
Developing written translation skills of translation students through a synergetic approach

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Annotation *This article provides a thorough analysis of the theoretical and practical significance of the synergetic approach in developing the written translation skills of students studying translation. The theory of synergetics, which is based on the principles of self-organization in complex systems, can be effectively applied to language learning and, in particular, to the process of translation. Written translation is a complex, multifaceted, and creative activity in which linguistic elements, context, cultural differences, authorial intent, and the needs of the target audience are harmonized within a single integrated system. The article demonstrates how, through the synergetic approach, students can develop comprehensive translation competence by integrating and balancing these interacting components. Additionally, the study presents practical results from an experiment, methodological recommendations for lessons, and an analysis of students' reflective practices. The findings confirm that the synergetic approach serves as an effective and innovative model for translation education.*

Keywords *Students, competency, linguistics, translation technique, synergetic approach, written translation.*

Развитие навыков письменного перевода у студентов-переводчиков с использованием синергетического подхода

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Аннотация *Эта статья представляет собой тщательный анализ теоретической и практической значимости синергетического подхода в развитии навыков письменного перевода у студентов, изучающих перевод. Теория синергетики, основанная на принципах самоорганизации в сложных системах, может быть эффективно применена к изучению языка и, в частности, к процессу перевода. Письменный перевод является сложной, многогранной и творческой деятельностью, в которой лингвистические элементы, контекст, культурные различия, авторский замысел и потребности целевой аудитории гармонизируются в рамках единой интегрированной системы. Статья демонстрирует, как с помощью синергетического подхода студенты могут развить всестороннюю переводческую компетенцию путем интеграции и*

балансировки этих взаимодействующих компонентов. Кроме того, исследование представляет практические результаты эксперимента, методические рекомендации для уроков и анализ рефлексивных практик студентов. Полученные результаты подтверждают, что синергетический подход служит эффективной и инновационной моделью для обучения переводу.

Ключевые слова: Студенты, компетентность, лингвистика, переводческая техника, синергетический подход, письменный перевод.

Tarjima yo'nalishi talabalari yozma tarjima ko'nikmalarini sinergetik yondashuv orqali rivojlantirish

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Annotatsiya *Mazkur maqolada tarjimonlik yo'nalishida tahsil olayotgan talabalarining yozma tarjima ko'nikmalarini rivojlantirishda sinergetik yondashuvning nazariy va amaliy ahamiyati chuqur tahlil qilinadi. Sinergetika nazariyasi murakkab tizimlarning o'z-o'zini tartibga solish tamoyillariga asoslangan bo'lib, u til o'rganish va ayniqsa, tarjima faoliyati jarayoniga samarali tarzda tatbiq etilishi mumkin. Yozma tarjima jarayoni murakkab, ko'p qirrali va ijodiy faoliyat bo'lib, bunda til birliklari, kontekst, madaniy tafovutlar, muallif niyati va maqsadli auditoriya ehtiyojlari bir butun tizimda uyg'unlashadi. Maqolada sinergetik yondashuv orqali ushbu elementlarning o'zaro ta'siri, muvozanat va integratsiyasi orqali talabalar qanday qilib kompleks tarjima kompetensiyasini shakllantirishi mumkinligi ko'rsatib beriladi. Shuningdek, maqolada tajriba asosida olingan amaliy natijalar, darslar uchun metodik tavsiyalar hamda o'quvchilarning reflektiv tahlil faoliyati ham yoritilgan. Tadqiqot natijalari sinergetik yondashuvning tarjima ta'limi uchun samarador model ekanini tasdiqlaydi.*

Kalit so'zlar *Sinergetik yondashuv, yozma tarjima, tarjimon talabalari, tarjima kompetensiyasi, lingvodidaktika, tarjima metodikasi.*

Introduction

In today's globalized world, written translation plays a fundamental role not only in professional communication but also in shaping intercultural understanding. Traditional methods of translation training often emphasize linguistic equivalence without addressing the cognitive and contextual complexities involved in real-world translation tasks. The synergetic

approach, rooted in interdisciplinary integration, shifts this focus toward dynamic, self-organizing learning processes. In translation education, this means encouraging students to take active responsibility for managing multiple variables – linguistic, cultural, and pragmatic – in a cohesive system. Moreover, with the increasing complexity of global texts and communication demands, future translators must acquire the

ability to synthesize information creatively and critically. This paper investigates how the synergetic model, applied through guided instruction and reflective activities, helps students navigate such complexities and develop sustainable written translation competence. The goal is to propose a teaching paradigm that reflects the actual conditions of translation practice while fostering both autonomy and collaboration in the classroom.

The synergetic approach'soretical foundations

Applied to the translation process, synergetics is the study of the laws of self-organizing in complex systems. Hermann Haken's synergetics theory holds that equilibrium and interactions among the parts of any complex system – including the translation process – generate them. Translation is a multifarious process including language, culture, context, the author's goal, and audience needs. The application of synergetics to translation studies is more than metaphorical; it provides a practical framework for understanding how complex cognitive and linguistic activities emerge and stabilize through interaction. Translation, when viewed as a self-organizing system, reveals patterns of coherence that go beyond individual word-level choices. For example, the interplay between source-text intentions and target-culture expectations generates a dynamic tension that the translator must resolve creatively. Within this framework, translation is not a product but a process – fluid, adaptive, and recursive. The translator engages in decision-making cycles, drawing on prior knowledge, cultural experience, and contextual clues. This aligns with Vygotskian principles of mediated learning, where meaning is co-constructed through interaction. Applying Haken's theory allows educators to model translation training as a non-linear, emergent process, where diverse inputs are harmonized

through student agency. Thus, the synergetic approach is not only a pedagogical tool but a conceptual lens through which translation itself is redefined. (Haken, 1983)

The value of synergetic theory for translation education

Though synergetics first came from physics, they have since been effectively applied in pedagogy, linguistics, and translating studies. Translation is a creative process requiring a different approach for every new circumstance, not a mechanical task with set processes. This is in line with the main idea of the synergetic approach: see the translator as a self-organizing system. Learners' personal perspective, language expertise, cultural awareness, contextual understanding, and logical capacity all affect their translating process. Among the several representatives, this process calls for interaction, harmony, and balance. The synergetic approach offers a structure for organizing the learning process to suit this complexity (Komissarov, 1999)

Linguistic grounds and characteristics of written translation

Developing written translation skills in linguodidactics goes beyond grammar and vocabulary instruction. Pupils have to go over the content carefully and replicate it in line with the cultural and aesthetic standards of the target audience. This calls for the growth of the following competencies (Pym, 2010):

Linguistic competency is the awareness in both source and target languages of morphological, syntactic, lexical, and stylistic possibilities.

1. Discursive competency involves understanding the communicative and contextual aspects of the text.

2. Cultural competency is realizing cultural meanings and selecting appropriate opposites.

3. Cognitive ability is critically examining and reflecting all through translation.

4. Synergetic competence is the capacity to combine all the previously mentioned talents and apply them holistically in several translation contexts.

Translation is a complex action needing cultural, cognitive, and communicative compatibility rather than only a «linguistic transposition». Written translation competence encompasses much more than accurate rendering of vocabulary and syntax. It involves a deep engagement with genre conventions, discursive intentions, and socio-cultural implications. In the synergetic model, students are trained to assess and adjust their translation choices based on these layered dimensions. For instance, when translating political or literary texts, the challenge lies not in literal equivalence but in maintaining pragmatic and emotional resonance. The integration of linguistic, discursive, and cultural competencies requires deliberate pedagogical scaffolding. Teachers must design tasks that simulate authentic translation scenarios, such as translating for specific readerships or reconstructing authorial voice. Importantly, the synergetic approach fosters the development of what Pym (2010) terms «translational decision-making competence,» which includes risk assessment, evaluation of alternatives, and reflective reasoning. Through recursive practice and peer feedback, students internalize this multi-dimensional awareness, gradually shifting from surface-level translation to a more holistic, adaptive performance.

Written translation skills improved in terms of quality:

The translations produced by students trained through the synergetic approach were highly rated in terms of lexical-semantic accuracy, stylistic consistency, and logical coherence.

Students' ability to select translation strategies in problematic situations improved:

- In particular, their independence increased in choosing synonyms, working with specialized terminology, and ensuring equivalence in translation.
- A critical attitude toward translation quality developed through a reflective approach:
- Students actively participated in identifying and analyzing their own translation errors (Neubert, & Shreve, 1992).

Applied in written translation: the synergetic approach

Analytical thinking, grammatical knowledge, terminological awareness, intercultural competency, stylistic adaptation, and logical consistency comprise the various interrelated elements of written translation skills. The synergetic approach helps to unite these elements into one expertise. When translating a document, for instance, pupils have to grasp its meaning (semantic element), identify grammatical structure (syntactic element), notice cultural variances (pragmatic element), and finally synthesis these elements (synergetic act).

Try translating with students.

Tashkent university conducted an experiment involving second-year translators. Two groups – a conventional technique control group and an experimental group – synergetic approach – were formed. Both groups were originally tested and assigned the same translating assignments in initial phase (Kiryaly, 2000).

The experimental group received instruction throughout a carefully scheduled sequence of sessions.

- Textual semantic analysis noting the terminological background.
- Appreciation of Cultural Parallelism
- Talk about several translating variants.

- Developing the last work from introspection (Gulyamov, 2022).

By 22%, 30%, and 25% respectively the experimental group raised their grammatical accuracy, lexical sufficiency, and stylistic clarity. Students gained knowledge in making creative decisions and handling problems holistically. Results of applying the symbolic technique in textual translation.

Advancement of advanced translating ability

As part of an integrated system, students acquire not just language but also cognitive, pragmatic, cultural, and reflective abilities, therefore promoting general translation competency.

Appreciating the special and artistic features of translating. Unlike conventional techniques, the synergetic method sees translation as a dynamic and creative activity with no one «correct» solution. This promotes independent decision-making, comparison of alternatives, creative thought, and justification.

Expanding integrated abilities. All of which are included within synergetic education are linguistic understanding, intercultural communication, contextual analysis, stylistic adaptability, and discursive reasoning.

Development of meta-skills – reflection and evaluation. The combined learning environment advances metacognitive awareness. For professional translator growth, students assess not only their end result but also the whole process.

Flexible learning techniques and adaptability. Every book raises different contextual and cultural questions. The synergetic method helps students create flexible strategies instead of depending just on fixed ideas.

Growing cultural competency. Translation is the attempt at balancing two civilizations. By learning how to identify cultural connotations,

keep contextual relevance, and build intercultural bridges, students help to improve the quality of translations worldwide.

Development of comparative translation analysis. By learning to translate personally and by evaluating, criticizing, and learning from other versions, students strengthen their critical thinking and teamwork skills.

Advantages of the Synergetic Approach to Translation Education:

- Learners-centered education: Students take part actively in the translating process (Hasanboyeva, 2021).
- Flexibility: Various strategies are tried using several books.
- Students are urged to be creative; there is no one «correct» translation.
- Development of meta-skills calls for self-analysis, evaluation, improvement ideas, and dialogue.
- Contextual learning studies translation in cultural and communicative spheres in addition to its linguistic ones.

This study scientifically confirmed how well the synergetic approach improves the written translation capacity of translating graduates. Students were able to think independently, keep translation accuracy and stylistic consistency, understand intertextual relationships, and participate in reflective analysis of the translating process by means of language competency, intercultural communication, contextual analysis, and translation strategies. The study revealed that the synergetic technique harmonizes the translator's cognitive, metacognitive, and pragmatic tasks, hence producing continuous improvement in written translation quality.

Conclusion

The synergetic approach lets one see the translation process from a methodical, integrated, and dynamic angle. It advances the acquisition of sophisticated competencies

including communication, culture, reflection, and language abilities as well as other ones. The efficiency of this approach is supported by the experimental data. Consequently, the synergistic approach should be applied as a methodological basis for translation instruction rather broadly. The above theoretical and practical analysis demonstrates that the synergetic approach represents an effective model for translation education. Through this approach, translation students acquire the skills to conduct comprehensive text analysis, select appropriate equivalents in various contexts, and justify their translation choices. Synergetics, as

the science of the harmonious functioning of interconnected systems, plays a crucial role in fostering such harmony within translation training. Therefore, it is essential to design instructional activities based on the synergetic approach, organize reflective discussions, and engage students as active participants in the learning process. This not only enhances their translation competence but also contributes to the development of communicative, cultural, and cognitive dimensions of their professional identity.

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