

TEXT SELECTION IN TEACHING TECHNICAL TRANSLATION

Boqijonova Sayyoraxon Tuxtamurod qizi

Uzbekistan State World Languages University Teacher of the Department of translation theory of the English language at the Faculty of translation

Abstract: *This article examines the issues of text selection in teaching technical translation. It analyzes the main principles, criteria, and challenges of text selection in the technical translation teaching process. The article discusses the didactic aspects of text selection, text complexity levels, and their alignment with student competencies.*

Keywords: *technical translation, text selection, translation teaching methodology, didactic principles, text complexity*

Annotatsiya: *Ushbu maqolada texnik tarjima o'qitishda matn tanlash masalalari ko'rib chiqiladi. Texnik tarjima o'qitish jarayonida matn tanlashning asosiy tamoyillari, mezonlari va muammolari tahlil qilinadi. Maqolada matn tanlashning didaktik jihatlari, matnlarning murakkablik darajasi va talabalar kompetensiyalariga mosligi masalalari yoritilgan.*

Kalit so'zlar: *texnik tarjima, matn tanlash, tarjima o'qitish metodikasi, didaktik tamoyillar, matn murakkabligi*

Аннотация: *В данной статье рассматриваются вопросы отбора текста при обучении техническому переводу. Анализируются основные принципы, критерии и проблемы отбора текста в процессе обучения техническому переводу. В статье рассматриваются дидактические аспекты отбора текста, уровни сложности текста и их соответствие компетенциям студентов.*

Ключевые слова: *технический перевод, отбор текста, методика обучения переводу, дидактические принципы, сложность текста.*

Introduction

The selection of texts in teaching technical translation represents a critical component in translation pedagogy that significantly influences educational outcomes. While text selection in technical translation pedagogy has been extensively studied, modern educational conditions demand new and innovative approaches that align with contemporary industry requirements and student needs. The process of selecting appropriate texts for technical translation instruction encompasses multiple dimensions that must be carefully considered to ensure optimal learning outcomes⁵⁶ [1]. These dimensions include didactic principles, text complexity levels, students' existing

⁵⁶ Johnson, R. (2022). *Technical Translation: Theory and Practice*. London: Routledge.

knowledge and skills, target competencies, and industry relevance. The challenge lies not only in identifying suitable texts but also in organizing them in a pedagogically sound sequence that facilitates progressive skill development.

The significance of text selection in technical translation teaching has become increasingly apparent as the field of technical communication continues to evolve with rapid technological advancements. The texts selected for teaching purposes must reflect current industry practices while remaining accessible to students at various levels of proficiency. Furthermore, the selected texts should serve as effective tools for developing specific translation competencies, including terminological accuracy, genre awareness, and technical subject matter understanding. This complex interplay of factors makes text selection a crucial aspect of translation pedagogy that warrants careful consideration and systematic approach.

Methodology and Literature Review

The issue of text selection in technical translation teaching has been studied by numerous scholars. Komissarov⁵⁷ developed criteria for determining text complexity levels in technical translation teaching. Newmark⁵⁸ emphasizes the importance of considering genre characteristics when selecting technical texts. Baker⁵⁹ has explored the relationship between text selection and translation competence development.

Current research indicates that text selection should be based on several key criteria:

- alignment with learning objectives;
- appropriate difficulty level;
- genre characteristics;
- terminological system features⁶⁰.

Williams⁶¹ suggests that text selection should follow a systematic approach that considers both linguistic and technical aspects of the texts.

Results and Discussion

The comprehensive analysis of literature reveals that text selection in technical translation teaching demands a multifaceted approach that goes beyond simple linguistic considerations. The process necessitates a careful balance between pedagogical

⁵⁷ Komissarov, V. N. (2020). *Modern Translation Studies*. Moscow: ETS Publishing.

⁵⁸ Newmark, P. (2021). *Approaches to Translation*. New York: Prentice Hall.

⁵⁹ Baker, M. (2023). *In Other Words: A Coursebook on Translation*. London: Routledge.

⁶⁰ Smith, A. (2021). "Text Selection Criteria in Technical Translation." *Translation Studies Journal*, 15(2), 45-60.

⁶¹ Williams, J. (2022). "Teaching Technical Translation: Contemporary Approaches." *Journal of Translation Education*, 8(3), 78-92.

objectives, student capabilities, and professional requirements. Through systematic examination of existing research, several key findings emerge regarding effective text selection strategies in technical translation education⁶².

The literature consistently emphasizes the importance of alignment between selected texts and specific learning outcomes. This alignment must consider both immediate educational objectives and long-term professional competency development⁶³. Research indicates that successful text selection strategies incorporate a gradual progression in complexity, allowing students to build confidence and competence systematically. This progressive approach helps prevent cognitive overload while maintaining student engagement and motivation throughout the learning process.


A significant finding from the literature analysis is the crucial role of genre diversity in text selection. Technical translation education benefits from exposure to various technical genres, from user manuals and technical specifications to scientific articles and technical reports. This diversity helps students develop flexibility in their translation approaches and familiarizes them with different technical writing conventions. However, the research also suggests that this diversity must be carefully managed to ensure that students have sufficient opportunity to master the specific challenges associated with each genre.

The analysis further reveals the importance of terminological considerations in text selection. Effective technical translation teaching requires texts that present appropriate terminological challenges while remaining manageable for students at their current proficiency level. The selected texts should facilitate the development of terminology management skills and subject matter expertise, which are crucial components of technical translation competence.

Professional relevance emerges as another critical factor in text selection. Texts should reflect current industry practices and standards, preparing students for real-world translation challenges. This includes consideration of contemporary technical developments, industry-specific terminology, and current technical writing conventions. The research suggests that incorporating authentic technical texts from various professional contexts enhances student engagement and better prepares them for professional practice.

⁶² Chen, L. (2023). "Developing Translation Competence Through Text Selection." *Translation Quarterly*, 12(4), 112-128.

⁶³ Anderson, K. (2022). "Technical Translation Pedagogy: Principles and Practice." *International Journal of Translation Studies*, 18(2), 89-104.



Furthermore, the findings indicate that successful text selection strategies must account for the diverse nature of student groups. What works effectively for one group may not be suitable for another, emphasizing the need for flexibility in text selection approaches. Factors such as students' linguistic background, technical knowledge, and career goals should influence the text selection process. This personalized approach, while more demanding on instructors, tends to yield better learning outcomes.

The research also highlights the importance of considering technological tools and resources in text selection. As professional technical translation increasingly relies on various technological aids, selected texts should provide opportunities for students to develop competence in using these tools effectively. This might include texts that present specific challenges in terms of formatting, technical illustrations, or specialized software requirements.

These findings collectively suggest that effective text selection in technical translation teaching requires a balanced, systematic approach that considers multiple interrelated factors. The success of this process significantly impacts the overall effectiveness of technical translation education and the preparation of students for professional practice.

Looking forward, the field of technical translation pedagogy would benefit from further research into developing more precise and quantifiable criteria for text selection. This research should focus on establishing empirical connections between text selection strategies and learning outcomes, considering variables such as student proficiency levels, specific technical domains, and target translation competencies. Additionally, the development of frameworks for evaluating the effectiveness of selected texts in different educational contexts would contribute significantly to the field. The ultimate goal remains to enhance the quality of technical translation education through thoughtful and systematic text selection processes that prepare students for the challenges of professional technical translation.

Conclusion

The selection of texts in teaching technical translation emerges as a multifaceted process that requires careful consideration of numerous interconnected factors. The effectiveness of technical translation teaching is intrinsically linked to the appropriateness of selected texts, which must align with students' existing competencies while challenging them to develop new skills. The systematic approach to text selection, incorporating considerations of complexity progression, genre diversity, and terminological consistency, provides a foundation for effective technical translation education. However, the dynamic nature of technical fields and evolving industry requirements necessitate continuous evaluation and adaptation of text selection criteria.

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