

## TRANSLATION IN TEACHING FOREIGN LANGUAGES

**Ruzmetov H.Q.**

**Candidate of philology sciences, docent, UrSU**

**Rahimova M.A.**

**First year master student, UrSU**

**Annotatsiya:** *Mazkur maqola chet tillarini o'qitishda tarjimaning ahamiyati va dolzarbligga bag'ishlangan. Asosiy e'tibor tarjima jarayoni tabiati va uning yuzaga keltirish sabablariga qaratilgan. Maqolada shuningdek, tarjimaning adabiyot sohasidagi tutgan o'rni va uning ajralmas qismi ekanligi haqida so'z yuritilgan.*

**Аннотация.** *В этой статье основное внимание уделяется важности и актуальности перевода в преподавании иностранных языков. Основное внимание уделяется характеру процесса перевода и причинам его создания. В статье также обсуждается роль перевода в области литературы и ее включения.*

**Annotation:** *This article focuses on the importance and relevance of translation in teaching foreign languages. The main emphasis is on the nature of the translation process and the reasons for its creation. The article also discusses the role of translation in the field of literature and its inclusion.*

**Kalit so'zlar:** *tarjimonlik, polisemantik tabiat, talqin qilish, ifodali vositalar, fonetik materiallar, leksik hodisalar, manba tillari.*

**Ключевые слова:** *интерпретация, многозначность, интерпретация, выразительные средства, фонетический материал, лексические явления, исходный язык.*

**Key words:** *interpreting, polysemantic nature, interpretation, expressive means, phonetical material, lexical phenomena, source language.*

The importance of translating and interpreting in modern society has long been recognized. Practically not a single contact at the international level or even

between two persons speaking different languages can be established or maintained without the help of translators or interpreters.

The main purpose of translation from a foreign language into your own is to familiarize the reader or listener who does not know this foreign language, with any text or content of the oral statements. Before starting the translation an interpreter should determine which type of text he is going to translate. Similarly, while evaluating the translation it is necessary to have a clear idea about the original, to avoid the risk assessment criteria for the wrong translation. Text type which complies with the requirements of the translation process is indisputable prerequisite for an objective evaluation of translations.

As we speak about translation, it would be fair to emphasize its characteristic features.

Translation as a notion is a polysemantic nature. It may imply the process of conveying the meaning of a word, word- group or sentence/ text from one language into another and also the result of the conveying. "Translation" may also denote the subject taught at school. Translation can be performed either in writing or in viva voice (orally). Hence the people whose office is to convey some written or spoken/ recorded matter in writing are referred to as translators and the people whose office is to render the meaning of any matter in viva voice are referred to as interpreters. Both the activities are equally important though the aims pursued by each of them are somewhat different. Say, an oral "interpretation" can not be done otherwise than in writing. As a result the process of a written translation has always a materialized expression in the form of a word, word- group, sentence or passage which is left behind as a testimony to some work performed.

Furthermore, equally important is translating and interpreting for the functioning of different international bodies (conferences, symposia, congresses etc.) to say nothing about bodies like the World Peace Council or the United Nations Organizations with its councils, assemblies, commissions, committees, sub-committees. These can work smoothly only thanks to an army of translation

and interpreters representing different states and working in many various national languages. In addition, translation as means of teaching foreign languages has no independent means of translating only. In its turn, translating in a foreign language teacher's arsenal should not be ignored completely since in many a case it remains not only the most effective but also the only teaching means for gaining the vital objective. For that reason, translating is often resorted to in the following cases:

1. When introducing abstract lexical notions which cannot easily be explained in a descriptive way or by actions (gestures): think, hate, love, actual, invincible, generally, peace, turn, etc.

2. In order to save time and avoid diverting the attention of students by lengthily explanation of the meaning of words, word-combinations or sentences in the process of reading or listening to an unfamiliar passage.

3. When checking the comprehension of the lexical material (new words, expressions) and in order to avoid the unnecessary ambiguity which may arise in the process of teaching through pictures since a picture of a tree, for example, may be understood as "a tree" or a kind of tree (oak-tree, birch-tree, pine-tree, etc.).

4. To explain while introducing (usually at the initial stage of learning) the new grammar/phonetical material especially the phenomena which do not exist in the native tongue (e.g. the continuous or the perfect forms of the verb, the tenses in questions, etc.).

5. When revising the lexical or grammar material studied at the lesson/ at previous lessons in answering questions like "What is the Ukrainian/ English for the "gerund," the "continuous/ the perfect forms of the verb?"

6. While discriminating the meaning of synonyms or antonyms of the foreign languages.

7. To control the knowledge of students in written and oral tests on lexical or grammar material.

8. When introducing phraseology which is quite impossible to teach and learn otherwise than on the basis of translating.

9. Before learning any text by heart (poems, excerpts of prose, the roles of characters in plays).

10. When dealing with the figures of speech like metaphors, epithets, similes, hyperboles, etc. in the process of reading or translating the belles-lettres passages at the advanced stage.

11. When comparing the expressive means in the source language to those in the target language, etc.

To put it in a nutshell, translating helps the student to master the expressive means in the source language and the corresponding means in the target language. In the process of translating the students establish sets of equivalent substitutes in the target language for the corresponding lexical, grammatical or stylistic phenomena of the source language. No wonder that the students at any stage of learning a foreign language when not understanding some word, word-combination or sentence always resorts to intuitive translating of it.

Translating is also a perfect means of sharing best prose, poetry and drama works of world's famous authors into different achievements and enriching national literatures and cultures. The many translations of the national languages provide a vivid illustration of this permanent process. Due to masterly translations the works by W. Shakespeare, W. Scott, G. G. Byron, P. B. Shelley, C. Dickens, W. Theckeray, H.W. Longfellow, Mark Twain, J. London, T. Dreiser and many other authors have become part of many national literatures.

## **BIBLIOGRAPHY**

1. Teun A., Van Dijk. "Foundations for typologies of texts.
2. Collected Papers, II (Cambridge, Mass.: Harvard U.P.), Book II, "Elements of Logic: Speculative Grammar", 129-269. Pnke, Kenneth L. 1960
3. Elements of Symbolic Logic (London: Macmillan). Rescher, Nicholas 1947
4. Brown, G. & G. Yule. 1983. Discourse Analysis. Cambridge: Cambridge University Press.

5. Evans V., Green M. Cognitive Linguistics. An Introduction. – Edinburgh: Edinburgh University Press, 2006

6. Sharifian F., Palmer G.B. Applied Cultural Linguistics. Philadelphia. John Benjamins Publishing Company, 2007