BASIC ASSUMPTIONS OF TEACHING TRANSLATION AND INTEGRATED ENGLISH:
PROBLEMS, CHALLENGES AND PRACTICES

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Globalization has become a synonym for commoditization of work, including knowledge work. In this framework, universities should be the place for continuing education, incubators of new ideas, approaches and solutions. Unfortunately, in our experience as students first, then as professional translators and localizers, and finally as trainers and teachers, we observed that, especially over the last few years, translation schools in some countries have become sterile conservatories for accepted ideas, and the level of expertise offered by graduates is far from the realities and requirements of the workplace. This does not mean that translation schools should churn out instantly productive professionals like so many human widgets, yet we believe that students should not be considered only diploma products.

The development of new information and communication society influences an ever changing translators' professional reality that requires almost constant updating of knowledge and skills. The survey of practicing translators concerning the realities of their work and their training at the universities has indicated that after graduating university almost two thirds of the skills needed for work in this profession are being acquired by them using the method of trial and error. Thus, the proper understanding of professional competence of translators and its components are very important. The professional competence of a translator should be determined on basis of the legal, regulatory, certifying documentation and professiogram analysis.

Having analyzed different approaches to the translator's professional competence definition and given the modern society demands to a translator, we have defined the professional competence of a translator as a multicomponential structure consisting of a number of professionally determined competencies, namely linguistic, sociocultural, information and technological, operational, psychological, intellectual, pragmatic, text forming, semantic, projective and the main competency – the translation one. [1,1].

Thus the translators' training programs should be focused on formation and development of professional translator competence through the development of all the professionally important competencies determined by the peculiarities of a profession and modern information and economic society demands.

The teacher teaches students how not be at loss in real life situations, and helps them to build strategies to deal with whatever comes their way. The class changes from a teacher-fronted passive mass to a place of activities. Instruction has its goal to make the student a self-sufficient problem-solver. Students are discouraged to be passive receivers of the information transmitted to them from the teacher or the textbooks. They will otherwise end up focusing only to the exam, trying to devise strategies to pass it with the minimum effort and maximum profit.

Gaming is a fundamental ingredient in learning, and to help students achieve a professional-like level of autonomy and expertise they should go through experience by being involved in the collaborative

undertaking of authentic translation projects for real customers. Nevertheless, while newspaper texts are actually rare on the translation market they are still the all-but-exclusive practice material in classes. [1,2]. The results achieved so far confirm the soundness of the approach, and the accomplishment of the educational goals: the rate of abandonment is next to zero; students are mostly enthusiastic in their comments in the questionnaires they are asked to fill anonymously at the end of courses, and the placement rate is largely satisfactory.

Computer-assisted translation is increasingly made the object of study nowadays. The computer-assisted translation course is aimed at introducing students to a working methodology different from "Word and dictionary" and based on translation tools as an integral and indivisible part of the translation process. [1,3]. Therefore, it is important for students to learn about the industry, understand and evaluate their working environment, mature a teamwork attitude, and meet the deadlines, while getting accustomed to identify the technical aspects and skills to develop. In this way, students can face a non-traumatic impact with the "real world", while a first-time approach to computer-assisted translation can help the teacher take advantage of a total absence of habits and prejudices affecting long-time translation professionals. This makes it possible to integrate translation tools in the working process, and develop an unbiased view of a project.

The first step is to encourage students not to be in awe of and suffer from computer and software tools, possibly for poor rehearsal. Therefore, it is pivotal to foster a collaborative approach by setting up working groups whose members are able to compensate each other for weak points, and exploit the little time available at best. The working strategy comes from the experience in training the translators where being acquainted with each other helps cooperation, and cooperation helps initiative and learning. Teamwork cannot be taught, but is more and

more widespread in the workplace. Individual skills should therefore be used and students should be invited to rely on each other to solve the problems in the classroom positively moving the focus from the teacher to the class team.

The next step consists in reviewing a ready-made work with a translation tool. The translation is chosen from those done during the course of specialized translation. Pros and cons of computer-assisted translation are discussed, together with the texts that are best suited for processing with translation tools. Working strategies are finally evaluated that would have been faster and convenient. At this stage the development of term bases, translation memories, and specialized corpora is also suggested.

To be a successful and efficient translator nowadays means not only to possess linguistic and translational competence. The advents of technology and the new forms of translation which have emerged in the past twenty years have transformed the way translator's competence should be understood.

In our experience, the need for a course book which would cover the most important areas of translators' preparation for their future profession was so urgent that the decision was taken to create an experimental book to teach students written translation on the selected texts belonging to different areas of human activity so that students could acquire necessary practical skills to translate such texts faithfully in a short time.

As the English language is considered an international language, great attention is paid to learn it in all parts of the world, in particular Uzbekistan is performing significant attempts on the improvement of English as a second language at universities. To be more precise, the Presidential Decree #1875 (2012.)

"Measures on improvement of learning foreign languages" makes essential progress on the teaching the English language in all educational directions of Uzbekistan.

Moreover, on the fulfillment of resolution PD #1875 "Measures on improvement of learning foreign languages" (2012) several works are being carried out in the Uzbek State World Languages University providing that creating fully English speaking atmosphere inside and outside the class, supporting lessons with methodological requirements and needed materials and etc. In addition to this, since CEFR (The Common European Framework of Reference) aims to encourage language learners to think about what they do when communicating, to think about what they can do to help themselves and others to learn a language better and claims that how effective it is to check students' knowledge, a demand achieving C1 level is set for the graduates of the USWLU. As a result, students' motivation and anticipation on learning English has increased more significantly than before.

Like other testing systems, all CEFR levels include four major skills which are listening, speaking, reading, writing and the development of these four skills is one of the main necessities in learning English. But sometimes these skills are not developed enough because of some factors such as the number of students per class, the lack of learning resources and not enough teaching facilities. As a result, students face some problems, specifically in oral communication. When they begin to express their opinions, they often use isolated non-academic words and disconnected sentences make their speech poor and meaningless. As speaking skill requires performing the ability of expressing speech with fluency, accuracy and demanding use of academic vocabulary, most students find it rather challenging.

To meet this challenge, first of all, the reasons of abovementioned problems' causes should be identified. The first concern is that students use English more frequent only inside the class and less outside the class. Furthermore, students have limited time to learn English in class and they still do not have enough encouragement to practice English outside the class to get familiar with English. And this leads to problems that make students come across hurdles to communicate in English. The second concern to be mentioned is that most teachers get accustomed to exaggerating more grammar focused approaches, translation based exercises and learning new words instead of adopting students to implement their knowledge to interact one another in English. Doctor Brown says: "In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges"(Brown, D. Teaching by principles: An interactive approach to language pedagogy). This quote addresses that interaction is an important clue to improve students' speaking skills and it gives them the opportunity to demonstrate what they can do in English.

It is obvious that interaction is the basis of human communication and all elements of communication are involved. Therefore, in order to avoid problems emphasized above and achieving long-lasting progress on improving students' speaking skills, it is essential for teachers to create positive environment to encourage language learners' interaction so that they can share their ideas, opinions without feeling afraid of making mistakes. In this way students can carry out communicating tasks in an effective way as well. As Willis states: " Creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication and through interaction learners have the chance to acquire discourse skills, the essential conditions for effective language learning, such as exposure, use and motivation. With this view of language, task-based learning offers many advantages and the development and improvement of speaking skills".

While teaching speaking at universities, we aim to apply task-based and interactive learning on students. When conducting speaking lessons that we teach at university we try to design lessons that will motivate students to speak without stopping and hesitating as it is an essential requirement

in the process of speaking. To be more accurate, we accomplish this task by presenting different methods such as group work, pair work acting role plays, engaging them in argumentative class discussions and debates, providing students appropriate films in English origin, giving various presentations to present in front of audience. All these approaches let students develop a set of discourse strategies such as opening and closing a conversation introducing a topic, sharing opinions and creating natural English speaking environment. Also, students have the opportunity to interact in different situations in different groups and audiences.

Communication in the classroom was the practical implication for both perspectives. But, if we focus only on the communicative perspective on learning, we may draw the conclusion that involvement in communication is sufficient in itself for learning and that we shouldn't make any use at all of traditional techniques such as explanations, drills or question- and- answer practice. This has often been called the 'strong' version of communicative perspective on language, on the other hand, still leaves open the possibility that teachers might present and practice individual items in a communicative context before or after students use them for communication. This has often been called the 'weak' point of communicative language teaching.

Changes in policy and rhetoric are of course easy to formulate, but the practical changes which they entail are often more problematic. Within a short period, teachers have been expected to develop new practical skills for classroom teaching change how they evaluate students, develop the ability to adopt textbooks, use modern technology and improve their own language proficiency. To implement these new practical demands, they have had to make major changes in attitude and approach: to change their conceptions of their own role from that of a transmitter of knowledge to that of a multirole educator and to change their conception of language learning from one based on knowledge

acquisition to one based on holistic development of competence. There are some problems which are related especially to the domain of communicative activities in which student exchange messages which the teacher or with each other, and include:

- Classroom management is demanding, especially with large classes, and teachers may fear losing control. Unpredictable communication may take excessive demands on the language skills of teachers who themselves have had limited experience of communicating in English.
- Pair or group work requires teachers to develop new organizational skills and adopt a less overtly dominant role in the classroom.
- In such work, without contrast monitoring students may communicate in the mother tongue or use only minimal English, rather than extending their English competence. These conceptions also support the traditional view of teachers as transmitters of knowledge rather than as facilitators who try to develop learner independence. Teachers often face a contradiction between an official public policy which advocates CLT and a pencil-and-paper examination system which tests discrete items.
- As a result they often face resistance both from students and from parents, for whom examinations results are understandably of paramount importance.

These and other accounts together with experiences such as those mentioned in the previous section, indicate that as a ready-made package of ideas and classroom techniques which applied anywhere, CLT has now experienced the same fate as the proclaimed 'best methods' of the past. However, it still provides a conceptual framework centered on the need to orient our teaching toward learners communicative goals to design meaningful experiences which lead toward these goals. Also the specific ideas techniques that it has generated have enriched the repertoire that teachers can draw as they develop their own context sensitive pedagogy.

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Бозоров З. Основные принципы обучения переводу и английскому языку: проблемы, задачи и практики. Широкомасштабные достижения в системе образования как части национальной программы, является обучения переводу и английскому языку. В статье рассматривается проблема применения европейской системы обучения иностранным языкам (CEFR).

Бозоров З. Таржима ва инглиз тили таълимининг асосий тамойиллари: муаммолар, вазифалар ва амалиёт. Таълим жараёнида эришилган кенг муваффақиятлар таржима ва инглиз тили таълими жараёнида яққол кўзга ташланади. Мазкур мақола таълим ва таржима соҳасини ўргатишда чет тилларини ўқитишда Европа таълим тизимига хос мезонларни (CEFR)татбиқ этиш масаласи ёритилган.