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**ENHANCING TRANSLATION COMPETENCE IN PROSPECTIVE FOREIGN
LANGUAGE TEACHERS: A FUNCTIONAL-COMMUNICATIVE APPROACH****Oybekova Gulnoza Oybek qizi**

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Annotation: This scientific article investigates pedagogical foundations and methodological strategies for enhancing translation competence among prospective foreign language teachers, with a particular focus on undergraduate English majors in Uzbekistan. The study examines translation not merely as a linguistic exercise but as a multi-dimensional process involving intercultural awareness, functional literacy, and strategic mediation. Drawing upon cognitive, communicative, and functionalist translation theories, as well as local pedagogical practice, this research offers a comprehensive model integrating traditional approaches with modern educational technologies. The implications for teacher education curriculum development and translational didactics are discussed.

Keywords: translation competence, foreign language pedagogy, functional translation, communicative approach, bilingual education, cognitive strategies, intercultural mediation, teacher education, CAT tools.

Annotatsiya: Ushbu ilmiy maqolada bo'lajak chet til o'qituvchilarining tarjima kompetensiyasini rivojlantirishga yo'naltirilgan pedagogik asoslar va metodik strategiyalar tahlil qilinadi. Xususan, O'zbekiston oliy ta'lim muassasalarida ingliz tili bakalavr yo'nalishida tahsil olayotgan talabalarning ehtiyojlari inobatga olingan. Tarjima lingvistik mashq emas, balki madaniyatlararo idrok, funksional savodxonlik va strategik



vositachilikni o‘z ichiga olgan kompleks ko‘nikma sifatida talqin etiladi. Tadqiqot kognitiv, kommunikativ va funksional tarjima nazariyalari hamda zamonaviy pedagogik texnologiyalarni uyg‘unlashtirgan modelni ilgari suradi.

Kalit so‘zlar: tarjima kompetensiyasi, chet til pedagogikasi, funksional tarjima, kommunikativ yondashuv, ikki tilli ta’lim, kognitiv strategiyalar, madaniyatlararo vositachilik, o‘qituvchi tayyorlash, tarjima texnologiyalari.

Аннотация: В данной научной статье рассматриваются педагогические основы и методические стратегии формирования переводческой компетенции у будущих преподавателей иностранных языков, особенно среди студентов бакалавриата по английскому языку в Узбекистане. Перевод трактуется не как чисто языковое упражнение, а как многоаспектный процесс, включающий межкультурную осведомленность, функциональную грамотность и стратегическое посредничество. Исследование основано на когнитивных, коммуникативных и функциональных теориях перевода и предлагает интегративную модель, сочетающую традиционные методы с современными образовательными технологиями.

Ключевые слова: переводческая компетенция, методика преподавания, функциональный перевод, коммуникативный подход, билингвальное образование, когнитивные стратегии, межкультурное посредничество, подготовка преподавателей, переводческие технологии.

INTRODUCTION

The formation of translation competence is an increasingly critical objective in the preparation of future foreign language educators. Within the scope of teacher education, translation serves as more than a linguistic tool it facilitates bilingual consciousness, supports intercultural literacy, and reinforces grammatical precision. As observed by Hurtado Albir (2007), translation competence is a composite of interrelated abilities



encompassing linguistic, cognitive, textual, and strategic dimensions essential to professional language use.

In Uzbekistan, recent reforms in foreign language education emphasize communicative competence, intercultural awareness, and practical application of language skills (J.Jalolov, 2012). Translation thus emerges as a pedagogically justified and contextually relevant element in the curriculum. However, a systematic methodology that harmonizes traditional and contemporary approaches in training translators-as-teachers remains underdeveloped.

This study aims to conceptualize a functional-communicative pedagogical framework for translation instruction within English language teacher education. It integrates established translation theories (e.g., functionalism by Nord, 2005; PACTE’s competence model, 2005) with instructional strategies suitable for higher education in a multilingual environment.

METHODS

A qualitative, interpretative case study design was employed to examine instructional practices and translation training outcomes in three leading pedagogical universities in Uzbekistan.

Participants included 4 translation instructors and 6 pre-service English language teachers in their 3rd or 4th year of study. Instructors possessed formal academic backgrounds in applied Classroom observation protocols focusing on methodology use

- Semi-structured interviews with instructors regarding pedagogical challenges
- Focus group discussions with students on translation strategies and difficulties
- Review of institutional syllabi, assessment rubrics, and teaching materials

The data were interpreted using the PACTE (2005) translation competence framework, comprising bilingual, extra-linguistic, strategic, instrumental, and psycho-physiological competences. Additionally, Nord’s (2005) functionalist theory was used to assess text type awareness and communicative intent alignment.



RESULTS

A pattern of hybrid methodological practice was observed, wherein grammar-translation techniques were often used to teach contrastive grammar and vocabulary, while task-based activities were employed for real-world communicative functions.

Activities included:

- Functional translations of administrative texts (e.g., course syllabi, email templates)
- Stylistic adaptation of narrative passages
- Collaborative peer editing of translations
- Contrastive analysis of idiomatic usage in English and Uzbek

Challenges Identified

- Lack of consistency in integrating translation with communicative skills development
- Overuse of sentence-level translation, with insufficient focus on textual cohesion and coherence
- Limited access to corpus tools, professional translation software, or authentic bilingual resources
- Assessment rubrics primarily focused on lexical accuracy, ignoring pragmatic and cultural dimensions

Students reported that translation exercises improved their grammatical awareness, vocabulary range, and capacity to explain linguistic phenomena. However, they also acknowledged the difficulty of achieving pragmatic equivalence, especially in culturally bound expressions.

DISCUSSION

The findings corroborate Hurtado Albir's (2007) assertion that translation instruction must involve a set of interrelated sub-competences. In the Uzbek higher education context, this means moving beyond mechanistic translation drills toward integrative approaches that foster strategic decision-making, audience awareness, and genre sensitivity.



Colina (2015) and Nord (2005) advocate functionalist and communicative translation pedagogy, which was partially observed in the studied institutions. Nonetheless, deeper curricular integration and methodological consistency are needed to realize the full potential of translation as a didactic tool.

The implications are clear: translation should be positioned not as an auxiliary skill but as an active method of language teaching, enabling future teachers to navigate and mediate linguistic and cultural content with confidence and precision.

CONCLUSION

Translation competence is a vital component of foreign language teacher preparation in the 21st century. As language educators assume roles as linguistic mediators, curriculum developers, and intercultural communicators, the pedagogical value of translation becomes increasingly evident. This study recommends the development of a structured translation curriculum grounded in functional-communicative pedagogy, integration of digital translation tools, and professional development programs for translation instructors.

Such a model will ensure that prospective foreign language teachers are not only proficient users of English but also competent facilitators of meaning across linguistic and cultural borders.

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