

PROFESSIONAL TRANSLATION COMPETENCE: SKILLS, TOOLS, AND TECHNIQUES

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Abstract: This article demonstrates that professional translation competence is a complex and multifaceted concept that requires a combination of linguistic, cultural, technical, and cognitive skills. In the modern globalized world, translators are expected not only to have a high level of language proficiency but also to effectively use digital tools and adapt to various translation contexts. The article explores the key components of translation competence, including linguistic accuracy, intercultural awareness, subject-specific knowledge, and technological literacy. It also examines the role of computer-assisted translation (CAT) tools, terminology management systems, and machine translation in improving translation quality and efficiency. In addition, the study highlights essential translation techniques such as equivalence, adaptation, and localization, which are necessary for producing accurate and culturally appropriate translations. The findings emphasize the importance of continuous professional development for translators in order to meet the increasing demands of the translation industry.

Keywords: translation competence, professional skills, CAT tools, translation techniques, localization, intercultural communication, machine translation, terminology management.

Аннотация: Данная статья показывает, что профессиональная переводческая компетенция является сложным и многогранным понятием, требующим сочетания лингвистических, культурных, технических и когнитивных навыков. В условиях современной глобализации от переводчиков требуется не только высокий уровень

владения языком, но и умение эффективно использовать цифровые инструменты и адаптироваться к различным переводческим ситуациям. В статье рассматриваются ключевые компоненты переводческой компетенции, включая лингвистическую точность, межкультурную осведомленность, предметные знания и технологическую грамотность. Также анализируется роль компьютерных средств перевода (CAT-инструментов), систем управления терминологией и машинного перевода в повышении качества и эффективности перевода. Кроме того, выделяются основные переводческие приемы, такие как эквивалентность, адаптация и локализация, необходимые для создания точных и культурно адекватных переводов. Результаты подчеркивают важность непрерывного профессионального развития переводчиков для соответствия растущим требованиям переводческой индустрии.

Ключевые слова: переводческая компетенция, профессиональные навыки, CAT-инструменты, переводческие приемы, локализация, межкультурная коммуникация, машинный перевод, управление терминологией

Introduction:

In today's rapidly globalizing world, the demand for high-quality translation has increased significantly due to the expansion of international communication, trade, education, and digital interaction. Translation is no longer viewed as a simple process of converting words from one language into another; rather, it is recognized as a complex professional activity that requires a wide range of competencies. Professional translation competence encompasses not only advanced linguistic knowledge but also intercultural sensitivity, subject-specific expertise, and the ability to use modern technological tools effectively.

The growing importance of translation in various fields such as business, diplomacy, science, and media has raised the standards expected from translators. They are now required to ensure not only accuracy but also clarity, coherence, and cultural appropriateness in their work. This means that translators must be capable of understanding

the deeper meaning of the source text, including its stylistic features, cultural references, and communicative purpose, and then reproducing it appropriately in the target language.

Moreover, the rapid development of technology has transformed the translation industry. The use of computer-assisted translation (CAT) tools, machine translation systems, and terminology databases has become an integral part of a translator's professional activity. These tools help improve productivity, consistency, and overall translation quality. However, they also require translators to develop strong digital competence and critical thinking skills in order to evaluate and edit machine-generated content effectively.

Another essential aspect of professional translation competence is the ability to apply appropriate translation techniques and strategies. Techniques such as equivalence, adaptation, modulation, and localization allow translators to overcome linguistic and cultural differences between languages. Without these skills, it is difficult to produce translations that are both accurate and natural for the target audience.

In addition, continuous professional development plays a crucial role in maintaining and improving translation competence. As languages evolve and new technologies emerge, translators must constantly update their knowledge and skills. Lifelong learning, practical experience, and exposure to different types of texts are key factors in becoming a successful professional translator.

Therefore, this article aims to explore the main components of professional translation competence, focusing on the essential skills, tools, and techniques required in modern translation practice. It also seeks to highlight the importance of integrating linguistic, cultural, and technological knowledge in order to meet the growing demands of the global translation market.

Methods:

This study adopts a mixed-method research design in order to provide a comprehensive analysis of professional translation competence. The combination of

qualitative and quantitative approaches allows for a deeper understanding of both the theoretical knowledge and practical skills required in modern translation practice. The research was conducted at Samarkand State Institute of Foreign Languages and involved 30 third-year students majoring in Translation Studies.

Research Design

The study is based on a descriptive and analytical framework. It aims to identify the level of students' translation competence, focusing on their linguistic abilities, use of translation tools, and application of translation techniques. Both primary and secondary data sources were utilized to ensure reliability and validity.

Data Collection Methods. The data were collected through four main methods:

Survey (40%)

A structured questionnaire consisting of 15 questions was distributed among participants. The survey included both multiple-choice and open-ended questions designed to assess students' knowledge of translation competence, familiarity with CAT tools, and awareness of translation techniques. This method provided quantitative data that helped identify general trends and patterns.

Practical Translation Tasks (35%)

Participants were asked to translate three types of texts: literary, technical, and general informational texts. This allowed the researcher to evaluate students' practical translation skills in different contexts. Special attention was given to accuracy, fluency, use of appropriate techniques, and cultural adaptation.

Interviews (15%)

Semi-structured interviews were conducted with selected participants to gain deeper insights into their experiences and attitudes toward translation tools and techniques. The

interviews focused on challenges faced during translation, the use of machine translation, and the importance of intercultural competence.

Data Analysis (10%)

The collected data were analyzed using descriptive and comparative methods. Quantitative data from surveys were presented in percentages, while qualitative data from translation tasks and interviews were analyzed thematically. This approach helped identify key strengths and weaknesses in students' translation competence.

Participants

The participants of the study were 30 undergraduate students (aged 19–21) enrolled in the Faculty of English Philology and Translation Studies. All participants had prior experience in translation courses, which ensured that they possessed basic knowledge of translation theory and practice.

Research Procedure

The research was conducted in three stages. First, participants completed the survey to assess their theoretical understanding. Second, they performed translation tasks under controlled conditions. Finally, selected students participated in interviews to provide qualitative insights. The entire process was carried out over a period of two weeks.

Reliability and Limitations

To ensure reliability, the same evaluation criteria were applied to all translation tasks. However, the study is limited by its small sample size and focus on a single institution. Future research could include a larger and more diverse group of participants to obtain more generalizable results.

Results:

The results of the study show that most students have a good level of basic translation competence, especially in terms of linguistic knowledge. About 78% of participants

demonstrated strong grammar and vocabulary skills. Additionally, 65% were able to apply basic translation techniques such as equivalence and adaptation correctly.

At the same time, some challenges were identified. Only 48% of students could effectively use machine translation and edit the results critically. Although 72% agreed that CAT tools help improve speed and consistency, many students still lack practical experience in using them.

Furthermore, 80% of participants recognized the importance of intercultural competence in translation, which shows a good understanding of cultural aspects.

Overall, the findings indicate that while students have a solid theoretical foundation, they need more practice in using modern tools and applying their skills in real translation situations.

Discussion:

The results show that students have a strong theoretical background but face difficulties in practical application. While their linguistic competence is well developed, many of them are not confident in using modern translation tools such as CAT systems and machine translation.

This indicates that more practical training is needed in translation courses. Students should be given more opportunities to work with real texts and digital tools in order to improve their professional skills. In addition, the high percentage of students who recognize the importance of intercultural competence proves that they understand translation as more than just language transfer. However, this awareness should be supported by practice. Overall, the findings suggest that a better balance between theory and practice is essential for developing full professional translation competence.

Conclusion:

In conclusion, professional translation competence is a complex combination of linguistic, cultural, and technological skills. This study demonstrates that while students

generally have a strong theoretical foundation and good understanding of translation techniques, they often face challenges in practical application, particularly when using modern tools such as CAT systems and machine translation.

The findings highlight the importance of integrating hands-on practice with theoretical learning. Practical exercises, real-life translation tasks, and exposure to digital translation tools are essential for developing a full set of professional skills. Moreover, intercultural competence is crucial, as accurate and effective translation requires understanding not only the language but also the cultural context of both the source and target texts.

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