

## **TRANSLATION AS A MEANS OF TEACHING IN A FOREIGN LANGUAGE LESSON**

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### **ABSTRACT**

*The article discusses the need to use interlanguage translation as one of the means of teaching a foreign language lesson in secondary school. The authors focus on the urgent need for participants in the educational process to include elements of explanation in their native language and translation exercises in the learning process. When developing exercises focused on translation, it is necessary to take into account the parameters of the educational communicative situation created in the lesson.*

**Keywords:** foreign language lesson, translation, communicative and functional approach.

### **АННОТАЦИЯ**

*В статье рассматривается необходимость использования межъязыкового перевода как одного из средств проведения урока иностранного языка в общеобразовательной школе. Авторы акцентируют внимание на острой необходимости включения участниками образовательного процесса в процесс обучения элементов объяснения на родном языке и переводческих упражнений. При разработке упражнений, ориентированных на перевод, необходимо учитывать параметры учебной коммуникативной ситуации, создаваемой на уроке.*

**Ключевые слова:** урок иностранного языка, перевод, коммуникативно-функциональный подход.

### **INTRODUCTION**

Interlanguage translation performs many functions and is equated to a certain type of speech activity. Obviously, translation is a multifaceted and variable speech activity. That is why the inclusion of interlanguage translation in the teaching of foreign languages raises a large number of problematic methodological issues, and the first question concerns the very concept of "translation" – not as a purely linguistic, but as a psycholinguistic and didactic category. In other words, there is always a question about what kind of activity and what result from this activity the teacher requires from students when he offers them to translate something from one language to another. The second question, the answers to which are of an acutely

debatable nature, is whether an interlanguage translation is needed at all when teaching a foreign language, and if so, whether it is necessary to reduce its volume to a minimum. This issue has become particularly acute in recent years, since the results of the long-term introduction of non-translational technologies in the teaching of foreign languages in secondary schools did not give the desired result. We propose to solve emerging issues related to interlanguage translation from the point of view of a communicative-functional approach, that is, to consider translation within the framework of a communicative situation in which the initiator of the translation, the subject of the translation and the recipient of the translation are immersed.

## **DISCUSSION AND RESULTS**

The communicative-functional approach was formed in translation studies as an alternative to the textual approach and is designed to meet the needs of a specific communicative situation: translation should be such as is necessary in specific communicative conditions [3]. In relation to a foreign language lesson, in which the initiator of translation, the subject of translation and the recipient of translation are the teacher and the student, the communicative-functional approach allows us to consider translation as a necessary element of working out a communicative situation artificially modeled in the learning environment, as well as as a means of teaching and monitoring the assimilation of foreign language material. Accordingly, the lesson should not be a macro task to create a full-fledged text in the target language, equivalent to the original in content, semantic, structural and functional relationships. Educational translation is not aimed at transmitting all the components of the original text. Translation in general is not always considered as a translation of a text, but only as a choice for units of one language (words, combinations of words, sentences) of correspondences in another language. This choice is made by the student or teacher on the basis of already established cognitive experience, in accordance with the translated dictionary and/or context, or involves the operation of extracting from memory the most appropriate or only match to ensure an accurate understanding of the lexical and grammatical meanings of language units. the studied material, a complete understanding of the content of the statement and control over the assimilation of the material. The communicative-functional approach dictates the need to determine to what extent the communicants – the teacher and the student – need interlanguage translation in a foreign language lesson. We assumed that the ten-year trend towards non-translational teaching of foreign languages is effective and there is really no need for interlanguage translation in the classroom. We took this assumption as a working hypothesis when conducting a survey among teachers and secondary school students. The survey was conducted in order to identify:

a) the need of participants in the educational process for interlanguage translation as a didactic tool in the process of learning a foreign language

b) the place of interlanguage translation in the established practice of teaching a foreign language in high school. The questionnaire consisted of several questions (the content of the questions varied for different groups of respondents), answers to these questions and an open telephone line for an independent answer. The survey was conducted in 12 educational institutions. Of these 12 institutions, 2 are schools with advanced study of foreign languages, the rest of the schools do not specialize in the study of foreign languages. The first group of respondents consisted of 44 English language teachers working in secondary schools, of which 6 people are teachers with up to 1 year of work experience, 14 people are teachers with 1 to 5 years of work experience, 20 people are teachers with 6 to 20 years of work experience and 4 people are teachers with experience whose work exceeds 20 years; at the same time, 10 people are teachers of the highest qualification category. The second group of respondents consisted of 688 students of grades 9-11 studying English, of which 450 people have excellent and/or good grades for the half-year of the academic year and 238 people have good and/or satisfactory grades for the half-year of the academic year; students who do not succeed did not participate in the survey. The analysis of the responses of the first group of respondents (teachers) gave the following results. 98% of teachers-respondents believe that interlanguage translation is necessary at one stage or another, in various forms of work when teaching English. 100% of the respondent teachers use interlanguage translation in the learning process. At the same time, using translation and offering translation tasks to students, teachers most often solve the following methodological tasks: organization of work in the classroom, explanation of tasks, commenting on errors, introduction of new lexical and grammatical material, control of assimilation of material at various stages of learning, control of understanding of foreign language texts.

100% of teachers-respondents are sure that translation is the most economical and effective way to solve a number of methodological problems. All novice teachers have justified their confidence in the response to the question with their experience of working with children and the experience of colleagues. The following reactions were given in the open line: "I would like to teach by the non-translational method, but this is not possible at school", "I have to translate - children otherwise do not understand much", "Even capable children do not understand vocabulary and grammar without translation". To the question "What conditions should be observed in the educational process so that the non-translational technology of teaching a foreign language is possible?" 90% of teachers answered that it is necessary to reduce

the amount of material studied, because with such large volumes, children do not have time to use language guesswork, do not find time to analyze English-language interpretations of vocabulary and grammatical rules, are lazy / do not they manage to read texts thoughtfully; 30% – a sufficiently high general level of foreign language proficiency in the classroom is required; 20% – clearer, non-variable interpretation of the assignment and reference materials in textbooks are needed. The analysis of the responses of the second group of students gave the following results. 100% of students believe that interlanguage translation is necessary at one stage or another, in various forms of work when learning English. 100% of students use interlanguage translation from time to time in the learning process. It should be noted that most students use applications and online translation programs that provide translation options for units of any volume based on statistical processing of the text corpus, and not bilingual translation dictionaries focused on lexical meaning and language norms. At the same time, students resort to translation for: understanding the formulations of tasks in textbooks and workbooks, understanding the texts of tasks in exercises, understanding texts for reading and translating individual words whose meanings need to be understood to perform exercises. To the question "Does translation help you in learning English?" 73% of students answered positively, 7% – negatively, 20% believe that they could know the language just as well with a lot of time spent on learning the language. The following reactions were given in the open line: "When you learn words to dictation, at least you remember something", "There are words and phrases that cannot be understood without translation", "Translation is very necessary to understand grammar". Thus, the survey did not confirm the working hypothesis that there is no need for interlanguage translation in the process of teaching/learning a foreign language and, on the contrary, revealed a stable opposite trend in the domestic school. There is a high need for interlanguage translation among both groups of participants in the educational process – teachers and students. The need is dictated by the belief in the effectiveness of the use of translation at various stages of work, the belief is formed on the basis of experience working with language material. In the process of teaching/learning a foreign language, the practice of using interlanguage translation is widespread. We are approaching a very complex and acute problem of providing the educational process with methodological materials containing tasks for interlanguage translation. The modern line of educational and methodical complexes in English almost completely ignores the need and necessity for such tasks. As a result, teachers are loaded with the compilation of additional tasks, exercises and control and measuring materials. Almost all teachers of a foreign language in secondary schools spend extra time on the compilation of

didactic materials for translation, which they can use in the classroom. The provision of the educational process with exercises of a transferable nature, firstly, would relieve teachers who are forced to compose these exercises themselves. Most of the system of translation tasks can be regarded as a backup component of the UMK, to which the teacher resorts if necessary to solve a communicative task through translation or as additional material for individual tasks in the lesson. Secondly, the developed materials should include criteria for evaluating the performance of tasks "Translate into English" or "Translate into Russian or Uzbek": at the moment, the haphazard requirements for translations to students are blurred, students often do not understand the task and perform a translation that does not meet the expectations of the teacher. Thirdly, a methodically thought-out system of including translation in the learning process would provide teachers with a tool for correctly presenting new material using Russian or Uzbek. The provision of the educational process with methodological materials containing tasks for interlanguage translation will certainly have a positive impact on teaching a foreign language. Untranslated methods lead today to the fact that many students often thoughtlessly "run" the texts of assignments through machine translation and, by analogy, in order to generate their own statements, they first compose them in Russian or Uzbek, "run" through machine translation and rewrite or memorize with a large number of errors. Even if students have a high level of formation of foreign language communicative competence and can independently understand and generate competent speech in a foreign language, working with the semantics of language material remains an extremely important stage of speech activity. Otherwise, demonstrating the formed communication skills, students often have only an approximate idea of the meanings of a number of lexical units, do not separate synonymous rows and distort the content of texts in a foreign language.

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