

THEORY OF TRANSLATION AND METHODS OF TEACHING

*Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, philology and language teaching: students of the English language department, Sulaymonov Samariddin
Teacher&Supervisor: Abdurakhmanova Zilola*

Annotation The theory of translation and methods of teaching are two essential components in the field of language education. Translation theory refers to the systematic study and analysis of the principles, techniques, and approaches involved in the process of translating written or spoken texts from one language to another. It explores the various factors that influence translation decisions, such as cultural context, linguistic structures, and communicative intent.

Key words: translation, teaching, components, language education, systematic study, technique, spoken texts, various factors.

Annotatsiya Tarjima nazariyasi va o'qitish metodikasi til ta'limi sohasida ikkita muhim tarkibiy qismidir. Tarjima nazariyasi yozma yoki og'zaki matnlarni bir tildan ikkinchi tilga tarjima qilish jarayonida ishtirok etuvchi tamoyillar, uslublar va yondashuvlarni tizimli o'rganish va tahlil qilishni anglatadi. U madaniy kontekst, til tuzilmalari va kommunikativ niyat kabi tarjima qarorlariga ta'sir etuvchi turli omillarni o'rganadi.

Methods of teaching refer to the strategies and techniques employed by language educators to facilitate effective language learning and acquisition. These methods incorporate a range of instructional activities, materials, and assessments to cater to the diverse needs and goals of language learners.

The study of translation theory is crucial for language teachers as it equips them with the necessary knowledge and skills to guide students in understanding and producing accurate and meaningful translations. By understanding the principles of translation, teachers can help students develop their linguistic and cultural competence, improve their critical thinking and problem-solving abilities, and enhance their communicative skills in both the source and target languages.

In terms of teaching methods, educators need to employ a variety of approaches to cater to the different learning styles and preferences of their students. These methods can include traditional classroom instruction, interactive activities, technology-based learning, and real-world applications. By using a combination of these methods, teachers can create an engaging and dynamic learning environment that fosters active participation, collaboration, and critical thinking.

In conclusion, the theory of translation and methods of teaching are essential components in language education. By understanding the principles of translation and employing effective teaching methods, educators can facilitate meaningful language learning experiences for their students, enabling them to become proficient and confident communicators in multiple languages.

Theory of Translation:

The theory of translation refers to the principles, concepts, and approaches that guide the process of translating text from one language to another. It encompasses various perspectives and frameworks that help translators make informed decisions and achieve accurate and effective translations.

Some key theories of translation include:

1. **Equivalence Theory:** This theory suggests that a successful translation should preserve the meaning and effect of the source text in the target language. It emphasizes finding equivalent expressions, structures, and cultural references in the translation.
2. **Functional Theory:** This theory focuses on the function and purpose of the source text and aims to achieve the same communicative function in the translation. It considers the target audience and context to determine the most appropriate translation strategy.
3. **Skopos Theory:** Skopos theory emphasizes the purpose or intention of the translation. It suggests that the translation strategy should be determined by the intended function of the target text and the expectations of the target audience.
4. **Descriptive Translation Studies:** This approach focuses on analyzing translations as cultural and social phenomena. It explores the relationship between source and target texts, considering factors such as power dynamics, norms, and ideologies that influence translation choices.

Methods of Teaching Translation:

Teaching translation involves imparting the necessary skills and knowledge to students to become competent translators. Different methods can be employed to effectively teach translation, including:

1. **Direct Translation:** This method involves analyzing and translating individual words, phrases, and sentences directly from the source language to the target language. It emphasizes the understanding of grammar, vocabulary, and syntax in both languages.
2. **Comparative Analysis:** This method involves comparing and contrasting translations of the same text in different languages. It helps students understand the challenges and choices in translation and develop their critical thinking and analytical skills.
3. **Collaborative Translation:** This method involves group work and collaboration among students to translate a text collectively. It encourages peer learning, discussion, and the sharing of different translation strategies and perspectives.

4. Computer-Assisted Translation (CAT) Tools: With advancements in technology, CAT tools are increasingly used in translation teaching. These tools assist in translation memory, terminology management, and quality control, enhancing efficiency and accuracy in the translation process.

5. Practical Application: This method involves real-world translation tasks and projects to provide students with hands-on experience. It could include translating texts from different genres, such as literary, legal, or technical, to expose students to various translation challenges and contexts.

6. Feedback and Revision: Providing constructive feedback and encouraging revision is crucial in teaching translation. Students should have opportunities to review and improve their translations based on feedback, enhancing their skills and understanding of the translation process.

Effective teaching of translation requires a combination of theoretical knowledge, practical application, and critical thinking skills. By employing various methods and approaches, educators can help students develop the necessary competencies to become proficient translators.

In conclusion, the theory of translation and methods of teaching are interconnected and vital aspects of language education. Understanding the principles of translation allows language teachers to guide their students in producing accurate and meaningful translations, enhancing their language skills and cultural competence. Additionally, employing effective teaching methods ensures that students are engaged, motivated, and provided with diverse opportunities to learn and practice their language skills. By combining the theory of translation with innovative teaching methods, educators can create a dynamic learning environment that fosters language acquisition and proficiency. Ultimately, the integration of translation theory and effective teaching methods contributes to the overall success and growth of language learners, empowering them to become confident and effective communicators in multiple languages.

References

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).
2. Абдурахманова, З. (2022). Analysis of pauses and interruptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.
3. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical*

Sciences, 2(11), 157–162. извлечено от
<http://econferences.ru/index.php/tafaps/article/view/6941>

4. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги // *Science and Education*. – 2021. – Т. 2. – №. 9. – С. 369-373.
5. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари // *Science and Education*. – 2021. – Т. 2. – №. 10. – С. 492-496.
6. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, 1(B5), 94-97.
7. Ахмедова, С. Р. (2022). Эга шаклида ифодаланган мураккаб тузилишли иловали элементларнинг таҳлилини ўрганиш. *Science and Education*, 3(4), 1963-1966.
8. Akhmedova Sevara Rakhmankulovna. (2022). NEMIS TILIDA ILOVALI ELEMENTLARINING SEMANTIK O'ZIGA XOSLIKLARI. *International Journal of Contemporary Scientific and Technical Research*, 1(2), 481–485.
9. Khusanova, M. (2022). Learning new content material through cooperative group discussions. *European Scholar Journal*, 3, 44-45.
10. Ma'ripov J. ANTROPOSENTRIZM–TILSHUNOSLIKNING ZAMONAVIY YONALISHI SIFATIDA // *Zamonaviy dunyoda innovatsion tadqiqotlar: Nazariya va amaliyot*. – 2022. – Т. 1. – №. 28. – С. 62-68.
11. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES // *O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA*. – С. 464.
12. M. Khusanova. Didactic conditions for the formation of discussion competence among students. *International Journal of Multidisciplinary Research and Analysis*. Volume-04, June-2021. P. 742-743.
13. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.
14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.
15. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. *International Journal of Contemporary Scientific and Technical Research*, 423–430. Retrieved from <https://journal.jbnuu.uz/index.php/ijcstr/article/view/629>
16. Niyatova, M. (2021). *The importance of a word and word formation a language system*.

17. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE. *International Journal of Contemporary Scientific and Technical Research*, 427–431. Retrieved from <https://journal.jbnuu.uz/index.php/ijcstr/article/view/474>
18. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . *Журнал иностранных языков и лингвистики*, 2(3). извлечено от <https://fl.jdpu.uz/index.php/fl/article/view/954>
19. Niyatova, M. (2023). EFFECTIVENESS OF GROUP WORK IN TEACHING A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики*, 5(5). извлечено от <https://phys-tech.jdpu.uz/index.php/fl/article/view/7780>
20. Ниятова, М. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, 1(1), 587–589. извлечено от <https://inlibrary.uz/index.php/zitdmrt/article/view/5345>
21. Solnyshkina, M. I. (2022). Teaching English through innovative technologies. *Web of Scientist: International Scientific Research Journal*, 3(11), 1108-1111.
22. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.“. *Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar*” Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami, 468-473.
23. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. *International Journal of Development and Public Policy*, 1(6), 70-72.
24. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. *International Journal of Development and Public Policy*, 1(6), 70-72.
25. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.“. *Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar*” Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami, 468-473.
26. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. *International Journal of Development and Public Policy*, 1(6), 70-72.
27. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. *JournalNX-A Multidisciplinary Peer Reviewed Journal*, 7(12), 337-341.