

THE FUNCTION OF TRANSLATION IN FOREIGN LANGUAGE LEARNING

Dilshodakhon Muminova

International islamic academy of Uzbekistan

associate professor of the department

“Uzbek and foreign languages”, PhD

dilshodamuminova110@gmail.com

ABSTRACT

This article highlights the immense value and efficacy of translation as a method for learning a foreign language. It extensively covers translation's significant contribution to language acquisition and its critical importance in pedagogical settings for students.

Key words: *methodology, modern approaches, education, language, translation practice, translation pedagogy, source text.*

The search for the most effective strategies and methods for teaching and learning foreign languages has been an ongoing endeavor, resulting in numerous studies and discussions over time.

Contemporary approaches to language instruction emerged in the early 20th century and provided the foundation for the teaching methods utilized in classrooms today. Throughout history, various methods have dominated language teaching methodology, with each reflecting the cultural, intellectual, and innovative currents of its era. As societal values evolve, so do the concepts surrounding education and language learning. Within this progression, the use of translation has gained particular significance in the process of acquiring a new language.

The importance and effectiveness of translation as a tool for language learning have been widely acknowledged and researched. For instance, J. Pym argues that translation should be considered the “fifth skill”, to be cultivated alongside the traditional four—reading, listening, speaking, and writing—in two languages. He suggests that if translation is regularly integrated into lessons, it can become a refined teaching method, thereby solidifying its essential role in classroom language teaching and learning. The text strongly implies that translation should not be excluded from classroom instruction.

To be effective in modern language learning contexts, traditional translator training must be adapted to incorporate highly efficient contemporary methods.

Specifically, combining translation exercises with communicative tasks can make the material presented more impactful.

Focusing on the core nature of translation, G. Salomov describes it as "the creative process of re-creating [the original] using different linguistic tools—the art of words." Building on this, translation can indeed be viewed as an “art of words”, since rendering information from a foreign language into one's native language is intrinsically linked to the art of expression. Translation is a unique form of literary and lexical endeavor, engaging language, thought, and imagination, much like artistic or scientific creation. Q. Musaev defines translation as "a complex form of human activity, a creative process of re-creating a speech expression (text) created in one language... while preserving its unity of form and content, using the tools of another language." The consensus is that translation is undeniably a product of creativity.

Y. Nayda and S. Taber state that translation involves a two-step process: first, **re-creating** the meaning of the source language information, and second, finding the closest stylistic equivalent in the target language. Synthesizing various scholarly perspectives, translation can be comprehensively defined as: the oral or written transfer of any original linguistic unit (word, sentence, text, etc.) into a target language, while meticulously considering the linguistic (syntactic, semantic, stylistic) features of both languages and the extralinguistic (linguocultural, pragmatic, and cognitive) characteristics.

K. Claudy introduced a crucial distinction in translation pedagogy between “pedagogical translation” and “original translation”, based on three factors: its function, its object, and its target audience.

- In pedagogical translation, the process itself serves as a primary language learning method. Its goal is to make the student conscious of and understand the differences between languages, and to assess their language proficiency.
- In original translation, the outcome—the translated text—is the goal, and this text must function as effectively in its new context as the source text did in its original context.

This results in profoundly different roles and functions: pedagogical translation is a means to language learning, whereas original translation is the ultimate goal of the activity.

Furthermore, while the objective of pedagogical translation is to gauge the learner's “language proficiency” for an audience typically consisting of a teacher or examiner, the purpose of original translation is to convey “information about the reality contained in the source text” to speakers of other languages, whose audience is the general “reader of the translated language”. A.Vermes succinctly clarifies this:

“pedagogical translation focuses on the language, and professional translation focuses on the content of the language”. Pedagogical translations are frequently used for testing and evaluation of language skills, whereas original translations are rarely formally evaluated, except for occasional peer reviews by literary critics.

In conclusion, translation is highly effective in language acquisition because it allows the student to compare and contrast two languages, thereby recognizing their structural differences. To employ translation successfully in learning a new language, the focus must be on conveying overall meaning rather than simply rendering a word-for-word equivalent.

REFERENCES:

1. Musaev Q. Tarjima nazariyasi asoslari. – T: Fan, 2005. – B.8.
2. Salomov G'. Tarjima nazariyasiga kirish. – T.: O'qituvchi, 1978. – B.93.
3. Muminova D.A. Linguocultural competence and competence: Reflection of terms in methodological dictionaries. – Oriental Renaissance: Innovative, educational, natural and social sciences. 4(11), Dec., 2024. – P.113.
4. Akmalovna, T. N., Muminova, D., Khasanova, D., & Kadyrova, M. (2022).
5. Teaching grammar for religious studies students based on needs analysis. Journal of Positive School Psychology, 6003-6011.
6. Тўхтаҳўжаева Н., Бадиий таржимада лингвокультуремаларнинг ифодаланиши. Филол.фан.ном.... дис.автореф. – Тошкент: 2017. – 13 б.
7. Muminova, D. A.(2023). Improvement of students' tolerance level by teaching English. Journal of advanced scientific research, Vol.3. Issue 11 page 10