PROBLEMS AND SOLUTIONS IN TEACHING TRANSLATION TO STUDENTS

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Introduction

Language serves not only as a means of communication among the peoples of the world, but also as a medium for culture, science, diplomacy, and the exchange of knowledge. Therefore, in foreign language education, it is essential that teachers possess comprehensive linguistic competence and the ability to compare meanings, structures, and cultural elements between the native language and the target language. A deep understanding of both linguistic and cultural dimensions is crucial for effective translation and communication.

Translation competence, particularly for educators and professional translators, extends beyond linguistic knowledge. It encompasses cultural awareness, contextual sensitivity, stylistic flexibility, and analytical thinking. Such multidimensional competence guarantees the quality of translation in educational settings and contributes to the development of students' linguistic, communicative, and intercultural abilities. Moreover, translation plays a significant role in fostering positive intercultural relations and resolving misunderstandings between nations.

In Uzbekistan, translation has become a strategically important field in both educational and political contexts. Recognizing its importance, President Shavkat Mirziyoyev has initiated several reforms and adopted a number of decrees aimed at improving foreign language teaching and translation quality. In particular, the Presidential Resolution No. PQ-5117 dated May 19, 2021, "On Measures to Bring the Activities of Popularizing Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level," outlines systematic measures for training qualified translators and improving translation processes. Additionally, the Presidential initiatives of October 15, 2019, as well as the Resolution of June 4, 2024 (PQ-6951793), focus on enhancing the quality of literary translation and supporting professional translators.

Since 2017, foreign language education in Uzbekistan has entered a new stage characterized by innovative methodologies, communicative approaches, and the integration of modern pedagogical technologies. The assessment of foreign language teachers and learners has been aligned with the requirements of the Common European Framework of Reference for Languages (CEFR), which has significantly improved methodological standards. Within this framework, the formation and development of oral and written translation competence among future language teachers has become a priority.

Theoretical Foundations of Translation

Translation is a complex and multifaceted process that requires the accurate and meaningful rendering of written and spoken texts from one language into another. It demands not only knowledge of grammatical and lexical systems but also the ability to convey meaning smoothly and appropriately in different communicative contexts.

Historically, until the twentieth century, the term "translation" was primarily associated with historical, philosophical, and literary texts. Oral translators were referred to as "tilmoch" in

Turkic languages, "tolmach" in Slavic languages, "dolmetschen" in German, and "interpret" in English and French. The word "translator" derives from the Persian term "tarzabon."

Scholars worldwide have proposed various interpretations of translation:

- **J. Catford** defines translation as a linguistic operation that replaces a text in one language with a text in another.
- **L.S. Barkhudarov** views translation as transforming a speech work in one language into another without changing its meaning.
- **Umberto Eco** considers translation as the creation of meaning within a new cultural context.
- **E. Nida** emphasizes dynamic equivalence, focusing on both meaning and stylistic effect.
- **Y. Retsker** highlights the recreation of unity between content and style in another language.
- **G. Salomov** stresses that translation requires not only grammatical knowledge but also a deep "feeling" of the language.

Based on these theoretical perspectives, translation can be defined as a highly delicate intellectual activity that involves transferring not only lexical units but also meaning, style, cultural identity, and communicative intention. Translation is a process of intercultural adaptation and creative reconstruction rather than simple word substitution.

Problems in Teaching Translation

Despite the rapid development of translation studies as an independent academic discipline and the emergence of numerous theoretical models, translation pedagogy continues to face significant challenges. These problems affect not only the quality of classroom instruction but also the professional readiness of future translators. A critical analysis of these issues reveals systemic gaps in linguistic preparation, methodological innovation, and technological integration.

1. Insufficient Linguistic and Cultural Awareness

One of the most fundamental problems in teaching translation is the insufficient linguistic and cultural competence of students. Effective translation requires a deep command of both the source and target languages at multiple levels: phonological, grammatical, lexical, stylistic, pragmatic, and discourse-based. However, many students enter translation courses without fully mastering these linguistic systems.

Grammatical interference frequently leads to syntactic distortions, literal renderings, and incorrect sentence structures. Lexical inaccuracies arise when students rely excessively on dictionary equivalents without considering context, collocation, register, or connotation. Stylistic inconsistencies further weaken the quality of translation, particularly in literary, journalistic, and academic texts where tone and rhetorical devices play a crucial role.

In addition to linguistic gaps, cultural awareness is often underdeveloped. Translation is not a purely linguistic operation; it is an intercultural act. Cultural references, idiomatic expressions, historical allusions, humor, and sociolinguistic norms require contextual adaptation. Students who lack intercultural competence may misinterpret or omit culturally embedded meanings. As a

result, the translated text may lose its communicative value or fail to resonate with the target audience.

Moreover, many learners perceive translation as a mechanical process of replacing words from one language with their equivalents in another. This reductionist view prevents them from understanding translation as a process of meaning reconstruction and communicative mediation.

2. Limited Exposure to Modern Theoretical Approaches

Another significant issue lies in the insufficient integration of contemporary translation theories into teaching practice. While translation studies have evolved considerably—incorporating functionalist approaches, Skopos theory, discourse analysis, cognitive translation studies, and corpus-based methodologies—many translation courses still rely on traditional equivalence-based models.

The absence of updated theoretical perspectives restricts students' analytical thinking and professional flexibility. Without exposure to functionalist theories, students may fail to recognize the importance of translation purpose (Skopos) in shaping translation strategies. Without familiarity with sociocultural theories, they may overlook power dynamics, ideology, and audience expectations embedded in texts.

Additionally, the gap between theory and practice remains problematic. Students often study theoretical concepts in isolation without applying them to real translation tasks. As a result, theoretical knowledge remains abstract and disconnected from professional reality. This theoretical stagnation limits the intellectual growth of future translators and reduces the competitiveness of academic programs.

3. Lack of Practical Training

Translation is fundamentally a skill-based profession that requires continuous practice, feedback, and experiential learning. However, in many educational settings, translation instruction remains overly theoretical, with limited opportunities for hands-on experience.

Students frequently work with artificially simplified texts rather than authentic materials from diverse domains such as legal, medical, technical, literary, or audiovisual translation. The absence of real-world translation projects prevents learners from developing domain-specific competence and genre awareness.

Furthermore, collaborative activities such as peer editing, group translation workshops, and project-based assignments are often underutilized. These activities are essential for developing critical evaluation skills, teamwork abilities, and professional communication.

Internship opportunities and interaction with professional translators are also limited in many institutions. Without exposure to real translation workflows, deadlines, client specifications, and quality assurance standards, students graduate with insufficient professional preparedness.

4. Inadequate Teaching of Translation Strategies

Translation is not a spontaneous linguistic act; it is a strategic decision-making process. Effective translators apply specific strategies such as domestication, foreignization, modulation, transposition, compensation, adaptation, borrowing, and calque. However, these strategies are rarely taught in a systematic and structured manner.

Many instructors focus on correcting linguistic errors rather than explaining strategic choices. As a result, students may produce acceptable translations without understanding why certain transformations are necessary. This lack of strategic awareness becomes particularly problematic when students encounter complex genre-specific texts, such as legal contracts, poetry, advertising materials, or academic research articles.

Without strategic competence, students struggle to manage ambiguity, metaphorical language, cultural gaps, and stylistic constraints. They often resort to literal translation, which may distort meaning or reduce communicative effectiveness. Therefore, systematic instruction in translation strategies is essential for developing professional autonomy and problem-solving abilities.

5. Shortage of Modern Resources and Technological Integration

The contemporary translation industry is heavily technology-driven. Professional translators rely on Computer-Assisted Translation (CAT) tools, translation memory systems, terminology management software, corpus analysis tools, and increasingly, artificial intelligence-based platforms. However, many translation programs do not sufficiently integrate these technologies into the curriculum.

The lack of access to updated textbooks, digital corpora, and specialized translation software limits students' exposure to modern professional standards. In some cases, instructors themselves may lack training in technological tools, which further widens the gap between academic preparation and industry requirements.

Moreover, students are rarely trained in post-editing machine translation output—a skill that has become increasingly relevant in the era of neural machine translation. Without technological literacy, graduates may find themselves unprepared for the realities of the global translation market.

Proposed Solutions

To address these challenges, translation pedagogy must undergo systematic modernization.

1. Integration of Theory and Practice

Theoretical knowledge must be closely connected with practical exercises. Students should work with authentic texts from various genres—literary, scientific, journalistic, legal, and technical.

2. Development of Intercultural Competence

Translation courses should emphasize cultural comparison, contextual analysis, and sociolinguistic awareness. Understanding cultural codes is essential for producing accurate and meaningful translations.

3. Implementation of Interactive Methods

Group projects, peer-review sessions, case-based learning, and problem-solving tasks enhance analytical thinking and collaborative skills.

4. Use of Digital Technologies

The incorporation of CAT tools, online corpora, translation memory systems, and AI-based translation platforms significantly enhances students' professional readiness.

5. Reflective Practice

Students should analyze their own translations, identify errors, justify strategic decisions, and reflect on the translation process. This fosters critical thinking and professional self-awareness.

Conclusion

Translation is not merely a linguistic substitution process; it is a dynamic act of intercultural communication and creative reconstruction. Effective translation teaching requires the balanced integration of linguistic competence, cultural literacy, strategic thinking, and technological literacy.

The success of translation pedagogy depends on developing students' ability to combine language knowledge with intercultural sensitivity and creative thinking. Only through the systematic integration of modern methodologies, practical training, and innovative technologies can translation education produce highly qualified professionals capable of meeting the demands of a globalized world.

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