

SCIENCE
PROBLEMS.UZ

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Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

**IJTIMOIIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI**

№ 8 (5) – 2025

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

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Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

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Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

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12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

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Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

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kengashi huzuridagi Sudyalari oliy maktabi;

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Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

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Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

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Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo'yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

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MUNDARIJA

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CHALLENGES AND INNOVATIONS IN SIMULTANEOUS INTERPRETER TRAINING IN CHINESE UNIVERSITIES: THE ROLE OF TECHNOLOGY IN MODERN PEDAGOGY

Ismatullayeva Nargiza

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Tashkent State University of Oriental Languages

Qosimova Malika,

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Abstract. This article explores the current challenges and emerging innovations in simultaneous interpreter training within Chinese universities, with a particular focus on the role of technology in modern pedagogy. While the demand for professional simultaneous interpreters in China continues to rise, interpreter education programs often struggle with issues such as a shortage of experienced trainers, a disconnect between theory and practice, and unequal access to technological infrastructure. Recent advancements, including the use of interpreting labs, virtual platforms, AI-assisted feedback tools, and multimedia resources, are beginning to transform interpreter education by offering more practical, flexible, and scalable training opportunities. Drawing on existing literature and case examples from leading institutions, the article argues that the integration of technology offers promising solutions but must be supported by institutional reform and instructor training to ensure long-term effectiveness. The findings highlight the need for continued investment in both pedagogy and infrastructure to prepare future interpreters for the complexities of real-world multilingual communication.

Keywords: simultaneous interpreting, interpreter training, China, interpreting pedagogy, interpreting technology, MTI programs, virtual interpreting, AI in education.

XITOIY UNIVERSITETLARIDA SINXRON TARJIMONLARNI TAYYORLASH: ZAMONAVIY PEDAGOGIKADAGI MUAMMOLAR VA INNOVATSIYALAR, TEXNOLOGIYALARNING O'RNI

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Annotatsiya. Ushbu maqolada Xitoy universitetlarida sinxron tarjimonlar tayyorlash sohasidagi zamonaviy muammolar va innovatsion yondashuvlar ko'rib chiqiladi. Xususan, pedagogik jarayonda texnologiyalarning tutgan o'rniga alohida e'tibor qaratiladi. Hozirgi kunda malakali sinxron tarjimonlarga ehtiyoj ortib borayotgan bo'lsa-da, ta'lim dasturlari tajribali ustozlarning yetishmasligi, nazariya va amaliyot orasidagi uzilish va texnik jihozlanishdagi nomutanosiblik kabi qiyinchiliklarga duch kelmoqda. Shu bilan birga, zamonaviy interpretatsiya laboratoriyalari, virtual platformalar, sun'iy intellekt asosidagi tahlil vositalari va multimedia manbalari ta'lim samaradorligini oshirishda muhim ahamiyat kasb etmoqda. Muallif ta'kidlashicha, ta'limni takomillashtirish uchun o'quv dasturlarini yangilash, ustozlarni qayta tayyorlash va texnologik infratuzilmaga sarmoya kiritish zarur.

Kalit soʻzlar: sinxron tarjima, tarjimon tayyorlash, Xitoy, tarjima pedagogikasi, tarjima texnologiyalari, MTI dasturlari, virtual tarjima, taʼlimda sunʼiy intellekt.

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In an era of increasing globalization, the demand for professional interpreters — particularly simultaneous interpreters — is steadily growing. As China intensifies its political, economic, and cultural exchanges with the world, the importance of producing highly qualified interpreters capable of operating in fast-paced multilingual environments has never been greater. Simultaneous interpreting (SI), one of the most cognitively demanding forms of interpreting, requires specialized training that balances theoretical knowledge, practical skills, and real-time decision-making.

Interpreter training programs across Chinese universities have developed rapidly since the early 2000s. However, these programs face several challenges, including a shortage of qualified trainers, limited technological infrastructure, and a gap between academic instruction and professional expectations. Beyond training, simultaneous interpreting research in China remains limited in scale and influence. Most research is produced by university teachers without extensive professional interpreting experience, restricting its practical relevance and interdisciplinary depth [14; 22].

Technological innovations — including interpreting labs, AI-driven tools, and online platforms — have been integrated into interpreter education, aiming to improve student performance and bridge the theory-practice gap. Yet, regional disparities in resource availability and instructors' proficiency with technology persist. Furthermore, Chinese SI research is characterized by narrow thematic focus, methodological limitations, and weak international engagement [7; 43–44].

This article explores the challenges and innovations in simultaneous interpreter training and research in Chinese universities, focusing on the critical role of technology and the urgent need for interdisciplinary development. It seeks to answer: How are Chinese universities adapting interpreter training methods to modern demands, particularly through technology? What are the key research challenges, and how can interdisciplinary approaches enhance the quality and relevance of SI research in China?

Simultaneous interpreting requires interpreters to listen, comprehend, mentally reformulate, and produce speech almost simultaneously, making it one of the most cognitively demanding language tasks [3; 12–14]. Gile's Effort Model (1995) remains foundational, describing how interpreters allocate limited cognitive resources across listening and analysis, production, short-term memory, and coordination efforts [3; 15]. Chinese interpreter education generally follows a four-phase model: comprehension, reformulation, delivery, and evaluation. Instruction typically proceeds sequentially through these stages [10; 54]. However, many students lack sufficient exposure to authentic, high-pressure interpreting scenarios that cultivate spontaneous problem-solving skills and cognitive resilience, limiting their ability to handle real-world interpreting demands [9; 88].

China's interpreter training expanded dramatically post-WTO accession, reflecting the country's growing global presence. Leading institutions such as Beijing Foreign Studies University (BFSU) and Shanghai International Studies University (SISU) established comprehensive Master's in Translation and Interpreting (MTI) programs, combining theory and practice [14; 18–19]. Despite this growth, many provincial and regional universities

struggle with insufficient staff, outdated curricula, and under-equipped labs. The shortage of trainers with professional SI experience is a particular bottleneck. Many instructors hold translation or linguistics backgrounds without firsthand SI practice, limiting their ability to impart critical real-time skills and coping strategies [6; 77–79].

Research on simultaneous interpreting in China is burgeoning but remains underdeveloped compared to international standards [7; 41–43]. Most publications come from university faculty who often lack practical SI experience and cross-disciplinary expertise. This results in a concentration on a few research themes, primarily cognitive processes related to memory and production, with little coverage of comprehension, synchrony, bilingual processing, or social aspects [13; 102–105].

Chinese SI research exhibits several critical weaknesses:

- **Narrow thematic focus:** Overemphasis on certain cognitive aspects (e.g., memory strategies) and neglect of emerging topics like prosody, pre-task preparation, cognitive load management, interpreter identity, and ethical issues [13; 108; 15; 99].
- **Methodological limitations:** Predominant use of single-source, government-related corpora that lack ecological validity; inadequate experimental controls; unvalidated scoring rubrics; and reliance on student participants rather than seasoned interpreters, limiting applicability [7; 46–47; 16; 115].
- **Lack of interdisciplinary and international collaboration:** Few projects involve linguistics, psychology, neuroscience, or AI specialists. Cross-institutional and international research cooperation is minimal, which hinders methodological innovation and comparative analysis [13; 110–112].
- **Reporting and writing issues:** Many studies suffer from vague problem statements, mismatched methodologies, insufficient literature reviews (particularly ignoring international research), and superficial data interpretation [8; 54–55; 15; 98]. Chinese scholars have noted the urgent need to address these gaps to elevate the scientific rigor and practical relevance of simultaneous interpreting research [14; 23; 16; 120].

Globally, interpreter training is increasingly shaped by technological innovations [11; 78]:

- Interpreting labs equipped with soundproof booths simulate real conference environments, enhancing practical training [11; 80].
- Simultaneous interpreting software (e.g., Sanako, InterpretBank) provides practice with synchronized source and target texts [17; 59].
- AI-driven feedback tools use speech recognition and data analytics to offer instant performance evaluation on fluency, accuracy, pace, and filler words [18; 67–68].
- Virtual interpreting environments such as Zoom and KUDO enable remote interpreting practice and live simulation of international forums [18; 69].

Period	Focus Areas	Key Features
1980–2000 (Initial Research)	- Practical training- English-Chinese SI- Skills and strategies	- Based on personal experience- Initiated by UN Training Center (BFSU)- Limited theory, fragmented and unsystematic research
2001–2010 (Rapid Development)	- Cognitive psychology- Working memory- SI teaching methods- Theoretical models	- Introduction of D. Gile's Effort Model- Use of experiments and observation- Move toward scientific methodology
2011–Present (Complex Development)	- Remote/virtual interpreting- Corpus studies- Quality evaluation- Interdisciplinary approaches	- Integration of cognitive psychology + AI- Technological applications (SI booths, apps)- Broadening of research topics
2010s–Present (Russian Research)	- Russian-Chinese interpreting- SI Translation shift theories- Forecasting models	- Application of Soviet/Russian translation theories- Growing institutional interest (e.g., Heilongjiang University)- Need for bilingual interpreter training models

Table 1. Evolution of Simultaneous Interpreting (SI) Research in China (1980–Present)

In China, the COVID-19 pandemic accelerated the adoption of these technologies. Leading universities now incorporate virtual platforms and AI tools to provide flexible and scalable learning opportunities. However, technology penetration remains uneven, especially in less developed regions [9; 93].

A fundamental challenge is the shortage of trainers with robust, real-world SI experience. Many instructors specialize in translation or theoretical linguistics, lacking firsthand exposure to the cognitive demands and high-pressure environments that simultaneous interpreting entails. This gap restricts students' practical readiness and confidence [6; 79–80]. MTI programs often emphasize theoretical content—translation theory, terminology studies, discourse analysis—while practical interpreting drills and authentic real-time exercises receive insufficient emphasis. Graduates may lack the spontaneous processing and coping skills essential for professional SI work [10; 55–57]. While elite universities boast advanced interpreting labs and high-tech equipment, many provincial institutions depend on outdated or insufficient infrastructure, lacking even basic soundproof booths. This disparity hampers uniform training quality and restricts students' familiarity with authentic interpreting settings [9; 95]. Students report considerable stress during SI sessions due to poor time management, insufficient memory training, and limited exposure to live or complex interpreting materials. Cognitive overload impairs performance and confidence [12; 142–144]. The limitations of Chinese SI research include:

- Thematic narrowness: Overconcentration on process-oriented studies neglects broader social, cultural, ethical, and technological dimensions [13; 108].
- Methodological weaknesses: Lack of validated instruments, small or nonrepresentative samples, and poor experimental design [7; 46–47].
- Low interdisciplinary engagement: Minimal involvement of cognitive neuroscience, psychology, AI, or communication studies restricts research innovation [13; 110].
- Writing and dissemination issues: Poorly defined research problems and

inadequate engagement with global literature reduce impact and international visibility [8; 55].

Leading Chinese universities have developed interpreting labs replicating professional conference environments, integrating booths, consoles, headsets, and microphone technique training. These labs support students in developing pacing, stress management, and booth etiquette skills [11; 82]. Online platforms like Zoom, Webex, and KUDO enable remote live interpreting practice, simulating real conference conditions and connecting students with international events [18; 70]. AI-assisted feedback systems provide data-driven evaluation, offering insights on fluency, speed, accuracy, and filler word frequency, promoting self-directed learning [18; 68]. Use of bilingual corpora, TED Talks, political speeches, and apps such as Speechpool, Linguee, and Reverso Context enriches training content, exposing students to authentic materials and terminology, and enhancing glossary-building [17; 60–62]. To address research gaps, experts recommend:

- Establishing dedicated SI research labs equipped with cognitive neuroscience tools (eye-tracking, near-infrared spectroscopy, EEG, fMRI) [13; 113].
- Building interdisciplinary teams with psychologists, linguists, neuroscientists, AI experts, and professional interpreters [16; 117–118].
- Developing large-scale, multimodal, multilingual SI corpora to support empirical studies [7; 48].
- Encouraging international cooperation to benchmark against global standards [13; 111]. Improving research training for scholars to define clear research questions, adopt rigorous methodologies, conduct comprehensive international literature reviews, and deepen data analysis is essential to raise the profile and impact of Chinese SI research [8; 54–56].

Technology plays a transformative role in interpreter education and research in China, addressing challenges of limited lab access and practice opportunities. Online platforms and AI tools increase flexibility and democratize access, especially for underfunded institutions. Nonetheless, uneven technological infrastructure and lack of trainer expertise in new tools reduce potential benefits. Overreliance on scripted or tech-assisted materials risks impairing spontaneity and adaptive interpreting skills [9; 96]. Chinese SI research requires broader thematic coverage and methodological rigor. Deepening cross-disciplinary approaches, including cognitive neuroscience and AI, will foster innovation and align Chinese research with international frontiers [16; 120]. Developing comprehensive training and research ecosystems that integrate advanced technology, practical exposure, and interdisciplinary scholarship is crucial for China's emergence as a leader in simultaneous interpreting [14; 26].

Interpreter training in China has advanced considerably, yet systemic issues remain regarding trainer expertise, practical exposure, research scope, and resource distribution. Simultaneously, strengthening SI research through interdisciplinary collaboration, methodological refinement, and improved academic writing will enhance China's contribution to global interpreting studies. For the next generation of simultaneous interpreters in a globalized world, blending theoretical understanding with hands-on, technology-supported experience will be the key to professional excellence. Chinese universities must continue advancing training programs and research capacity to meet these evolving demands.

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