

THE ROLE OF THE SOCIOCULTURAL APPROACH IN TEACHING FUTURE TRANSLATORS: THE CASE OF UZBEKISTAN

Nigora Mirzoidova Avaz qizi,

Faculty of English Philology

Department of English language teaching methodology and educational technologies

Uzbekistan State World Languages University, Tashkent

Abstract. *In the context of globalization and increasing intercultural communication, the training of professional translators requires approaches that extend beyond linguistic competence. This study examines the role of the sociocultural approach in translator education in Uzbekistan and explores its contribution to the development of translation competence.*

Keywords: *sociocultural approach, translator training, Uzbekistan, linguocultural competence, translation pedagogy, intercultural communication.*

Annotatsiya. *Globalashuv va madaniyatlararo muloqotning tobora kuchayib borayotgan sharoitida professional tarjimonlarni tayyorlash faqat lingvistik kompetensiya bilan cheklanib qolmaydigan yondashuvlarni talab etadi. Mazkur tadqiqot O'zbekistonda tarjimonlar tayyorlash jarayonida ijtimoiy-madaniy yondashuvning o'rnini o'rganadi hamda uning tarjima kompetensiyasini rivojlantirishga qo'shayotgan hissasini tahlil qiladi.*

Kalit so'zlar: *ijtimoiy-madaniy yondashuv, tarjimonlarni tayyorlash, O'zbekiston, lingvomadaniy kompetensiya, tarjima pedagogikasi, madaniyatlararo muloqot.*

Аннотация. *В условиях глобализации и возрастающей межкультурной коммуникации подготовка профессиональных переводчиков требует подходов, выходящих за рамки исключительно лингвистической компетенции. Данное исследование рассматривает роль социокультурного подхода в подготовке переводчиков в Узбекистане и анализирует его вклад в развитие переводческой компетенции.*

Ключевые слова: *социокультурный подход, подготовка переводчиков, Узбекистан, лингвокультурная компетенция, педагогика перевода, межкультурная коммуникация.*

Introduction. The profession of translation has undergone substantial transformation in recent decades. Translation is no longer viewed merely as a process of linguistic substitution but rather as a form of intercultural communication requiring the mediation of meanings between different linguistic and cultural systems. This shift has encouraged the development of innovative pedagogical approaches aimed at preparing translators for complex communicative situations in multicultural environments.

In Uzbekistan, the growing expansion of international cooperation, economic partnerships, and academic mobility has increased the demand for highly qualified translators. Consequently, higher educational institutions have begun to reconsider traditional translator-training models that focused primarily on grammar, vocabulary acquisition, and lexical equivalence.

Among contemporary pedagogical approaches, the sociocultural approach has gained considerable attention. Based on the premise that language and culture are inseparable, this approach emphasizes the role of cultural knowledge, social interaction, and contextual understanding in the construction of meaning. From this perspective, translators are not

merely language specialists but also cultural mediators responsible for facilitating communication across cultures.

Despite growing recognition of the sociocultural approach, its implementation in translator education in Uzbekistan remains inconsistent. While some universities have introduced linguocultural and sociolinguistic components into their curricula, others continue to rely heavily on traditional linguistic methods.

The aim of this study is to examine the role of the sociocultural approach in teaching future translators in Uzbekistan and to evaluate its contribution to the development of translation competence.

Methods. This study employed a qualitative research design based on document analysis and literature review.

The analysis was conducted using: scholarly publications on translation studies and translator education; national and international research on sociocultural approaches to language learning; studies concerning linguocultural competence and intercultural communication; publications addressing contemporary translator training practices in Uzbekistan.

Data Analysis. The collected literature was analyzed through thematic analysis. Particular attention was paid to recurring themes related to sociocultural competence, cultural mediation, intercultural communication, and translation pedagogy. The analysis also focused on identifying challenges and opportunities associated with implementing sociocultural approaches in translator education.

Results. The analysis demonstrates that the sociocultural approach views language and culture as inseparable elements of communication. Meaning is constructed through cultural norms, social values, and communicative intentions rather than through linguistic forms alone. Consequently, translation is understood as a process of cultural mediation rather than simple linguistic transfer.

Development of Linguocultural Competence - The findings indicate that linguocultural competence is a fundamental component of translator training. In the Uzbek context, this competence includes: knowledge of cultural symbols and references; understanding of national traditions and values; ability to interpret metaphors, idioms, and culturally specific expressions.

For example, expressions such as *qalbi gulladi* ("his heart blossomed") and proverbs such as *Ona duosi tog'ni ham ko'chiradi* contain cultural meanings that require contextual interpretation rather than literal translation.

Importance of Sociolinguistic Awareness - The analysis highlights the role of sociolinguistic competence in preserving social relationships and pragmatic meaning during translation. Honorific expressions, forms of politeness, and status markers frequently require adaptation rather than direct translation.

For instance, the Uzbek sentence *Otabek aka bugun yig'ilishga keladilar* cannot be translated effectively through literal lexical substitution. Instead, translators must identify and reproduce the respect conveyed by the honorific structure within the conventions of the target language.

Intercultural Communicative Competence - The findings show that contemporary translator education increasingly emphasizes intercultural communicative competence. Educational programs incorporating authentic translation tasks, linguocultural studies, and interdisciplinary perspectives enable students to recognize cultural differences, negotiate meaning, and adapt communication to diverse audiences.

Current Practices in Uzbekistan - The analysis reveals a gradual shift toward sociocultural models of translator education in Uzbekistan. Many universities have introduced courses related to linguocultural studies and intercultural communication. However, the level of implementation differs significantly across institutions.

Discussion. The findings suggest that the sociocultural approach contributes substantially to the development of translation competence among future translators. By combining linguistic proficiency with cultural understanding, sociolinguistic sensitivity, and intercultural awareness, the approach prepares students for the realities of professional translation practice. These findings are consistent with contemporary translation theories that define translators as intercultural mediators rather than linguistic converters. Effective translation requires understanding not only what a text says but also how meanings are shaped by cultural and social contexts.

The study further demonstrates that translator education in Uzbekistan is gradually aligning with international developments in translation studies. The incorporation of authentic materials, cultural analysis, and interdisciplinary perspectives reflects a broader movement toward competence-based translator training. Nevertheless, several challenges continue to limit the effectiveness of implementation. The absence of standardized sociocultural curricula, insufficient teacher preparation, limited availability of authentic translation resources, and excessive emphasis on theoretical instruction reduce opportunities for practical competence development. **Pedagogical Implications.** To strengthen the integration of sociocultural approaches into translator education, the following measures are recommended: introducing dedicated courses on linguocultural and sociolinguistic aspects of translation; expanding the use of authentic and culturally rich translation materials; promoting interdisciplinary cooperation among linguistics, cultural studies, and communication disciplines; integrating digital technologies, corpora, and translation software into instruction; providing continuous professional development opportunities for translation instructors. **Limitations and Future Research.** This study is based primarily on literature review and document analysis. Future empirical research involving students, instructors, and translation professionals would provide deeper insights into the practical effectiveness of sociocultural approaches in translator education.

Comparative studies across different universities and regions of Uzbekistan may also contribute to a more comprehensive understanding of implementation practices.

Conclusion. The study confirms that the sociocultural approach represents an essential framework for contemporary translator education in Uzbekistan. Translation competence extends beyond linguistic knowledge and requires the ability to interpret, negotiate, and mediate meaning across cultures.

The integration of linguocultural competence, sociolinguistic awareness, and intercultural communicative competence enables future translators to produce translations that are accurate, culturally appropriate, and communicatively effective. Although challenges remain, the continued development of sociocultural approaches in higher education can significantly improve the quality of translator training and prepare graduates to meet the demands of global professional communication.

References:

1. Azatova, N. (2025). *Linguocultural Features in Uzbek-English Translation*. Uzbek Journal of Linguistics.
2. Eshonkulova, M. (2025). *Cultural Interpretation in Literary Translation*. Academic Research in Modern Sciences.
3. Ilyasov, I., & Mamarasulova, M. (2025). *Modern Translation Theories in Uzbekistan*. New Scientific Perspectives Journal.
4. To'lanova, G., & Ahmedov, A. (2025). *Historical Text Translation Issues*. Journal of Uzbek Studies.
5. Baker, M. (2018). *In Other Words: A Coursebook on Translation*. Routledge.
6. Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.
7. Nida, E. (1964). *Toward a Science of Translating*. Brill.

