



THE ROLE OF TRANSLATION IN LEARNING A FOREIGN LANGUAGE

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ABSTRACT

The role of translation in learning a foreign language, its effectiveness as a language learning method, and its importance in language learning are huge, and the importance of this method in teaching students is widely covered in this article.

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

ANNOTATSIYA

Chet tilini o'rganishda tarjimaning tutgan o'rni, uning til o'rganish usuli sifatidagi samaradorligi, til o'rganishdagi ahamiyati juda katta bo'lib, ushbu usulning talabalarga ta'lim berishdagi ahamiyati ushbu maqolada keng yoritilgan.

Kalit so'zlar: *metodologiya, zamonaviy yondashuvlar, ta'lim va til, tarjima amaliyoti, tarjima pedagogikasi, asl matn.*

INTRODUCTION

As we know, the question of the most effective approaches to teaching and learning foreign languages has been discussed for many years and a number of researches have been carried out on them.

Modern approaches to language teaching were founded at the beginning of the 20th century, and their development became the basis for language teaching and learning methods used in the classroom today. Over the years, many approaches to language teaching and learning have dominated language teaching methodology in their time. Each dominant method or approach reflects the ideas and innovations of the particular period in which it was developed. As society's values and ideas begin to change, so do ideas about education and language learning. In this period of development, translation has gained special importance in teaching and learning a foreign language.

Many studies have been conducted on the role of translation in foreign language learning, in which the effectiveness of translation as a language learning method and its importance in language learning have been recognized. In particular,



J. Pym states that "interpretation should be considered as the fifth skill that should be used in the language audience, along with independent reading, listening, speaking and writing in two languages." In his opinion, if this practice is implemented in the course of the lesson, the use of translation practice in language learning exercises can lead to the development of translation as a teaching method. It also reinforces the role and use of translation in language teaching and learning in the classroom. It can be said that under no circumstances should translation be left out of classroom teaching.

DISCUSSION AND RESULTS

Traditional translation training should be modified to suit language learning methods that are considered most effective in existing approaches. In particular, performing communicative exercises together with translation can make the presented information more effective.

Here, let's focus on the main essence of the translation. G. Salomov noted that "the main property of translation is the creative process of re-creating it with other language tools, the art of words." Considering this idea, it would be correct to define translation as the art of words.

Because retelling information in a foreign language in one's own language is a phenomenon related to the art of speech. Translation is a special type of artistic and dictionary activity. Translation deals with language, thought and fantasy, like artistic and scientific creation. According to Q. Musaev, "translation, which is a complex form of human activity, is a creative process of re-creating a speech expression (text) created in one language, preserving its unity of form and content, on the basis of other language tools." Indeed, translation is a product of creativity. Creation of a creative product in one language in another language is considered a creative product of the creator. From this point of view, we agree with Q. Musaev's opinion.

A. Rojoning fikrining takidicha esa, "ikki til o'rtasidagi tarjima jarayoni tarjimon tomonidan biror aslyyat tilidagi yozma matnni tarjima tilidagi yozma matnga, biror aslyyat tilidagi og'zaki matnni boshqa tarjima tilidagi og'zaki matnga o'zgartirishdir" . M.Snel-Xornbi esa, tarjimaga "bir tilda ifodalangan axborotni boshqa tilga o'girish yoki o'sha tilning belgilarini joylashtirish jarayoni yohud harakati" deb ta'rif beradi. J.Katfordning fikricha esa "tarjima bir tildagi matn materialini boshqa tildagi matn materialining ekvivalenti bilan almashtirishdir" .

R.Bellning ta'kidlashicha "tarjima aslyyat tilida ifodalangan narsaning semantik va stilistik ekvivalentligini saqlagan holda tarjima tilida ifodalashdir". Y.Nayda and S.Taber believe that "translation is a process of recreating information



in the source language, first, in terms of meaning, and second, in terms of style, the closest equivalent in the translated language." So, approaching the descriptions and definitions given by scientists, translation can be interpreted as follows: translation is any word, sentence, text, etc. in the original text in oral or written form, linguistic: syntactic, semantic, stylistic features of the original and translation languages, and extralinguistic: linguocultural, pragmatic and the process of transferring it to the translation language, taking into account its cognitive characteristics.

K. Claudy emphasizes that it is necessary to point out the difference between "pedagogical translation" and "original translation" when it comes to translation pedagogy.

The difference between them is based on three characteristics: the function of the translation, the object, and the target audience. In pedagogical translation, the translation process is considered as an important method in language learning; the purpose of translation is to help the student to be aware of and understand the differences between languages and to test language proficiency. In original translation, the goal of the translation process is to create a translated text that works in the context of the translated text as well as the original text works in its context.

That is why the role and function of translation in pedagogical and original translation are very different: in the first case, translation is a method in the process of language learning, and in the second case, translation is the main goal of this process of activity.

The purpose of pedagogical translation is to obtain information about the "language proficiency of the language learner", and the recipient of pedagogical translation is the language teacher or examiner who has access to that information. The purpose of the original translation is "information about the reality contained in the source text" and conveying this information to speakers of different languages, and the recipient is "the reader of the translated language who wants to get information about the reality." As A.Vermes rightly pointed out: "pedagogical translation focuses on the language, and professional translation focuses on the content of the language." In addition, pedagogical translations are usually used to test and evaluate students' language skills in order to develop their language skills. Original translations are rarely evaluated. There are also some peer-reviewed translations, which are usually reviewed by literary critics.

In conclusion, we can say that translation helps the student to compare and contrast two languages and to know the structural differences between them, which is very effective in learning a new language. In order for translation to be used



effectively in language learning, it is necessary to pay attention to conveying the meaning rather than turning the words one by one.

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