

## **Developing Of Translation Skills**

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Science and technology are main spheres where dominating role of English language can be realized as the processes of globalization and democratization of social life. Knowledge of language enables to obtain and share scientific and technical information. It is known that technical documentation describes the results of research in specific ways: verbal communication which is presented in the form of report, lecture, discussions and presentations and written communication appeared in the form of textbooks, references, annotations, thesis's etc. Depending on the style and form of communication, the strategy of scientific material is reflected at all levels.

*Key words: communication skill, original topic, context, translation mistakes, course designe*

Scientific and technical style presents one of the functional styles characterized by delivering information in logically organized and consistent form.

In this regard ESP training is a special direction in foreign language teaching. Generally the main purpose of specialty course is developing students' communication skills in a selected area. To meet these task teachers should help students first of all be confident when working on literature related to their future profession. Therefore in specialty course it is also important to develop translation skills with engineering students where the emphasis should be made on professional texts and terminology introduced in accordance with training direction. For engineering students development of translation skills in

technical issues and documentation is an essentially important aspect in ESP training.

Technical translation is a complex process aimed at translating technical information contained in the original text. The conformity to

original topic indicates the quality of translation. In teaching specialty translation the teacher performs an essential role and normally selects profession related material providing support, monitoring and assistance with the given task. In this context it is necessary to suggest some approaches before they start working on translation. First, it is expedient to read entire text paying attention to unknown terms where it is important that translator understands technical information given in the original context as technical translation accepts some disagreements in lexical structure of English terms and their Russian equivalents. For example *coke – oven* коксовая печь can be translated as *коксовальная печь* or *exploration – геологоразведка* can be translated as *геолого-разведывательные работы*. Generally the disagreements in terminological structure at grammatical level do not impede the achievement of translation equivalence. Some lexical discrepancies are also inevitable with terms as *flow* (*поток, струя, циркуляция*). Word combination - *natural flow* (*природный поток*), in *oil/gas context* it has the meaning of - *фонтанирование скважины*. Hereby it is important to find exact meaning of terms as their influence on the course and the result of translation process is rather essential. Moreover English scientific style requires that it be clear and concise as misunderstanding can be resulted in translation mistakes: for instance word combination as *remote crane or liquid vehicle* should be translated as *remote operated crane* and *liquid fuelled vehicle*.

Initially, students might experience problems with translation. In such situations it is important that students understand the objectives and the subject of study.

The principal goal of language teachers is to train students

how to work with texts in their specialty direction. This task can be implemented in gradual steps in the following succession:

- Working on lexis
- Developing reading skills
- Being able to formulate the context of read or listened material in verbal and written form
- Developing translation skills in specialty subjects

For ESP training it is important to take into account the course and direction of professional study. Here it is implied that English training course should be designed in relevance to the program of specialty training or study courses elaborated for first, second and third year students. First year language course designed for engineering students starts with introduction of specialty terms such as *well*, *production*, *borehole*, *dry hole* etc.

For oil/gas industry these terms require strictly subject related translation. In terms of normal English they are translated as *well* – (колодец), *production* – (производство), *borehole*- (бурильная скважина), *dry hole*-(скважина в которой отсутствуют углеводороды etc.)

While in oil industry context these words obtain their accurate meanings as following: *production*-добыча, *borehole*-ствол скважины *dry hole* -непродуктивная скважина etc.

Second year students are able to select specialty terms and apply them in relevance to production process. For example if a subject area not considered, the terms *upstream*, *downstream* might be mistranslated as *верхнее течение*, *нижнее течение*, though when used in oil gas topics the translation requires their correct meanings: *upstream* - *поиско-разведочные и нефтепромысловые работы, or*-(первичные отрасли нефтяного хозяйства); *downstream* – *транспортировка, хранение углеводородов и переработка газа ( вторичные отрасли нефтяного хозяйства.)*

It is common that depending on the area of knowledge (technique), all of the terms should be translated in different ways.

*For example word deposit when applied in business is*

*translated as: задаток, депозитный вклад, залог. In oil/gas industry it will be – месторождение, залежь.*

In this connection the teacher pays attention to the accuracy of specialty terms selection and recommends students to use field related dictionaries. Moreover some international words may have misleading meanings. For example word ‘accurate’ is not translated as ‘аккуратный’, it means- точный, правильный.

It should be also noted, that in the rapid course of scientific and technical development new words and technical terms appear not mentioned in the dictionaries.

In technical translation lexical transformations can also be encountered. Hereby one word can reflect a number of closely related objects. For example word ‘ручка’ in Russian context is a notion which integrates all types of ‘a pen’ regardless its shape or functions. In English it also reflects the following meanings: *handle (ручка двери, инструмента), рукоятка (ножа, топора), and starting handle – пусковое устройство*, in general English *bed-кровать постель*. In telecom translation *it means тракт, канал, , while in agriculture it means - грядка, клумба etc.* The same term in oil/gas context takes another meaning: *пласт, залежь, месторождение.*

Hereby specialty terms should be introduced in accordance with the purpose and enriched when working on special topics.

In this connection today’s teacher should take into account professional orientation of learners especially if teacher has a background in special area, he will know a specialized vocabulary which might increase the range of specialty terms in addition to given in the textbook.

It is also recommended that learners identify logical interrelation between translated terms and entire context so that it will adequately reflect the given information. However the main index of the quality of translation is the level of adequacy to original.

**Conclusion:** Thus it is important to design a program which is well - structured and helps students feel comfortable about

language course that goes accordingly with their specialty training and engineering knowledge.

**Literature:**

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