



METHODS OF TEACHING STUDENTS OF TRANSLATION FACULTIES WRITTEN TRANSLATION OF ECONOMIC TEXTS

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Abstract. *This paper explores pedagogical methods for training translation-faculty students in the written translation of economic texts. Given the terminological density, conceptual complexity, and stylistic specificity of economic discourse, translation of economic texts requires not only linguistic competence, but also subject-matter understanding and methodological awareness. Combining insights from translation studies and specialized translation pedagogy, this work proposes a structured model for translation training: pre-translation analysis, terminology acquisition and management, strategy selection, translation production, and revision with peer and instructor feedback. Pedagogical techniques such as comparative translation tasks, terminology work, use of authentic economic texts, problem-based and project-based translation assignments are also advocated.*

Keywords: *translation pedagogy, economic texts, specialized translation, terminology, translation strategies, translation competence, written translation, training methods.*

Introduction

In recent decades, the demand for translation of economic and financial texts has grown, driven by globalization, international business, economic integration, and cross-border communication. This has stimulated scholarly interest in economic translation as a specialized field, examining both its theoretical and practical facets. Theoretical and practical issues describe economic translation as both a process and a product: as a process, a complex, multi-stage act of cross-cultural bilingual communication, as a product – a target text that strives for equivalence with the source while necessarily adapting to linguistic and cultural differences. The interdisciplinary character of economic translation complicates assigning it a clear status: translation competence must include not only linguistic skill, but also domain knowledge in economics. The rapid development of business and economic terminology, often in English, forces many countries to confront whether to borrow, adapt, or translate new terms – a problem that affects translation pedagogy (Nida, 1964, Baker, 2018).

Terminology and Terminological Challenges

A core challenge in economic translation is the accurate translation of specialized economic terminology, often including neologisms, polysemous terms, collocations, and terms without direct equivalents. In the context of translation into non-European languages (or languages with different economic traditions), adaptation of terms may

require loan translation, transliteration, semantic expansion, or hybrid methods (Fedorov, 2002). For example, the study of Translation Methods of Economic Neologisms in Internet Discourse demonstrates how economic neologisms are translated into Uzbek language using loan translation, semantic expansion, and hybrid adaptation – offering insight into how translation pedagogy might incorporate both linguistic and cultural adaptation. Empirical research into translation of economic texts from English into Russian reveals frequent use of techniques such as direct equivalents, transliteration, transcription, or explanatory paraphrase when no adequate equivalents exist (Komissarov, 1990).

Linguistic and Stylistic Features of Economic Texts

Specialized economic texts often combine general-language vocabulary with domain-specific terminology, abbreviations, acronyms, collocations, and syntactic structures typical of technical or financial writing. Apparently, simple elements – for example, modal verbs – can present serious translation difficulties in economic texts, due to polyfunctionality and context-sensitive meanings. Moreover, syntactic differences between languages (e.g., nominalization tendencies in English vs. Russian, differences in sentence structure, use of prepositional phrases, long noun-phrases etc.) often complicate translation (McCloskey, 1988).

Pedagogical needs and issues in translation training

The expansion of economic, political, and cultural contacts internationally has increased demand for translators competent in economic translation, including in non-linguistic countries such as Uzbekistan, but pedagogical practice has not always kept pace. The insufficient development of scientific foundations for translation pedagogy is one cause of inadequate preparation of translators. In applied translation pedagogy, it is recommended to implement inclusion of authentic specialized texts (financial reports, business documents, economic articles) and systematic terminological training rather than simplistic text-book exercises. The effective training must address not only linguistic translation skills, but also terminological competence, subject knowledge, awareness of stylistic and syntactic specificity of economic discourse, and translational decision-making (strategy, adaptation, consistency). Pedagogical research points to the need for structured curricula that integrate theory and practice, authentic materials, terminological work, and reflective translation tasks. These observations form the theoretical foundation for designing effective methods for teaching translation of economic texts.

The effective ways and approaches for teaching written translation of economic texts

1. Interdisciplinarity and dual competence – students should build both linguistic and translation competence as well as subject-matter competence (economics, finance). As economic translation is not purely linguistic, students must understand the economic concepts behind terminology (Byrne, 2006).

2. Terminology awareness and management – given the high density of specialized terms, including neologisms, polysemous terms, acronyms, collocations, and sometimes absence of equivalents, the course must include systematic work on terminology: identification, definition, equivalence search, adaptation (Bowker, 2015).

3. Authentic-text orientation and real-world relevance – using real economic texts (e.g. financial reports, business articles, economic journalistic pieces, contracts, balance



sheets) rather than artificially simplified or invented texts. This ensures students face real challenges (terminology, style, context, audience) and prepares them for professional translation tasks (Kelly, 2005, Gile, 2009).

4. Reflective, decision-making translation practice – translation is not mechanical code-switching. Students need to analyze source texts, make informed decisions (choice of equivalence, translation strategy: domestication, foreignization), and justify them. This builds translation competence and autonomy (Pym, 2012, Kiraly, 2014).

5. Progressive, staged training – starting from analysis and terminology work, moving to draft translation, then revision and peer as well as instructor feedback, to final version. This staged approach helps manage complexity of economic texts (Hurtado Albir, 2017).

The step-by-step implementation of teaching students written translation of economic texts

Preparatory phase – familiarization and terminology building. Students get introduced to economic texts in both source and target languages, read sample texts (reports, articles), start building a subject-specific glossary, learn to use economic dictionaries, financial glossaries, corpora (Bowker, 2002).

Pre-translation analysis – before translating, students analyze the source text: identify specialized terms, ambiguous vocabulary, collocations, idiomatic expressions, syntactic difficulties, style-functional features, audience, register, purpose, possible translation problems (e.g. non-equivalent terms, cultural references) (Nord, 1999).

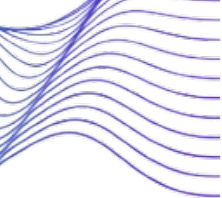
Terminology work and equivalence search – for every identified term, students should search for equivalents (dictionary, specialized glossaries), consider transliteration, borrowing, loan translation, paraphrase or adaptation if no direct equivalent, discuss possibilities and decide on best variant. They should also be encouraged maintaining a personal glossary and translation memory (Sager, 1990, Cabre, 1999).

Draft Translation – students produce first translation draft applying their analysis and decisions. They should focus on meaning and equivalence, not final polish. The draft should aim for semantic and pragmatic equivalence, readability, clarity in target language (Newmark, 1988).

Revision and peer-instructor feedback – students exchange drafts, comment on terminological choices, style, clarity, consistency. Instructor reviews and gives feedback on adequacy, style, term consistency, register. Discussion and justification of translation decisions (especially difficult ones) – this fosters critical thinking and translation awareness (Mossop, 2020).

Terminology-based tasks and exercises devoted solely to identifying, defining, and finding equivalents for economic, economic-financial terms, dealing with polysemy, acronyms, neologisms, translation of neologisms via loan translation, semantic expansion or hybrid adaptation can be useful for students. For instance, as in translation of economic neologisms into Uzbek.

Comparative translation assignments: teachers should give students a source text and possibly also an existing published translation, ask them to produce their own translation, then compare versions – analyze different strategies, terminological choices, stylistic differences. This helps raise awareness that there may be multiple acceptable



translations and helps justify translation decisions. This method supports reflective translation practice (decision-making). The general theory of economic translation recognizes this variability between target-texts because of cultural and linguistic differences (Baker, 2018, Hatim and Mason, 1997).

Use of authentic economic texts: teachers should incorporate real financial reports, business news articles, economic research papers, annual reports, balance sheets, contracts, etc. This gives students exposure to real terminological, structural and contextual complexity. As argued in pedagogical literature, such authentic-text orientation increases real-world readiness (Gile, 2009, Kelly, 2005).

Problem-based and project-based translation tasks: students should be assigned real-world-like projects (e.g., translating a company's annual report, a business plan, marketing research summary, financial analysis, economic article) which require not only translation but also adaptation to the target audience and context (e.g. local economic realities, cultural context, legal and financial terms). This simulates professional translation tasks and reinforces translation competence. As noted in curricula descriptions, students should be able to "apply knowledge of economic terminology and theory of economics" when translating specialized texts (Kiraly, 2014).

Corpus, Glossary. Translation-Memory work: teachers should also encourage students to build and maintain a glossary or translation memory of economic terminology. This supports terminological consistency across translations – an essential feature especially for technical or economic texts. The specialized translation literature underscores the necessity of such terminological work (Pearson, 2002).

Translation strategy training – domestication, foreignization, adaptation: students should be taught about different translation strategies: preserving source-language terms/structures (foreignization / borrowing), adapting to target-language norms (domestication), or hybrid solutions (loan-translation, semantic adaptation). Teachers encourage conscious choice of strategy depending on the text type, target audience, purpose, and economic-cultural context. This is particularly relevant in economic translation due to frequent Anglo-Saxon origin of economic terminology and globalization (Venuti, 1995, Vinay and Darbelnet, 1995).

Conclusion

In conclusion, while specialized translation – especially economic translation – poses significant challenges, a well-structured, thoughtful pedagogical approach can build translators' competence and prepare them for real-world professional translation tasks. Such training contributes to improved quality of economic translation, better cross-cultural communication, and supports the global exchange of economic knowledge and information.

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Section-2: Innovative Methods in Language Teaching

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