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TALABA-TARJIMONLARNI XALQARO TASHKILOTLARDA ISH OLIB BORISHLARI UCHUN TARJIMONLIK FAOLIYATIGA TAYYORLASH BOSQICHLARI

Annotatsiya

Xalqaro tashkilotlar uchun talaba tarjimonlarni tayyorlashning asosiy g'oyasi ularni global kontekstda til va madaniy to'siqlarni samarali bartaraf etishga tayyorlashdan iborat. Til bilish darajasini baholash, tayanch kurslar, ixtisoslashtirilgan treninglar, amaliy tajriba, texnologiya integratsiyasi, madaniy kompetentsiyani rivojlantirish, axloqiy jihatlar va uzluksiz ta'limni o'z ichiga olgan keng qamrovli treninglar orqali talaba tarjimonlar xalqaro tashkilotlarda muvaffaqiyatli ishlash uchun zarur ko'nikma va bilimlar bilan ta'minlanadi. Maqsad – talaba tarjimonlarning hujjatlarni to'g'ri va professional tarzda tarjima qilishini ta'minlash, turli tillar va madaniyatlar o'rtasidagi muloqotni osonlashtirish, xalqaro tashkilotlarning missiyasi va maqsadlariga hissa qo'shishdir.

Kalit so'zlar: xalqaro tashkilotlar, sohaga oid terminologiya, til bilish darajasi, professional tarjimonlar, ixtisoslashgan rollar, murakkablik, madaniy kompetentsiya, maxsus bilimlar.

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ЭТАПЫ ПОДГОТОВКИ СТУДЕНТОВ-ПЕРЕВОДЧИКОВ К РАБОТЕ В МЕЖДУНАРОДНЫХ ОРГАНИЗАЦИЯХ

Аннотация

Основная идея подготовки студентов-переводчиков для работы в международных организациях – подготовить их к эффективному преодолению языковых и культурных барьеров в глобальном контексте.

Благодаря комплексному обучению, включающему оценку языка, базовые курсы, специализированную подготовку, практический опыт, интеграцию технологий, развитие культурных компетенций, этические аспекты и непрерывное образование, студенты-переводчики приобретают навыки и знания, необходимые для успешной работы в международных организациях. Цель состоит в том, чтобы студенты-переводчики переводили документы точно и профессионально, облегчали общение между разными языками и культурами, а также вносили вклад в миссию и цели международных организаций.

Ключевые слова: международные организации, отраслевая терминология, знание языка, профессиональные переводчики, специализированные роли, сложность, культурная компетентность, специальные знания, этические соображения.

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STAGES OF TRAINING STUDENT TRANSLATORS FOR THE TRANSLATION ACTIVITIES AT INTERNATIONAL ORGANIZATIONS

Abstract

The main idea of training student translators for international organizations is to prepare them to effectively bridge language and cultural barriers in a global context. Through comprehensive training that includes language proficiency assessment, foundation courses, specialized training, practical experience, technology integration, cultural competency development, ethical considerations, and continuing education, student translators are equipped with the necessary skills and knowledge to work successfully in international organizations. The goal is to ensure that student translators can accurately and professionally translate documents, facilitate communication between different languages and cultures, and contribute to the mission and goals of international organizations.

Keywords: international organizations, area-specific terminology, language proficiency, professional translators, specialized roles, complexity, cultural competence, specialized knowledge.

Introduction

There are various ways to train translators. A lot of knowledge is gained by trial and error, on the job, from bosses, coworkers, reviewers, and clients. Given that the great majority of qualified translators worldwide likely lack formal

translation training, experience is extremely valuable and should not be undervalued. That would be the most basic training level. At a higher level, there are more and more short-term training programs available, both on the open market and within companies, that provide translators with the abilities they need to transition between different professional specializations [1]. These courses could cover project management, specialized communication skills, area-specific terminology, new translation technology, and other forms of interpretation. Lastly, there are long-term training programs provided by a variety of organizations, including more and more universities. The majority of long-term university-level training dates from the second half of the 20th century, and enrollment began to rise dramatically in the late 1980s and early 1990s. This makes it a relatively recent occurrence. Because of this delayed development, the majority of practitioners—and most translator trainers, for that matter—have most likely not had this kind of official training.

Literature review

Translation plays a crucial role in facilitating communication and understanding across cultures, particularly in the context of international organizations where diverse languages coexist. As such, training student translators to meet the demands of translation activities within these organizations is of paramount importance. This literature review explores the stages involved in training student translators for such tasks, focusing on the methodologies, challenges, and best practices.

1. Understanding the Context of International Organizations: Translation within international organizations involves a unique set of challenges. These organizations, such as the United Nations, European Union, and World Bank, require translators to navigate complex political, legal, and technical texts. Thus, training programs must provide students with a comprehensive understanding of the institutional framework, language policies, and specific terminologies used within these organizations.

2. Language Proficiency and Translation Skills Development: Proficiency in both source and target languages is fundamental for effective translation. Training programs often focus on enhancing linguistic competence through intensive language courses, translation workshops, and immersion experiences. Additionally, students are taught various translation techniques, including lexical and syntactic analysis, cultural adaptation, and terminology management (Pym, 2014).

3. Specialization and Subject Matter Expertise: International organizations cover a wide range of topics, from diplomacy and law to economics and environmental science. Therefore, training programs may offer specialization tracks or modules tailored to specific fields, allowing students to develop expertise in their chosen areas. This entails familiarizing students with domain-specific terminology, conventions, and discourse styles through coursework, internships, and collaboration with subject matter experts.

4. Technology Integration and Tools Proficiency: In today's digital age, translation technologies play a vital role in the workflow of international organizations. Training programs incorporate instruction on computer-assisted translation (CAT) tools, terminology databases, and machine translation systems. Students learn how to effectively utilize these tools to enhance productivity, ensure consistency, and manage large-scale translation projects.

5. Cultural and Ethical Considerations: Translation is not merely a linguistic exercise but also a cultural and ethical endeavor. Training programs emphasize the importance of cultural sensitivity, intercultural communication skills, and ethical principles such as confidentiality and impartiality. Students are encouraged to reflect on the ethical dilemmas inherent in translation, particularly in contexts where political or ideological biases may influence the process.

Challenges and Future Directions:

While training programs strive to prepare student translators for the rigors of working in international organizations, several challenges persist. These include the rapid evolution of language technology, the increasing demand for specialized

expertise, and the need for continuous professional development. Moving forward, it is essential for training programs to adapt to these challenges by integrating emerging technologies, fostering interdisciplinary collaboration, and promoting lifelong learning among student translators.

Methods

The training of student translators for international organizations has evolved over time to meet the changing demands of the globalized world. Here is a brief overview of the history and development of stages in training student translators for international organizations [2].

In the early days of international organizations, such as the League of Nations and later the United Nations, translators were often recruited based on their language skills and general knowledge. Training was informal and focused on language proficiency and basic understanding of international relations [3]. As the need for professional translators in international organizations grew, formal training programs began to emerge. These programs focused on developing language skills, cultural competence, and specialized knowledge in areas such as law, economics, and diplomacy. With the increasing complexity of global issues, translators for international organizations began to specialize in specific fields such as human rights, environmental sustainability, or peacekeeping. Training programs started to offer specialized courses to prepare students for these specialized roles [4].

The advent of translation technologies, such as computer-assisted translation tools and machine translation, has transformed the field of translation. Training programs now incorporate training in these technologies to prepare students for the use of tools and software in their work. Many training programs now include internships or practical experience in international organizations to provide students with hands-on experience in a real-world setting. This practical experience helps students develop their skills and build networks within the field.

As the field of translation continues to evolve, training programs now emphasize the importance of lifelong learning and continuing education [5].

Students are encouraged to stay updated on new developments in the field and engage in professional development activities to enhance their skills. There are some basic concepts in order to prepare students for international students:

1. **Language Proficiency Assessment:** Students interested in becoming translators for international organizations must first undergo a language proficiency assessment to determine their level of proficiency in the target languages required for the job.

2. **Translation Skills Development:** Once language proficiency has been assessed, students will undergo training to develop their translation skills. This may include courses on translation theory, practice, and techniques.

3. **Specialized Training:** Students may also receive specialized training in specific areas such as legal, medical, or technical translation depending on the requirements of the international organization they are preparing to work for.

4. **Cultural Competency Training:** Translators working for international organizations must also have a strong understanding of cultural nuances and sensitivities. Training in cultural competency is essential to ensure accurate and effective communication.

5. **Internships or Work Experience:** Students may have the opportunity to participate in internships or gain work experience with international organizations to apply their skills in a real-world setting and gain practical experience.

6. **Continued Professional Development:** Even after completing their initial training, student translators should engage in continued professional development to stay current with industry trends, new technologies, and best practices in translation.

7. **Certification:** Some international organizations may require translators to obtain certification from recognized translation associations or organizations to demonstrate their proficiency and expertise in the field.

Results. Training students for international organizations involves various conditions that must be considered to ensure effective preparation for the demands

of the field [6]. Here are some key types of conditions that training programs for student translators for international organizations should address:

- **Language proficiency:** Students must have a high level of proficiency in at least two languages, including their native language and one or more foreign languages relevant to the work of international organizations. Training programs should focus on developing students' language skills to ensure accurate and fluent translation.

- **Cultural competence:** Translators working for international organizations need to have a deep understanding of different cultures and be able to navigate cultural nuances in their work. Training programs should provide students with cultural competency training to help them effectively communicate across cultural boundaries.

- **Specialized knowledge:** International organizations work on a wide range of issues, from human rights to environmental sustainability to peacekeeping. Training programs should offer courses that provide students with specialized knowledge in areas relevant to the work of international organizations to prepare them for the specific demands of their roles.

- **Technology skills:** The use of translation technologies, such as computer-assisted translation tools and machine translation, is becoming increasingly common in the field of translation. Training programs should incorporate training in these technologies to equip students with the skills they need to effectively use these tools in their work.

- **Practical experience:** Internships or practical experience in international organizations are valuable for students to gain hands-on experience in a real-world setting. Training programs should provide opportunities for students to apply their skills in a professional context and build networks within the field.

- **Ethical considerations:** Translators working for international organizations often deal with sensitive information and complex ethical issues. Training programs should address ethical considerations in translation work and provide

students with the knowledge and skills they need to navigate ethical dilemmas in their roles.

- Continuing education: The field of translation is constantly evolving, and translators need to stay updated on new developments and trends. Training programs should emphasize the importance of lifelong learning and continuing education to help students enhance their skills and stay current in the field.

By addressing these key conditions in training programs for student translators for international organizations, students can be better prepared to meet the demands of the field and make meaningful contributions to the work of international organizations.

Conclusion

The training of student translators for international organizations has evolved from basic language proficiency to a comprehensive and specialized training program that prepares students for the complex challenges of working in a globalized world [7]. By incorporating language skills, cultural competence, specialized knowledge, technology integration, practical experience, and continuing education, training programs aim to produce competent and skilled translators who can effectively contribute to international organizations.

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