

TEACHING TRANSLATION TECHNIQUES IN DIFFERENT CONTEXT**Eshboyev Abdushukur Berdinazarovich****Teacher, First English Faculty, UzSWLU****<https://doi.org/10.5281/zenodo.15694666>****Abstract**

This thesis explores the teaching of translation techniques tailored to various translation contexts, including literary, technical, audiovisual, journalistic, legal, and medical domains. The study examines how context-specific requirements shape the selection and application of translation techniques. It also proposes pedagogical strategies for effectively training translation students to recognize and implement appropriate techniques depending on contextual demands. A combination of theoretical review, practical task design, and classroom application is provided to bridge the gap between translation theory and practice in teaching environments.

Key words: Translation techniques, context, specific requirements, pedagogical strategy, contextual demand, teaching environment, practical task, theoretical review.

Annotatsiya

Ushbu tezis turli xil tarjima kontekstlariga, shu jumladan adabiy, texnik, audiovizual, jurnalistik, yuridik va tibbiy sohalarga moslashtirilgan tarjima texnikasini o'qitishni o'rganadi. Tadqiqot kontekstga xos talablar tarjima texnikasini tanlash va qo'llashni qanday shakllantirishini o'rganadi. Shuningdek, u tarjima talabalarini kontekstli talablarga qarab tegishli texnikani tan olish va amalga oshirishga samarali o'rgatish uchun pedagogik strategiyalarni taklif qiladi. O'qitish muhitida tarjima nazariyasi va amaliyoti o'rtasidagi farqni bartaraf etish uchun nazariy sharh, amaliy vazifalarni loyihalash va sinfda qo'llashning kombinatsiyasi taqdim etiladi.

Kalit so'zlar: tarjima texnikasi, kontekst, o'ziga xos talablar, pedagogik strategiya, kontekstual talab, o'qitish muhiti, amaliy vazifa, nazariy sharh.

Аннотация

В данной работы рассматривается преподавание техник перевода, адаптированных к различным контекстам перевода, включая литературный, технический, аудиовизуальный, журналистский, юридический и медицинский. В исследовании рассматривается, как специфические требования контекста влияют на выбор и применение техник перевода. В нем также предлагаются педагогические стратегии для эффективного обучения студентов-переводчиков распознавать и применять соответствующие методы в зависимости от требований контекста. Сочетание теоретического обзора, разработки практических заданий и применения в классе призвано преодолеть разрыв между теорией и практикой перевода в условиях обучения.

Ключевые слова: техника перевода, контекст, специфические требования, педагогическая стратегия, контекстуальные требования, учебная среда, практическая задача, теоретический обзор.

Introduction: Background of the Study

Translation is not merely a linguistic exercise but a dynamic intercultural process. The development of translation studies has underscored the importance of context in shaping translation decisions. Therefore, teaching translation techniques must account for the different requirements across text types and domains. The increasing globalization of communication

necessitates effective translation across various domains, including literary, legal, technical, audiovisual, and commercial texts. Each domain imposes distinct demands on translation techniques, underscoring the importance of teaching context-sensitive strategies.

Statement of the Problem

Many translation courses provide generalized instruction, neglecting the nuanced demands of different translation contexts. This results in insufficient preparation of students for real-world translation tasks.

Objectives of the Study:

- To identify key translation techniques applicable to different contexts.
- To evaluate pedagogical strategies for teaching these techniques.
- To develop context-sensitive teaching materials and lesson plans.

Research Questions:

- What are the principal translation techniques, and how are they categorized?
- How do different textual contexts affect the use of specific techniques?
- What pedagogical approaches are most effective for teaching translation techniques contextually?

Literature Review

Translation Techniques: Procedures used to solve specific translation problems (Molina & Hurtado Albir, 2002).

Translation Strategies vs. Techniques: Strategies are broader plans; techniques are concrete operations.

Skopos Theory (Vermeer, 1989): Emphasizes the purpose of translation in shaping technique choice.

Functionalist Approaches: Prioritize function over literal equivalence.

Equivalence Theory: Seeks textual or dynamic equivalence depending on text type (Nida, 1964).

Teaching Translation Techniques

Kiraly (2000) advocates for constructivist learning, while González Davies (2004) recommends integrating task-based learning with reflective practice. The teaching of translation techniques is not solely rooted in translation theory; it also draws on educational psychology and second language acquisition (SLA) theories:

Constructivist Learning Theory

This theory posits that learners build knowledge actively rather than passively receiving information. Applied to translation, it emphasizes:

Collaborative learning (e.g., peer review, group translation tasks)

Reflective practice (e.g., translation diaries)

Task-based activities that promote experiential learning

Piaget, Vygotsky, Kiraly (2000) emphasizes student-centered, context-rich tasks to build problem-solving and decision-making skills in translation.

Experiential Learning Theory (Kolb, 1984)

Kolb's model emphasizes a cyclical process:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization

4. Active Experimentation

There are also other different kinds of theories that focus on how to instruct teaching strategies in translation techniques.

Functionalist Theory: To emphasize the role of purpose and audience.

Descriptive Translation Studies (Toury, 1995): To understand contextual norms.

Cognitive Learning Theories: For instructional design in translation teaching.

Translation students learn techniques more effectively when they apply them in real or simulated professional situations, reflect on outcomes, and adjust strategies accordingly.

Classification of Translation Contexts

1. Literary Translation
2. Technical Translation
3. Legal Translation
4. Medical Translation
5. Audiovisual Translation (AVT)
6. News and Journalistic Translation

Each context demands distinct techniques due to variations in purpose, audience, and textual conventions. Translation decisions are not made in a vacuum but are deeply influenced by factors such as genre, purpose, audience, and cultural norms.

Technique Variation by Context

Each context prioritizes different norms, requiring tailored technique application.

Literary: Emphasis on modulation, adaptation, compensation

Technical: Focus on literal translation, transposition

Legal: Requires fidelity, formal equivalence

Audiovisual: Prioritizes reduction, reformulation

Commercial: Demands adaptation, re-contextualization

Classification of Translation Techniques Based on Molina and Hurtado Albir (2002), techniques include:

Literal Translation

Borrowing

Calque

Modulation

Transposition

Adaptation

Compensation

Equivalence

Reduction and Expansion

Pedagogical Implications

Teaching translation involves fostering not only bilingual proficiency but also procedural knowledge and strategic competence.

-Contextualized Translation Training Pedagogical models should be responsive to text types and translation purposes.

-Task-Based Learning and Project-Based Approaches Simulated professional environments prepare students for real-world challenges.

-Use of Technology in Translation Education Computer-Assisted Translation (CAT) tools, corpus analysis, and subtitling software enhance contextual awareness.

Practical Strategies for Teaching Translation Techniques by Context

Literary Translation: Assign creative translation tasks (e.g., poems, short stories) and require students to explain their use of modulation, adaptation, or compensation. Use comparative analysis between original and translated works to study how tone, style, and figurative language are conveyed.

Technical and Scientific Translation: Introduce terminology databases and glossaries; have students create their own glossaries. Use parallel texts and ask students to identify patterns in syntax and lexical choices. Conduct in-class exercises translating manuals and technical reports using CAT tools.

Legal Translation: Simulate translation of legal documents (contracts, laws, affidavits) and analyze legal equivalence. Incorporate guest lectures from legal professionals to explain legal systems. Use mock courtroom or negotiation scenarios where students translate and justify choices.

Audiovisual Translation: Use subtitling and dubbing software (e.g., Aegisub, Subtitle Workshop) to provide hands-on experience. Discuss timing, synchronization, and reduction strategies using actual film clips. Assign group projects to subtitle foreign media content for a specific target culture.

Commercial Translation: Translate advertisements or social media content and tailor them to different cultural markets. Create real-world simulation tasks such as localizing a product for a new country. Evaluate the persuasive and cultural impact of translated marketing materials.

Assessment and Feedback Strategies

Technique Justification Journals: Require students to submit a rationale for the techniques used in each assignment, encouraging meta-cognitive awareness.

Peer Review with Rubrics: Use peer evaluation to assess how well translation techniques align with context, supported by detailed rubrics.

Portfolio-Based Evaluation: Compile context-specific translations and reflections over time to assess student progress.

Methodology. Research Design

A mixed-methods approach combining qualitative classroom observation, curriculum analysis, and interviews with educators.

Data Collection Tools

- Lesson plans and syllabi
- Classroom observation protocols
- Semi-structured interviews
- Student translation portfolios

Data Analysis

Thematic analysis for qualitative data and descriptive statistics for survey responses.

Identified Challenges in Teaching Techniques

- Overgeneralization
- L1 interference
- Difficulty in assessing creativity vs. accuracy

Effective Strategies

- Contrastive analysis
- Reflective practice
- Role-play and simulation

Pedagogical Model Proposal

An integrated framework combining theory, practice, and technology tailored to context.

Summary of Findings

Translation pedagogy benefits from a context-driven approach to technique selection and instruction.

Pedagogical Recommendations

- Develop modular curricula by context type.
- Incorporate industry tools.
- Foster interdisciplinary collaboration.

Limitations and Future Research

Further studies should explore long-term retention of technique knowledge and its transferability across contexts.

Conclusion

Translation education must evolve to reflect the contextual demands of the profession. This thesis highlights the importance of teaching translation techniques in a context-sensitive manner and provides pedagogical strategies to prepare students for the complexities of modern translation work. Future research could explore empirical evaluation of these teaching strategies in multilingual and multicultural classroom settings.

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