INTEGRATION OF TRANSLATION IN FOREIGN LANGUAGE TEACHING

Tairova Maxfuza Abdusattorovna

Independent researcher at the Department of English Language and Literature at Termez University of Economics and Service

Annotation: Translation plays a crucial role in the instruction of foreign languages, acting as a bridge between learners' native and target languages and promoting both linguistic proficiency and cultural comprehension. Traditionally regarded as a method for vocabulary acquisition and grammar practice, translation has evolved into a dynamic pedagogical technique that significantly enhances students' communicative abilities. This paper examines the diverse functions of translation within foreign language education, highlighting its potential to improve reading, writing, listening, and speaking skills. By analyzing various instructional methods, including direct translation, comparative analysis, and task-based translation, this study underscores how translation facilitates a deeper understanding of language structures, idiomatic expressions, and cultural subtleties. Furthermore, it investigates the advantages of incorporating translation exercises into contemporary language curricula, such as enhancing learners' cognitive flexibility, critical thinking, and intercultural competence. The findings indicate that, when applied strategically, translation serves not only as a tool for achieving linguistic precision but also as a vital pathway to effective communication in an increasingly globalized environment.

Keywords: equivalent elements, nuances, language theorists.

Translation stands out as one of the most demanding and intellectually challenging endeavors one can undertake. This complex task involves both the act of translating and the outcomes that result from it. According to Oettinger interlingua translation as the intricate process of substituting elements from one language referred to as the "domain" of translation with equivalent elements from another language, known as the "range."[1] This process is not merely about word-for-word replacements; it encompasses the nuanced transfer of meaning from one language to another while considering various constraints. These constraints are multifaceted and include

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[1] https://moluch.ru/archive/158/44755/?ysclid=m4448hgnrk912058081

factors such as vocabulary, context, grammatical structures, cultural nuances, writing conventions, and the inherent difficulties associated with certain words or phrases, particularly idioms. The landscape of language instruction underwent a significant transformation in the 20th century, marked by a shift away from traditional application translation methods and the use of explanations in students' native languages. This change gave rise to the Direct Method, a teaching approach that discouraged the use of students' first language altogether. However, this trend was not universally accepted among language theorists. In the 1970s, Noam Chomsky introduced the Cognitive Method as an innovative response to the limitations of the Direct Method.[2] This modernized version of the Grammar-Translation Method aims to cultivate a learner's language capabilities, enabling them to comprehend and generate a vast array of grammatically correct sentences. Incorporating translation into language lessons serves a vital role in language education. It assists students in understanding the intricate connections between languages and uncovers the potential embedded within both. Translation is not merely an academic exercise; it is a natural and essential activity in today's globalized world, where exposure to foreign words is commonplace, and the ability to decode these terms becomes imperative.

Translation develops qualities necessary to all language studying: flexibility, accuracy, and clarity during searching for the most appropriate words to convey what is meant. The students can contribute their own thoughts while focusing on the text and feeling freedom in putting up their ideas. Before the translating a number of crucial factors ought to be taken into account. In the opinion of Harmer[3] it is necessary to consider the four main elements of a plan:

– Activities — what students will be doing in the classroom, the way they will be grouped, what kind of activity each of them will solve;

– Skills– what language skill the students will develop;

– Language– what elements of a language will be practiced;

– Content — lesson planners have to select content which has a good chance of provoking interest and involvement.[4] Equivalence is the central issue in translation. It appears as a main problem among children at primary school. According to Wilss it consists of three components: "an undesirable initial state, a desirable goal state,

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[2] Chomsky, Noam Aspects of the Theory of Syntax, Cambridge, MA:MIT Press, 1994.Duff, Alan Resource Books For Teachers– Translation, Oxford University Press, Oxford,1994

[3] Harmer, Jeremy, The Practice of English Language Teaching, Pearson Education Limited, Longman 2001

[4] Harmer, Jeremy, The Practice of English Language Teaching, Pearson Education Limited, Longman 2001

barrier which prevents the transformation of the initial state into the goal state."[5] There are three types of barriers between an initial state and a goal state which constitute a problem. The first of them is a synthesis problem which concerns the means for the unknown transformation. The second obstacle deals with an interpolation problem that is an abundance of already familiar means and combinations of them for the transformation. The third regards a dialectical problem which appears because the goal state is vaguely known or unknown, and initial state is considered to be undesirable. This type of barrier occurs in the production of lyrical work and also in everyday life, e.g. in writing letters. According to Nord there are four categories of translation problems:

– Pragmatic translation problems which arise from the particular situation and represent a specific contrast. Those problems can be identified by the extra textual factors of the text-analytical model.

– Cultural translation problems are a result of the differences in culture e. g. specific habits, expectations, norms and conventions concerning verbal and other behavior.

- Linguistic translation problems which are connected with the structural differences between languages in lexis, sentence structure and supra segmental features e. g. 'false friends.'[6]

Language learners are required to acquire more communicative skills than translation skills. Therefore, among people learning a foreign language, the concept of equivalence presents a significant challenge, as they do not fully comprehend the distinction between synonymy and equivalence. Many learners assume that there is a direct, one-to-one correlation between the meaning of words or sentences in the target and source languages. Consequently, the primary concern is determining the nature of this equivalence.

Equivalence can be understood in two ways. It refers to an agreement between a word or group of words in the second language and a corresponding word or group in the first language in a given context. Common words pose particular challenges for learners, particularly children. For instance, the verb "to get" in all its forms occupies several columns in the dictionary. Young learners may struggle to infer the meaning from context. Words are not always translatable, and texts can always be interpreted, leading to the next challenge. Untranslatable words can be translated through description, for example, "living room" is a space where people spend time, watch

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[5] Wilss, W. (1987). Translation and interpreting as problem-solving. Tübingen: Gunter Narr Verlag.
[6] Nord, C. (1997). Translating as a purposeful activity: Functionalist approaches explained. Routledge.

television, relax, etc. Finding the appropriate word for "lunch" in Polish seems unrealistic, as in England, it is a light meal or sandwich typically eaten at work around 1 p.m.

To summarize, translation should be practiced in a supportive environment under the guidance of a teacher. Students should have the opportunity to exchange knowledge and compare word choices. This way, each task will contribute to the development of their translation skills. Only a systematic approach to translation will lead to success. With the advancement of artificial intelligence and natural language processing technology, CAT technology will better adapt to the translation needs of different languages and fields, providing students with more personalized and professional translation teaching services. Meanwhile, teachers need to continuously update their knowledge and skills, keep pace with CAT technology, and better guide students to promote the development and progress of translation teaching.

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