

USING TRANSLATION AS A LANGUAGE TEACHING AND LEARNING TOOL

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Annotation:

Analysis of similarities between procedures, strategies and methods of translation and identify available second language acquisition theories, clarify importance of translation in language learning and using translation as a language teaching and learning tool.

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Nowadays, international relations are developing more and more. Travel is becoming more accessible, international communication is freer, which means that access to other cultures is completely open. The only obstacle that arises in front of a modern person who wants to interact with other cultures and learn them is language. The need for translation is becoming more and more obvious. Therefore, the profession of an interpreter can now be attributed to one of the most demanded services on the market. But how to determine among such a variety of translators which one is competent in their field and will be able to brilliantly fulfill their task and convey information to the listener as accurately as possible without distorting the original meaning? It becomes clear that the simple ability to translate a text, transforming language units into another language, is not enough. We are dealing with different cultures, which means that the translator must have the necessary knowledge about it and be able to understand and convey this cultural implication, which is hidden behind the lexical, grammatical and syntactic forms of the language of another culture. Current chapter will investigate the language learning experiences of learners through interpreting and translation activities. Translation has been utilized for long time “as a means of second language teaching and acquisition”.

If properly designed, translation activities can give a lot of benefits, particularly to enhance the four language skills and develop accuracy, clarity and flexibility, further, foster communicative confidence and skills of students. Teaching a foreign language with analytical translation of the text has been known since time. In Ancient Greece and Rome, the so-called prestigious language and ancient literature. Self-knowledge of a new language was valued and viewed as a transition to a higher level of education. The training was purely mechanical: memorizing texts and understanding translations. Thus, the grammar-translation method is a fairly ancient method of teaching a foreign language. There is a grammatical translation method which is based on the practice of teaching Latin, which in

the early 16th century was the most studied language used in government, in aristocratic circles and in business. For many centuries this method was dominant. Over time, the use of Latin declined and the language was gradually replaced by English, French and Italian. However, the technique remained unchanged for a long time. In the 19th century, advanced linguiststheorists criticizing the grammar-translation method, started talking about the need to turn to a new type of learning foreign language. However, at present, most of the textbooks still offer Grammar-Translation for learning the language. In Grammar translation method students learn grammar rules from examples of how they are used in the finished text they are translating, and then learn to apply the same rules to other examples. Learning plays a big role in this. As a rule, each lesson according to this technique accompanies a wordlist with the words necessary for memorization. A typical textbook suggests a lesson plan that includes bilingual vocabulary list; grammar rules; and suggestions for translation. Thus, the method of grammatical translation makes it possible to study the principles of creating a language, and not how to use it. Initially based on the study of “dead” languages, this method was not aimed at the final communication with a native speaker. It is more of an academic exercise than an active learning methodology. It does not give a complete picture of the integrity of the language, but appears to the student as a sequence of independent words. The method practically does not pay attention to oral speaking and listening, mainly training reading and, to some extent, writing. Grammar translation does not give the student an idea of the structure of the language as a whole, which is why almost all students cannot overcome the language barrier. As a result, many of them fail not only in live communication, but also in use in written speech. The disadvantage of the grammar-translation method lies in the fact that after its application it is very difficult to additionally inculcate communication skills in students. Much greater results are obtained from the initially conscious study of languages, when the study of grammar goes in parallel with the use of the language in colloquial speech. Active practice improves the correctness and fluency in the use of grammatical structures, allowing you to achieve the ultimate goal of fluency in the language being studied and the ability to use your knowledge to carry out all types of speech activities. What alternatives are there to Grammar-Translation? More on this in our next article. Translation could be utilized as a means of developing language competence within learners. In many countries there were reports about the benefits of translation tasks, based on personal teaching experience. Learners’ L2 production ability can be ‘stretched’ by utilizing translation. At the same time, he argued that it promoted more awareness of learners’ own L2 capability. translation is useful even for more for advanced learners. For beginners, it is useful because it expounds grammar and teaches vocabularies. They further argued that as for the function of translation, it is to be remembered that expounding and interpreting text is not only a matter of providing equivalence but, in fact, it is a translation of grammatical and lexical aspects of the text. Moreover, at the phonological level, students are made

aware of different and similar sound of the two languages-the L1 and L2. In terms of improving lexis, it is useful in a various kinds of technical phrases. The learners generally do not produce literal translations and that translation is useful for language learning. It is worthwhile to consider the inclusion of translation as useful teaching method. Significant number learners experience language learning through interpreting and translation effectively. The students feel that they acquire various skill including cognitive skills in the process of application the translation in acquisition of a foreign language. Interpreting and translation engage the students in an active learning. There are facts that prove that interpreting develops students' foreign language speaking and listening skills, translation develops students' reading and writing skills, and interpreting and translation engage students in an active learning. Students who experience language learning through interpreting and translation develop their L2 skills including speaking, listening, reading, and writing. The interpreting develops learners speaking and listening while the translation activities improved their L2 reading and writing skills. Interpreting and translation engage the students in an active learning.

The main feature of the use of translation in the educational process is that it is used as a methodological technique, the main purpose of which is to promote the acquisition of a foreign language as part of the educational process, in this case, the process of training specialists at a university. The attitude towards the use of translation in the educational process has changed in different periods of development of the methodology, however, in our opinion, it is the most accessible, rational, successful and ergonomic. It is worth taking into account the fact that the thought processes of Uzbek students take place in Uzbek, and when they translate phrases they do not understand, the process of assimilation of new material is much faster and better. Secondly, the translation method allows students to systematize their knowledge of the language. Consequently, a non-translating method of teaching a foreign language is impossible and will never be possible, unless the process of thinking changes. This means that no foreign language course can be started or completed without the help of translation. This method can be used at any stage of university education and in teaching any aspect of the language. From the turn of the twentieth century onwards, it has been generally assumed that foreign language should be taught without reference to the learners' mother language. It has become a popular belief among teachers that the translation of own language gets in the way with the acquisition of English. The arguments for using translation in the language classroom outweigh the arguments against it.

Newson argued that using translation as a teaching and testing tool has four disadvantages. Translation "(1) encourages thinking in one language and transferring to another, with accompanying interference; (2) deprives teacher and learner of the benefit of working within a single language; (3) gives false belief of the idea that there is a perfect one-to-one correspondence between languages; and does not facilitate achievement of generally

accepted aims such as emphasis on the spoken language”. Additionally, Carreres put forward some arguments against using translation as a language teaching tool: Translation is an artificial exercise that has no place in a communicative methodology. It is restrictive in that it confines language practice to two skills only: reading and writing. Translation into a foreign language is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on mother tongue that inhibits free expression in foreign language. Translation into foreign language is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their mother tongue. Translation can be a motivating activity. Learners overwhelmingly perceive translation exercises as useful for language learning. Translation, by its very nature, is an activity that invites discussion and students are only too happy to contribute to it, often defending their version with remarkable passion and persuasiveness. One of the reasons quoted by teachers to explain their use of translation in the classroom was that students asked for this exercise and enjoyed it, too. Excellent student response to a translation course. As for the point of limiting the use of translation to advanced levels only, scholars view translation activities as forming a continuum between the extremes of literal, explicative translation and that of communicative translation as it takes place in the professional world. In the former, translation into mother tongue is merely a tool--and a very effective one--to help learners grasp a particular foreign language structure. As such, “stylistic considerations are set aside. In the latter, the focus is on the communicative value of a given text. Learners are then expected to produce a text that could function in the foreign language culture”.

In summary, there are many arguments for using translation in the language classroom outweigh the arguments against it. The connection between translations and other types of speech activity is obvious. When interpreting an oral text, we are dealing with listening and speaking, i.e. with oral speech, with oral translating a written text, we are dealing with reading and speaking (written-oral speech). When translating written texts, we rely on reading and writing (there is written speech), and when translating an oral text, we rely on listening and writing (oral-written speech). In high school and non-linguistic universities, we use translation mainly as a means of mastering a foreign language, i.e. as educational translation. In a language university, translation is also used as a means of teaching foreign languages, and in terms of translation faculties of language universities, we are talking about professional translation - a special language activity that requires special preparation. The text, which is the result of translation, has an independent value, being an equivalent replacement for the original text for those who, due to lack of linguistic training, cannot use the original text. The distinction between educational and professional translation from a methodological point of view was first proposed by Belyaev V.B., who understood the use of the native language as educational translation students in

the process of teaching a foreign language. Educational translation is interpreted as a set of translation skills aimed at improving the level of proficiency in a foreign language.

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