

## INNOVATIVE STRATEGIES IN PEDAGOGY, TRANSLATION THEORY, AND FOREIGN LANGUAGE TEACHING WITHIN THE CONTEXT OF EDUCATIONAL REFORMS IN THE REPUBLIC OF UZBEKISTAN

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**Annotation:** This article examines contemporary approaches to linguistic education and translator training amidst widespread digitalization. Special attention is paid to the implementation of state programs in the Republic of Uzbekistan, the introduction of blended learning technologies (Blended Learning), the use of CAT tools, and the CLIL methodology. The paper also analyzes the transformation of the roles of the teacher and the translator within the new educational paradigm.

**Key words:** Innovative Pedagogy, Digital Linguodidactics, Translation Technologies, CLIL, Educational Reforms in Uzbekistan, CAT-tools, Competencies.

## ИННОВАЦИОННЫЕ МЕТОДЫ ПЕДАГОГИКИ, ПЕРЕВОДА И ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В СОВРЕМЕННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

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**Аннотация:** В статье рассматриваются современные подходы к лингвистическому образованию и подготовке переводчиков в условиях повсеместной цифровизации. Особое внимание уделяется реализации государственных программ в Республике Узбекистан, внедрению технологий смешанного обучения (Blended Learning), использованию инструментов автоматизированного перевода (CAT tools) и методологии CLIL. В работе также анализируется трансформация ролей преподавателя и переводчика в рамках новой образовательной парадигмы.

**Ключевые слова:** Инновационная педагогика, Цифровая лингводидактика, Технологии перевода, CLIL, Образовательные реформы в Узбекистане, CAT-инструменты, Компетенции.

## O'ZBEKISTON RESPUBLIKASIDAGI TA'LIM ISLOHOTLARI KONTEKSTIDA PEDAGOGIKA, TARJIMA NAZARIYASI VA XORIJIY TILLARNI O'QITISHDA INNOVATSION STRATEGIYALAR (Maqola sarlavhasi)

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**Annotatsiya:** Ushbu maqolada keng tarqalgan raqamlashtirish sharoitida lingvistik ta'lim va tarjimonlarni tayyorlashga zamonaviy yondashuvlar ko'rib chiqiladi. O'zbekiston Respublikasidagi davlat dasturlarini amalga oshirish, aralash ta'lim (Blended Learning) texnologiyalarini joriy etish, avtomatlashtirilgan tarjima (CAT tools) vositalaridan va CLIL metodologiyasidan foydalanishga alohida e'tibor qaratilgan. Shuningdek, ishda yangi ta'lim paradigmasi doirasida o'qituvchi va tarjimon rollarining transformatsiyasi tahlil qilinadi.

**Tayanch so'zlar:** Innovatsion pedagogika, Raqamli lingvodidaktika, Tarjima texnologiyalari, CLIL, O'zbekistonda ta'lim islohotlari, CAT-vositalari, Kompetensiyalar.

In the era of global digital transformation, the education system of the Republic of Uzbekistan is undergoing a stage of fundamental renewal. The modernization of language training has become a state priority for the country's successful integration into the world community. The regulatory framework, including Presidential Resolution No. PD-5117 \ and Concept PR-5847 , mandates the transition to a credit-module architecture and the implementation of international standards (CEFR). Multilingualism is now viewed not merely as a skill, but as a critical asset for the state's economic competitiveness. These structural reforms are aimed at fully replacing outdated pedagogical models with innovative approaches, ensuring the training of personnel ready for professional intercultural dialogue and the challenges of the global labor market.<sup>1</sup>

<sup>1</sup> Presidential Resolution No. PD-5117 \ and Concept PR-5847 Resolution of the President of the Republic of Uzbekistan No. PR-5117 "On Measures to Raise to a Qualitatively New Level the Activity of Popularizing the Study of Foreign Languages in the Republic of Uzbekistan" dated 19.05.2021. // National Database of Legislation (Lex.uz).

## 1. Evolution of Methodological Paradigms

The long-dominant grammar-translation model is recognized as ineffective for developing genuine communicative competence. The current stage involves a paradigm shift toward cognitive-communicative strategies. In the digital educational ecosystem, based on LMS platforms (Moodle, Hemis), the teacher's function is being transformed: the teacher evolves from a mere transmitter of ready-made truths into a tutor and moderator of the learning trajectory. Content and Language Integrated Learning (CLIL) is gaining particular relevance, creating a dual effect of mastering a specialty through a foreign language.<sup>2</sup>

## 2. Integration of Generative AI and Neural Networks

An absolute novelty is the integration of Artificial Intelligence (AI)-based tools, such as ChatGPT and specialized neural network assistants, into the educational process. This involves not the generation of ready-made answers, but the utilization of AI as an assisting tool for creating glossaries, checking text style, and modeling dialogue scenarios. Students are now learning to formulate correct prompts (prompt engineering), which is becoming a new mandatory "digital skill" for the modern linguist, allowing for the optimization of routine processes.<sup>3</sup>

## 3. Gamification and Control Objectivity

The implementation of game mechanics (gamification) through services like Kahoot! or Quizlet addresses the problem of declining motivation by activating cognitive interest. These technologies organically fit into the new assessment architecture. The transition to an accumulative (credit-based) grading system within the credit-module framework eliminates subjectivism and the factor of chance in examinations, stimulating the learner toward systematic, rather than episodic, academic activity.<sup>4</sup>

## 4. The Professional Translator's Technology Stack

In professional training, the emphasis is shifting from "manual" translation to proficiency in high-tech tools. Curricula are becoming saturated with disciplines focusing on mastering Computer-Assisted Translation (CAT) systems—Trados, Smartcat, Memsource. Post-Editing of Machine Translation (PEMT) is becoming a key competency. This skill requires the specialist to possess deep analytical thinking for verifying machine output, correcting semantic distortions, and harmonizing text style, which is impossible without a fundamental linguistic foundation.

## 5. Adaptability and Personalization of Educational Tracks

<sup>2</sup> Yakubova Z.O. (2024) Application of CLIL technology in non-linguistic universities: experience and prospects // Young Scientist. — 2024. — No. 5.

<sup>3</sup> Karimov A.A. (2023) Digitalization of higher education: challenges and prospects of implementing the credit-module system in Uzbekistan // Bulletin of Pedagogy and Psychology. — 2023. — No. 2. — P. 45-50.

<sup>4</sup> Karimov A.A. (2023) . Digitalization of higher education: challenges and prospects of implementing the credit-module system in Uzbekistan // Bulletin of Pedagogy and Psychology. — 2023. — No. 2. — P. 45-50.



Digitalization opens up opportunities for profound personalization. Adaptive learning algorithms, by analyzing a student's digital footprint, allow for the formation of individualized educational routes, varying the complexity of content and the pace of its delivery. To realize this model, universities are implementing comprehensive analytical systems that monitor student progress in real-time, identifying knowledge gaps at early stages.<sup>56</sup>

## 6. Localization and Sociocultural Adaptation

The modern market demands competencies from linguists that extend beyond mere translation. Localization of digital products (software, web resources, video games) is becoming a crucial area. This process involves adapting content to the cultural code of the target audience (data formats, color semantics, humor, idioms). This necessitates an interdisciplinary approach, including the study of marketing fundamentals, culturology, and basic programming skills.

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