

Analysis Of Professional Translation Competence Of Future English Teachers In Local Pedagogy

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Abstract: This article analyzes the problem of forming professional translation competence of future English language teachers. The pedagogical and linguistic aspects of translation competence have been studied, and its significance in the modern education system has been highlighted. Based on local and international experience, the necessity of forming methods for developing translation skills, innovative technologies, and intercultural competence is indicated. Recommendations are also given for improving translation skills in the educational process.

Keywords: Translation competence, English language teachers, pedagogical approach, linguistic thinking, intercultural competence, modern technologies, innovative methods, foreign language education, translation theory, professional competence.

Introduction: In our country, the English language is becoming an integral part of society. Especially for young specialists, it is important not only as a means of personal, but also as a means of professional communication. As a result of the globalization of educational processes and increasing international cooperation, the need to develop professional translation skills for future English language teachers is increasing.

Today, the requirements for teachers require not only high language proficiency, but also the ability to correctly interpret and translate the linguistic, cultural, and contextual aspects of the text. In this regard, the state language policy in Uzbekistan is aimed not only at the development of the national language, but also at expanding opportunities for learning foreign languages. In particular, the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 pays special attention to in-depth study of foreign languages[1].

As a general education subject, a foreign language can and should contribute to the development of students' creative abilities. A foreign language, possessing great educational, upbringing, and developmental potential for the creative abilities of students, can be realized only in the process of achieving the practical goal of its study, that is, in the process of communicative and

cognitive learning of a foreign language.

In pedagogical research, the problem of developing professional translation skills in both domestic and foreign pedagogy occupies an important place. Analysis of scientific works allows us to identify the main theoretical approaches, methodological foundations, and practical aspects of the development of translation skills in future teachers.

Modern pedagogical science is looking for ways to modernize vocational education. At the same time, great importance is attached to taking into account world experience in the development of this area, since solving the problem of improving quality in the field of vocational education requires ensuring the exchange of knowledge, the development of meta-knowledge.

In the context of Uzbek pedagogy, great attention is also paid to the formation of translation competence. The modern education system of the Republic of Uzbekistan is aimed at integration into the international educational community, which requires the revision and adaptation of traditional approaches to teaching foreign languages, including the training of translators from among future English language teachers. In recent years, regulatory frameworks have been created in our republic for improving the content of higher education and the intercultural competence of future teachers using media texts, the introduction

of digital technologies into higher pedagogical education, ensuring the mutual integration of modern information and communication and educational technologies, and the continuous development of professional and innovative skills of pedagogical personnel through media texts. "Stimulating research and innovation activities, creating effective mechanisms for the practical implementation of scientific and innovative achievements, organizing specialized scientific and experimental laboratories, high-technology centers and technology parks at higher educational institutions and research institutes"[2] has been defined as a priority direction, as a result of which the pedagogical possibilities of improving the intercultural competence of future teachers using media texts will increase.

Uzbekistan is a country with a multicultural and multilingual tradition, providing unique opportunities for training specialists in the field of translation. This is due to the possibility of taking into account the diversity of language situations in the educational process. According to Uzbek researchers, an important aspect of translator training is that knowledge of national culture and its features serves to more accurately convey cultural meanings in the translation process.

Among the Uzbek writers of the 20th century, Cholpon, Gafur Gulyam, Oybek, Abdulla Kahhar, Mirtemir, Shaykhzoda, Mirzakalon Ismoiliiy, Askad Mukhtar, Erkin Vakhidov, Abdulla Aripov, Muhammad Ali, and others also worked fruitfully in the field of translation. In the field of literary translation, M. Osim, N. Alimuhamedov, Sh. Shomuhamedov, K. Qaxdorova, O. Sharopov, Sh. Tolipov, V. Ro'zimatov, Q. Mirmuhamedov, A. Rashidov, M. Hakimov, I. G'afurov, M. Mirzoidov, and others. Turabekov, T. Alimov, and others are known as professional translators. Significant achievements have also been made in the translation of scientific, technical, and socio-political literature into Uzbek. The contribution of such translators as R.Abdurakhdyunov, V.Rakhimov, A.Shomakhmudov, Z.Tincherova is significant.

According to the works of such scholars as A. Saidov, great attention is paid to the introduction of new technologies and approaches to the educational process, including the use of multimedia tools, the practice of bilingual translation, and mutual cooperation[3].

The research of M.M. Sayfullaeva and Sh.B. Gaipov is devoted to the study of effective methods of teaching translation skills to future English language teachers. They emphasize the importance of using contextual, interactive methods, which include practical

translation activities, such as working with original texts, bilingual tasks, and role-playing games.

Local educators pay great attention to the integration of the national-cultural aspect in teaching. For example, A.A. Matkarimova emphasizes the importance of developing intercultural competence of future teachers, which is closely related to the development of translation skills. Special attention is paid to the teaching of translations, taking into account the ethno-specific features of the Uzbek and English languages.

The modern approaches presented in the works of F.N. Abdulazizova are aimed at the use of various technologies in teaching translation skills. Electronic resources, including terminology databases, translation applications, and online corporations, help improve translation skills and enhance overall professional competence.

The research of J.A. Rakhimov shows the need to take into account the specifics of linguistic and cultural aspects in teaching translation. This includes the study of idioms, metaphors, and proverbs, traditionally characteristic of English and Uzbek language cultures, which helps students correctly interpret and convey meanings in both languages.

In the manual by A.V. Bolobolova (for students and teachers of the Faculty of Humanities and Natural Sciences of universities), the level of development of this competence among students was studied, and the theoretical foundations for the formation of this competence among students were developed. The manual ensures the level of development of students' communicative competence. An analysis of the current state of this competence of university students is given. The psychological and pedagogical foundations for the development of the studied competence in students are determined. The theoretical foundations of the formation of communicative competence of university students are determined - the professional competence of the future teacher. Students become acquainted with the problems of communicative competence [4, p. 67-].

The author reveals the possibilities of forming and developing communicative knowledge, skills, and abilities in the system of professional knowledge. Various means are used: didactic, psychological, linguistic, sociocultural, and methodological. Reference to literature - scientific, artistic, various informational materials, communication (with colleagues) is provided. Use of information and communication technologies. With the requirements of a certain communication ethic, a system for the development of communicative competence of a future specialist and

the technology for its formation are being created.

In the monograph of F.Kh. Ibragimova, a certain methodological, theoretical-pedagogical, and theoretical-practical guide for solving the problem of socio-cultural competence of future foreign language teachers is presented [5, p. 205].

G.N. Pirmanova's monograph "Theoretical and Practical Foundations for Students Studying the Artistic Heritage of England, as a Means of Activating Interest in the English Language" presents the theoretical and practical foundations for activating the interest of future English language teachers in artistic culture.

G.N. Pirmanova's monograph is of particular interest for research on teaching foreign languages in a cultural context. Thus, the state of the problem in foreign (Russian) and domestic pedagogical science is as follows: The qualification of the future teacher has been and is being solved in the process of studying psychological, pedagogical, and linguistic disciplines. The methodological foundations of the system-competency approach in vocational education are being developed and studied. The structural-pedagogical system (in the context of information-educational processes), its components, their functional-pedagogical content and tasks (with general characteristics) are studied [6, p. 216].

The professional-pedagogical competence of the systemic activity of the future foreign language teacher is also considered in the context of a new idea of the pedagogical system; a systematic integrated approach to the practical implementation of the pedagogical system; socio-psychological foundations in the functional professional and activity competencies of the teacher - communication, social and pedagogical activity.

In our country, the English language plays an important role in international cooperation and educational processes, becoming a means of professional and personal communication for young specialists. Therefore, the formation and development of translation competence for future English language teachers is one of the pressing issues.

Studies show that the formation of professional translation skills requires the integral integration of linguistic, cultural, psychological, and technological approaches. Foreign and domestic pedagogical experience proves that for the development of translation skills:

Teaching based on an interdisciplinary approach;

Formation of intercultural competence;

Effective use of modern technologies, including translation programs;

It is important to introduce practice-oriented innovative teaching methods.

In the education system of Uzbekistan, special attention is paid to the formation of translation competence, and the theoretical and practical foundations for improving the translation skills of future teachers are being improved. New programs and strategies for the development of translation competence should be developed, taking into account international experience, modern pedagogical technologies, and national cultural characteristics.

In the future, the expansion of interdisciplinary research in this area, the introduction of innovative technologies into the educational process, and the further development of pedagogical methods in the field of translation will remain topical issues.

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