

National and International Standards for Translator Training

Yo'ldosheva Muxlisa Vohidjon qizi – PhD Student

Uzbekistan State World Languages University

E-mail: yoldoshevamuxlisa673@gmail.com, Tel. +998900916994

Abstract:

The professional training of translators has undergone significant transformation under the influence of globalization, digitalization, artificial intelligence, machine translation, and the increasing specialization of the language services market. Contemporary translator education can no longer be limited to the development of bilingual language proficiency. It must include translation competence, terminological competence, technological and information competence, intercultural communication, quality assurance, professional ethics, project management, and continuous professional development. The purpose of this study is to examine and compare national requirements for translator training in Uzbekistan with major international standards and competence frameworks, including ISO 17100:2015, ISO 18587:2017, ISO 20771:2020, and the European Master's in Translation Competence Framework 2022. The study applies comparative documentary analysis to regulatory documents, professional standards, competence frameworks, and scholarly models of translation competence. The findings demonstrate substantial convergence between national and international approaches in the areas of linguistic competence, translation skills, terminology, intercultural communication, technological literacy, and professional responsibility. At the same time, international frameworks provide more explicit requirements concerning translation technology, post-editing, quality management, service provision, project management, and interaction with the language industry. The study argues that integrating these dimensions into national translator-training programmes can strengthen the professional readiness, international competitiveness, and employability of future translators.

Keywords: translator training, translation competence, professional standards, ISO 17100, EMT Competence Framework, translation technology, post-editing, professional competence, Uzbekistan, translation education.

Introduction

The rapid development of international communication, digital technologies, multilingual information environments, and artificial intelligence has considerably changed the professional profile of translators. Translation is no longer regarded merely as the replacement of linguistic units in one language with equivalent units in another. A professional translator is expected to analyse communicative situations, work with specialized terminology, use information resources and translation technologies, evaluate machine-generated output, revise translated texts, manage translation projects, communicate with clients, and ensure compliance with professional and ethical standards.

This change has directly affected translator education. Contemporary translator-training programmes are increasingly based on competence-oriented models rather than on the traditional assumption that high foreign-language proficiency automatically produces translation competence. PACTE conceptualizes translation competence as a complex system consisting of interconnected bilingual, extra-linguistic, translation-knowledge, instrumental, and strategic sub-competences [1]. Kelly similarly argues that professional translator training should combine communicative, textual, cultural, thematic, instrumental, professional, interpersonal, and strategic dimensions [2]. These approaches demonstrate that translator competence is multi-component in nature and must be systematically developed through professional education.

The growing institutionalization of the translation industry has also resulted in the development of standards regulating translation services and professional competence. ISO 17100:2015 establishes requirements for the core processes, resources, and quality-related aspects of professional translation services [3]. Although it is primarily a service standard rather than an educational curriculum, its requirements provide important reference points for translator-training institutions because they reflect the competencies that graduates are expected to demonstrate in professional environments. ISO 18587:2017 further addresses the competence required for the full human post-editing of machine translation output [4], demonstrating the increasing importance of technological competence in the translator's professional profile.

Another significant reference point is the European Master's in Translation (EMT) Competence Framework. The 2022 version, designed for the 2023–2028 period, identifies five major areas of translator competence: *Language and Culture, Translation, Technology, Personal and Interpersonal Competence, and Service Provision* [5]. The framework has become an influential reference for university-level translator education in Europe and beyond.

In Uzbekistan, translator training is also developing within a competency-based national qualifications system. The 2026 State Educational Standard and Classification of Higher Education Fields and Specialities officially identifies *Translation Theory and Practice (60230200)* as a separate bachelor-level field of education and *Comparative Linguistics and Linguistic Translation Studies (70230201)* at the postgraduate/specialist level [6]. In addition, the professional requirements for specialists in philology and translation studies published in 2026 formulate occupational functions related to written and oral translation, editing, terminology, intercultural communication, digital technologies, artificial intelligence, and translation tools [7]. These developments indicate an increasing attempt to connect higher education with professional labour-market requirements.

Nevertheless, the question of how closely national translator-training requirements correspond to internationally recognized professional standards remains important. Comparative analysis can identify both existing convergence and areas requiring further development.

Therefore, the purpose of this study is to analyse national and international requirements for translator training and to determine the competencies that should constitute the core of contemporary translator education.

The study addresses the following research questions:

1. What competencies are emphasized in national requirements for translator training in Uzbekistan?

2. What competencies and professional requirements are established by major international translation standards and frameworks?
3. What similarities and differences can be identified between national and international approaches?
4. What implications can be derived for improving translator-training programmes?

MATERIALS AND METHODS

The study employed a qualitative comparative documentary analysis. This method was selected because the research focuses on regulatory requirements, competence frameworks, international standards, and professional models rather than on experimental data.

The documentary corpus included four groups of sources.

First, national regulatory and professional documents related to higher education and professional qualifications in Uzbekistan were examined. Particular attention was paid to the 2026 State Educational Standard and Classification of Higher Education Fields and Specialities, which includes Translation Theory and Practice under code 60230200 [6]. The analysis also considered the professional standard for specialists in philology and translation studies published by the Ministry of Higher Education, Science and Innovation in 2026 [7]. The latter identifies professional functions such as written translation, editing and revision, terminology management, consecutive and simultaneous interpreting, intercultural communication, and the use of artificial intelligence and translation technologies.

Second, three ISO standards were selected because of their direct relevance to professional translation:

- ISO 17100:2015, *Translation Services: Requirements for Translation Services* [3];
- ISO 18587:2017, *Translation Services: Post-editing of Machine Translation Output: Requirements* [4];
- ISO 20771:2020, *Legal Translation: Requirements* [8].

ISO 17100 focuses on professional translation processes, resources, and quality assurance. ISO 18587 focuses on post-editing and the competence of post-editors, while ISO 20771 specifies professional and competence requirements in the field of legal translation.

Third, the European Commission's EMT Competence Framework 2022 was analyzed as a university-oriented international model of professional translator competence [5].

Fourth, established theoretical models of translation competence, particularly the PACTE model [1], Kelly's translator-training model [2], and constructivist approaches to translator education [9], were used to interpret the relationship between professional requirements and educational outcomes.

The selected documents were analyzed according to the following competence categories:

1. linguistic competence;
2. translation and textual competence;
3. intercultural competence;
4. thematic and terminological competence;
5. information-resource competence;
6. technological competence;
7. revision and quality-assurance competence;
8. professional and service-provision competence;
9. interpersonal competence;
10. ethical competence and continuous professional development.

The categories identified in the national documents were subsequently compared with the competencies established in international frameworks. Similarities, differences, and areas requiring further integration were determined through qualitative comparison.

RESULTS

The analysis indicates that the national system increasingly approaches translator training as professional competence development rather than as purely linguistic education.

The current higher education classification formally distinguishes Translation Theory and Practice as an independent educational field [6]. This is important because it recognizes translation as a specialized professional activity requiring its own educational outcomes instead of treating it merely as an additional component of foreign-language education.

The professional requirements published for philology and translation specialists provide a more detailed description of expected occupational competence. The translator-related professional functions include translating texts from different specialist domains, editing and checking translations, maintaining terminological accuracy, conducting consecutive and simultaneous interpreting, and supporting communication in official contexts [7].

Particular attention is given to the ability to understand the content, style, and context of the source text and to produce an adequate target text. The requirements also emphasize command of at least two languages, knowledge of grammar and vocabulary, professional terminology, editing skills, accuracy, responsibility, critical thinking, and intercultural communication [7].

An especially significant feature of recent national requirements is their attention to digitalization. The professional standard refers to the use of modern information and communication technologies, artificial intelligence, digital linguistic resources, and translation tools [7]. This indicates a shift from the traditional model of translator education toward technologically supported professional practice.

The National Qualifications System established under Presidential Resolution PQ-345 is intended to strengthen connections between education, professional competence, qualifications, and labour-market requirements [10]. For translator education, this provides an institutional basis for aligning university learning outcomes with the practical functions expected from translators.

Thus, the national model can be summarized through several interconnected components: *linguistic competence* → *translation competence* → *terminological competence* → *intercultural competence* → *technological competence* → *professional responsibility*.

However, some competencies are expressed more generally than in international frameworks. For example, client communication, translation-project management, pricing, workflow management, vendor relations, risk assessment, and structured translation-service provision receive less explicit attention.

ISO 17100:2015 represents one of the central international reference standards for professional translation services. It establishes requirements relating to the core processes, resources, and other aspects necessary for the delivery of a translation service meeting agreed specifications [3].

From the perspective of translator training, several elements are particularly significant.

First, translation quality is regarded as the result of an organized professional process rather than the translator's linguistic ability alone. Translation, checking, revision, project management, and quality control are interconnected components of professional service provision.

Second, translators must possess appropriate professional competence. This reinforces the principle that translator training should combine linguistic competence with translation-specific, research, cultural, technical, and domain-related skills.

Third, revision is treated as an important component of professional translation workflows. Consequently, translator-training programmes should teach students not only to produce target texts but also to systematically check, revise, justify, and improve translation decisions.

Fourth, professional translation requires the ability to comply with client specifications, terminology requirements, deadlines, confidentiality requirements, and quality procedures.

These principles have significant pedagogical consequences. Translation assignments used in university classrooms should therefore imitate real professional workflows. Students should receive translation briefs, client specifications, terminology resources, deadlines, file-format requirements, and revision tasks rather than translating isolated texts without a professional context.

Technological competence has become one of the most rapidly developing dimensions of translation professionalism.

ISO 18587:2017 specifies requirements for full human post-editing of machine translation output and for the competencies of post-editors [4]. Its existence demonstrates that post-editing is no longer a peripheral activity but a recognized component of professional language services.

This development creates new requirements for translator education. Future translators need to understand both the advantages and limitations of machine translation. They should be capable of identifying semantic, terminological, stylistic, grammatical, pragmatic, and factual errors in automatically generated translations.

Post-editing competence cannot be reduced to ordinary proofreading. It requires the ability to decide:

- whether machine translation output is usable;
- which segments require substantial intervention;
- whether terminology is consistent;
- whether meaning has been omitted or added;
- whether the output is appropriate for the intended audience;
- whether post-editing is more efficient than retranslating the segment;
- whether confidential material can safely be processed with a particular technological system.

Therefore, contemporary translator training should integrate machine translation literacy, post-editing, CAT tools, terminology-management systems, corpora, electronic dictionaries, translation memories, and quality-assurance software.

The EMT Competence Framework provides the clearest direct connection between professional requirements and translator education. Its 2022 version organizes translator competence into five broad areas: *Language and Culture*, *Translation*, *Technology*, *Personal and Interpersonal Competence*, and *Service Provision* [5].

The **Language and Culture** component includes advanced linguistic, sociolinguistic, cultural, and intercultural competence. A translator must understand not only grammatical structures but also communicative conventions, cultural references, discourse patterns, registers, and context-dependent meanings.

The **Translation** component places the translation process itself at the centre. Students should be able to analyse source texts, identify translation problems, conduct documentary and terminological research, select appropriate translation strategies, justify decisions, revise translations, and adapt target texts to specific purposes and audiences.

The **Technology** component reflects the technological nature of the modern translation industry. Translators are expected to work effectively with translation technologies, information resources, digital environments, machine translation, and related tools.

The **Personal and Interpersonal** component includes organization, teamwork, communication, adaptability, self-evaluation, and continuous professional development. These qualities are particularly important because large translation projects are frequently collaborative and involve translators, revisers, project managers, terminology specialists, clients, and technical experts.

Finally, **Service Provision** includes the professional and commercial aspects of translation activity. Translators need to understand client requirements, negotiate workflows, manage projects, assess resources, meet deadlines, and provide professional language services rather than simply produce translated texts.

This area represents one of the clearest differences between traditional university-based translation education and international professional expectations.

International standardization also recognizes that different domains require additional competence.

ISO 20771:2020 specifies requirements for legal translators, revisers, and reviewers, including professional competence, confidentiality, continuing professional development, translation processes, and quality-related practices [8].

Legal translation illustrates why language proficiency alone is insufficient. Translators working with legal documents need not only linguistic knowledge but also an understanding of legal concepts, institutional systems, document conventions, specialized terminology, confidentiality, and the consequences of translation errors.

The same principle applies to technical, medical, financial, scientific, diplomatic, and other forms of specialized translation. Translator-training programmes should consequently provide opportunities for students to acquire domain knowledge and to learn methods for independently researching unfamiliar specialist fields.

The comparison of national and international requirements produced the following results:

Competence area	National requirements in Uzbekistan	International standards/frameworks
Linguistic competence	Strongly emphasized	Strongly emphasized
Translation competence	Strongly emphasized	Strongly emphasized
Intercultural competence	Emphasized	Strongly emphasized
Terminological competence	Strongly emphasized	Strongly emphasized
Specialized-domain knowledge	Present	Strongly emphasized, especially in specialized standards
Information-resource competence	Present	Strongly emphasized
Translation technology	Increasingly emphasized	Core competence
Artificial intelligence / MT	Explicitly emerging	Strong emphasis through technology and post-editing
Revision and quality assurance	Present	Systematically regulated
Professional ethics	Present	Strongly emphasized
Client communication	Partially represented	Explicitly emphasized
Project management	Limited explicit coverage	Important component
Service provision	Partially represented	Separate competence area in EMT
Teamwork	Present in general competencies	Explicitly emphasized
Continuous professional development	Present	Explicitly required
Post-editing competence	Developing	Formally addressed in ISO 18587

The comparison demonstrates considerable conceptual convergence. Both national and international approaches recognize language proficiency, translation skills, terminology, intercultural awareness, digital competence, and professional responsibility as essential elements.

The most visible differences concern the level of specification. International frameworks tend to describe translation as a complete professional service cycle, including project preparation, translation, research, technological processing, revision, client interaction, delivery, and continuous development.

DISCUSSION

The results show that translator training in Uzbekistan is moving toward a competence-based model that corresponds in many respects to international tendencies. The inclusion of translation as an independent field of higher education and the development of professional requirements that include translation, editing, terminology, digital technologies, artificial intelligence, and intercultural communication represent important steps toward closer integration between university education and professional practice.

At the same time, the comparison reveals that international frameworks conceptualize translator competence more broadly.

The first major issue is **integration of professional workflows into education**. Students frequently perform translation as an academic exercise in which the teacher selects a text, the student translates it, and the teacher assesses linguistic accuracy. Professional translation, however, normally begins before the first sentence is translated. The translator analyses the brief, identifies the purpose and audience, searches for

reference materials, prepares terminology, chooses appropriate tools, translates, checks, revises, performs quality assurance, and prepares the final product according to client specifications.

Accordingly, professional simulation should become an important methodological principle of translator education. Kiraly's constructivist approach emphasizes authentic, collaborative translation projects in which learners gradually assume professional responsibility [9]. Such project-based activities provide a bridge between theoretical knowledge and actual professional practice.

The second major issue is **technological competence**. The translator's technological environment has changed radically. Translation memories, terminology databases, parallel corpora, CAT tools, machine translation, automated quality assurance, cloud-based translation environments, and AI-assisted tools are increasingly incorporated into professional workflows.

Therefore, information-resource and technological competence should not be taught as optional supplementary skills. They should be integrated across the curriculum. Students should regularly search specialized databases, build glossaries, evaluate sources, use corpora, work with CAT environments, analyse machine translation output, and justify their technological choices.

The third issue concerns **critical AI and machine translation literacy**. The role of translators is gradually shifting from exclusive text production toward a combination of translation, revision, quality control, post-editing, terminology management, and linguistic decision-making. ISO 18587 reflects this transformation by establishing requirements specifically for post-editing [4].

However, translator education should not promote technological dependence. Students need to understand when automated tools improve efficiency and when they create risks. These risks may include terminological inconsistency, hallucinated information, hidden omissions, loss of pragmatic meaning, confidentiality problems, inappropriate style, and misleading fluency.

The fourth issue is **specialized translation competence**. International standards demonstrate that professional requirements become more demanding in high-risk domains. ISO 20771, for example, treats legal translation as a professional activity requiring specialized competence, confidentiality, quality procedures, and continued development [8]. Similar educational principles can be extended to medical, technical, economic, scientific, and engineering translation.

Consequently, translator-training programmes should combine linguistic training with subject-field knowledge and information-research strategies. It is impossible to provide students with exhaustive knowledge of every professional field. A more realistic educational objective is to teach them how to rapidly acquire, evaluate, systematize, and apply domain-specific knowledge.

The fifth issue is **service-provision competence**. The EMT framework explicitly identifies service provision as one of the five core competence areas [5]. This implies that translators must understand the translation market as well as translation itself.

Future translators should therefore gain practical knowledge of:

- communication with clients;
- analysis of translation briefs;
- estimation of project complexity;
- workflow organization;
- deadline management;
- professional collaboration;
- confidentiality;
- revision procedures;
- quality assurance;
- delivery formats;
- professional ethics;
- continuous professional development.

Such competence can significantly improve graduate employability because it helps bridge the persistent gap between academic translation exercises and real language-industry requirements.

A further point emerging from the comparison is the need to distinguish **translation and interpreting competences** more clearly. National professional requirements encompass both written translation and forms of interpreting, including consecutive and simultaneous interpreting [7]. In international standardization, these activities are normally treated separately. ISO 17100, for example, applies to translation services and explicitly excludes interpreting [3]. This suggests that translator-training curricula should define common foundational competencies while providing differentiated learning outcomes, methods, and assessment instruments for written translation and interpreting.

A Modern Translator-Training Model

Based on the comparative results, a modern translator-training model may be represented through the following integrated structure:



This integrated approach reflects both the current direction of national qualification development and the demands of international professional practice.

CONCLUSION

The comparative analysis of national and international standards and competence frameworks demonstrates that contemporary translator training is based on a multi-component understanding of professional competence. Linguistic proficiency remains fundamental, but it is only one element within a substantially broader professional system.

National requirements in Uzbekistan increasingly emphasize translation skills, terminology, intercultural communication, editing, digital technologies, artificial intelligence, and professional responsibility. These priorities show substantial correspondence with internationally recognized models.

International standards and frameworks, particularly ISO 17100, ISO 18587, ISO 20771, and the EMT Competence Framework, further emphasize structured quality assurance, post-editing, translation technology, specialization, project-based professional workflows, interpersonal competence, and service provision.

The principal implication for translator education is that curricula should be designed not around isolated academic subjects but around integrated professional learning outcomes. Translation theory, language development, specialist terminology, electronic information resources, CAT technologies,

machine translation and post-editing, revision, project management, ethics, and professional practice should function as interconnected components of a single competence-development system.

Closer alignment between national educational requirements and internationally recognized professional frameworks can improve the quality of translator training, facilitate cooperation between universities and the language industry, and increase the competitiveness and employability of graduates in both national and international labour markets.

Future research should focus on developing measurable indicators for each component of translator competence and experimentally evaluating the effectiveness of curricula designed according to integrated national and international competence requirements.

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