

A COMPETENCY-BASED APPROACH IN THE PROPAEDEUTIC TRAINING OF TRANSLATORS

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Abstract. Modernization of higher education under globalization and the knowledge economy has transformed requirements for foreign language training of future translators. This article examines the initial stage of bachelor-level translator education and identifies a contradiction between reduced instructional time and increasing competency demands. Drawing on competence-based theory, activity theory, and translation studies, it argues that traditional introductory phonetic courses are insufficient for developing professionally oriented linguistic competence. The study substantiates the need to strengthen the propaedeutic stage of language instruction to support early professionalization, intercultural competence development, and the formation of a translator's linguistic personality. Particular attention is paid to developing students' initial professional knowledge and skills, independent learning abilities, decision-making skills in various communicative situations, and adaptation to translation activities during propaedeutic training. The article substantiates that the competency-based approach serves as an effective pedagogical basis for the systematic development of translators' professional training, integration of theoretical knowledge with practical activities, and preparation of students for future translation practice.

Keywords: translator training, propaedeutic instruction, competence-based education, foreign language teaching, intercultural communication, linguistic competence, higher education, translation studies.

TARJIMONLARNI PROPEDEVTIK TAYYORLASHDA KOMPETENSIYAGA ASOSLANGAN YONDASHUV

Annotatsiya. Globallashuv va bilimlar iqtisodiyoti sharoitida oliy ta'limni modernizatsiya qilish kelajak tarjimonlarni chet tilga o'qitish talablarini sezilarli darajada o'zgartirdi. Ushbu maqola bakalavriat darajasidagi tarjimon tayyorlashning boshlang'ich bosqichini tahlil qiladi va o'quv yuklamasining qisqarishi bilan kompetensiyalarga qo'yilayotgan talablarning ortishi o'rtasidagi ziddiyatni aniqlaydi. Kompetensiyaga asoslangan yondashuv, faoliyat nazariyasi va tarjimashunoslikka tayangan holda, maqola an'anaviy fonetik kirish kurslari kasbiy yo'naltirilgan lingvistik kompetensiyani shakllantirish uchun yetarli emasligini ko'rsatadi. Tadqiqot til o'qitishning propaedeutik bosqichini kuchaytirish zarurligini asoslaydi, bu esa erta kasbiylashuv, madaniyatlararo kompetensiya rivojlanishi va tarjimonning lingvistik shaxs sifatida shakllanishini ta'minlaydi. Shuningdek, propedevtik tayyorgarlik jarayonida talabalarining boshlang'ich kasbiy bilim va ko'nikmalarini rivojlantirish, mustaqil ishlash, turli kommunikativ vaziyatlarda to'g'ri qaror qabul qilish va tarjima faoliyatiga moslashish imkoniyatlariga alohida e'tibor qaratilgan. Maqolada kompetensiyaga asoslangan yondashuv tarjimonlarning kasbiy tayyorgarligini izchil shakllantirish, nazariy bilimlarni amaliy faoliyat bilan uyg'unlashtirish hamda kelgusidagi tarjimonlik faoliyatiga tayyorlashning samarali pedagogik asosi sifatida asoslangan

Kalit so'zlar: tarjimon tayyorlash, propaedeutik o'qitish, kompetensiyaga asoslangan ta'lim, chet tilini o'qitish, madaniyatlararo muloqot, lingvistik kompetensiya, oliy ta'lim, tarjimashunoslik.

КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ПРОПЕДЕВТИЧЕСКОЙ ПОДГОТОВКЕ ПЕРЕВОДЧИКОВ

Аннотация. Модернизация высшего образования в условиях глобализации и экономики знаний существенно изменила требования к языковой подготовке будущих переводчиков. В данной статье рассматривается начальный этап подготовки переводчиков на уровне бакалавриата и выявляется противоречие между сокращением учебного времени и ростом требований к формируемым компетенциям. Опираясь на компетентностный подход, теорию деятельности и переводоведение, автор доказывает, что традиционные вводно-фонетические курсы недостаточны для формирования профессионально ориентированной языковой компетенции. Обосновывается необходимость усиления пропедевтического этапа языкового обучения как условия ранней профессионализации, развития межкультурной компетенции и формирования языковой личности переводчика.

Особое внимание уделяется развитию у студентов начальных профессиональных знаний и навыков, самостоятельной работе, принятию правильных решений в различных коммуникативных ситуациях и адаптации к переводческой деятельности в процессе пропедевтической подготовки. В статье обосновано, что компетентностный подход является эффективной педагогической основой последовательного формирования профессиональной подготовки переводчиков, интеграции теоретических знаний с практической деятельностью и подготовки студентов к будущей переводческой деятельности.

Ключевые слова: подготовка переводчиков, пропедевтическое обучение, компетентностный подход, обучение иностранному языку, межкультурная коммуникация, языковая компетенция, высшее образование, переводоведение.

Introduction. Contemporary higher education systems are undergoing profound transformation driven by globalization, digitalization, and the increasing importance of knowledge as a strategic resource. Education is no longer limited to the transmission of knowledge but is increasingly understood as a mechanism for developing competencies, autonomy, and lifelong learning skills.

The transition to a competence-based model of education has significantly redefined the goals of foreign language instruction in translator training programs. Language is now viewed not merely as an academic discipline, but as a professional instrument for intercultural mediation and translation activity.

According to A.N. Leontiev, education represents a structured activity shaping consciousness and personality through socially mediated practice. In this context, foreign language learning should contribute to professional identity formation from the earliest stages of education. Similarly, competence-based education theory emphasizes the integration of knowledge, skills, and value orientations into holistic competencies, shifting the focus from memorization toward cognitive flexibility and problem-solving ability.

Within translation studies, scholars such as Eugene Nida, Peter Newmark, and Lawrence Venuti emphasize the communicative and intercultural dimensions of translation. Translator competence is therefore understood as a complex construct that includes linguistic, cultural, interpretive, and strategic abilities.

Despite these theoretical advances, current bachelor-level translator programs reveal several contradictions:
foreign language instruction is concentrated in the early semesters;
translation practice begins at later stages;
instructional hours are increasingly reduced.

As a result, students often experience a gap between expected professional competencies and their actual preparedness for translation activity.

This article aims to analyze the limitations of traditional introductory language instruction and to justify the pedagogical importance of a competence-based propaedeutic stage in translator education.

Methods. The study employs a qualitative theoretical and conceptual research design based on the analysis and synthesis of literature in translation studies, pedagogy, and competence-based education.

The methodological framework of the study includes:

competence-based education theory;
activity theory;
intercultural communication theory;
translation studies approaches.

The research draws upon the works of Leontiev, Vygotsky, Zimnyaya, Komissarov, Khaleeva, Nida, Newmark, Venuti, and other scholars in translator education and linguistics.

Comparative and analytical methods were used to examine:

the structure of contemporary translator training programs;
the limitations of traditional introductory phonetic courses;
the pedagogical functions of propaedeutic instruction.

The study focuses particularly on the relationship between early-stage language instruction and the formation of translator competence in bachelor-level education.

Results. The analysis demonstrates that traditional introductory foreign language courses are insufficient for meeting the demands of competence-based translator education.

Several key limitations were identified:

insufficient integration of language skills into a unified competence system;
weak connection between language instruction and future translation activity;
limited development of intercultural competence;
predominance of memorization-oriented learning strategies.

The findings indicate that current instructional models do not adequately support the development of professionally oriented linguistic competence during the initial stages of translator training.

The study further identifies the pedagogical significance of the propaedeutic stage of instruction. In the competence-based framework, propaedeutic instruction functions as a preparatory phase aimed at developing foundational linguistic, cognitive, and professional competencies.

Four major functions of propaedeutic instruction were identified:

Orientation function – introducing students to the nature and goals of professional translation activity;

Integrative function – connecting linguistic, cognitive, and intercultural development into a unified educational process;

Developmental function – fostering analytical, interpretive, and reflective thinking skills;

Motivational function – strengthening professional identity formation and increasing student engagement.

The results also demonstrate that early professional orientation in language learning contributes to the formation of a translator's linguistic personality and improves readiness for subsequent translation practice.

Discussion. The findings confirm that the modernization of higher education requires a reconsideration of traditional approaches to introductory foreign language instruction in translator training programs.

Traditional phonetic-entry models were designed primarily to develop pronunciation and basic communicative skills. However, modern translator education requires a broader pedagogical framework integrating professional, intercultural, and cognitive dimensions from the beginning of instruction.

The competence-based approach supports this shift by emphasizing the practical application of language knowledge in socially and professionally meaningful contexts. In this respect, the propaedeutic stage serves not only as linguistic preparation but also as a mechanism for early professionalization.

The study aligns with the views of T.M. Dridze, who interprets translation as a communicative process involving meaning negotiation between participants, as well as with I.I. Khaleeva's emphasis on intercultural competence as a central component of translator education.

Furthermore, the findings support the position of Komissarov and Minyar-Beloruhev that translator competence cannot be reduced to language proficiency alone. Effective translator education requires the integration of linguistic, cultural, strategic, and interpretive competencies within a coherent educational framework.

Thus, strengthening the propaedeutic stage appears to be a pedagogically justified response to the contradiction between reduced instructional time and increasing competency requirements in modern higher education.

Conclusion. The study demonstrates that current models of initial foreign language instruction are insufficient to satisfy the demands of competence-based translator education. The contradiction between reduced instructional time and expanding competency expectations necessitates the restructuring of early-stage language training. The analysis shows that the formation of initial professional competencies at the early stages of translator training contributes to students' gradual adaptation to the requirements of translation activities. In this process, particular importance should be attached to practical tasks, communicative situations, independent work, problem-solving activities, and exercises aimed at developing translation skills. Such an approach enables students to apply theoretical knowledge in practical contexts and make appropriate decisions in different communicative situations.

The competency-based approach also creates favorable conditions for integrating language learning with professional training. Developing linguistic and communicative competence together with intercultural awareness enables future translators to understand not only the linguistic structure of a text but also its cultural and contextual meanings. This is especially important for achieving accuracy, adequacy, and effectiveness in intercultural communication.

Therefore, effective propaedeutic training of translators requires the purposeful development of a set of interconnected competencies and the creation of an educational environment that combines theoretical preparation with practical activities. The systematic application of the competency-based approach can contribute to strengthening students' professional readiness, increasing their independence and adaptability, and establishing a solid foundation for further professional development in the field of translation.

A competence-based propaedeutic approach provides an effective pedagogical solution by:

ensuring early professional orientation;

integrating linguistic and intercultural competencies;

fostering analytical and reflective thinking;

supporting the formation of a holistic linguistic personality of future translators.

Therefore, strengthening the propaedeutic stage of translator training should be considered a necessary component of modern bachelor-level translation education.

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