Some Features of Teaching Some Professional Skills and Abilities of Using a Foreign Language

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Article history:	**Abstract**

This article reveals some of the features of teaching some professional skills and abilities to use a foreign language, the organization of the educational process and some guidelines for the choice of both educational and language material. But in both cases, when translating in the field of business or official communication in the specialty, interpretation requires, first of all, the ability to enter the subject-conceptual content of communication. It may be easier for a specialist acting as a translator in this case than for a professional non-specialist translator, however, in either case, a certain attitude towards the content of the work ahead is required, and, consequently, the ability to create such an attitude in oneself.

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1 Introduction

Certified specialists will have to work in production, in the field of science and education. In each of these areas, they may find themselves in a position where they are required to demonstrate the qualities of a bilingual at a certain professional level; non-linguistic specialists can act as a translator, as a teacher of their discipline in a foreign language, as well as in the role of an almost full-fledged native speaker of a foreign language when improving their qualifications or further studying abroad, when communicating with foreign specialists and in other situations. In all these cases, some skills inherent in language specialists are added to the skills and abilities of active proficiency in a foreign language, and some of these skills and abilities need to be taught and learned (Hashimova, 2021; Li Draft, 2004).

2 The Main Findings and Results

As you know, a written translation can be complete, without any abbreviations of the original text, and abstract, allowing, or rather, assuming denominations of those parts of the original text that, for one reason or another, do not seem essential for the text of the translation. However, these differences are not reflected in the requirements for the quality of the translation, which depend on the peculiarities of the skills and abilities of the translation activity (Sun Jisheng, 2008; Flege, 1987).

The peculiarities of written translation include the following: the ability to see the source text as a whole, i.e. the ability to determine the type of text and its style, and to form a translated text according to the same laws, i.e. in the same style and type of text; the ability to monitor the equivalence of the means and methods of the source and target languages in the translation process; the ability, when using dictionaries (and this is part of the professional work of a translator), to find the most suitable variants of words and phrases for a given text, for a given sentence; the ability of an objective, non-judgmental, impersonal approach to the original and translated texts, since during written translation, "corrections" of the meaning or any other "deviations" from the text are unacceptable (Sergeeva, 2014; Keane, 2003). This approach is mandatory for both full and abstract translation, which provides for bills, but not a change in the meaning of the original during translation; the ability, based on the above features, to edit the translation text made by the translator himself, another translator (which happens less often) or a computer (which is currently very, very important).

The teacher must explain these features to students show the skills corresponding to them and monitor their development. However, the development of these skills can only take place outside the classroom, in the form of individual work of students with the text, since the manner of translation depends largely on the personal qualities of a person and only he himself can find this manner and make it the most rational; here one can only advise and give some guidelines (for example, norms: so many printed characters in such and such a time, depending on the type and style of the text). Consequently, teaching some professional skills and abilities of two-way written translation means that the teacher in classroom lessons explains the features (requirements) for this type of translation and shows the necessary skills in different types of text, and in order to follow the formation and development of these skills and skills, it is necessary to systematically, throughout the fourth stage, give assignments on translation for extracurricular work, followed by a discussion of the difficulties and the achieved level of professionalism of each student in this area in a group lesson (Weber et al., 2007; Catenaccio et al., 2011).

The development of the skills and abilities of interpretation, as well as their peculiarities, can only take place in the classroom, since interpretation requires spontaneity and the presence of at least two interlocutors and an interpreter, especially since a purely simultaneous translation cannot be required from a specialist translator of a non-linguistic profile when working conditions in a specially equipped booth, they exclude direct contact between the interpreter and the communicants themselves. In this case, we are talking about consecutive, contact translation, i.e. about translation in terms of direct. The peculiarities of interpretation require the following skills and abilities from the translator: the ability to be not a participant in communication, but an intermediary, i.e. a person who is very necessary, ensuring the success of communication in the form of mutual understanding of the interlocutors, but remaining in the background, not showing his "I"; the ability to listen and hear interlocutors, i.e. understand what is said, and how it is said, and translate not according to sentences, especially not according to syntagmas, but according to speech-thinking or thought-speech blocks, which in turn presupposes the ability for a certain time to continuously keep in memory and reproduce words in another linguistic matter and thoughts of different people (Ihler et al., 1993; Suliadi, 2017).

Some features of interpretation also depend on the environment in which the communication takes place. So, 1) when translating in the field of everyday communication, an important role is played by the ability to take into account the atmosphere and mood of the participants in communication; 2) in this area, two forms of translation are permissible, which, as a rule, are used simultaneously, and therefore the translator must be able to translate the words of the interlocutors both in the form of direct and indirect speech; 3) translation in everyday communication allows for some "liberties", especially in a relaxed atmosphere, but not "gag", i.e. the law of equivalence of form and content remains in force here as well; 4) translation in the field of business or official communication can be carried out both in an absolutely business or absolutely official atmosphere, and then the translator, as it were, and often indeed, orally translates the written text of the speaker, with all the ensuing consequences and in a semi-business or semi-official atmosphere with elements of everyday communication, and then the translator focuses on the participants in the communication (Canagarajah & De Costa, 2016; Jing, 2017).

3 Conclusion

But in both cases, when translating in the field of business or official communication in the specialty, interpretation requires, first of all, the ability to enter the subject-conceptual content of communication. Such "entry" is provided by preliminary preparation for interpretation. A translator, knowing the subject of the upcoming translation, either mobilizes his knowledge in this area, or he has to work on his own to get at least a strict minimum of such knowledge. It may be easier for a specialist acting as a translator in this case than for a professional non-specialist translator, however, in either case, a certain attitude towards the content of the work ahead is required, and, consequently, the ability to create such an attitude in oneself. Good understanding of the content, i.e. what we are talking about helps to develop the ability to overcome such unprofessional qualities during interpretation, as the fear of being inaccurate, the fear of "translating wrong", and, conversely, a kind of negligence, reticence in the transmission of content, justified by the fact that "specialists will understand each other anyway". Therefore, when teaching interpretation in classroom lessons, in addition to the skills of spontaneous translation by ear, it is necessary to work on the features of translation behavior - on the ability to take into account the situation and mood of the interlocutors, on the ability to prepare oneself for work, on the ability to be correct, focused on one's work in any situations (Blue & Harun, 2003).

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