

**IMPROVING TRANSLATION COMPETENCE IN HIGHER EDUCATION: METHODS
AND ASSESSMENT APPROACHES****Masharibova Sayyora Ahmedovna**
Teacher at “Yangi Asr” University

Abstract. This study examines effective methods for improving translation competence in higher education institutions. Translation is considered not only as a linguistic process but also as a complex cognitive, communicative, and intercultural activity that requires the integration of multiple skills. The research highlights the importance of modern pedagogical approaches and objective assessment criteria in enhancing students’ professional development. Particular attention is given to the role of competence-based and activity-oriented approaches in shaping students’ ability to perform translation tasks effectively in real-life contexts.

Keywords: translation competence, higher education, teaching methods, assessment, English translation

INTRODUCTION

In the context of globalization and increasing intercultural interaction, translation has become one of the key tools of communication between different languages and cultures. It plays a crucial role in facilitating international cooperation in various spheres such as education, business, science, technology, and diplomacy. The expansion of global communication networks and the rapid exchange of information have significantly increased the demand for highly qualified translators who are capable of working in multilingual and multicultural environments [1].

The growing demand for professional translators requires higher education institutions to continuously improve the quality and effectiveness of translation teaching. In particular, universities are expected to prepare specialists who are not only linguistically competent but also able to think critically, adapt to different communicative situations, and use modern translation technologies effectively. This necessity is especially relevant in the context of English as a global lingua franca, which dominates international communication and translation processes [2].

However, traditional approaches to translation teaching, which mainly focus on grammar and vocabulary acquisition, are no longer sufficient to meet modern professional requirements. These approaches often emphasize mechanical translation and accuracy at the sentence level, while neglecting broader aspects such as context, pragmatics, and cultural meaning. As a result, students frequently lack the ability to produce translations that are not only linguistically correct but also stylistically appropriate and culturally relevant.

Moreover, such traditional methods often fail to develop essential higher-order skills, including analytical thinking, creativity, and independent decision-making. Students tend to rely heavily on teacher guidance and are not adequately prepared for real-life translation tasks, where autonomy and problem-solving abilities are crucial. This gap between theoretical knowledge and practical application negatively affects the overall quality of translator training.

Modern translation studies emphasize that translation is a complex and multidimensional activity involving linguistic, cognitive, communicative, and cultural processes [3]. It requires not only the transfer of meaning from one language to another but also the interpretation of context, intention, and

stylistic features of the source text. Therefore, translation teaching should aim at developing comprehensive translation competence, which integrates language proficiency, intercultural awareness, strategic thinking, and technological skills.

In this regard, the adoption of innovative teaching approaches becomes essential. Competence-based and activity-oriented approaches, as well as student-centered learning methods, provide new opportunities for improving translation education. These approaches focus on developing practical skills, encouraging active participation, and preparing students for real professional challenges.

METHODS

The study is based on the integration of systemic, competence-based, and activity-oriented approaches, which together provide a comprehensive framework for analyzing and improving translation teaching in higher education. These approaches ensure that translation teaching is viewed not as a fragmented process but as a coherent system aimed at developing students' professional competence.

The competence-based approach focuses on the development of translation competence as a multi-component system that includes linguistic, cultural, strategic, and technological skills [4]. Linguistic competence involves mastery of grammar, vocabulary, and stylistic features of both source and target languages. Cultural competence enables students to understand and appropriately convey cultural meanings. Strategic competence relates to problem-solving and decision-making in translation, while technological competence involves the use of modern translation tools.

The activity-oriented approach emphasizes practical learning through real-life tasks. Students are actively engaged in translation exercises, case studies, role-playing activities, and project-based learning that simulate professional translation situations. These methods allow students to apply theoretical knowledge in practice and develop independent decision-making skills [5].

In addition, the systemic approach ensures the integration of all components of the teaching process, including objectives, content, methods, and assessment. This approach helps to create a structured and consistent learning environment.

The research methods include theoretical analysis of scientific literature, comparative analysis of traditional and modern teaching approaches, and modeling of an effective framework for teaching translation. Theoretical analysis was conducted based on the works of leading scholars in translation studies, such as PACTE, D. Kelly, and A. Hurtado Albir [3]. Comparative analysis made it possible to identify the strengths and weaknesses of different teaching methods, while modeling allowed the development of an improved teaching framework.

Furthermore, the study considers the role of student-centered learning and interactive teaching methods in improving educational outcomes. These methods promote active participation, collaboration, and critical thinking, which are essential for developing translation competence.

RESULTS

The findings of the study indicate that effective translation teaching should be based on the integration of content, teaching methods, and assessment criteria into a unified system. Such an approach ensures consistency in the learning process and contributes to the development of comprehensive translation competence.

The use of modern teaching methods, such as task-based learning, collaborative activities, and problem-solving tasks, significantly improves students' engagement and learning outcomes. These methods create an interactive learning environment in which students actively participate in the learning process and take responsibility for their own progress.

Students trained using innovative approaches demonstrated:

- higher levels of translation accuracy and quality;
- improved analytical and critical thinking skills;
- greater ability to perform independent translation tasks;
- better understanding of cultural and contextual aspects of translation.

In addition to these quantitative improvements, qualitative changes were also observed. Students became more confident in handling complex translation tasks, including those involving cultural nuances and stylistic features. They were more willing to experiment with different translation strategies and justify their decisions based on contextual analysis.

Furthermore, students showed increased motivation and engagement in classroom activities. Interactive teaching methods encouraged collaboration, discussion, and active participation, which contributed to a more dynamic and effective learning environment. As a result, students developed not only technical skills but also professional competencies required in real translation practice [5].

CONCLUSION

The study confirms that improving translation competence in higher education requires the integration of modern teaching methods, competence-based approaches, and clearly defined assessment criteria. Such an approach ensures the development of not only theoretical knowledge but also practical skills necessary for professional translation activity.

The findings demonstrate that innovative teaching methods significantly contribute to the development of students' creativity, analytical thinking, and independence. By engaging students in real-life translation tasks and encouraging reflective learning, these methods help bridge the gap between theory and practice.

Moreover, the integration of different components of translation competence—linguistic, cultural, strategic, and technological—creates a solid foundation for professional development. Students trained within this framework are better prepared to meet the demands of the modern translation market and to work effectively in multicultural environments.

In conclusion, the adoption of modern pedagogical approaches is essential for preparing highly qualified translators who can respond to the challenges of the globalized world. Future research should focus on further improving teaching models, incorporating digital technologies, and adapting these approaches to different educational contexts and language pairs. Such efforts will contribute to the continuous development of translation pedagogy and enhance the overall quality of higher education.

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