

PEDAGOGICAL FOUNDATIONS OF TEACHING COMPRESSION TECHNIQUES IN TRANSLATING GERMAN MILITARY TERMS INTO UZBEK

Razakova Shahnoza Dusmamatovna

Teacher of the Department of German Language

Chirchik State Pedagogical University

Abstract

This article examines the pedagogical foundations of teaching compression techniques in the translation of German military terms into Uzbek. In military discourse, terminology is characterized by semantic precision, structural complexity, institutional specificity, and a high degree of functional responsibility. When German military terms are translated into Uzbek, translators often face the need to preserve conceptual accuracy while avoiding excessive explanatory expansion. Compression, as a translation technique, allows the translator to convey the essential meaning of complex lexical units, compound terms, abbreviations, and institutional names in a concise and contextually appropriate form. The article analyzes the linguistic, methodological, and didactic aspects of teaching compression strategies to students of German language and translation studies. Special attention is given to the development of terminological competence, contextual analysis skills, comparative linguistic thinking, and the ability to distinguish between necessary semantic preservation and redundant lexical detail. The study emphasizes that effective instruction in compression techniques should be based on authentic military texts, bilingual terminology exercises, functional translation tasks, and reflective analysis of translation variants. The findings indicate that systematic teaching of compression improves students' ability to translate German military terminology accurately, briefly, and professionally in accordance with the norms of the Uzbek language.

Keywords: Military terminology, German language, Uzbek translation, compression technique, translation competence, terminological competence, military discourse, pedagogical foundations.

Introduction

NEMIS TILIDAGI HARBIY TERMINLARNI O'ZBEK TILIGA TARJIMA QILISHDA KOMPRESSIYA USULLARINI O'QITISHNING PEDAGOGIK ASOSLARI

Razakova Shahnoza Dusmamatovna

Nemis tili kafedrası o'qituvchisi

Chirchiq davlat pedagogika universiteti

Zusammenfassung

Dieser Artikel untersucht die pädagogischen Grundlagen der Vermittlung von Kompressionstechniken bei der Übersetzung deutscher Militärtermini ins Usbekische. Die militärische Fachsprache zeichnet sich durch semantische Genauigkeit, strukturelle Komplexität, institutionelle Spezifik und hohe kommunikative Verantwortung aus. Bei der Übersetzung deutscher militärischer Begriffe ins Usbekische stehen Übersetzer häufig vor der Aufgabe, die begriffliche Präzision zu bewahren und zugleich eine übermäßige erklärende Erweiterung zu vermeiden. Die Kompression als Übersetzungstechnik ermöglicht es, die wesentliche Bedeutung komplexer lexikalischer Einheiten, zusammengesetzter Begriffe, Abkürzungen und institutioneller Benennungen kurz, klar und kontextgerecht wiederzugeben. Im Artikel werden linguistische, methodische und didaktische Aspekte der Vermittlung von Kompressionsstrategien an Studierende der deutschen Sprache und der Übersetzungswissenschaft analysiert. Besondere Aufmerksamkeit gilt der Entwicklung terminologischer Kompetenz, kontextueller Analysefähigkeiten, vergleichenden sprachlichen Denkens sowie der Fähigkeit, zwischen notwendiger Bedeutungswahrung und überflüssigen lexikalischen Details zu unterscheiden. Die Studie betont, dass eine wirksame Vermittlung von Kompressionstechniken auf authentischen militärischen Texten, zweisprachigen Terminologieübungen, funktionalen Übersetzungsaufgaben und reflektierter

Analyse verschiedener Übersetzungsvarianten beruhen sollte. Die Ergebnisse zeigen, dass ein systematischer Unterricht zur Kompression die Fähigkeit der Studierenden verbessert, deutsche Militärterminologie genau, knapp und professionell entsprechend den Normen der usbekischen Sprache zu übersetzen.

Schlüsselwörter: militärische Terminologie, deutsche Sprache, usbekische Übersetzung, Kompressionstechnik, Übersetzungskompetenz, terminologische Kompetenz, militärischer Diskurs, pädagogische Grundlagen.

Introduction

The translation of military terminology occupies a specific place in the training of future German language specialists because military discourse requires a high degree of accuracy, conciseness, contextual awareness, and professional responsibility. Unlike general vocabulary, military terms are connected with institutional structures, strategic concepts, command systems, ranks, weapons, logistics, operational planning, and security-related communication. Therefore, the translator must not only know the lexical meaning of a term but also understand its functional role in a particular communicative situation. In the process of translating German military terms into Uzbek, students often encounter structurally complex words, long compound nouns, abbreviations, nominal groups, and terms that do not have direct equivalents in the target language. This creates the need for special pedagogical approaches aimed at forming translation competence through compression techniques.

Compression in translation means rendering the content of the source unit in a shorter, clearer, and more functionally appropriate form without distorting its essential meaning. This technique is especially relevant when translating German, because German military terminology frequently uses compound structures such as *Einsatzbereitschaft*, *Luftverteidigungssystem*, *Gefechtsausbildung*, *Führungsunterstützung*, and *Truppenbewegung*. If these units are translated word-for-word, the Uzbek version may become unnecessarily heavy, artificial, or overloaded with explanatory elements. At the same time, excessive shortening may lead to semantic loss. For this reason, students must be taught to find a balance between brevity and conceptual precision. The pedagogical value of compression lies in the fact that it develops analytical thinking, terminological

awareness, comparative linguistic competence, and the ability to make justified translation decisions.

In the context of pedagogical universities, teaching compression techniques should be considered not only as a linguistic activity but also as a methodological process. Students need to learn how to identify the core semantic component of a German military term, distinguish primary information from secondary elements, compare possible Uzbek equivalents, and choose the variant that best corresponds to the norms of the target language. Such training is particularly important for learners who study German as a foreign language and may later work in translation, education, intercultural communication, military documentation, or specialized terminology research. The ability to translate military terms concisely and accurately also contributes to the broader development of professional communicative competence.

The pedagogical foundations of teaching compression techniques include several interrelated aspects: theoretical explanation, practical translation exercises, contextual analysis, work with bilingual dictionaries and corpora, comparative study of German and Uzbek terminological systems, and reflective evaluation of translation variants. The teacher's role is to guide students from mechanical word-for-word translation toward conscious and functionally motivated translation. In this process, authentic texts such as military reports, regulations, training materials, news texts, and official descriptions may serve as useful didactic resources. They allow students to observe how military terminology functions in real contexts and how compression can be applied without damaging meaning.

Thus, the study of compression techniques in translating German military terms into Uzbek has both theoretical and practical significance. It helps improve the quality of specialized translation training, strengthens students' linguistic and professional competence, and supports the formation of a more systematic methodology for teaching German military terminology in higher education.

Methods

This study is based on a pedagogical and linguistic analysis of methods used for teaching compression techniques in the translation of German military terms into Uzbek. The methodological approach combines theoretical study, comparative linguistic analysis, practical translation tasks, and pedagogical observation. Since

the topic is connected with both translation studies and foreign language teaching methodology, the research relies on an interdisciplinary approach. It considers military terminology as a special lexical system and compression as a purposeful translation strategy that should be taught through systematic exercises, contextual interpretation, and reflective evaluation.

At the first stage, theoretical sources related to translation transformations, terminology studies, military discourse, German word formation, and Uzbek translation norms were analyzed. Special attention was paid to the nature of German compound nouns, abbreviations, terminological word combinations, and institutional names. These units were selected because they often require compression when translated into Uzbek. For example, German military terms may contain several semantic components within one compound word, while Uzbek usually expresses the same meaning through a phrase or a shorter equivalent. Therefore, the theoretical stage helped clarify the linguistic conditions under which compression becomes necessary and pedagogically justified.

At the second stage, selected German military terms were classified according to their structural and semantic features. The classification included simple terms, compound nouns, multi-component terminological phrases, abbreviations, rank names, names of military units, names of operations, and technical terms related to weapons, defense systems, logistics, and command. Each group was examined from the point of view of possible Uzbek translation strategies. The main focus was placed on identifying cases where literal translation leads to excessive length, unnatural expression, or semantic repetition. This made it possible to determine which types of terms are most suitable for teaching compression techniques.

At the third stage, practical translation exercises were designed for students studying German language and translation. The exercises included direct translation of terms, contextual translation in sentences, comparison of several translation variants, identification of redundant elements, and transformation of extended explanations into concise Uzbek equivalents. Students were encouraged to explain why a particular compressed version was more appropriate than a literal or descriptive translation. This approach helped develop not only practical translation skills but also conscious decision-making in the translation process.

Pedagogical observation was used to study students' difficulties during translation practice. The observation focused on how students understood the

meaning of military terms, how they identified the core semantic component, how they used dictionaries and contextual clues, and how they selected Uzbek equivalents. Typical difficulties included excessive literalism, mechanical translation of German compounds, overuse of explanatory phrases, inability to distinguish main and secondary semantic elements, and uncertainty in using military terminology in Uzbek. These observations were used to improve the structure of exercises and provide more targeted methodological support.

In addition, comparative analysis was applied to evaluate translation variants produced by students. The variants were assessed according to semantic accuracy, brevity, terminological consistency, stylistic appropriateness, and conformity to Uzbek language norms. This made it possible to determine the effectiveness of compression-based instruction. The methodological framework of the study therefore included theoretical explanation, guided practice, independent translation, group discussion, correction of errors, and reflective analysis. Such a sequence allowed students to move from passive knowledge of German military terms to active and professionally oriented translation competence.

Results

The results of the study show that the systematic teaching of compression techniques has a positive influence on students' ability to translate German military terms into Uzbek accurately, concisely, and in accordance with the functional requirements of specialized discourse. At the initial stage of the learning process, many students tended to translate German military terms literally. This was especially noticeable in the translation of compound nouns, where each component of the German word was rendered separately into Uzbek. As a result, the target text often became overloaded, unnatural, and stylistically unsuitable for military communication. After the introduction of compression-based exercises, students gradually began to identify the central semantic element of the term and omit redundant or contextually unnecessary details.

One of the most important results was the development of students' terminological awareness. They learned that not every component of a German compound term requires separate lexical representation in Uzbek. For instance, in translating terms related to command, defense, movement, training, and operational readiness, students began to focus on the functional meaning of the

whole unit rather than on the mechanical translation of its parts. This helped them produce shorter and more natural Uzbek equivalents. The ability to distinguish between essential and secondary semantic components became one of the key indicators of progress in translation competence.

The exercises also improved students' contextual analysis skills. When terms were presented separately, students often selected long descriptive translations. However, when the same terms were used in authentic sentences or short military texts, students were able to understand the communicative purpose of the term more clearly and apply compression more effectively. This indicates that compression should not be taught as a purely mechanical shortening technique. It should be connected with context, discourse function, and the communicative situation in which the term is used. Contextual work helped students understand whether a term required full explanatory translation or a concise equivalent.

Another result was the improvement of students' ability to compare translation variants critically. During classroom discussions, students analyzed several Uzbek versions of the same German term and evaluated them according to semantic accuracy, brevity, clarity, and stylistic appropriateness. This activity encouraged them to justify their choices and avoid arbitrary shortening. The reflective comparison of translation variants proved to be effective because it formed a professional attitude toward translation decisions. Students became more careful in preserving the conceptual meaning of military terms while avoiding unnecessary lexical expansion.

The study also revealed common difficulties that remained even after practical training. Some students still had problems with German abbreviations, names of military institutions, and terms connected with technical equipment. In such cases, compression required not only linguistic competence but also background knowledge of military structures and concepts. Therefore, the results suggest that teaching compression techniques should be supported by additional work with specialized dictionaries, glossaries, parallel texts, and authentic documents.

Overall, the results demonstrate that compression techniques can serve as an effective didactic tool in teaching the translation of German military terminology into Uzbek. They help students develop professional translation competence, improve linguistic economy, strengthen analytical thinking, and adapt source-language terminology to the norms of the target language. The findings confirm

that compression-based instruction is especially useful in pedagogical universities where future German language specialists need both theoretical knowledge and practical translation skills.

Discussion

The findings of the study indicate that the teaching of compression techniques in translating German military terms into Uzbek should be regarded as an important component of professional translation training. Military terminology is not merely a set of isolated lexical units; it reflects a system of institutional relations, operational actions, command structures, and technical concepts. Therefore, students who translate such terms need more than general bilingual competence. They need the ability to understand the internal structure of German terms, determine their functional meaning in context, and reproduce this meaning in Uzbek in a concise and accurate form. Compression becomes pedagogically valuable because it teaches students to avoid unnecessary wordiness while preserving the essential semantic content of the original term.

One of the key issues revealed in the study is the difference between German and Uzbek term formation. German military terminology frequently relies on compound nouns, where several semantic elements are joined in one lexical unit. Uzbek, on the other hand, often expresses such meanings through word combinations or shorter functional equivalents. This structural difference creates difficulties for students, especially when they try to translate each component separately. A literal translation may formally reflect the structure of the German term but fail to sound natural in Uzbek. For this reason, compression should be explained not as a simple reduction of words but as a meaningful transformation based on linguistic comparison and communicative necessity.

The discussion of student translation variants showed that compression is effective only when it is supported by contextual analysis. If students shorten a term without understanding its professional meaning, there is a risk of semantic loss or distortion. For example, terms connected with command, defense systems, operational readiness, logistics, and military training may contain important conceptual elements that cannot be omitted. At the same time, some components may be predictable from context and do not need to be repeated in the Uzbek translation. This means that the teacher must help students develop the ability to

decide which elements are essential and which elements are redundant in a given communicative situation.

Another important pedagogical aspect is the role of reflective learning. When students compare literal, descriptive, and compressed translation variants, they become more aware of the consequences of each choice. Such analysis develops professional responsibility and prevents mechanical translation. It also encourages students to use dictionaries, glossaries, parallel texts, and authentic military documents more critically. In this process, the teacher should not simply provide ready-made equivalents but should guide students toward independent terminological reasoning. This approach is especially important in pedagogical universities, where future German language specialists may later teach translation, conduct linguistic research, or work with specialized texts.

The study also confirms that compression techniques contribute to the formation of broader translation competence. Students learn to combine semantic accuracy, brevity, stylistic appropriateness, and target-language norms. These skills are useful not only in the translation of military terminology but also in other fields of specialized translation, including law, technology, diplomacy, and administrative communication. However, the teaching of compression should be gradual. At the beginning, students need theoretical explanation and model examples. Later, they should work with authentic texts, analyze errors, compare variants, and produce independent translations.

Thus, compression-based instruction can improve the quality of German-Uzbek specialized translation training. It enables students to understand military terminology as a functional system and helps them produce translations that are accurate, concise, and natural in Uzbek. Its effectiveness depends on systematic methodology, authentic materials, comparative linguistic analysis, and continuous reflective practice.

Conclusion

The translation of German military terms into Uzbek requires a special methodological approach because this field combines linguistic accuracy, terminological consistency, contextual understanding, and professional responsibility. German military terminology is often structurally complex, especially because of compound nouns, abbreviations, institutional names, and

multi-component lexical units. If such terms are translated literally, the Uzbek version may become unnecessarily long, unclear, or stylistically unnatural. Therefore, compression techniques are important for producing concise and functionally appropriate translations while preserving the essential meaning of the original term.

The study shows that compression should not be understood as simple shortening or mechanical omission of words. It is a conscious translation transformation based on semantic analysis, contextual interpretation, and comparison between the source and target languages. In translating German military terminology into Uzbek, the translator must first identify the core meaning of the term, determine which components are essential, and then choose a target-language equivalent that is brief, clear, and terminologically accurate. This process requires not only language knowledge but also analytical thinking and awareness of military discourse.

From a pedagogical point of view, the teaching of compression techniques helps students move beyond word-for-word translation. It develops their ability to analyze German compound structures, recognize redundant elements, compare translation variants, and make independent decisions. Students learn that the quality of translation depends not on the number of translated words but on the accurate transfer of meaning. This is especially important in military texts, where excessive explanation can reduce clarity, while unjustified omission can distort the meaning. Therefore, the balance between brevity and precision must become one of the main principles of instruction.

The findings also confirm that compression techniques are most effective when taught through authentic materials and practical tasks. Work with military reports, regulations, official texts, terminology lists, bilingual glossaries, and contextual translation exercises gives students an opportunity to observe real usage and understand the functional role of terms. Classroom activities such as comparison of variants, error analysis, group discussion, and reflective explanation of translation choices strengthen students' professional competence. Such methods make the learning process more active and encourage students to approach translation as a reasoned and responsible activity.

It is also important to emphasize that the development of compression skills contributes to the broader formation of translation competence among students of

German language. These skills are useful not only in military translation but also in other types of specialized translation where conciseness, accuracy, and terminological clarity are required. For pedagogical universities, this issue has particular relevance because future German language specialists need to acquire both theoretical knowledge and practical methodological skills. They should be able not only to translate specialized terms but also to explain translation strategies and apply them in educational practice.

In conclusion, the pedagogical foundations of teaching compression techniques in translating German military terms into Uzbek are based on the integration of linguistic theory, comparative analysis, contextual practice, and reflective learning. A systematic approach to this topic improves students' terminological competence, strengthens their translation skills, and prepares them for professional work with specialized German-language texts. Thus, compression-based instruction can be considered an effective direction in improving the methodology of teaching German-Uzbek translation in higher pedagogical education.

References

1. Newmark, P. (1988). A textbook of translation. Prentice Hall.
2. Baker, M. (2018). In other words: A coursebook on translation. Routledge.
3. Nida, E. A., & Taber, C. R. (1982). The theory and practice of translation. Brill.
4. Catford, J. C. (1965). A linguistic theory of translation: An essay in applied linguistics. Oxford University Press.
5. Vinay, J.-P., & Darbelnet, J. (1995). Comparative stylistics of French and English: A methodology for translation. John Benjamins.
6. Koller, W. (2011). Einführung in die Übersetzungswissenschaft. Narr Francke Attempto Verlag.
7. Nord, C. (2018). Translating as a purposeful activity: Functionalist approaches explained. Routledge.
8. House, J. (2015). Translation quality assessment: Past and present. Routledge.
9. Hatim, B., & Munday, J. (2004). Translation: An advanced resource book. Routledge.
10. Pym, A. (2014). Exploring translation theories. Routledge.

11. Kiraly, D. (2000). A social constructivist approach to translator education: Empowerment from theory to practice. St. Jerome Publishing.
12. Göpferich, S. (2009). Towards a model of translation competence and its acquisition: The longitudinal study TransComp. *Behind the Mind*, 4, 11–37.
13. Kelly, D. (2005). A handbook for translator trainers: A guide to reflective practice. St. Jerome Publishing.
14. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
15. Roelcke, T. (2010). Fachsprachen. Erich Schmidt Verlag.
16. Arntz, R., Picht, H., & Schmitz, K.-D. (2014). Einführung in die Terminologearbeit. Georg Olms Verlag.
17. Cabré, M. T. (1999). Terminology: Theory, methods and applications. John Benjamins.
18. Hoffmann, L. (1985). Kommunikationsmittel Fachsprache: Eine Einführung. Akademie-Verlag.
19. G‘afurov, I., Mo‘minov, O., & Qambarov, N. (2012). Tarjima nazariyasi. Tafakkur Bo‘stoni.
20. Jalolov, J. J. (2012). Chet til o‘qitish metodikasi: Chet tillar oliy o‘quv yurtlari talabalari uchun darslik. O‘qituvchi.