
| RESEARCH ARTICLE

Bridging Gaps in Translation Studies: Implementing European Union Standards in Uzbekistan

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| ABSTRACT

This research paper provides a comprehensive analysis of the historical evolution, current challenges, and future directions of translation studies in Uzbekistan. The study examines the rich historical legacy of translation in Uzbekistan, tracing its origins to the Mamun Academy in Baghdad during the 9th century and highlighting key figures and developments that have shaped the field over the centuries. Through qualitative methodology, the research investigates the current status of translation education within Uzbekistan's higher education system, addressing questions such as the historical background of translation teaching, effective instructional methodologies, essential translator competencies, and instructional approaches employed in European Union countries. The findings reveal significant challenges facing translation studies in Uzbekistan, including the absence of standardized curricula, assessment criteria, and proficiency frameworks. Despite these challenges, the research identifies opportunities for development, such as the adoption of internationally recognized frameworks like the European Master's in Translation (EMT) and collaboration with leading educational institutions in the European Union. The study concludes by proposing recommendations for advancing translation studies in Uzbekistan, including standardizing curricula, establishing certification systems, and fostering collaboration between academia, industry, and government stakeholders. Overall, this research contributes to the understanding of translation studies in Uzbekistan and provides valuable insights for enhancing translator training and practice in the country.

| KEYWORDS

Historical evolution of translation in Uzbekistan, challenges in translator training, curriculum development, assessment criteria, proficiency frameworks, European Master's in Translation (EMT) framework, translation competence, translation skills, interdisciplinary collaboration.

| ARTICLE INFORMATION

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1. Introduction

In the contemporary global landscape, translation studies have taken a forefront position due to the increasing interconnectedness and linguistic diversity prevalent across nations. This discipline not only fosters cultural and academic exchanges but also supports mutual understanding among diverse populations. In Uzbekistan, the field of translation studies holds a pivotal role, richly embedded with a historical legacy dating back over a millennium and continuing to evolve dynamically in response to both local and global demands.

The history of translation in Uzbekistan traces back to the Mamun Academy in Baghdad during the 9th century, where Central Asian intellectuals like Al-Biruni (973—1048) and Farabi (873—950) engaged in translating works from various languages into Arabic, fostering knowledge dissemination within the Islamic civilization. This tradition continued with figures like Sayfi Saroyi (1321-1398) and Alisher Navoiy (1441-1501) translating Persian literature into old Uzbek, laying the groundwork for a rich lineage of translation. In the 20th century, practitioners such as Sanjar Siddiq (1936) and Gaybulla Salomov (1978, 1983) contributed to the development of translation theory in Soviet Uzbekistan, paving the way for contemporary translation practices.

Today, translation in Uzbekistan has evolved in response to growing demands for translations from foreign languages, particularly English, and efforts to showcase Uzbek literature globally. Translators like D. Sultanova and I. Tukhtasinov have played pivotal roles in bridging linguistic gaps, while scholars such as I. Gafurov (2012) and Sh. Safarov (2019) have contributed to academic discussions on translation methodologies. Governmental support through legislative measures highlights the importance of translation in preserving Uzbek linguistic heritage and facilitating cultural exchange on an international scale.

However, Translation Studies in Uzbekistan are facing several developmental challenges, one of which is the absence of a comprehensive competence framework for translators within the academic syllabuses of translation programs. This gap highlights a critical need for a standardized approach to training translators that aligns with international best practices. The European Master's in Translation (EMT) Competence Framework, introduced in 2017, provides a detailed outline of essential skills and competencies required by professional translators (EMT Competence Framework, 2022). This framework is recognized globally for its robust structure and is particularly pertinent for developing a similar competency framework in Uzbek educational institutions. The incorporation of such a framework could significantly enhance the quality and effectiveness of translator training in Uzbekistan.

The framework underscores the significance of translation abilities and personal/interpersonal skills, with adherence to deadlines, instructions, and specifications being the most highly valued skill (Bozkurt, 2024). Nevertheless, there exists a requirement for further enhancement of the Competence Framework, particularly in the realm of institutional translation. Moreover, the translation of EU texts presents distinctive challenges due to the supranational multicultural discourse community and the multilingualism policy. The translation approach for EU texts necessitates a customized theoretical framework that reconsiders and redefines traditional Translation Studies concepts, integrating functionalist methodologies and postmodernist ideas.

Uzbek scholars on Translation Studies also started to study the skills and competencies of a translator. In particular, prof. Sh. Safarov mentions EMT Competence Framework in his work "Cognitive Aspects of Translation Studies" in 2019, and he highlights the importance of evaluating these competencies within Uzbekistan's higher education framework. By doing so, Uzbek institutions can ensure that their translation programs are not only comprehensive but also aligned with leading global practices in translation studies. This alignment could ultimately lead to more proficient translators who can competently navigate the challenges of international communications and contribute to the global dialogue.

In this research, we aim to study the historical background and current state of translation teaching in Uzbekistan, identify the key competencies required for effective translation education, and examine successful international methods. Our goal is to propose a refined approach that integrates these insights to elevate the teaching of translation studies in Uzbekistan, ensuring it meets both local needs and international standards. This synthesis will serve as the foundation for enhancing translation education and fostering a new generation of skilled translators.

2. Methodology

The article offers a qualitative methodology to examine the current status of the educational process within the field of Translation studies in Uzbekistan. The main objective of this study is to identify a suitable approach for advancing Translation studies within the Higher Education system of Uzbekistan. To ensure a robust and credible investigation, the research endeavors to address the subsequent inquiries:

- What is the historical background and existing status and condition of the teaching of translation within the educational system of Uzbekistan?
- How the teaching translation process can be effectively executed and enhanced to ensure comprehensive learning outcomes for students?
- What specific skills, knowledge, and abilities should educators prioritize and integrate into the curriculum when designing and implementing translation courses?

- What are the various instructional approaches and methodologies employed in European Union countries to teach translation studies?

3. Results and Discussion

The history of translation in Uzbekistan traces back to the establishment of the Ma'mun Academy in Baghdad at the beginning of the 9th century under Ma'mun ar-Rashid. It was here that a group of intellectuals and philosophers, who were born in Central Asia, engaged in scholarly activities. The institution, known as "Bayt ul-hikma" (House of Wisdom), gathered talented individuals from various places, and translated numerous scientific, literary, philosophical, and ethical works from Greek, Hebrew, Sanskrit, Syriac, and Persian languages into Arabic, contributing to the advancement of knowledge in the Muslim world.

One of those talented thinkers Al-Biruni (973—1048) also studied Greek, Sanskrit, and Syriac languages and made direct use of works in these languages, even translating some of them. We consider prominent thinkers such as Farabi (873—950), Ibn Sina (980—1037), and Mahmud Kashgari (1028-1101 or 1126) as some of the first translators who made significant contributions to enriching our ancient civilization. They not only contributed to various fields such as world science, mathematics, astronomy, philosophy, natural sciences, and linguistics but also played a significant role in translation activities. These great minds, who wrote their works in Arabic, also translated many works into Greek, Hindi, and Persian languages (Hamidov, 2012:16).

Later on, translation into the Uzbek language began with figures like Sayfi Saroyi (1321-1398), Alisher Navoiy (1441-1501), Munis (1778 - 1829), and Ogahiy (1809 - 1874), continued by Is'hoqkhon Ibrat (1862-1937). Ogahiy translated historical and literary works from Persian to Uzbek. Using a narrative style, he abbreviated "Haft paykar" (Seven Beauties) and succinctly translated "Guliston," making them accessible to a wide audience. He also created precise literary translations of "Yusuf and Zulayho' and 'Shoh and gado," demonstrating exemplary creativity in translation.

The developments in the creation of translation theory in Soviet Uzbekistan began in the 20th century. It was spearheaded not by literary or linguistic scholars, but by practitioners actively engaged in the field of translation. Figures such as Mannon Roiq (1932), S.Y. Palastrov (1935), Sanjar Siddiq (1936), Sotti Husayn, M. Salye, and others, who were skilled and knowledgeable translators, enthusiastically contributed to advancing the practice of translation for the first time in Uzbekistan (Gofurov, 2012:15).

During the years spanning from the 1940s to the 1990s, a significant cohort of translators in Uzbekistan emerged, contributing substantially to the field. The establishment of the school of translation led by G'aybulla Salomov (1932-2000) played a pivotal role in this development.

They placed primary emphasis on the quality of translations, conducting extensive analyses within the realms of both universal and specific issues of translation theory. They scrutinized translations from Russian to Uzbek and from Uzbek to Russian, as well as translations from sister languages (such as Kyrgyz, Kazakh, Tatar, Turkmen, Azerbaijani, Karakalpak, and various other languages Persian, Tajik, Arabic, Hindi, Chinese), into Uzbek. Their focus encompassed intriguing examinations into extracting meaning in translation, elevating its quality to the highest standards possible (Gofurov, 2012:16).

The demand for direct translation from foreign languages, especially from English to Uzbek, increased significantly from the 1990s onwards, particularly after Uzbekistan gained independence.

The translation of Uzbek literary works into foreign languages has recently seen a remarkable upsurge, thanks to the concerted efforts of several translators. Among these, J.Kamol, D. Sultanova, I. Tukhtasinov (2016, 2019), and Mark Reese (2018) have been pivotal in bridging the linguistic divide between Uzbek and English-speaking audiences. Their work is part of a broader movement that not only focuses on direct translations but also aims at fostering a deeper understanding and appreciation of Uzbek literature globally. This effort is crucial in introducing Uzbek poets and authors to the world stage, ensuring their voices and stories resonate internationally.

In the academic sphere, scholars like Sh. Safarov (2019), Sh. Sirojiddinov (2011), M. Baqoyeva, M. Xolbekov (2014), I. Gafurov, O. Mo'minov, N. Qambarov (2012), and G.Rakhimov (2016) have significantly contributed to elevating Uzbek Translation Studies. Their discussions and research have focused on methodologies and strategies for translating literature both from and into Uzbek. This rigorous scholarly work has helped establish a robust framework for translation practices, enhancing both the accuracy and cultural sensitivity of translations. Their contributions have been instrumental in setting new academic standards and encouraging more nuanced and effective translation techniques within the field.

In the present landscape of Uzbek translation studies, defining the necessary competencies and elucidating optimal instructional methodologies stand as pressing imperatives. The dearth of scholarly attention directed toward this domain underscores a crucial lacuna in academic discourse, impeding the advancement of pedagogical frameworks tailored to the complexities of translation.

The Uzbek government has also played a crucial role in supporting these endeavors through legislative measures. Presidential decrees such as "On measures to elevate efforts in promoting the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level" dated 19.05.2021, aim to promote foreign language study to a new level, establishing requirements for language proficiency certifications for higher education applicants in both philological and non-philological fields (14). Additionally, the decree of the Cabinet of Ministers "On measures to improve the system of translation and publication of the finest examples of world literature into Uzbek, and masterpieces of Uzbek literature into foreign languages" dated 18.05.2018, sets forth a systematic approach to translate and publish notable world literature into Uzbek and vice versa (15).

Furthermore, President of Uzbekistan Sh. Mirziyoyev considers the translator and interpreter training program as one of the priority tasks demanded for the future development of the country by opening Tashkent State University of Uzbek Language and Literature named after Alisher Navoiy (2016) with the same purpose of translator and interpreter training (16). These governmental initiatives are essential for sustaining and expanding the translation of literary works, ensuring that the linguistic heritage of Uzbekistan is preserved and celebrated across linguistic boundaries.

In Uzbek higher education institutions, both Bachelor's (BA) and Master's (MA) educational programs are required to comply with the regulations set forth by the Law on Education, the State Educational Standards, and the competency requirements specific to each BA or MA program.

The competency requirements for the BA program in "60230200- Translation Theory and Practice (Roman-Germanic languages)" approved on August 18, 2021, by the Ministry of Higher and Secondary Specialized Education states the following professional competencies:

- Possess skills in searching, analyzing, and professionally utilizing regulatory documents;
- Serve as a translator in various fields and an editor for texts in foreign languages;
- Capable of impartially evaluating and analyzing translations;
- Conduct written, oral, and visual translation;
- Engage in scientific research in the field of translation studies;
- Apply theoretical knowledge of literary translation in the translation of literary works;
- Consciously select language tools in translation;
- Assist in organizing and conducting the educational process;
- Organize terminology translation services and service delivery;
- Teach foreign languages using accelerated methods;
- Possess skills in simultaneous, visual, and consecutive interpretation at international conferences (8).

However, non-standardized curricula and syllabi prevail in higher education institutions in Uzbekistan for training translators, as they often lack comprehensive coverage of essential translator competencies. For instance, the syllabus for "Written Translation," approved on August 14, 2020, predominantly focuses on enhancing language proficiency and transfer skills. However, it lacks clear criteria for assessing students and delineating the required competencies essential for effective translation practice, including appropriate assessment methods (9).

The investigation into the characteristics of proficient translators and effective methodologies for instructing translation to students constitutes a fundamental discourse within the domain of linguistic studies. However, contemporary scholarship appears to suffer from a dearth of dedicated researchers committed to pioneering teaching methods and approaches that cultivate the requisite skills for translators (Safarov, 2019, p. 262).

Unlike other disciplines that employ descriptors to delineate competence levels, such as the CEFR in language teaching, Translation Studies lacks a standardized framework for such categorization. The absence of a unified description of proficiency levels in translation is notable and necessitates attention due to various reasons.

The European Master's in Translation (EMT) serves as a hallmark for university translation programs at the master's level, denoting adherence to specific quality criteria for the education of translation students (Wagner, 2014: 42).

In Uzbekistan, while translation studies is acknowledged as a distinct field, it is frequently integrated into broader programs such as languages or philology. This integration may lead to discrepancies in the depth of training among aspiring translators.

The absence of standardized teaching methodologies and competency assessments for evaluating translator skills in higher education can yield inconsistencies in the quality of translation instruction and training. Consequently, this variability may impede the professional growth and efficacy of translators in the workforce.

Translation studies, as outlined by scholars Susan Bassnett and André Lefevere, can be understood as a multidisciplinary field that intersects various domains. They argue that the focus of translation should be on cultural symbols within a text, necessitating the consideration of both linguistic elements and extra-linguistic influences in translation studies (Bassnett, Lefevere, 1990).

When organizing leadership training aimed at developing translation competence, it's crucial to consider that the translator's motivation for learning a foreign language differs from that of others when selecting learning materials and teaching methods. It's recognized that the "language of translation," such as scientific and technical communication or other auxiliary languages, serves a distinct function in relation to discourse activity and language functions in general. A person unfamiliar with the cultural nuances embedded within a language will struggle to achieve the proficiency of a knowledgeable translator. Therefore, it's essential to identify which aspects of foreign language and culture should be taught and ascertain their teachability. Pedagogical effectiveness hinges on fostering receptive skills in language learners. By selecting appropriate learning materials and designing educational programs that enhance translators' training, the likelihood of achieving accurate and effective translation can be increased (Safarov, 2019, p. 263).

In order to effectively translate a text from one language to another, translators must possess specialized competencies including language competence, textual competence, subject competence, cultural competence, and transfer competence (Neubert, 2000, 6).

The international standards for the development of professional competence of the translator are described in the educational standards developed by the European Council at the level of modern world requirements. The framework for translator and translation competence, initially introduced by the European Master's in Translation (EMT) network in 2009 and significantly revised in 2017, has emerged as a prominent benchmark for translator training across the European Union and beyond, spanning academia and industry. Although the fundamental principles established in 2017 remain intact, a minor revision in 2022 was deemed necessary to align with the evolving priorities of European translation programs. These revisions aim to equip graduates for the demands of a rapidly evolving and technologically advanced professional landscape. As per the EMT, skill is defined as "the ability to apply knowledge and use know-how to complete tasks and solve problems." Meanwhile, competence is described as "the proven ability to use knowledge, skills, and personal, social, and/or methodological abilities in work or study situations and in professional and personal development" (EMT Competence Framework, 2022).

Five types of competence (language and culture, translation, technology, personal and interpersonal, service provision) consisting of a combination of abilities, knowledge, skills and behavior specified as competences in translation work proposed by the EMT for professional translators, experts in multilingual and multimedia communication is an aspect that should be included in the standard of the educational system of Uzbekistan.

Translation competence lies at the heart of the other competences defined in the framework. According to the framework students are expected to possess a diverse range of competencies and skills in translation. These include the ability to analyze source documents, identify potential textual and cognitive challenges, and determine appropriate strategies for reformulation to meet communicative needs. Additionally, students should be capable of summarizing, rephrasing, and adapting messages to suit market requirements accurately and efficiently in one or more target languages, through both written and spoken communication. Furthermore, they should demonstrate proficiency in conducting research to assess the relevance and reliability of information sources for translation purposes and acquiring thematic and domain-specific knowledge essential for translation tasks. Students should also be adept at implementing instructions, style guides, and conventions relevant to specific translations, producing high-quality translations that are fit for purpose across various fields and media types. Moreover, they should be competent in mediating in specific intracultural and intercultural contexts, drafting texts for specific purposes, justifying translation solutions, and evaluating their own and others' work against quality standards. Additionally, they should understand and implement quality control strategies and be proficient in editing source text content for processing using translation tools and post-editing machine translation output to maintain quality standards in machine translation-enhanced projects.

The EMT framework has been partially explored by Uzbek scientists (Tukhtasinov 2018, Sayfullayev 2020), but there has been no introduction of syllabuses, appropriate training programs, or certification systems for practical implementation.

The results presented in this research shed light on the historical evolution and contemporary landscape of translation studies in Uzbekistan. This discussion section aims to contextualize these findings within the broader discourse on translation studies and identify avenues for future research and development in the field.

The historical trajectory of translation in Uzbekistan underscores its enduring significance in fostering knowledge dissemination and cultural exchange. From the early endeavors of Central Asian intellectuals in translating works from various languages into Arabic to contemporary efforts to promote Uzbek literature globally, translation has played a pivotal role in shaping Uzbekistan's cultural and intellectual landscape. The continuation of this tradition into the modern era, marked by governmental support and efforts to meet the demands of a globalized world, highlights the enduring relevance of translation in preserving linguistic heritage and facilitating international cooperation.

Despite the strides made in translation studies, several challenges persist. The lack of standardized curricula and assessment criteria in higher education institutions poses a barrier to ensuring consistency in translator training and evaluation. Moreover, the absence of a unified framework for categorizing translator proficiency levels hampers efforts to assess and enhance translator competencies effectively. These challenges are compounded by the limited practical implementation of internationally recognized frameworks such as the European Master's in Translation (EMT), which could serve as a benchmark for translator training in Uzbekistan.

However, amidst these challenges lie opportunities for growth and development. Standardizing curricula and incorporating internationally recognized frameworks like the EMT can enhance the quality of translator training and ensure alignment with global standards. Additionally, fostering interdisciplinary collaboration and promoting research in translation methodologies can drive innovation and address the evolving needs of the field. By embracing these opportunities, Uzbekistan can position itself as a leader in translation studies, contributing to cultural exchange and global understanding.

In modern translator training methodology, the primary objective is to cultivate the professional competence of translators. The key criterion entails not only language proficiency but also communicative, text-forming, technical, personal, and ethical competencies. Thus, the focus extends beyond imparting traditional knowledge and skills to include enhancing educators' proficiency in teaching contemporary auxiliary multimedia technologies integral to translation competencies. This encompasses leveraging modern translation systems effectively and preparing future instructors versed in translation memory systems. Given the dynamic nature of the translation field, collaboration between translation faculties and software development firms is essential. The European Master's in Translation (EMT) framework comprehensively outlines the linguistic, thematic, intercultural, technological, informational, and service aspects of translation, emphasizing the need for the integration of information retrieval and technological competencies into translator education for comprehensive professional development.

Moving forward, several avenues for future research and development in translation studies in Uzbekistan are worth exploring. Firstly, there is a need for further research into effective teaching methodologies and approaches that cultivate the requisite skills for translators. This includes exploring the applicability of international frameworks such as the EMT in the Uzbek context and developing tailored training programs that address the specific needs of Uzbek translators.

The integration of the European Master's in Translation (EMT) framework into the academic syllabuses of translation programs presents a transformative approach to addressing the developmental challenges inherent in teaching translation studies. This innovative framework offers a standardized description of competence levels in translation, which currently lacks representation within Uzbekistan's educational and professional spheres. Its adoption holds significant promise for both educational and professional stakeholders. Within the realm of education, the EMT framework serves as a valuable tool for teachers and students alike. By providing a common framework for competence levels, it facilitates easy comparison across different grading systems and offers guidance for the development of translation programs. Additionally, it streamlines the progression of difficulty and assessment criteria, enhancing the overall quality of translation education. Moreover, its implementation fosters cohesion within the professional arena, offering clear definitions of translator performance levels that aid in recruitment procedures and contribute to the establishment of professional quality standards.

Secondly, efforts should be made to establish certification systems that validate translator competencies and ensure quality in translation practice. This could involve collaborating with international organizations and institutions to adopt recognized certification standards and provide opportunities for professional development and accreditation.

Lastly, fostering collaboration between academia, industry, and government stakeholders is essential for driving innovation and addressing the challenges facing the field. By leveraging the expertise and resources of these stakeholders, Uzbekistan can create a robust ecosystem for translation studies that promotes excellence, fosters cultural exchange, and contributes to global understanding.

To fully leverage the benefits of the EMT framework, collaboration with leading educational institutions in European Union countries is essential. This partnership allows for the exchange of best practices in translator training and ensures the integration of cutting-edge methodologies and technologies into Uzbekistan's higher education landscape. By drawing upon the rich expertise

of EU member countries in translator education and simultaneous interpretation, Uzbekistan can enrich its own training programs and better prepare future generations of translators to meet the demands of an evolving global landscape.

In conclusion, the findings presented in this research underscore the importance of translation studies in Uzbekistan and highlight the challenges and opportunities facing the field. By addressing these challenges and embracing opportunities for collaboration and innovation, Uzbekistan can strengthen its position as a hub for excellence in translation, contributing to cultural exchange and global cooperation.

5. Conclusion

To sum up, this research has provided a comprehensive overview of the historical evolution and current state of translation studies in Uzbekistan, identifying key challenges and opportunities for development in the field. The historical trajectory, from the early contributions of Central Asian intellectuals to contemporary efforts to promote Uzbek literature globally, underscores the enduring significance of translation in fostering cultural exchange and preserving linguistic heritage.

Despite the progress made in translation studies, challenges such as the lack of standardized curricula, assessment criteria, and proficiency frameworks persist, hindering the consistency and quality of translator training. However, these challenges also present opportunities for growth and development. By standardizing curricula, integrating internationally recognized frameworks like the European Master's in Translation (EMT), and fostering interdisciplinary collaboration, Uzbekistan can enhance the quality of translator training and position itself as a leader in the field.

The adoption of the EMT framework holds particular promise, offering a standardized description of translator competencies and facilitating collaboration with leading educational institutions in the European Union. Furthermore, efforts to establish certification systems and promote collaboration between academia, industry, and government stakeholders are essential for driving innovation and ensuring the quality of translation practice.

In conclusion, by addressing these challenges and embracing opportunities for collaboration and innovation, Uzbekistan can strengthen its position as a hub for excellence in translation, contributing to cultural exchange and global cooperation in the process.

6. Study Limitations and Future Research

Our research encountered several limitations that may have influenced the results and interpretations. Acknowledging these constraints is crucial for understanding the boundaries of our research and the context in which the findings should be considered:

Firstly, contemporary studies in Uzbekistan appears to lack dedicated researchers focusing on pioneering teaching methods and approaches that cultivate the requisite skills for translators. This gap results in a reliance on traditional methods that may not fully address the evolving needs of translation education and practice. Secondly, the absence of a comprehensive competence framework for translators within academic syllabuses is another limitation. While the European Master's in Translation (EMT) Competence Framework offers a robust structure, its adoption and integration into Uzbek educational institutions remain limited. This gap underscores the need for a standardized approach to training translators that aligns with international best practices.

These limitations highlight areas where further improvements and standardizations are needed to enhance the quality and effectiveness of translation studies in Uzbekistan.

Based on our findings, several avenues for future research and practical applications can be explored to build upon this study: Initially, a future research should focus on developing and implementing a standardized competence framework tailored to the specific needs of Uzbek translators. Integrating international frameworks like the EMT can provide a structured approach to training and assessing translators, ensuring consistency and quality in translation education. Additionally, establishing certification systems that validate translator competencies and ensure quality in translation practice is crucial. Future studies could explore collaborations with international organizations to adopt recognized certification standards and provide opportunities for professional development and accreditation. Furthermore, fostering collaboration between academia, industry, and government stakeholders is essential for driving innovation in translation studies. Research should focus on creating a robust ecosystem for translation studies that leverages the expertise and resources of these stakeholders to promote excellence and cultural exchange.

By addressing these areas, future research can contribute significantly to the advancement of translation studies in Uzbekistan, ensuring that it meets both local needs and international standards.

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