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## AIMS AND OBJECTIVES OF TEACHING WRITTEN TRANSLATION OF LEGAL DOCUMENTATION TO TRAINEES OF LAWYERS AND PROSECUTORS TRAINING COURSES

### ЦЕЛИ И ЗАДАЧИ ОБУЧЕНИЯ ПИСЬМЕННОМУ ПЕРЕВОДУ И ЮРИДИЧЕСКОЙ ДОКУМЕНТАЦИИ ПРЕПОДАВАТЕЛЕЙ ЮРИСТОВ И ПРОКУРОРОВ

*Abstract.* The purposes and tasks of teaching the translation of legal documentation within the framework of the course "Translator in the field of professional communication" are considered in the article. The problems of classification of goals and tasks of teaching a foreign language and development of translation competencies and teaching translation of legal documentation are also analyzed in the article.

**Keywords:** aspects of training; basic competences; additional qualification; classification of goals and objectives; translator of professional communication; specificity of the language of law; skills and competencies of an interpreter.

Specialists-lawyers, who have their own speciality and have an additional qualification of an interpreter in the field of professional communication, are in great demand on the labor market. After the presidential decree № 1875 was released, the attention paid to the system of teaching foreign languages has risen to the highest level [1].

Knowledge of a person's speciality or just language skills is not enough in the age of globalization and expansion of international contacts. In our country there are a huge number of foreign companies that need lawyers who speak not only a one, but at least two foreign languages. Of course, many companies resort to the services of translators, but a highly skilled, professional translation of a contract or legal document can either be done by a highly experienced translator who has worked in this field for more than one year, or a lawyer who knows the language of the speciality (Uzbek and foreign) perfectly. The difficulty lies not only in the need for possession of professional knowledge, but also in the language of law. The language of law is characterized as archaic, abounding in a large number of special terms, abbreviations. Here ordinary words are used in an unusual sense; usually sentences are so long, that the computer editor emphasizes them, words of French origin are used along with words of Anglo-Saxon origin, phrases and words in Latin are often used without translation, and synonyms (paired and triple) are used to denote one

concept in order to avoid ambiguity. Sometimes chains of synonyms are used to describe the situation from different sides, deliberately used not quite accurate words and phrases for the purpose of interpretation.

In documents, individual words are written with a capital letter or in fully capitalized letters, each detail is significant, formal or ceremonial qualifications are used. "Translator in the field of professional communication" sometimes needs 2 year training period (in the framework of additional educational programs) [7, 3]. Before talking about the goals and objectives of teaching the translation of legal documentation for lawyers and prosecutors, it is necessary to determine the classification of the goals and objectives of teaching a foreign language using modern methodology. In foreign methodology, a set of learning goals for a foreign language, derived by Professor E.I. Passov [3], which distinguishes four aspects of the goal of teaching a foreign language:

- 1) educational and practical;
- 2) educational;
- 3) developing.

E.I. Passov also refers to four more aspects of foreign language education, such as: "knowledge, which is aimed at mastering the cultural content of a foreign culture (this includes not only the culture of the country, the actual facts of culture, but also language as part of culture); ... development, which is aimed at mastering the psychological content of foreign culture (abilities,

mental functions, etc.); ... education that is aimed at mastering the pedagogical content of a foreign culture (moral and ethical aspects); ... a teaching that is aimed at mastering the social content of a foreign culture, social in the sense that speech skills are acquired as means of communication in society" [4, 25-26].

The main goal of education, and foreign language education in particular, E.I. Passov considers "the formation (creation) of a person as an individual: the development of his/her spiritual strengths, abilities, rise of needs, education by a morally responsible and socially adapted person" [4, 23]. There are other classifications of the aims of education, for example, in the lecture notes "Methodology of teaching a foreign language" by K.V. Fokina, L.N. Ternova, N.V. Kostycheva [4, 48] goals are divided into:

- 1) practical and educational;
- 2) developing;
- 3) educational.

How are these objectives implemented in teaching translation of legal documentation? The educational and practical aspect includes mastering of four types of speech activity: speaking and writing (productive), listening and reading (receptive) and three aspects of the language — grammar, phonetics and vocabulary based on texts on the speciality. Rendering to this system can be included as an activity combining all of the above. The moral aspect of education implies the upbringing of morality in a person. In the case of teaching translation, in our opinion, it is necessary to bring up a constant desire for improvement and an awareness of the importance of the quality work done. It is equally important to create conditions for independent learning and self-realization of the individual in harmony with himself/herself and society. A modern teacher should not just educate, inform students about information, but teach students to independently master new material, constantly look for and find new methods and means to solve problems arising in the learning process. Moreover, continuously increasing information flow obliges both the teacher and the student to constantly improve and it will be ideal if the learning process is mutual between the teacher and the student.

What work, or what answer, report, abstract, translation deserves the highest score? What is the criterion for setting a higher score? Excellent knowledge of the material? Excellent command of the language? Doing all the tasks? Yes, but not only that. Creative approach is the main criterion. Therefore, the task of a good teacher is the education of a creative person. V.P. Simonov in his article gives such indicators of the DTS (degree of training of students and learners) for the top score of "10": "Original, non-standard applies the received knowledge in practice, independently new skills on the basis of knowledge and skills obtained and formed earlier" [7, 7].

The educational aspect of learning involves the acquisition of knowledge, which is the basis of the professional activity of trainees. What is the basis for

the activities of law students? Many students study at the university and work at the same time. Based on the survey, we concluded that during the job interview, in addition to knowledge of the speciality, trainees are required to translate a contract, a document. It is very difficult to learn this independently, so it is necessary to teach learners exactly this skill and write such textbooks that they can learn independently. The developing aspect does not only promote the development of the best character traits, but also enhances the learner's intelligence. How will we improve the intelligence of our trainees by teaching them how to translate? New knowledge, relevant information, a variety of tasks, a variety of means and methods of instruction, and, of course, motivation — all these are the necessary developing components of education.

At the present stage, the question of setting goals and tasks of teaching a foreign language expands to the formation of key competences, that will help a learner to solve the problems that s/he can come across. As for translators, the general requirements for professional competence "achieved during the study of the practical translation course are:

- to be able to translate the text, determine the purpose of the translation, the nature of its receptors and the type of the translated text;
- to be able to choose the general strategy of translation taking into account its purpose and type of the original;
- be able to translate texts related to various fields of knowledge;
- be able to use the basic methods and techniques of achieving semantic, stylistic equivalence;
- be able to correctly format the text of the translation in accordance with the norms of the language of translation;
- be able to use vocabularies, directories, databases and other sources of additional information professionally" [6, 99].

V.N. Commissarov speaking about the specifics of interlingual communication and the diverse forms of translation activity, considers it necessary to create a "translator's competence" for an interpreter, for which the following distinguishing features are characteristic: 1) language competence; 2) communicative competence of communicants; 3) text-forming competence of communicants; 4) technical competence [2, 332-336]. It is necessary to dwell in more detail on the contents of the above mentioned competences. What does the language competence of an interpreter include? These are all aspects of ownership in the field of native and foreign languages, plus "the need to rapidly expand and replenish their linguistic knowledge, especially in a comparative plan" [2, 333]. Communicative competence is not only "the ability to infringe the meaning, but also the ability to compare the inferential abilities of the representatives of the two language collectives and draw conclusions about the need to change the language content of the

statement in translation to ensure the necessary conclusions about its full meaning" [2, 334].

Text-forming competence means the ability to "create texts of different types in accordance with the rules and stereotypes adopted in a given language collective". Explaining the essence of technical competence, V.N. Commissarov speaks about the strategic principle of the translator — "a critical attitude towards one's actions" [2, 336], and the main principle of the translator's strategy is "maximum effort to find the best option" [2, 336-337]. Accordingly, the strategy of the translator, according to V.N. Komissarov, influenced by "practical working conditions: short deadlines, the ability to use a typewriter, a voice recorder, a computer, etc" [2, 337].

The purpose of teaching translation of legal documentation for lawyers and prosecutors, taking into account the educational, practical, and developmental aspects and taking into account the basic competences, makes it possible to determine the tasks assigned to it in the program [6, 4]: "deepening of students' knowledge of foreign languages and other disciplines necessary for the implementation of high-quality scientific and technical translation; development of professional skills of written and oral translation from a foreign language into Uzbek and from Uzbek into a foreign language". It is necessary to add to this list of tasks the achievement of translation equivalence at all levels of the language and the adaptation of the translation text. V.N. Commissarov believes: "Among the translation skills, the most important are the following": ability to perform parallel actions in two languages, switching from one language to another; ability to understand the text in a translated way; performing parallel actions in two languages during the translation; ability "to move away without retiring"; ability to choose and correctly use the technical methods of translation. "Basic translation skills are brought together in the ability to analyze the text of the original, identify

standard and non-standard translation problems and choose the methods of their solution that are most appropriate for each specific act of translation" [2, 337-339].

What are the requirements for a certified specialist, provided for by the state educational standard in the program of training a specialist? "In the field of the practical course of translation:

- be able to perform a pre-translational analysis of the text, determine the purpose of the translation, the nature of its receptors and the type of the translated text;

- be able to choose a general translation strategy, taking into account its purpose and the type of the original, to be able to translate texts related to the sphere of basic professional activity (limited — oral);

- be able to use the basic methods and techniques to achieve a semantic, stylistic adequacy;

- be able to correctly format the text of the translation in accordance with the norms and the language, the typology of texts in the target language;

- be able to use vocabularies, directories, databases and other sources of additional information professionally;

- be able to use when transferring a typewriter, dictaphone and computer [3, 56].

Thus, taking into account the goals and objectives of teaching English in general, and the goals and objectives of training translators in the field of law, reflected in the sources we have reviewed, we must conclude that it is necessary to follow these state requirements when teaching lawyers and prosecutors wishing to obtain additional qualifications, on the basis of legal documentation, since it is this language material that meets the requirements put forward for our trainees in their future professional work. At the same time the teacher is obliged to constantly improve teaching methods, update teaching materials and develop students creative approach to solving all the issues that they can come across in the work.



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