



## **KEY ROLE OF TRANSLATORS/INTERPRETERS IN INTERNATIONAL COMMUNICATION**

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**Abstract.** The author of the article highlights the key role of translators/interpreters involved in the international communication. The burning issue under the discussion is the problem of training qualified professionals at specialized educational institutions. The author states that much depends on students' practical knowledge of languages and on teachers' competence. She is sure that future translators/interpreters should be trained by teachers who know translators/interpreters specialty "from inside".

**Key words:** international communication, translators/interpreters, qualified professionals, teachers' competence, practical experience, specialty.

I have chosen this title for the article with a special intention. Indeed, to achieve this status, i.e. to become an indispensable element in the chain of communication, translators/interpreters must acquire a professional quality. To do this they must undertake special courses at relevant training educational establishments, paying attention to both theoretical and practical skills of mastering a profession. Undoubtedly, the specificity of the profession requires, and will always require interpreters a systematic, independent work, continuous and persistent improvement of their knowledge and skills. And particularly important is the initial period of independent work within the walls of the university, where the future translator-interpreters can choose the right direction with the help of a self-experienced teacher, the main task of whom is to train qualified professionals who will be able to perform translations both written and oral at the professional level.

Therefore, a significant part of the training is dedicated to the development of professional translation skills, mastery of the elements of the translation strategy and technology, the accumulation of experience in the translation of oral and written texts of varying difficulty. At the heart of this work is the concept of the

professional competence of translators/interpreters. Defining the scope and nature of the knowledge and skills they should have, it is possible to come to the content of the qualifying characteristics. Students must clearly realize for themselves what is the essence and the translation task to a degree of translation closeness to the original and the translator should seek to what degree of content and formal languages of the proximity of the two statements is theoretically possible and practically achievable and accessible. There is a joke that “once a wrong translation brought the countries to the conflict”.

*So, what a translator/interpreter needs to know?* It would seem that the answer to this question is clear: the translator/interpreter must perfectly know both languages – the source language and the target language. And not only know, but also be able to freely switch from one language to another, i.e., to know the language "*in the sense of translation*". And yet, not less important – to know the essence of the translated text, oral or written, that is, to understand the real situation, the extra-linguistic reality, which in this utterance or text is presented.

The Masters' Department for translators/interpreters opened at the UzSWLU, for several years tries to train specialists corresponding to this status, being aware of the great role future translator/interpreter is going to play providing the efficiency of communication at the international level. Of course, not at all the cases it is possible to achieve perfection, but a number of graduates, however, have made significant progress in their career advancement. In general, many translators have been trained as good professionals, for whom we do not have to blush. Moreover, some of the first graduates have already defended their Ph.D. thesis. Others work for international organizations like the UN, World Bank, EBRD and others. And now there are some very interesting students who not only want to get a diploma, but actually become real translators/interpreters. These students are competent in all respects and, moreover, seeking to know as much as possible, so it is very interesting to work with them and at my lessons I want to convey maximum information, teaching them not only the tools of translation but how to use them perfectly.

It is important to emphasize that teaching translation subjects means to be a competent teacher in them. This profession actually combines specialties of a translator/interpreter and a teacher, and requires extensive knowledge in the field of culture and science of both their own country and the country of the studied language. Therefore, our task is not only to train future translators/interpreters but also be sure that our translation teachers/lecturers know the translation work "from the inside", and have a translation competence. What matters is the fact that the training of translators is an important social objective that meets the current needs of the society, as especially nowadays a professional translator/interpreter is not a

subsidiary element but one of the central figures of intercultural and international communication and mutual understanding.

It is obvious that in order to teach, it is necessary, first of all, to be a teacher, "a language personality" and have a professional translation experience. I am deeply convinced that teaching of translation disciplines should be a prerogative of persons who have their own translation practice, familiar with the nature of translation work, opportunities, challenges and conditions of the work of a translator/interpreter. Moreover, their knowledge of a foreign language and the native tongue should be substantially higher than that of the future translators trained by them. Translation teaching always involves broad general education, erudition in the field of geography, history, literature and an infinite number of other related disciplines. The main difference between ordinary teachers from translator/interpreter-teachers is in the practical experience. It is in this fact that the latter have not only the professional translation experience, but also are able to explain the general principles, methods, and translation techniques, formulate and explain the nature of translation problems; are able to show possible solutions to them, to analyze translators/interpreters' mistakes. Actually, the correct translation criticism can be done by a teacher, who himself/herself at least once has been in the "shoes" of a translator/interpreter.

I am absolutely convinced that the training of professional translators/interpreters at the Masters' Department, provided a set of purposeful and talented youth, will be improved and the faculty will have new updated teaching staff – big "Jacks" in their profession. The most important task, which is still a problem, is to train qualified oral (simultaneous and consecutive) interpreters, who are now in great demand for fruitful international communication in different fields of economy, education, health, culture and etc..

Good knowledge of languages allows a translator/interpreter to proceed to more complex types of translation, namely simultaneous translation and the translation of fiction and poetry. I've been dealing with the course "Translation of fiction" since 2000 and I'm sure this course is very important in training of future translators/interpreters. At the theoretical and practical lessons I introduce my students to the translations of the works of prominent writers, done by translators of different countries (basically using three languages – English, Russian, and Uzbek). We analyze the basic genres of works of art, the peculiarities of their content and form, the specifics of the language of each author, and the problems of translation of literary texts. A special section set aside translating poetry, including different types of poetry. In the course of practical classes we examine the differences and compare the works of fiction in the three above mentioned languages. I introduce students to available basic models and translation tools,

depending on the functional and communicative orientation of the original text in order to achieve understanding of the interacting parties. Theoretical and practical course of the translation of fiction is designed to train specialists with sufficient knowledge, skills and abilities in written (full or partial) translation of works of art of various genres and styles from English into Uzbek or Russian and vice versa, contributing to cultural communication among countries and promoting integration of our country into the world community. The program of this translation course, including its plan, is closely linked with other key subjects as literature, stylistics, interpretation of text, country study, and others. The course, besides lectures and practical classes, foresees an independent work of students who need to use not only the material of lectures, but also the latest achievements in the theory and practice of translation, issued in specialized publications, the Internet and other sources.

Upon completion of the course students should be able to carry out pre-translation analysis of the text, choose the general translation strategy, taking into account the purpose and type of the original, to formulate a specific translation problems and optimal approaches to their solution. In addition, they should know the features of the translation of prose and poetry, the basic translation techniques, ways to achieve coherence of the text and its communicative properties of the composite structure. And finally, I think, students would be able to analyze, compare and evaluate different translations of the same work; at our lessons we, for example, analyze five translations of Leo Tolstoy's "Anna Karenina" done by two American and three British translators. Moreover, we analyze the translation of Th. Dreiser's "Sister Carrie" into Russian and then via it into Uzbek. The work is very useful and helps students to master their attentiveness, to assess other translations critically and improve their skills of analysis, which is one of the objectives of their future qualification.

I am a great optimist, thus I am sure, and that time will come when our University will be able to have graduates – translators/interpreters of a very high qualification for the benefit of our country.