chuqur tushunishni talab qiladi.

KALIT SO'ZLAR

Kompetentsiya, tildan tashqari kompetentsiya, tarjimonlarni tayyorlash, integral yondashuv, madaniyatlararo muloqot, tarjima usullari, xorijiy ixtisoslashtirilgan adabiyotlarni izohlash.

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МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ И РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ПРИ ПОДГОТОВКЕ ПЕРЕВОДЧИКОВ

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АННОТАЦИЯ	КЛЮЧЕВЫЕ СЛОВА
<p>В эпоху глобализации возросла необходимость развития профессиональной компетентности переводчика. Объединив лингвистические и экстралингвистические компетенции, переводчики могут достичь высокого уровня владения как исходным языком, так и языком перевода. Это требует глубокого изучения международных стандартов, культурных особенностей, технологических достижений и инновационных идей. В мировой практике необходим комплексный подход к формированию профессиональной компетентности переводчика, включающий упражнения, направленные на развитие технических навыков, языковых навыков, терминологии, систем оценки, межкультурного общения и исправления ошибок.</p> <p>Учебные программы учреждений подготовки переводчиков должны быть ориентированы на формирование лингвистических, социолингвистических, прагматических и межкультурных коммуникативных компетенций. Это поможет подготовить квалифицированных переводчиков и расширить практику перевода.</p> <p>Профессиональная компетентность переводчиков требует не только языковых навыков, но и культурной осведомленности, международных отношений и глубокого понимания технологического развития.</p>	<p>Компетентность, экстралингвистическая компетенция, подготовка переводчиков, интегральный подход, межкультурная коммуникация, методы перевода, интерпретация иностранной специализированной литературы.</p> <p>Received: August 13, 2024 Accepted: August 28, 2024 Available online: November 15, 2024</p>

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METHODOLOGICAL BASIS OF IMPROVEMENT AND DEVELOPMENT OF PROFESSIONAL COMPETENCES IN PREPARING TRANSLATOR

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ABSTRACT	KEYWORDS
<p>Conditions for deepening the process of globalization in the world increased the need in formation and development of translator's professional competences through linguistic and extra-linguistic competences. In light of the processes occurring in pronunciation, grammatical structure, and the content of vocabulary in the English language, a special emphasis is placed on attaining proficiency in both the source language and the target language to the highest possible level. This is complemented by a commitment to pursuing in-depth research on international standards, programs, the culture of the source language and the target language, the mentality of the language users, recent scientific and technological advances, and innovative ideas within the respective field.</p> <p>In the world practice the integral approach to formation of professional competences of the translator, technical skills, language acquirence, improving the terminology and terminography, evaluating translator's competence, achieving the conformity of words in two different cultures in the translation process, creating the system of correctional exercises to avoid typical mistakes are of significant importance. From this point of view it is necessary to develop professional competence of the translator introducing materials into curricula and syllabus of educational institutions training translators, which serve for the development of competences by forming linguistic, sociolinguistic and pragmatic competences, as well as the cross-cultural communication competences, preparation of qualified translators and widening the practice of translation.</p>	<p>Competence, ex- tralinguistic compe- tence, training trans- lators, integral approach, intercultural communi-cation, methods of translation, inter-pretation of foreign specialised literature.</p> <p>Received: August 13, 2024 Accepted: August 28, 2024 Available online: November 15, 2024</p>

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INTRODUCTION

Today development of skills for exchange of information through teaching students national language and culture of the country, the language of which is learnt by them with the help of foreign language and their preparation to the natural communication holds utmost importance. If, on one hand, we give the information not only on the history, state structure of the country, the language of which is taught, but also about its national culture, on the other hand we teach the skills for translation of specific words (realis), i.e. language units without equivalent, aphorisms, phraseological units in the process of reading texts in foreign languages, active and free use of speech culture in oral (speech) communication.

Linguoculture – the new independent discipline that emerged between the linguistics and the cultural studies, it studies the history of origin of people's culture and laws concerning its reflection in the language. The development of linguocultural period we can divide into two: the first period – the period when the discipline emerged (V. Humboldt, Ya. Grimma, A.A. Potebnya, E. Sepira), and the second – admittance of linguocultural studies as an independent discipline (V.V. Vorobyova, V.N. Telia and V.A. Maslovoy).

There are the following directions of linguocultural studies:

1. Research on linguocultural context (conditions) of social groups, culture of nations (V. Humboldt, A.A. Potebnya, E.Sepir, A. Vejbitskaya, V.N. Telia).
2. Comparative linguocultural studies. This direction found its reflection only in some works (S.G. Terminasova, V.N. Telia, V.A. Maslova, D.U. Khashimova, G. Mahkamova, Z. Uteshova, Sh. Ubaydullaev and others).
3. Diachronic linguocultural studies in the course of time studies the development of linguocultural situation of people (N.D.. Arutyunova, E. Benvenist, Yu.S. Stepanov).
4. Linguocultural lexicography – deals with compiling dictionaries on this field (N.V. Chernova, D.G. Maltseva, V. Muravleva, G.D. Tomakhin, Kh.R. Rakhimov and others).

As an object of research linguocultural studies deal with the following

questions:

- 1) nonequivalent lexis (vocabulary) and specific words (realis);
- 2) mythology, customs, traditions, ceremonies;
- 3) metaphors, expressive and figurative tools of the language;
- 4) phraseological units;
- 5) etalon in the language, stereotypes and symbolic tools;
- 6) culture of speech, speech ethics (V. Vorobyov, V. Maslova).

Words related to specific way of life of each nation one can characterize the following way:

- a) specific words connected with the name of certain geographic territory (state, city/town, village, street, square);
- b) specific words related to ethnography: dress, food, customs, wedding ceremonies, etc. (S. Florin, S. Vlasov, I.K. Mirzavev).

MAIN PART

Improving the oral speech of students studying translation begins with simultaneous learning of language and culture of the country, the language of which is learnt. Any process of translation is a mutual communication of two languages – two cultures, along with appropriate, impartial interpretation of intercultural communication, the considerable place is allocated to learning intercultural communication. Moreover, problems of linguocultural studies of training translators consist of the following: place of intercultural communication, cases of cultural adaptation in the translation and the lesson of foreign language as an intersection where cultures meet.

The notion “integration” providing the connection with the directions, as a rule, to develop education as the method of teaching and integrity of methodical system became the push of principles of integration of socio-cultural and discourse-linguodidactic approaches belonging to the person or the activity in the system of teaching translation. In acquiring such knowledge and skills of mastership it is necessary to acquire the following general principles of training translators:

- the principle of approach as an individual in training translators;
- the principle of activity approach in training translators;
- the principle of social approach in training translators;
- the principle of discursive approach in training translators.

Translation competence being the notion characterizing professional mastership and capabilities of the translator is widely highlighted in educational standards developed by the Council of Europe, as well as in the scientific articles of Uzbek and foreign specialists. A. Bibi and D. Ensinger stated that it is necessary to introduce into translation competence linguistic (lexical, grammatical, discursive knowledge, skills and qualifications) competences, the theory of translation, the theory of language, knowledge in culture, extralinguistic competence including knowledge used in special fields of translation, understanding, revealing, paraphrasing, changing the form of the text and knowledge in modern technologies as a whole including the process of translation, professional competence, concentration of memory, strengthening the memory, psychophysiological features – cognitive ability, certain psychological characteristics, translation competence and other important aspects. Spanish specialists V. Montalt Ressurreko, P. Espeleta Piorno and I. Garcia Iskuerdo, who studied the issues connected with translation competence think that when understanding the genre the text categories, firstly, should be the main tools. Because, there should be, along with mentioned one, interrelation between the idea of formation of professional competence and genre, style and method of translation.

In common European document “Competences for professional translators, experts in multilingual and multimedia communication” the framework of competences in translation activity was cleared out. The authors of the document under the word “competence” mean the ability, knowledge, skills and behavior necessary in fulfilling professional tasks in concrete conditions and underline 6 types of competences: linguistic, thematic, intercultural, technological, information and translation service provision. Before speaking about the introduction of common European standard 15038 of 2006, it is necessary to consider separately the regulatory documents on translation standards of European countries.

In doing written translation the translator writes on the language-receptor being his native language or the language of translation (LT) if translation is made into other language, in this case it is necessary to take the translation seriously. Here the need for keeping the temp of the rhythm appears, it is connected with the method and register of the speech. It is expedient to propose to translator to get the useful information.

The word “Culture” and “Intercultural communication” are wide scale notions, even one simple word can show the interrelation between the language and culture. It is important to have the information about the problems of alternative in content determining the level of similarity (concordance) between “ST” (“Source translation – Original text”) and “TT” (“Target translation – Translation text”) . (G‘ofurov I., Mo‘minov O., Qambarov N. 2012. 22-24.) If we compare “TT” with “ST” we can find out the difference between the level of semantic concordance between two languages in the process of translation. Several types of equivalents differ one from another. Compare:

1) *Maybe there is some chemistry between us that doesn't mix – xarakteri bir-biriga to'g'ri kelmaydigan odamlar ham bo'ladi.*

2) *A rolling stone gathers no mass– kim uyida o'tirolmasa, uni mehribonlik kutmaydi.*

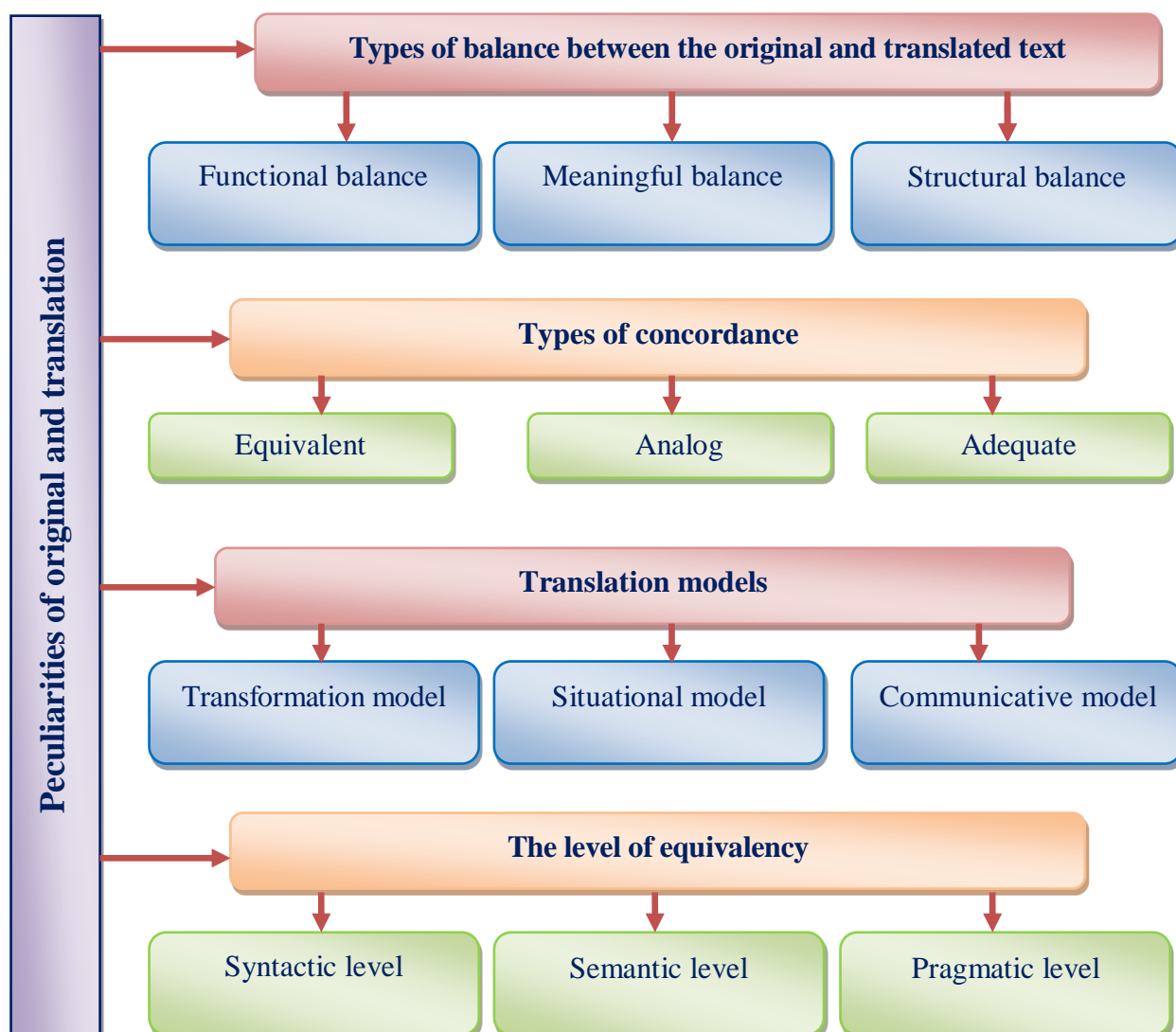
3) *That's a pretty thing to say – uyalsang bo'lardi!*

Different peculiarities of words in English and other languages consist of the following:

- Form of the word, semantic structure of interrelated words and their usage in the speech;
- produce different derivative words interrelated in English and Uzbek languages;
- availability of certain structural content not existing in the word in English expressing the meaning of the word in the semantic structure in Uzbek language;
- distinguish the level of lexical valence of the word in English from the word in Uzbek;

- translation of several synonymic words of the same type with one word in Uzbek;
- partial concordance of several simple, derivative and compound words in comparative study of words' structure in English and Uzbek languages;
- age, gender and scientific factors influencing to the selection of words in translation;
- precise movement considered as symbolic in each culture;
- difficulties in translating symbolic movements in cases when the form of movement is connected with other movement in the language of the receptor.

Due to the fact that the translated text can be the same with the original text, the translated text fully takes the communicative point of the original and the original gives the listener pleasure, harmonious meaningful and structural balance (concord). The balance should cover all the fields of the translation and it is given in the picture 1 (see. the picture 1):



Picture 1. Peculiarities of original and translation

There are two main types of semantic relations between the words in English and Uzbek: equivalent and relevant options.

Full concordance of the meaning of English word to the meaning of the word in Uzbek is called *equivalent*. E.g.: equivalents of English words *London, Cypress, twenty, Monday, March* are the words *London, kiparis / sarv, yigirma, dushanba, mart* in Uzbek.

Relevant options – words in one language are translated into other language not with free, independent word but with the help of several phrases, by choosing the relevant option and its components and meaning is changed with appropriate components meaning in the second language. (SamDChTI, 2006. 14.)

Proper names, names of places, dates, days of the week and name of months are given in other languages with their equivalents. Words having many appropriate equivalents in the language are called polysemantic words. Polysemantic words have several equivalents.

Translator's skills one can see in his/her ability to find appropriate in Uzbek options of English words. For instance:

*He said they could not afford to let **sentiment** stand in the way of business.* (Maugham S. W., 2001, 61)

There are 4 meanings of the word ***sentiment*** in the dictionary: 1) nazar, 2) tushuncha, 3) ortiq darajada hissiyotga berilish, 4) bo'shliq.

First from the four options are considered as main one. One of the appropriate on meaning words are used in the translation. The translator doing the translation of this literary work chose the meaning “ortiq darajada hissiyotga berilish” and it is translated into Russian and Uzbek this way:

*Он сказал, что они не могут позволить **чувствам** мешать делу. (U biznesni ortiq darajada hissiyotga berilish orqali amalga oshirib bo'lmasligini aytdi.)* (Moem U.S., 2001. 62)

In cases when the original word and word for translation having the same denotations by the name come across with semantic transformation, in the speech of the nation belonging to different culture the equivalent can be absent. For instance, the word “*mol*” in Uzbek in certain degree has a negative meaning, i.e. immoral, foolish people and persons having negative behavior are compared with “*mol*” (“cow”). In English and American culture this word has neutral meaning. In English the word “*mol*” has no equivalent. In Uzbek the word “*mol*” means big-horned home animal (cow, bull, ox, etc.) If we want to translate this word we have to use the word “cow”.

From this point of view, as a result of difference in certain way of life, world view, form of conscience, behavior, clothing style, food, customs, peculiarities in the names of subjects and notions from other nations the words expressing different notions peculiar only to this nation appear, equivalents of words expressing the meaning of this words doesn't exist in the language of other nations. In linguistics, translation studies such words are used to be called as “specific words”.

The word “*Realis*” in fact is taken from Latin “*realia*” in neutral case, it means “*substantial*” – “*ashyoviy*”, “*real*” – “*haqiqiy*” and later it changed into noun, became the term denoting peculiar to the nation word. Specific words, being mono-semantic words and expressions, belonging to certain nation, express the names of subjects, notions and events in the language of that nation, notions related to geography, ethnography, literature, materials and spirituality, as well as cultural-domestic, social-historical notions.

In fact, gender studies – provide the opportunity to increase the interest to pragmatic aspects of linguistics, develop sociolinguistics and reveal linguistic factors connected with traditional distribution of the roles of men and women in the society. Several linguistic directions differing on conceptual principles and character of materials under study connected with this research emerged and their problems were studied (see. Table 1):

Table 1

Linguistic directions and their problems

#	Linguistic directions	Problems of linguistic directions
1.	Sociolinguistic gender studies	1. The language and reflection of gender in the language: nominative system, dictionary, syntaxes, category of case, etc. The aim of such approach is describing people of different gender in the language, evaluation of men and women, revealing and explanation which semantic field they are more spread. 2. Men's and women's speech norms in choosing the lexical units, ways of achieving success in communication – i.e. peculiarities of men's and women's communication.
2.	Feminist linguistics	
3.	Gender studies dedicated to both genders	
4.	Men's studies	
5.	Studying the gender from the psycholinguistic point of view	
6.	Intercultural, linguoculturological studies including hypothesis of gender subculture	

The category of gender is studied in the research as a phenomenon of language and culture, i.e. in the aspect of linguoculturology the linguoculturema is taken as a main object. Linguoculture unit is expressed with the help of gender signs of the word. Words, expressing gender, preserve the culture of the nation. Studying the features of compound words provides an opportunity to sort out important gender signs differing by common and differentiating signs, expressing the peculiarities of appearance and character of man and woman in English and Uzbek languages.

Metaphor – the most common and peculiar to all languages device. It's this feature is observed in the place and time, structure and function of the language. Probably, taking this into account, the language is characterized as a cemetery of metaphors. In the course of our research we, taking into account the peculiarities of language materials, determined the leading devices describing the appearance and character with the help of metaphor. The analysis of metaphorical nominations produced with the help compound words showed that metaphors with compound words having the components of plants' names in English hold the leading place: *wheat-coloured hair, cut short (O'Henry); he has... hay-coloured whiskers and straw-coloured hair (Thackeray); Her corn-coloured ringlets hung gaily about her face (Dreiser); his hair, they say, turned cotton-white one winter afternoon for no good*

reason at all (Fitzgerald). We will consider the following examples expressing the components of plant's names as well: pumpkin-head – xumkalla; qovoqbosh; wood-legged – yog'och oyoq; banana-head – uzun boshli odam; wooden-headed – yog'ochkalla; cabbage-head – telbatabiat; gulbadan – (Mening shaydolim bu nozparvar dilrabodandir, Yarashgan qaddu qomad, xulqi xush, nozik adodandir, Muloyim, gulbadan, shirin suxan, tab'i rasodandir (Habibiy, p. 517); gulchehra – (Qalamqoshlar bejirim, sokit, Gulchehrangda sipoyi g'urur (Uygun, p. 521). In Uzbek, compound words expressed by words having zoonym components and connected with the peculiarities of national culture, traditions and customs hold the first place (zag'chako'z – (Shu qoidaga muvofiq, kulrang-ko'kish ko'zli eshonni hamma katta-kichik “zag'chako'z domla” deb atardi. (P.Tursun, “O'qituvchi”, 142-b); takasoqol – Keng ham do'ngpeshonasini, cho'ziq jag'i, takasoqolini siladi. (T.Murod, “Yulduzlar mangu yonadi”, 643-b); ajdarnafas – (Nainki Xo'ja Abdullo Xotibdek bir ajdarnafasning boshiga tushgan toshni saltanatga nisbatan berursiz, - dedi Navoiy. (Oybek, “Navoiy”, 44-b)).

In the process of analyzing the materials we revealed conceptual metaphors too. These compound words – metaphors, along with revealing the deep meaning of appearance and character of the person, create the language picture of the world. For instance: qo'yko'z, qirg'iyburun, zag'chako'z, devqomat, supraquloq, echkisoqol, bitko'z, qo'chqorpeshona, olmayuz, kovushburun, buldoglunj, darveshtabiat, balchiqmiya, gulbadan, parichexra, tovuqmiya, sheryurak, rat-faced, elephant legged, wood-legged, bone-legged, sour-beaked, sheep-forehead, fluid-face, pumpkin-head, goat-forehead, tramp-nature. These compound words – express national specifics of metaphors.

Consideration of metaphorical usage of compound words in compared languages gave us the chance to come to the following decision: 1) compound words – metaphors are formed through description of plants' names, zoonym and others, in which the human finds its reflection 2) they helped us to determine the difference in using compound words – metaphors: in English eyes are compared to the weapon, beauty with a weapon, birds and plants, but in Uzbek - with items, flowers and others of national-

cultural character.

Setting number of tasks in front of translators due to globalization and accumulation of social-economic, spiritual-enlightening stereotypes of people of the world requires revision of curricula and syllabuses for training translators. Models of translation reflect the process of general view of consistently introduced practice. Here, in the process of translation, it is necessary to note certain operations assisting to transition to the translated original text in describing the process of translation.

The analysis of translation practice is expedient to start with the difference between the way of translation and the method of translation. *Way* – being the main way to achieve the set goals, reflects existing rules of actions to be taken. There are two ways of transition from one language to the other: the first, direct transition from the word or the symbol belonging to one language to the word or symbol belonging to the second language, the second, through workarounds – beginning from symbol belonging to one language to the assumed or belonging to the subjective to situation symbol in the language to be translated to. In scientific sources the first from these ways is called symbolic, the second *semantic or notional*.

The method or, if call it otherwise, the method of translation, usually, solves personal problems, i.e. helps to cope with difficulties arising in the process of translation. Methods of translation, in its turn, are divided into two groups:

- 1) matching translation;
- 2) change the structure of the translation.

Comparison of translation with original shows that in the process of translation the meaning of certain units of original are transferred with the help of similar units of the text being translated (e.g.: uy - house, xona - room, tree - daraxt). Language units have comparably stable meaning. That's why in the languages (in our case, languages belonging to Indo-European family) the cases with subject fields are translated with the help of similar syntactic constructions.

In the process of translation from one language into other one the difficulties in giving the beauty to one or the other opinion, loose of “the spirit” of the language in translation, in most cases are observed in the translation of poetic works. All of them are

wrong from methodological point of view, because it is impossible to introduce proves into the language, the information given in the entrance and received in the exit doesn't belong to different layers and scale, they contradict the simplest rules of correctness of conclusions. For instance, presence of the article in German doesn't determine the fact that German people perceive subjects-events on the assumption of some symbols belonging to them. Thus, in Abkhaz language having ergative structure, the fact that speakers of this language cannot distinguish the subject and object of the action contradict the logics.

The fact that the word in Uzbek "qo'l", in Russian "ruka" are given in English with words "hand", "arm", words in Uzbek "kaptar" and "musicha" in German are given by one word "taube" shouldn't take to the conclusion that German people cannot distinguish two birds as "kaptar" and "musicha". Because how Uzbek people distinguish "kaptar" and "musicha", the same do German people.

If the word "bilmoq" in Uzbek is given in German with verbs "wissen", "kennen", one cannot say that German people know more than Uzbek people do or understand more than we do. If the word "lunch" in English is translated into Uzbek with such devices of expression as "shunchaki nonushta", "ikkinchi nonushta", "o'nbirlik", "engil tushlik", it doesn't mean that Uzbek people cannot understand its meaning.

In comparing several meanings of words in two or more languages from the typological point of view and observing the cases of discrepancy in meaning, the linguists came to very important generalised conclusion that "the apparatus of people's understanding speaking in different languages are different.

National peculiarities of semantic units of language units don't deny the possibilities of emerging complex semantic units in phrases, structure of the sentence and the text, the meaning expressed by this complexes in their scale can be similar in different languages. Because of objectivity of the perception form, the subjective element of the process of perception of national peculiarities of language semantics cannot serve as a source. (Kubryakova Ye.S., 2006. 650.)

However, there is one more feature of emerging national peculiarity of language semantics, it is related to the specifics of motivation in selection of sound form in te

process of language development, as a result of this even in the groups of similar notions “the inner form” form different boundaries, and different insignia characterize the notion under motivated. Similarity of sound structure in different languages explain the presence of difference in different directions and this external similarity provide “additional national importance”. For instance, the word in English “head” – front of the ship – fore; “head” – nail head; “head” – milk surface, cream surface. Subjective meaning in this sense doesn’t belong to the description of denotation. Corresponding in all cases physical case is determined by the sign of one of the notions. The selection of this sign connected with the peculiarities of English and Uzbek languages. (Maxmudov N.,2006. 48.)

National and subjective factors directly connected with the etymology of the language cannot deny the main idea so called “relationship between the elements, to be determined and determined in all languages, will be the same and as a result the image of the subject is given appropriately”. So, as there is no need to introduce into conceptual model of the world the knowledge acquired with the help of feelings in the clear form, as additional elements, one cannot adhere to the opinion that the information in the language related to feelings is added by rational element of world’s conceptual model and language model of the world, it has unique gnosiological (epistemological) meaning.

CONCLUSION

As a result of research, the following conclusions will be submitted:

1. Translation competence, being the wide-scale notion, characterizing professional skills and ability of the translator, his/her ability to translate social, communicative and other texts, its base include the reserve of information consisting of ability, knowledge, skills on the language of original and native language and culture. Ability to translate with the help of whole lexical system, grammatical forms and language rules, use of language in the translation of scientific-technical materials, literary works and official documents in thematic and stylistic ranges according to the existing traditions of speech are the main parts of translation competence.

Moreover, complex of translator's knowledge on the peculiarities extracting the translation model, content of the translation in other types of speech activity also joins the content of conceptual structure of translation competence.

2. Successful delivery of information by the translator requires the high level language training and the reserve of information. Similar language symbols can produce different associations at the owners of different languages and owners of different cultures, and speech registers and social phenomena as social status of the interlocutor require the formation of separate intercultural competence in the process of translation. Translation of literary text, technical text and text of advertisement requires separate competences on each sub-competence, i.e. competences corresponding to literary norms, competence of appropriate selection of terms and competence of impacting the recipients.

3. For full-fledged formation of professional activity of the translator, formation of information-search and technological competences of future translators should hold its place in structural part of education system in training translators. Here the main attention should be paid to the methods of receiving information and its processing by the translator, ability to evaluate the authenticity of information received from unofficial resources, efficient use of software and search systems, creating archives of personal translation, preparation of text for translation, creating and management of database, preparation of translation with the help of different programmes, capacities and restrictions in computer (machine) translation, formation of information reserve.

4. The text of translation should cover all communicative spaces in original text and the original text should provide pleasure, meaningful balance equal to the level of the listener, cause the representation of unity with him/her, it mostly will depend on functional, meaningful and structural correspondence between the text of original and text of translation. The equivalent is a main indicator in determining the real attitude between the content of original and translation providing the proximity of meaning in different languages, main indicators of quality of translation. Extra-linguistic factors influencing the provision of equivalency level of text translation were studied and

systemized. The circle of words in which full, partial and complex equivalency in linguistic system occurred were limited.

5. Words in English and Uzbek serving for describing the appearance and character of the person are divided into the words with gender meaning and without it. Presence of semes like man, woman, girl, boy in the semantic structure of the word are their main distinguishing signs. Stylistic and cognitive-conceptual significance of lexis with gender signs become cause complicated situation in the process of translation. The research requires identifying six types of compound words describing gender in English and Uzbek, systemizing the full set of compound words belonging to each type on the basis of sources and identifying their interlanguage functional typology.

6. Methodologically marked compound words, metaphor, similarity, determinant, metonymy, hyperbola, paraphrase, zeugma and other such stylistic devices used in describing the appearance and character of the person gave the chance to study the process from the point of view of frequency of their usage on the materials of two languages. The research showed that the frequency of usage of metaphor and similarity in describing the the appearance and character of the person hold the first place, active participation of determinant and hyperbola was revealed, epithet on the bases of the noun, adverb, absolute constructions was enlivened, significance of zeugma in describing the clothes of the human, frequent use of paraphrase in Uzbek language was studied in the research work.

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