

THE IMPORTANCE OF TRANSLATION IN TEACHING FOREIGN LANGUAGES

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The article is devoted to educational translation as one of the methods of teaching foreign languages. In addition, the author reveals the role of the native language in the process of mastering a foreign language and offers a brief historical retrospective of methods of teaching foreign languages from the point of view of reliance on the native language of students (grammatical-translational, direct, conscious, communicative).

Key words: translation as a teaching method; professional translation; native language; the language being studied; discursive understanding of the text.

The time has come to create a new system of teaching foreign languages in our country, which will become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on graduates of schools, lyceums, colleges and higher educational institutions are required to know at least 2 foreign languages perfectly. This strict requirement should become the main criterion for the activity of the head of each educational institution. [1]

In the modern process of globalization, the need to learn foreign languages is considered as an important issue in order to keep up with the times and ensure our youth a place in the world community and become competitive personnel in the world market. Therefore, in addition to the fact that young people perfectly know their native language, there is a requirement to speak several foreign languages and be able to communicate fluently. To do this, it is extremely important to improve the system of learning and teaching foreign languages with more modern methods, as well as to increase motivation to learn foreign languages.

Currently, the methodology of teaching a foreign language is considered as a science that deals with the study and teaching of the goals, content, legality, methods, means, methods and techniques of teaching a foreign language, as well as its planning, as well as the implementation of the processes of teaching students, pupils with the help of a foreign language. [2, 6]

Methods should correspond to established methods and practices in teaching systems, while approaches represent a philosophy of language teaching that can be interpreted and applied in various ways in the classroom. The method can be distinguished depending on the context of teaching and learning, and it is used in a broad context (teaching a communicative language) and in a narrow context (project work, problem solving, brainstorming). The approach and method are based on initial theoretical positions. [7, 239]

There are a number of effective methods of teaching foreign languages, one of which is teaching a foreign language through translation. Translation has long been an important part of teaching a foreign language. Although as a result of the emergence of communicative methodology and its subsequent widespread dissemination, teaching a foreign language through translation gave rise to the idea that it had become a "traditional" method, other similar methods still persisted as a feature of many communicative lessons and successful methodological tools for teaching. In fact, teachers and students use translation to learn a foreign language, not to study translation. When teaching a foreign language through translation, certain results can be achieved by practicing these skills in an integrative way, using the language orally or in writing as a means of communication.

The translation method mainly consists of two forms: grammatical translation and text translation. Grammar - from the point of view of the translation method, a foreign language was studied for a general educational purpose. Grammar exercises were performed in order to develop the logical thinking of the language learner. The main

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place in the content of teaching a foreign language by this method was occupied by systematic grammatical theory.

Foreign language learners often use translation to facilitate language learning and to master a new language. Many believe that translation can be used as an effective language learning strategy when learning a foreign language during a lesson, and students understand foreign words and phrases more confidently. This is due to the fact that it closely helps in the development of students' communicative abilities, the formation of their reading skills and the identification and analysis of types of meanings, communicative functions of language, the information structure of sentences and speech meanings underlying semantic relationships in the reading process. From this point of view, translation allows students to carefully study the language being studied, master new words and phrases, develop the ability to analyze information, process it and use it for communicative purposes.

The use of translation in teaching foreign languages helps students understand this assignment in their native language and master analytical or verbal-linguistic learning strategies along with translation skills. The translation can be adapted to the style that the teacher uses in the learning process, and allows students to communicate freely. When using translation in teaching a foreign language today, a foreign language must be adapted in accordance with the requirements and learning needs. In other words, it is appropriate that this should be considered as a specific approach of teachers and a methodology that can be developed in many ways, depending on the needs of students in learning the language and the objectives of the lesson.

Teaching foreign languages through translation as part of a communicative method is still an area that generates conflicting opinions. The use of translation is undoubtedly a natural and accurate means of teaching someone a new language. Translation, assistance to students in learning the language, application of the studied theories in practice, diagnosis of problems and verification of qualifications also in many cases give a positive result.

The use of translation in the course of training allows not only to train translators, but also to improve the methodology of teaching foreign languages and to link new knowledge of students with existing knowledge. This helps students develop the skills of listening attentively to written and spoken speech, and also provides an opportunity to analyze the differences and similarities between the new and existing language. In addition, it helps to form intimate relationships and support each other between teacher and student, facilitates the management and control of the lesson, and also provides students with the opportunity to preserve their sense of their native language, laying the foundation for the formation of a new bilingual identity.

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