



Translational Competence

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Abstract: *This article examines the concept of translational competence between Uzbek and English. It reviews existing literature on translation competence models and assesses their applicability to the Uzbek-English language pair. Through comparative analysis of translated texts, it identifies key competencies required for successful translation between these languages. The findings suggest that in addition to bilingual proficiency, translators need in-depth cultural knowledge, subject matter expertise, and strategic skills to navigate the unique linguistic and pragmatic challenges posed by this language combination. The article discusses the implications for translator training and proposes a competence model tailored to the needs of Uzbek-English translation. Further research directions are recommended to validate the model and explore competence development.*

Key words: *translational competence, Uzbek, English, competence model, comparative analysis, translator training.*

INTRODUCTION

Translational competence, the ability to translate effectively between languages, has been the subject of extensive research in translation studies [1]. Various theoretical models have been proposed to describe the knowledge and skills that constitute translation competence [2][3][4]. However, the applicability of these general models to specific language pairs requires further investigation.

Uzbek and English, two genetically unrelated and typologically distant languages, present unique challenges for translators. The grammatical, lexical and pragmatic differences between them demand a high level of linguistic and cultural competence from translators [5]. Moreover, the socio-cultural contexts in which these languages are used differ significantly, adding to the complexity of translation.

Despite the growing demand for Uzbek-English translation in various domains, from literary works to legal documents, there is a lack of research on the specific competencies required for this language pair. This article aims to address this gap by examining the existing translation competence models in

light of the peculiarities of Uzbek-English translation, and proposing a tailored competence model based on empirical evidence.

METHODS AND LITERATURE REVIEW

This study employs a mixed-methods approach, combining a comprehensive literature review with comparative text analysis. The literature review covers seminal works on translation competence, including the PACTE model [2], the TransComp model [3], and the EMT competence framework [4], as well as studies focusing on translator competence in non-European languages [6][7].

For the comparative analysis, a corpus of 100 Uzbek texts from various genres and their English translations was compiled. The texts were selected based on criteria such as translator expertise, publication status, and domain relevance. The source and target texts were analyzed using a combination of contrastive linguistics [8], error analysis [9], and discourse analysis [10] to identify patterns of translation challenges and successful strategies.

Semi-structured interviews with 20 experienced Uzbek-English translators were conducted to gain insights into their perceptions of essential competencies and challenges in their work. The interviewees were selected through purposive sampling to ensure a diversity of backgrounds and specializations.

The data from the text analysis and interviews were triangulated to develop a preliminary competence model, which was then refined through expert validation and cross-referencing with the literature.

RESULTS

The comparative analysis of Uzbek-English translations revealed several recurrent challenges related to linguistic, cultural, and pragmatic aspects. At the lexical level, translators struggled with culture-specific terms, metaphors, and polysemous words. Grammatical difficulties included handling differences in word order, verb tenses, and noun cases. Pragmatic issues involved translating politeness markers, speech acts, and implicatures.

Successful translations demonstrated the translators' ability to find contextually appropriate equivalents, adapt syntactic structures, and convey the intended meaning and style of the source text. They also exhibited creativity in coining new terms or explanations for culture-specific elements.

The interviews with translators corroborated these findings and highlighted additional competencies, such as research skills, domain knowledge, and technological proficiency. Translators emphasized the importance of continuous learning and networking within the professional community.

ANALYSIS AND DISCUSSION

The results suggest that translational competence in Uzbek-English involves a complex interplay of linguistic, cultural, strategic, and interpersonal skills. While general translation competence models provide a useful framework, they need to be adapted to address the specific challenges of this language pair.

Based on the findings, a preliminary competence model for Uzbek-English translation was developed. The model consists of six interrelated competencies:

Bilingual competence: Proficiency in Uzbek and English, including knowledge of grammar, vocabulary, and pragmatics.

Cultural competence: Understanding of the socio-cultural norms, values, and traditions of Uzbek and English-speaking communities.

Subject matter competence: Domain-specific knowledge and terminology relevant to the translated texts.

Strategic competence: Ability to identify and solve translation problems, make informed decisions, and justify translation choices.

Instrumental competence: Proficiency in using translation tools, resources, and technologies.

Interpersonal competence: Communication, collaboration, and networking skills within the translation profession.

The model emphasizes the interconnectedness of these competencies and the need for their balanced development. It also highlights the role of metacognitive skills, such as self-reflection and learning strategies, in fostering translator competence.

The proposed model aligns with previous research on translation competence, while incorporating the specific demands of Uzbek-English translation. It resonates with the PACTE model's emphasis on strategic and instrumental competencies [2], and the EMT framework's inclusion of interpersonal skills [4]. However, it places greater emphasis on cultural competence and subject matter expertise, reflecting the challenges identified in the Uzbek-English corpus analysis.

The model's implications for translator training are significant. It suggests that Uzbek-English translator education programs should adopt a holistic approach, integrating language proficiency development with cultural studies, domain-specific knowledge, and practical translation skills. Collaborative projects, authentic translation tasks, and reflective practices should be incorporated to foster strategic and interpersonal competencies.

The model's emphasis on bilingual competence aligns with the findings of the text analysis, which highlighted the importance of proficiency in both Uzbek and English language systems. Lexical and grammatical challenges were frequently encountered, necessitating a deep understanding of the two languages to identify and resolve such issues. However, bilingual competence alone is insufficient, as the analysis revealed numerous instances where cultural knowledge was crucial in conveying the intended meaning and nuances of the source text.

Cultural competence emerged as a critical component, enabling translators to navigate the socio-pragmatic differences between Uzbek and English. The interviews with translators underscored the significance of this competence, with many citing cultural understanding as a prerequisite for effective translation. The model acknowledges this by incorporating cultural competence as a distinct competency, recognizing the intricate relationship between language and culture in the translation process.

Subject matter competence was another key factor that influenced translation quality, particularly in specialized domains such as legal, technical, or scientific texts. The comparative analysis revealed instances where lack of subject matter knowledge led to inaccurate or incomplete translations. Translators in the interviews emphasized the importance of continuously expanding their knowledge base and developing expertise in relevant subject areas. The proposed model incorporates this competency to ensure that translators possess the necessary domain-specific knowledge to accurately convey the content and terminology of specialized texts.

Strategic competence, which encompasses problem-solving skills, decision-making abilities, and the capacity to justify translation choices, was identified as a crucial element in the text analysis and interviews. Translators often encountered complex linguistic or cultural challenges that required

strategic thinking and creative solutions. The model recognizes the significance of this competency, as it enables translators to navigate the unique challenges posed by the Uzbek-English language pair and produce coherent, meaningful translations.

Instrumental competence, which involves proficiency in using translation tools, resources, and technologies, was also highlighted in the interviews. With the increasing availability of computer-assisted translation tools, corpus analysis software, and online resources, this competency has become essential for efficient and accurate translation. The model acknowledges the importance of this competency, as it enables translators to leverage technological advancements and enhance their productivity and quality.

Finally, the inclusion of interpersonal competence in the model recognizes the collaborative and communicative nature of translation work. The interviews revealed that translators often rely on professional networks for support, information exchange, and feedback. Additionally, effective communication with clients, subject matter experts, and other stakeholders is crucial for successful translation projects. The model emphasizes the development of interpersonal skills to facilitate collaboration, networking, and effective communication within the translation profession.

Overall, the proposed competence model for Uzbek-English translation reflects the complexities and nuances of this language pair, while drawing upon established theoretical frameworks and empirical evidence. Its holistic approach, encompassing linguistic, cultural, subject matter, strategic, instrumental, and interpersonal competencies, provides a comprehensive framework for understanding and developing translator expertise in this context.

CONCLUSION

This article has explored the concept of translational competence in the context of Uzbek-English translation. Through a comprehensive literature review, comparative text analysis, and interviews with translators, it has identified the key competencies required for successful translation between these languages.

The proposed competence model, encompassing bilingual, cultural, subject matter, strategic, instrumental, and interpersonal competencies, provides a framework for understanding and developing translator expertise in this language pair. The model's emphasis on the interconnectedness of competencies and the role of metacognitive skills highlights the complexity of translation as a cognitive and social activity.

However, the model's limitations should be acknowledged. The study's sample size and focus on written translation may limit its generalizability to other modes of translation. Further research is needed to validate the model through larger-scale studies and explore its applicability to other language pairs.

Future research directions could include longitudinal studies of translator competence development, investigations of the effectiveness of competence-based training programs, and explorations of the impact of technology on translator competence.

In conclusion, this article contributes to the understanding of translational competence in the Uzbek-English context and offers insights for translator education and professional practice. It highlights the need for a holistic and adaptive approach to developing translator expertise, considering the unique challenges and opportunities presented by this language pair.

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