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Theoretical and Methodological Foundations of Teaching Written Translation Based on Information Technologies

Khasanova Sitora Uktam kizi
Student of the department of translation theory and practice Samarkand State Institute of Foreign Languages

Kuldashov Uktam, Ph.D
Scientific supervisor, of Samarkand State Institute of Foreign Languages

Abstract: Translation automation tools (Computer-Assisted Translation, CAT tools) are an integral part of the modern translation process. All translation companies and a significant part of freelance translators use translation memory programs to optimize the translation process, check the quality of the translation product, and also as a means of managing large translation projects that involve several translators and editors at the same time. Therefore, today a translator needs to be proficient with translation tools, understand their principle of operation, be able to use the main functions of computer translation programs: creating projects, translation databases and term bases, translating in the editor, searching for matches in the translation database, terminology management, quality control translation, etc. However, despite the progress of translation technologies, they still remain outside the scope of the training of translators in Uzbek universities: translation tools are not included in the content of teaching students of translation educational programs. In a number of universities, this topic is present in the structure of educational programs, however, as practice shows, training is often only introductory, and not practice-oriented. Therefore, graduates of translation educational programs often experience difficulties in finding employment and being included in the real production translation process. The article provides an analysis of modern translation automation tools and their relevance in the modern translation industry. The necessity of including translation automation tools in the training of students of translation educational programs is substantiated, the prerequisites and ways of including such a component of training in the educational process are described, foreign experience in this area is considered, practical recommendations are given to teachers of translation on what needs to be taken into account when creating a module for working with translation automation tools at the university.

Keywords: translation automation tools, translator training, translation teacher, methods of teaching translation, written translation, translation technologies.

Introduction.

Translation technologies first appeared on the market in the 1990s, when it was believed that the computer would eventually replace the human translator. However, with the development of technologies, the idea of them also changed, and the idea became predominant that translators should use computers and modern technologies for automatic translation, actively include them in their working arsenal [1, 2, 3, 4]. Today, many linguistic departments and language faculties of higher educational institutions of the world offer bachelor's and master's programs that combine theoretical and applied aspects of linguistics with training modules on translation theory, translation analysis and translation technologies. This corresponds to modern European trends in teaching translation at the undergraduate and graduate levels [5, 6].

Main part.

Students planning to build a career in the field of translation know that the use of various computer-assisted translation tools (CAT tools) is not only a generally accepted way of working, but also a mandatory requirement in the field of localization [7]. A translation automation tool is a computer program that provides a translator with the ability to store all their translations for later use. Many different CAT systems are currently available, both deployed on the desktop and on the cloud. The most well-known and used in the professional translation environment among CAT tools are the Translation Memory (TM) class systems based on the technology of translation memory. Terminological and translation project management tools are also popular [7, 8, 9, 10, 11, 12, 13].

Modern educational institutions offer a variety of modules on translation technologies that explain both the general concept of using CAT tools and their impact on the translation process, and also include a methodology for teaching how to work with specific CAT systems, contain information on managing translation projects, in including editing and checking the translation, quality control and analysis. Many educational institutions (more often in Europe than in Russia) are working to instill in students the necessary skills to master and apply technological tools in the translation process, including the use of translation databases (TM), terminology management, skillful use of machine translation (MT).) and project management tools. This fact is explained by the request of the translation industry, in which the competence of a translator today includes not only linguistic and theoretical knowledge, but also the ability to effectively use translation technologies, especially CAT systems, to create a high-quality translation [14]. The skill of working with these tools has become mandatory in a rapidly developing industry, which must take into account the ever-changing demand in the field of translation, including on new platforms, with ever shorter order processing times, in an increasing number of languages [8]. CAT systems are also constantly evolving: new features and capabilities are designed to increase the productivity of translators, editors, terminologists, and managers. Therefore, there is now an ongoing need to support students in their preparation for professional careers, to help them keep abreast of technological changes and adapt to the demands of the industry.

Some types of texts are especially convenient to translate using CAT systems, for example, technical, scientific texts, texts with a large number of repetitions - in contrast to literary texts, which can only be translated "manually". Technologies such as machine translation (MT) are better suited for large volumes of short-lived text, such as online reviews, online customer service conversations, or even social media posts. The ability to competently work with technologies and understand in what conditions it is appropriate to use them is a key skill that any translator needs to master [8]. Today it is not about replacing a human with a computer, but rather about enabling the translator to work faster, more consistently and with higher quality, eliminating manual tasks as much as possible, which is especially important in such a competitive market. This idea is being implemented in university translation programs around the world, as evidenced by the large number of educational modules on CAT tools and systems [5, 6, 8].

The European Master's in Translation (EMT) network, which aims to improve the quality of translator training to make it easier for young professionals to enter the professional market, identifies six competencies that translators need to succeed in today's market [8]. One of the six competencies is technological (ownership of translation automation tools). These include:

- the ability to use a translation automation tool efficiently and quickly, integrate a number of programs to assist in translation, editing, terminology processing, layout, document search (for example, word processing tools, spelling and grammar checkers, translation memories, term bases, recognition programs vote);

- ability to create databases and files and manage them;
- the ability to adapt and master new media, especially in the translation of multimedia and audiovisual material;
- ability to prepare and implement translations in various formats and for various technical environments;
- Knowledge of the possibilities and limitations of machine translation.

These skills can be a key starting point in defining the content of a modern translator training course. Andrew Rothwell, Lecturer in French and Translation at Swansea University and Co-Chair of the Translation Tools and Technologies Working Group at the European Master's in Translation, points out that one of the main challenges in teaching translation technologies is to teach students how to procedurally specific tools (including, ideally, tools they are likely to encounter in future work) and a general understanding of how and why they work the way they do [15]. In addition, it is important to explain the various professional roles (translator, proofreader, project manager, terminologist, etc.) in terms of such means so that students have an idea of career opportunities. Finally, students, whose previous learning and assessment experience tends to be highly individual, learn about the benefits and limitations of group work and professional relationships. Since students, especially in the magistracy, most often have different academic and professional experience, they also learn from each other and support each other, which adds a very valuable and close to real practice element of independence from the teacher [15].

Conclusion.

The world of translation and localization is increasingly relying on technology. They are designed not to replace the translator, but to help him. Today, more and more content needs to be translated, the global demand for the fastest possible translation of information into an increasing number of languages is growing, so new ways of working must be introduced. Teaching translation students to use CAT tools is designed to teach them to critically evaluate which tools should be used for different types of texts, how best to use them, which increases productivity. It also opens up new career opportunities in the future, allowing you to train a new generation of translators who will be better able to handle the rapidly growing demand for global content. This article presented the necessary measures for the development of a module on automation of translation at a university. The key principles of teaching automation of translation at a university, possible teaching methods, as well as examples of successful practices of Uzbek and foreign universities are presented in the author's methodological manual "Inclusion of technological tools in the content of training students of translation educational programs", published in 2019. The manual presents the main topics and questions on which a teacher should prepare for the successful implementation of software tools and the implementation of a training program for highly qualified specialists to work with modern automated translation tools.

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