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# PEDAGOGICAL MECHANISMS FOR DEVELOPING PROFESSIONALLY ORIENTED COMMUNICATIVE COMPETENCE OF PROSPECTIVE TRANSLATORS BASED ON TESOL METHODOLOGY

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**Abstract.** The article examines how TESOL methodology can be used to develop the professionally oriented communicative competence of prospective translators, drawing on international monitoring data and meta-analytic evidence. Analysis of the EF EPI indicators for Uzbekistan in 2022–2025 shows that English proficiency remains 8.0–12.1 % below the global average, with listening as the weakest skill (385 points). Findings of six meta-analyses on task-based instruction and corrective feedback (d/g = 0.61–1.16) are synthesised, and a model of four pedagogical mechanisms is proposed: diagnosis of professional needs, task-based professional simulation, corrective feedback and reflection, and mediation-based assessment.

**Keywords:** prospective translator, communicative competence, professional orientation, TESOL, ESP, task-based language teaching, corrective feedback, mediation, pedagogical mechanism.

## TESOL METODOLOGIYASI ASOSIDA BO‘LAJAK TARJIMONLARDA KASBGA YO‘NALTIRILGAN KOMMUNIKATIV KOMPETENSIYANI SHAKLLANTIRISHNING PEDAGOGIK MEXANIZMLARI

**Annotatsiya.** Maqolada bo‘lajak tarjimonlarning kasbga yo‘naltirilgan kommunikativ kompetensiyasini TESOL metodologiyasi vositasida shakllantirish masalasi xalqaro monitoring ma’lumotlari va meta-tahliliy dalillar asosida yoritilgan. EF EPI indeksining 2022–2025-yillardagi O‘zbekiston bo‘yicha ko‘rsatkichlari tahlil qilinib, ingliz tilini bilish darajasi jahon o‘rtachasidan 8,0–12,1 % past ekani, tinglab tushunish ko‘nikmasi esa eng zaif bo‘g‘in (385 ball) ekani aniqlangan. Vazifaga asoslangan ta’lim va korrektiv qayta aloqa bo‘yicha oltita meta-tahlil natijalari (d/g = 0,61–1,16) umumlashtirilib, to‘rt bosqichli pedagogik mexanizmlar modeli taklif etilgan: kasbiy ehtiyojlar diagnostikasi, vazifaga asoslangan kasbiy simulyatsiya, korrektiv qayta aloqa va refleksiya, mediatsiyaga asoslangan baholash.

**Kalit so‘zlar:** bo‘lajak tarjimon, kommunikativ kompetensiya, kasbiy yo‘naltirilganlik, TESOL, ESP, vazifaga asoslangan ta’lim, korrektiv qayta aloqa, mediatsiya, pedagogik mexanizm.

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# ПЕДАГОГИЧЕСКИЕ МЕХАНИЗМЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ ПЕРЕВОДЧИКОВ НА ОСНОВЕ МЕТОДОЛОГИИ TESOL

**Аннотация.** В статье на основе данных международного мониторинга и метааналитических данных рассматривается проблема формирования профессионально ориентированной коммуникативной компетенции будущих переводчиков средствами методологии TESOL. Анализ показателей индекса EF EPI по Узбекистану за 2022–2025 гг. показал, что уровень владения английским языком на 8,0–12,1 % ниже среднемирового, а наиболее слабым звеном является аудирование (385 баллов). Обобщены результаты шести метаанализов по обучению на основе задач и корректирующей обратной связи (d/g = 0,61–1,16) и предложена модель из четырёх педагогических механизмов: диагностика профессиональных потребностей, профессиональная симуляция на основе задач, корректирующая обратная связь и рефлексия, оценивание на основе медиации.

**Ключевые слова:** будущий переводчик, коммуникативная компетенция, профессиональная направленность, TESOL, ESP, обучение на основе задач, корректирующая обратная связь, медиация, педагогический механизм.

## INTRODUCTION

The translator's profession is no longer a technical task of transferring text from one language to another; it has become a form of mediation that organises communication between cultures, professional fields and institutions. International negotiations, investment project documentation, medical and legal consultations, tourism and digital platform content all require the translator not only to know language units but also to choose a speech strategy suited to the situation, to maintain terminological accuracy and to observe the norms of professional ethics. Consequently, foreign language classes for prospective translators should not be limited to general communicative skills but should be directed towards a communicative competence that reflects the model of professional activity.

In Uzbekistan this issue has been raised to the level of state policy. Presidential Resolution No. PQ-1875 of 2012 on improving the system of foreign language learning initiated the transition to a communicative approach in the continuous education system [1], while the Concept for the Development of the Higher Education System until 2030, approved by Presidential Decree No. PF-5847 of 8 October 2019, set the goal of restructuring the educational process on the basis of a competence-based approach [2]. Resolution No. PQ-5117 of 19 May 2021 established the Agency for the Promotion of Foreign Language Learning under the Cabinet of Ministers and set the task of teaching at least ten foreign languages in line with the needs of educational institutions and regions [3]. Nevertheless, the results of international monitoring show that these reforms have not yet produced the expected effect: in the 2025 edition of the EF English Proficiency Index (EF EPI), Uzbekistan ranked 104th out of 123 countries with a score of 429, placing it in the "very low proficiency" band [28; 29].

The concept of communicative competence was introduced by D. Hymes on the premise that knowledge of the language system alone is insufficient and that the ability to use it appropriately in a

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social context is equally important [11]. M. Canale and M. Swain distinguished its grammatical, sociolinguistic and strategic components, laying the theoretical foundation of communicative teaching [8], and L. Bachman systematised it within a comprehensive model of communicative language ability [7]. In translation studies, the PACTE research group describes translation competence as a system comprising bilingual, extralinguistic, instrumental and strategic sub-competences together with knowledge about translation [15]. The European Commission's EMT Competence Framework (2022) distinguishes five areas: language and culture, translation, technology, personal and interpersonal skills, and service provision [5]. D. Kiraly substantiated a social-constructivist approach to translator education based on authentic projects [13], and D. Kelly developed principles for designing translator training curricula around expected outcomes and competences [12].

TESOL (Teaching English to Speakers of Other Languages) methodology is an applied field that integrates the achievements of English for Specific Purposes (ESP) [10], task-based language teaching [9; 14] and communicative language teaching [16]. The six principles for exemplary teaching published by TESOL International Association in 2018 — know your learners; create conditions for language learning; design high-quality lessons for language development; adapt lesson delivery as needed; monitor and assess student language development; engage and collaborate within a community of practice — define the cornerstones of this methodology [6]. In the Uzbek methodological school, J.J. Jalolov elaborated the communicative and practical aims of foreign language teaching [17], O'. Hoshimov and I. Yoqubov developed the theoretical and practical foundations of English language teaching methodology [20], and G'. Salomov and Q. Musayev laid the theoretical groundwork of the national school of translation studies [18; 19].

However, the question of which pedagogical mechanisms allow TESOL methodology to be transferred into translator training, and what empirical evidence supports these mechanisms, has not yet been sufficiently systematised. **The aim of the study** is to provide a scientific rationale, based on international monitoring data and meta-analytic evidence, for TESOL-based pedagogical mechanisms that develop the professionally oriented communicative competence of prospective translators. To achieve this aim, the following objectives were set: to quantitatively assess the current level of English proficiency; to systematise meta-analytic evidence on effective language teaching interventions; and to develop a model of pedagogical mechanisms on this basis.

## MATERIALS AND METHODS

The study employed a mixed design based on secondary data analysis and covered three blocks of data.

**The first block** comprises the official EF EPI indicators for Uzbekistan for 2022–2025: overall score, rank, global average score, and — published for the first time in 2025 — scores by skill (reading, listening, writing, speaking) and by job function [28–33]. The index is calculated on a 0–700 scale; the 2025 edition is based on the results of 2.2 million adults who took the EF SET test in 2024 [32]. The fact that until 2024 the test assessed only receptive skills (reading and listening), whereas the 2025 edition also included speaking and writing, was taken into account when interpreting the results [32].

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**The second block** consists of meta-analyses on the effectiveness of second language instruction. The selection criteria were: a) publication in a peer-reviewed international journal or edited volume; b) reporting of a standardised effect size (Cohen's d or Hedges' g); c) relevance of the intervention to a component of TESOL methodology transferable to translator training — task-based instruction, corrective feedback or explicit instruction. Six meta-analyses met these criteria [21–24; 26; 27]. Effect sizes were interpreted according to the field-specific benchmarks proposed by L. Plonsky and F. Oswald for L2 research: for between-group comparisons, d ≈ 0.40 is small, 0.70 medium and 1.00 large [25].

**The third block** includes normative and conceptual documents: Decree No. PF-5847, Resolution No. PQ-5117 [2; 3], the EMT Competence Framework [5], the TESOL six principles [6] and the mediation descriptors of the CEFR Companion Volume [4].

The analysis used comparative analysis, content analysis of documents, descriptive statistics (absolute and relative change, gap from the global average in per cent, rank percentile = rank / number of countries × 100) and pedagogical modelling. All calculations were performed on the basis of the original values reported in official sources.

## RESULTS

**1. Dynamics of English proficiency.** EF EPI data show that between 2022 and 2025 the overall score of Uzbekistan fell from 446 to 429, i.e. by 17 points (3.8 %) (Table 1). As the number of participating countries increased, it is appropriate to express the rank as a percentile: this indicator rose from 80.2 to 84.6, meaning that the country also moved towards the lower part of the ranking in relative terms.

**Table 1. Dynamics of EF EPI indicators for Uzbekistan (2022–2025)**

| Year | EF EPI score | Global average | Gap, points | Gap, % | Rank / countries | Percentile |
|---|---|---|---|---|---|---|
| 2022 | 446 | — | — | — | 89 / 111 | 80.2 |
| 2023 | 442 | 502 | 60 | 12.0 | 93 / 113 | 82.3 |
| 2024 | 439 | 477 | 38 | 8.0 | 98 / 116 | 84.5 |
| 2025 | 429 | 488 | 59 | 12.1 | 104 / 123 | 84.6 |

*Source: author's calculations based on official EF EPI reports and country profiles [29–33]. The global average for 2022 is not reported in the sources. Uzbekistan was first included in the index in 2018, ranking 86th out of 88 countries [32].*

Although the gap from the global average narrowed to 38 points in 2024, it widened again to 59 points (12.1 %) in 2025 (Figure 1). Regional disparities are also considerable: in 2025 Fergana region led with 470 points, while Jizzakh region came last with 395 points, a difference of 75 points [29].

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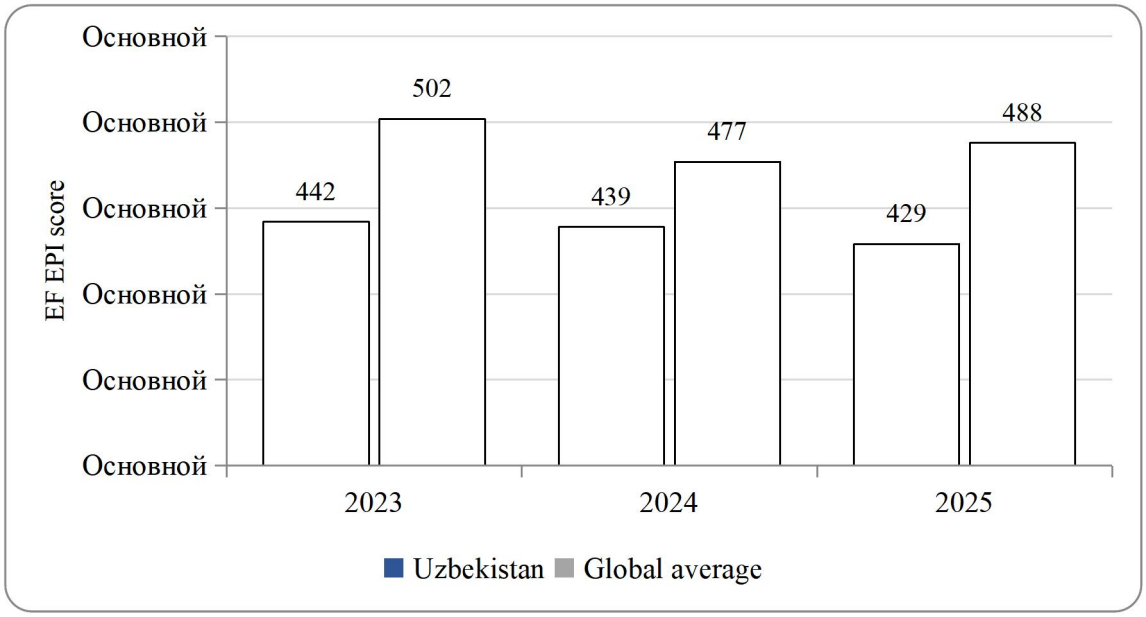



**Figure 1. EF EPI scores of Uzbekistan and the global average (2023–2025)**

**2. Profile by skill and job function.** The skill profile published for the first time in the 2025 edition provides particularly valuable information for translator training (Figure 2). Productive skills (writing — 498, speaking — 454) averaged 476 points, whereas receptive skills (reading — 420, listening — 385) averaged 402.5 points, a difference of 73.5 points [29]. The weakest link is listening comprehension, which is 113 points below writing.

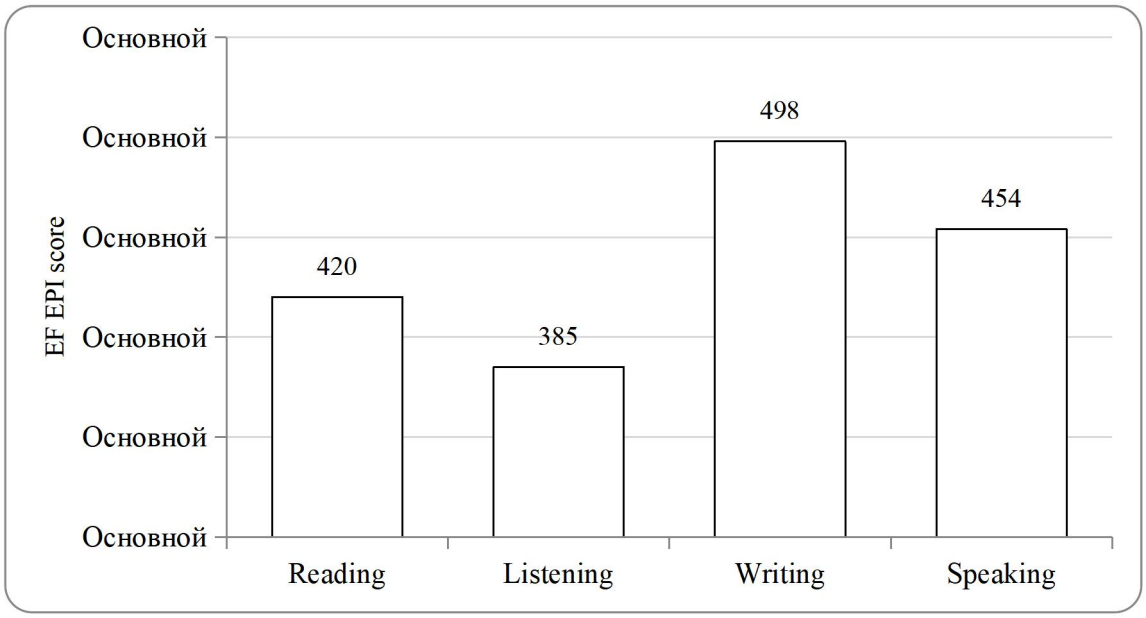



**Figure 2. English skill scores in Uzbekistan (EF EPI, 2025)**

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By job function, the "student" category scored 392, the "teacher" category 467, and the "legal" category 367 [29]. The 75-point gap between students and teachers suggests that teachers' knowledge is not fully converted into students' communicative outcomes, while the low score in the legal field indicates a high demand for professionally oriented language training in specialised areas such as legal translation.

**3. Meta-analytic evidence on effective interventions.** The results of the six selected meta-analyses are summarised in Table 2. All effect sizes fall within the range of 0.61–1.16, with a median of 0.84, which corresponds to the medium-to-large range according to the benchmarks of Plonsky and Oswald [25].

**Table 2. Meta-analytic evidence on the effectiveness of TESOL methodology components**

| Meta-analysis | Intervention | Number of studies | Effect size | Interpretation [25] |
|---|---|---|---|---|
| Norris, Ortega (2000) [24] | L2 instruction (overall) | 49 | d = 0.96 | close to large |
| Russell, Spada (2006) [26] | Corrective feedback on grammatical errors | 15 | d = 1.16 | large |
| Li (2010) [22] | Corrective feedback | 33 | d = 0.61 | close to medium |
| Lyster, Saito (2010) [23] | Oral corrective feedback in the classroom | 15 (N = 827) | d = 0.74 | medium |
| Bryfonski, McKay (2019) [21] | Task-based language teaching (TBLT) programmes | 52 | d = 0.93 | close to large |
| Xuan et al. (2022) [27] | Task-supported programmes (re-analysis) | 16 | g = 0.61 | close to medium |

*Note: d — Cohen's coefficient, g — Hedges' coefficient; based on comparisons of experimental and control groups.*

The meta-analysis by Norris and Ortega reports a mean effect of 1.13 for explicit instruction and 0.54 for implicit instruction [24]. In the analysis by Bryfonski and McKay, programmes designed on the basis of needs analysis emerged as a moderator that strengthened the effect [21]. These two findings have direct implications for translator training: diagnosing professional needs and conscious analysis of language phenomena (for example, contrasting structural differences between Uzbek and English) increase the effectiveness of instruction.

**4. Model of pedagogical mechanisms.** On the basis of the evidence above and the TESOL principles, a four-stage model for developing the professionally oriented communicative competence of prospective translators was designed (Table 3). The mechanisms operate as a cycle rather than a linear sequence: the results of assessment become new diagnostic data for the next learning stage.

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**Table 3. Pedagogical mechanisms for developing the professional communicative competence of prospective translators**

| Mechanism | TESOL basis | Technique in translator training | Empirical basis | Outcome indicator |
|---|---|---|---|---|
| 1. Diagnosis of professional needs | Principle 1; ESP needs analysis [10] | CEFR-based placement test, four-skill profile, needs survey by type of translation | Needs analysis as a moderator [21] | Individual learning pathway map |
| 2. Task-based professional simulation | Principles 2–3; TBLT [9; 14] | Negotiation and consultation simulations, consecutive interpreting, sight translation, "client – translator" brief | d = 0.93; g = 0.61 [21; 27] | Task accuracy and fluency |
| 3. Corrective feedback and reflection | Principles 4–5 | Metalinguistic comments, re-listening and analysis of audio recordings, terminology glossary log | d = 0.61–1.16 [22; 23; 26] | Reduced share of recurrent errors |
| 4. Mediation-based assessment and community | Principles 5–6; CEFR mediation [4]; EMT [5] | Translation portfolio, peer revision, joint projects with translation agencies | Social-constructivist approach [13] | Portfolio score, profile across EMT areas |

*Source: developed by the author.*

## DISCUSSION

Several factors should be taken into account when interpreting the results. First, the decline in the EF EPI score in 2025 is partly due to a methodological change: speaking and writing were added to the test [32]. However, the skill profile shows that productive skills are, on the contrary, relatively high, while the lowest results are found in the receptive skills that had been assessed before, especially listening. Given that listening comprehension is the first link in an interpreter's professional activity, a large share of the tasks within the second mechanism should be built on authentic audio and video materials such as press conferences, lectures and recorded negotiations.

Although the meta-analytic evidence confirms the effectiveness of TESOL components, the effect sizes depend considerably on the method of analysis. The value of d = 0.93 reported by Bryfonski and McKay decreased to g = 0.61 when re-analysed; the authors of the re-analysis pointed out that the original sample included studies without pre-tests [27]. It is therefore more cautious to estimate the actual effect of task-based instruction in translator training as "medium". Nevertheless,

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even this lower bound is well above the threshold for a small effect according to Plonsky and Oswald [25].

The advantage of explicit over implicit instruction [24] is consistent with the national tradition of translation studies. In the works of G‘. Salomov and Q. Musayev, contrastive analysis and the conscious mastery of translation transformations are regarded as a key condition of translator training [18; 19]. Thus, when TESOL methodology is transferred to translator education, communicative tasks should be complemented by metalinguistic reflection on the differences between the Uzbek and English language systems. This forms the content of the third mechanism and is supported by the effect of d = 0.74 reported by Lyster and Saito in classroom settings [23].

The fourth mechanism is grounded in the fact that the CEFR Companion Volume describes mediation competence through separate descriptors [4] and that the EMT framework singles out service provision and interpersonal skills as distinct areas [5]. When project-based learning through authentic assignments, as proposed by D. Kiraly [13], is implemented in cooperation with translation agencies, courts and medical institutions, students enter the professional community early, which corresponds to the sixth TESOL principle [6].

The study also has limitations. The EF EPI is based on the results of a voluntary online test, and the authors of the index themselves note that it may not fully reflect the language proficiency of the general population [32]. The meta-analyses reviewed cover general L2 teaching contexts that are not specific to translator education. Therefore, the proposed model should be tested through pedagogical experiments in translation theory and practice programmes of higher education institutions, comparing pre-test, post-test and delayed post-test results and effect sizes in experimental and control groups.

## CONCLUSION

1. According to EF EPI data, the English proficiency score in Uzbekistan fell from 446 to 429 in 2022–2025, and the gap from the global average reached 12.1 % in 2025. This shows the need to shift language preparation of prospective translators to a professionally oriented, outcome-based model.

2. Listening comprehension (385 points) proved to be the weakest link in the skill profile, and the difference between productive and receptive skills amounted to 73.5 points. Increasing the share of tasks based on authentic audio materials in translator training is a priority.

3. Meta-analyses on task-based instruction and corrective feedback report medium to large effects (0.61–1.16; median 0.84), and explicit instruction yields a considerably higher effect than implicit instruction (1.13 versus 0.54).

4. Based on TESOL methodology, four pedagogical mechanisms — diagnosis of professional needs, task-based professional simulation, corrective feedback and reflection, and mediation-based assessment — are proposed as an interconnected cyclical model. Experimental testing of the model in higher education institutions is the main direction for further research.

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