



WRITING SKILL AS A CORE COMPONENT OF TRANSLATION COMPETENCE

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Annotation

This article explores the role of writing skills as a fundamental component of translation competence. It argues that proficiency in written expression is not only essential for the accurate and coherent transfer of meaning from one language to another, but also for ensuring stylistic adequacy and communicative effectiveness. The discussion highlights how writing competence interacts with other sub-competencies, including linguistic, cultural, and pragmatic knowledge, and examines its integration into translator training programs. Emphasis is placed on the necessity of teaching writing techniques, genre awareness, and text structuring to future translators, especially in academic contexts. The paper concludes that without well-developed writing skills, translation quality suffers, making writing training a priority in professional translator education.

Аннотация

В данной статье рассматривается роль навыков письменной речи как ключевого компонента переводческой компетенции. Автор утверждает, что умение грамотно выражать мысли на письме имеет решающее значение не только для точной передачи содержания исходного текста, но и для обеспечения стилистической адекватности и эффективности коммуникации. Обсуждается взаимодействие письменной компетенции с другими компонентами переводческой компетенции – лингвистической, прагматической, культурной и стратегической. Особое внимание уделяется включению обучения письму, освоению жанров и структуре текста в программы подготовки переводчиков. В заключение делается вывод, что без развитых навыков письменной речи невозможно достичь высокого качества перевода, а потому обучение письму должно стать приоритетной задачей в подготовке профессиональных переводчиков.



Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

Annotation

Ushbu maqolada yozma nutq kompetensiyasining tarjima kompetensiyasidagi asosiy oʻrni tahlil qilinadi. Yozma ifoda koʻnikmalari tarjima jarayonida nafaqat maʼnoni toʻgʻri yetkazish, balki uslubiy moslik va kommunikativ samaradorlikni taʼminlash uchun ham muhim hisoblanadi. Maqolada yozma kompetensiyaning lingvistik, pragmatik, madaniy va strategik kompetensiyalar bilan qanday aloqada ekanligi va bu koʻnikmaning tarjimonlarni tayyorlashdagi oʻrni yoritiladi. Shuningdek, tarjima taʼlimida yozuv uslublarini oʻrgatish, janr xabardorligi va matn strukturasiga eʼtibor qaratish zarurligi taʼkidlanadi. Xulosa oʻrnida esa shunday deyiladi: mukammal yozma kompetensiyasiz yuqori sifatli tarjima yarata olmaymiz, shuning uchun yozma malakani rivojlantirish tarjimonlar tayyorlashda ustuvor vazifadir.

Key words: Writing competence, translation competence, translator training, target language, text quality, genre awareness, discourse, stylistic adequacy

Ключевые слова: Письменная компетенция, переводческая компетенция, подготовка переводчиков, язык перевода, качество текста, жанровая осведомлённость, дискурс, стилистическая адекватность

Kalit soʻzlar: Yozma kompetensiya, tarjima kompetensiyasi, tarjimon tayyorlash, nishon til, matn sifati, janr xabardorligi, nutqiy faoliyat, uslubiy moslik

Introduction

In the field of translation studies, competence is increasingly recognized as a multidimensional construct encompassing not only linguistic knowledge but also cognitive, pragmatic, cultural, and professional skills. Among these components, writing skills play a pivotal role, especially in the context of written translation, where the translator is expected to produce accurate, stylistically appropriate, and communicatively effective texts in the target language (PACTE, 2005).

Writing competence refers not only to the ability to construct grammatically correct sentences, but also to organize ideas logically, apply genre conventions, maintain



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11th June, 2025

textual cohesion, and adapt discourse to the expectations of the target audience. These abilities are critical in producing translations that meet the functional and stylistic demands of various text types, ranging from legal documents to literary works (Kelly, 2005; Schäffner & Adab, 2000).

Despite its centrality, writing competence is often underrepresented in translator training programs, where more attention is traditionally given to bilingual proficiency and terminology management. However, recent research emphasizes that the success of a translated text depends as much on how it is written in the target language as on how well it reflects the source content (House, 2015). Therefore, integrating writing instruction into translator education is essential for developing professional-level translation competence.

This article examines the theoretical foundation and practical implications of writing skills within the broader framework of translation competence. It aims to demonstrate that writing is not a secondary or supportive skill, but rather a core component that determines the effectiveness and professionalism of a translated text.

Theoretical Background

Translation competence is widely acknowledged as a dynamic and complex construct that integrates multiple interrelated skills. According to the PACTE model (2005), translation competence includes linguistic, extralinguistic, instrumental, strategic, and psycho-physiological components, all of which contribute to the translator's ability to produce accurate and functional texts. Among these, linguistic competence – particularly in the target language – is inseparable from advanced writing ability.

Writing competence in translation refers to the translator's capacity to generate well-structured, coherent, and stylistically appropriate target texts. It encompasses knowledge of grammar, syntax, punctuation, text typology, rhetorical structures, and register (Neubert & Shreve, 1992). Writing competence also includes a functional understanding of text types and genres, allowing the translator to adapt to the communicative norms of the target culture (Hatim & Mason, 1997).



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11th June, 2025

Kelly (2005) emphasizes that a translator is not merely a bilingual individual, but a professional writer in the target language. As such, writing skills are not supportive but foundational to successful translation. Schäffner and Adab (2000) argue that writing competence should be considered both a product-oriented and process-oriented skill. On one hand, it ensures that the final text is readable, stylistically polished, and fit for purpose. On the other, it reflects the translator's decision-making process in choosing the right lexical, syntactic, and discursive strategies.

Furthermore, House (2015) suggests that writing quality significantly impacts the perceived adequacy and acceptability of a translation. Even if the semantic content of the source text is fully conveyed, poor writing in the target language undermines the communicative value of the translation. This perspective supports the notion that writing competence is not simply an outcome of language mastery but a critical component of the translator's professional identity.

Recent pedagogical models also underscore the importance of developing writing skills in translator training. Kiraly (2000), for example, advocates for constructivist approaches that allow students to practice authentic writing tasks, receive feedback, and reflect on their stylistic and textual choices. Such approaches have proven effective in fostering not only writing proficiency but also critical awareness of text conventions and audience expectations.

In sum, theoretical models and empirical studies converge on the conclusion that writing competence is not peripheral but central to translation competence. It is a skill that must be explicitly taught, practiced, and assessed in translator education programs to ensure high-quality translation output.

Discussion

While theoretical models clearly position writing competence as an integral part of translation competence, its practical implications are often underestimated in translator training and professional development. Writing is not merely the endpoint of translation – it is the vehicle through which meaning is transferred and adapted to the communicative norms of the target culture. Therefore, the translator



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must not only understand the source text but also possess the stylistic dexterity to render it in a coherent and functionally equivalent form.

In professional contexts, translators are frequently expected to work with a wide variety of text genres: technical reports, journalistic articles, literary texts, promotional materials, and legal documents. Each genre imposes distinct expectations for structure, tone, and register (Hatim & Mason, 1997). The inability to adapt writing style to the target genre may result in translations that, while linguistically accurate, fail to meet the audience's expectations or the communicative purpose of the text.

Moreover, writing competence directly influences perceived translation quality. A well-written translation increases readability, coherence, and credibility, especially in high-stakes fields such as medicine, law, and diplomacy. As House (2015) notes, target-language fluency and stylistic naturalness are among the most valued features by end users of translations. Hence, poor writing undermines the translator's professional reputation and the client's confidence in the final product. In translator education, the development of writing skills requires targeted and systematic instruction. Translation exercises alone are insufficient if students lack formal training in structuring texts, creating argumentation, or managing cohesion and coherence. Pedagogical research suggests that writing-focused activities – such as paraphrasing, recontextualizing, editing, and genre-based practice – can significantly enhance students' textual competence (Kelly, 2005; Kiraly, 2000).

Another key aspect is feedback. Constructive evaluation of student translations should not focus solely on terminology and equivalence but also on sentence flow, clarity, punctuation, and rhetorical effectiveness. As Schäffner and Adab (2000) argue, raising students' awareness of writing as a communicative act is essential for improving their overall translation output.

Furthermore, writing competence supports the translator's strategic skills. A translator with a strong writing foundation is better equipped to solve translation problems through reformulation, restructuring, and adaptation. These strategies require creativity, linguistic flexibility, and genre awareness – all of which are grounded in advanced writing abilities.



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Ultimately, writing is the primary interface between the translator and the target-language reader. Investing in writing competence is not a supplementary task but a central requirement for ensuring that the translation fulfills its communicative function.

Conclusion

The analysis presented in this article highlights the centrality of writing competence within the broader framework of translation competence. Far from being a secondary skill, writing lies at the heart of a translator's ability to produce clear, accurate, and stylistically appropriate target texts. As the final output of the translation process, the written product must not only reflect the content of the source text but also align with the expectations and conventions of the target language audience.

The discussion has demonstrated that writing competence enhances the translator's performance across multiple dimensions: it enables genre adaptation, ensures textual coherence, supports problem-solving strategies, and improves the communicative effectiveness of the translated message. Moreover, in professional settings where quality standards are high, the translator's ability to craft well-structured and fluent texts is often the deciding factor in client satisfaction.

For these reasons, translator training programs must place greater emphasis on developing students' writing skills in the target language. This involves incorporating writing-focused activities, offering genre-based instruction, and providing detailed feedback on style, structure, and cohesion. Writing should not be treated as a passive outcome of translation training, but as a core skill that underpins professional translation practice.

In conclusion, writing competence is not simply a tool for expressing translation decisions – It is a defining element of the translator's professional identity and a key determinant of translation quality. As such, it must be cultivated with the same rigor and intentionality as any other dimension of translation competence.



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