

ROLE OF TERMINOLOGICAL COMPETENCE IN TRANSLATION

Dalieva Madina Xabibullaevna

Uzbek State World Languages University

(PhD), associate professor

Annotation: The study of Terminology in translator training should target the use of terms in real life contexts, and situate these specialized knowledge units within the context of dynamic communication processes. When the meaning and usage of terminological units are analyzed as they appear in texts, oral discourse, and communication situations, it becomes evident that general language and specialized languages are not so very different.

Key words: terminology, translator, translating, communication, training

An important factor to be taken into account is that translators generally do not have the same level of expert knowledge as text originators and receivers. Consequently, they must learn how to rapidly situate terms within their respective conceptual systems. At the same time, this process should allow translators to increase their knowledge in the specialized domain so that it reaches the threshold that enables them to satisfactorily translate the original text.

In this respect, the analysis and subsequent structuring of terminology is motivated by the text in which it appears, and is carried out as part of the translation process. In other words, translators frequently find themselves working as ad hoc terminologists and terminographers, who must reconstruct bits and pieces of conceptual systems instead of structuring entire specialized knowledge domains. As a result, Translation students should acquire knowledge and strategies that will help them carry out this type of terminology work.

Terminology first appeared in an academic setting at the beginning of the 1970s when Eugen Wüster, an engineer with a clear interest in Information Science, gave a course titled Introduction to the General Terminology Theory and Terminological Lexicography at the University of Vienna. Wüster established a foundation for working methods and principles for Terminology, with the aim of standardizing scientific language. His ideas left an indelible mark on terminological research, teaching, and practice.

Both Terminology and Translation Studies have evolved over the years. Accordingly, the objectives and contents in our proposal are exclusively oriented towards translators, who do not have time to carry out systematic terminology management, but must perform this activity ad hoc. Within the context of translator training, Terminology should be taught as an indispensable instrument in any process

of specialized language communication. In this sense, the descriptor or brief guidelines regarding the subject's contents always seems to fall short because it does not capture the true scope and complexity of the relation between terminology and the translation process.

In any analysis of the relation between Terminology and Translation, it is necessary to bear in mind that both are conditioned by semantic, pragmatic, contextual, and cultural factors that operate at the level of the source language and target.

Translation and Interpreting Studies⁴ and Terminology are relatively recent academic disciplines despite the fact that they have existed for centuries as applied language activities. Furthermore, both are interdisciplinary, and also happen to be convergence points for linguistic, cognitive, and communication sciences.

However, they are different because terminology, as the inventory of terms within a specialized domain, is not in itself a type of speech act, but rather an instrument used in specialized communication. Translation primarily focuses on the communication process, whereas terminology receives a secondary focus. Terminology is interesting for the translator in the measure that it is part of the message conveyed by a specialized text. As a result, the relationship between Terminology and Translation is asymmetric since terminology has no intrinsic need to recur to translation. In contrast, translation must use terminology as a means to achieve the interlinguistic transfer of specialized knowledge units.

It goes without saying that the adequacy of the terminology in a text as well as its suitability for the level of specialization determines to a great extent the quality of a translation. This signifies that the translator must successfully deal with terminological problems during the analysis of the source text and the production of the target text.

Obstacles to the transmission of specialized knowledge stem from the translator's unfamiliarity with the terminological units, their meaning in discourse, and their possible correspondences in the target language. The lack of reliable terminological resources obliges translators to acquire information management skills and be able to manage terminology ad hoc in order to resolve translation problems. Translators thus need to develop strategies to carry out the following processes:

- the identification and acquisition of specialized concepts activated in discourse;
- the evaluation, consultation, and elaboration of information resources;
- the recognition of interlinguistic correspondences based on concepts in the specialized knowledge field;
- the management of the information and knowledge acquired and its re-use in future translations.

This set of abilities is part of the terminological subcompetence, a module of general translation competence. In this regard, Neubert (2000: 9) states that it is not necessary for translators to be experts in the specialized field. What is essential is that they be capable of rapidly acquiring expert knowledge, an ability which includes the processes listed above. The ability to recognize concept systems activated by terms in context does not transform translators into experts within the field, but provides them with the knowledge necessary to facilitate understanding and succeed in the process of information transfer and communication.

The list of used literature:

1. Cabré, M. T. 2010. “La enseñanza de la Terminología en España: Problemas y propuestas”. *Hermèneus* 2, 41-94.
2. Cracolice, M. S. 2011. “Constructivism: A framework used to understand human learning”. *Mediated Learning* 2(1), 1-5.
3. Faber, P. and R. Mairal. 2020 (eds.). Forthcoming. *A Cognitive Linguistics View of Terminology and Specialized Language*. Berlin: Mouton de Gruyter.