

**DIDACTIC FOUNDATIONS FOR THE DEVELOPMENT OF TRANSLATION  
COMPETENCE AMONG STUDENT YOUTH**

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In the process of building a New Uzbekistan, higher education institutions play a crucial role in training pedagogical youth who are capable of innovative thinking, competitive performance, high cultural awareness, and deep intellectual capacity. The modernization of the education system requires the preparation of specialists who are not only knowledgeable in their fields but also capable of functioning effectively in multilingual and multicultural environments. Therefore, the development of translation competence among future teachers becomes one of the most urgent pedagogical tasks of the present time.

The process of developing translation competence should be improved on the basis of advanced foreign educational experiences. At the same time, it is necessary to scientifically substantiate and modernize the methodology of teaching translation studies. In contemporary conditions, translation is not only a linguistic activity but also a socio-cultural phenomenon that ensures interaction between nations and civilizations. It contributes to the integration of national education into the global educational space.

The importance of this issue is reflected in the reforms initiated by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev. Strategic documents such as the “Uzbekistan–2030 Strategy” and the State Program for 2022–2026 emphasize the need to improve the quality of education and to prepare highly qualified pedagogical personnel. These reforms serve as a solid foundation for the development of modern educational approaches, including competence-based learning and translation pedagogy.

In the context of globalization, the role of translation is significantly increasing. Translation functions not only as a means of transferring information but also as a mechanism for enriching the national language, disseminating scientific knowledge, and preserving cultural heritage. It allows the adaptation of modern educational materials into the native language, thereby making them accessible to a wider audience. Consequently, translation becomes an integral part of language policy and educational development strategies.

Translation competence should be understood as a complex integrative ability that combines linguistic knowledge, intercultural awareness, analytical thinking, and practical skills. It includes the ability to understand the source text, interpret its meaning, and reproduce it adequately in the target language while maintaining stylistic and semantic equivalence. This competence also involves the use of modern digital tools and technologies in translation practice.

The structural components of translation competence include linguistic competence, communicative competence, intercultural competence, and technological competence. Linguistic competence ensures mastery of grammar, vocabulary, and stylistics. Intercultural competence allows understanding of cultural differences and their reflection in language. Technological competence involves the use of translation software, corpora, and online resources.

Modern educational methodology requires the integration of theory and practice. Students should not only study theoretical aspects of translation but also engage in practical activities such as translating real texts, participating in simulations, and completing project-based tasks.



Translation laboratories and digital platforms can significantly enhance the effectiveness of the learning process.

Assessment of translation competence should be aligned with international standards such as the Common European Framework of Reference for Languages (CEFR). Portfolio-based assessment, self-evaluation, and peer-review methods should be widely used to ensure objectivity and transparency. These approaches allow students to reflect on their learning progress and identify areas for improvement.

From a theoretical perspective, the development of translation competence requires an interdisciplinary approach that integrates linguistics, cognitive science, and intercultural communication. Such an approach enables a deeper understanding of translation processes and enhances students' ability to solve complex translation problems.

The translation of educational texts, especially textbooks, plays a vital role in the learning process. Accurate and contextually appropriate translation ensures that students fully understand the content and can apply their knowledge in practice. Therefore, special attention should be paid to the quality of translation in educational materials.

The concept of competence originates from the Latin word "compete," meaning "to achieve" or "to correspond." In pedagogy, competence is understood as the ability to apply knowledge, skills, and experience in real-life situations. Professional competence is a key characteristic of a successful teacher and includes both theoretical knowledge and practical skills.

Professional competence also involves the ability to act effectively under conditions of uncertainty. In modern education, teachers often face unpredictable situations that require quick decision-making and creative problem-solving. Therefore, the development of flexibility and adaptability is essential.

The formation of professional competence is a continuous process that involves self-improvement, lifelong learning, and adaptation to changing conditions. Teachers should constantly update their knowledge and skills to meet the demands of modern education.

In conclusion, the development of translation competence among future teachers is of great importance. It enhances their professional skills, improves the quality of education, and contributes to intercultural communication. Translation competence enables teachers to effectively use multilingual resources and to prepare students for participation in the global academic community.

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