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**Jabbarova Dilafruz Farhod qizi, 3rd year I group student of Faculty of
English Language and Literature
Navoi State Pedagogical Institute,
Navoi, Uzbekistan**

**Scientific adviser: Hasanova Khurshidabonu Bakhtiyarovna
Navoi State Pedagogical Institute**

BENEFICIAL FEATURES OF WRITTEN TRANSLATION IN TEACHING AND LEARNING A FOREIGN LANGUAGE

Annotation. This article focuses on the role and importance of translation in learning and teaching English. The scientific-practical recommendations and instructions that have been taken into account in the translation process of the field scientists are summarized.

Key words: teaching English, foreign language, translation process, written translation, learning English

Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. The basic purpose of translation is to reproduce different types of texts, comprising literary, religious, scientific, philosophical texts etc. in another language and thus making them accessible to wider readers, to a greater number of target listeners and to bring the world closer. However, translation is not an easy job. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. But translation covers not only word for word translation but also many other factors. The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be. The difference between the two languages and the difference in cultures makes the

process of translating a real challenge. The problematic factors include translation like form, style, meaning, proverbs, idioms, etc.

Written translation is also divided into sub-varieties. It may be a visual translation (a written text is before the translator's eyes), translation by ear (in this case the translator listens to the text and writes the translation: dictation-translation), sight translation, (translation of the written text without preliminary reading, usually done orally).

The most obvious differences between written translations are as follows:

- translators have time to polish their work, while interpreters have no time to refine their output
- any supplementary knowledge, for example terminological or world knowledge, can be acquired during written translation but has to be acquired prior to interpreting
- translators can re-read their texts, they do not have to memorize big segments, while interpreters are able to listen to the text but once.

For the purposes of translation, reading means 'reading and understanding'. A foreign language learner who says, 'I can read the words but I don't know what they mean, and I don't know the way of translating' is not, therefore, reading, in this sense. He or she is merely decoding - translating written symbols into corresponding sounds. The user group domain focuses on understanding several aspects of the user group, such as the group's operational context, morphology, decision-making practices, and access to information sources, attitudes towards research and researchers, and experiences with knowledge translation. This model helps increase awareness of factors that should be taken into consideration in the implementation effort within the knowledge translation process. Having similar models that outline the contextual factors that could influence the knowledge translation process in other steps would also be extremely helpful and add more to the understanding of the process.

Eventually, the translation of research knowledge into practice involves a need for change in providers' behavior to enable adoption and use of the new research-based understanding. They need to translate all the words, word combinations, idioms in order to understand the meaning of a text. Learners' understanding is based on far more than simple reception of the words themselves, and the process of reading, translating would be better defined as 'constructing' meaning from a written text. Learners should know better both languages as target and source ones in order to make some success in translation. Sometimes, if the passage is easy and motivating to read, and to translate: the learner reads, translates as in his or her own mother tongue, for enjoyment or information. But a task is useful for two reasons: first, it may provide the learners with a purpose in translating and make the whole activity more interesting and effective; second, we need to know how well our learners are translating, and we can get this information conveniently through looking at the results of comprehension tasks. Giving the learners a set of titles together with a set of extracts from different newspaper articles or stories and asking them to match the titles to the appropriate extracts after having translated and grasped the text.

Reading and translating skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately and skillfully while translating.

As we know, there are different kinds of learners according to their level of knowledge; we also wanted to hold a translation contest among learners. It was one of the motivating and challenging ways of teaching translation. We were sure that our learners were provided with a variety of different kinds of reading, translating tasks, and encourage them explicitly to use different strategies ('Just read this quickly and get the main idea, and translate'; 'You'll find you have to study this fairly carefully to grasp the author's prejudices and the meaning of each word). Due to give information, during our reading, translation classes we try to hold contests among learners in order to identify their own ability in translation.

Distributing each learner typed texts and explaining the instructions of translation, we wanted to analyze our learners' understandings and knowledge in the sphere of translation.

STUDENTS' EVALUATION CRITERIA (POINTS)

Sub-groups 5 members in each group	Attempt 1 By understanding without dictionary 50 point	Attempt 2 By understanding with dictionary 25point	Attempt 3 Understanding the text by sharing with each other's opinion 25 point
1("A")	30	20	20
2("B")	25	25	23
3("C")	40	20	24
4 ("D")	45	23	24

Four types of different texts were given to learners. Firstly, the task was to translate it without dictionary, and then by letting them use mobile dictionaries, the last task was to translate by sharing with group members. After having checked the translated texts, students were informed gathered balls. It was too interesting and exciting moment working with our leaners. We encourage our students to understand every word: by the use of dictionary, for example, that require them to focus on limited items of information. Providing as wide a variety of texts and tasks as we can, giving learners practice in different kinds of translating. The meanings of the source language and target language words do not coincide. Even one meaning in reference to different objects is verbalized by different words. For a correct translation, one must know, besides the precise meaning of a word, the way the word is combined with other words in the sentence also.

Thus, translation is a two-facet phenomenon: on the one hand, it is the process of transferring information; on the other hand, it is the result of this process. By the result is meant a new text created in translating. A speaker or writer (an author) makes a meaningful utterance called the text and addresses it to the listener, reader, or receptor, which understands the purport of the text and reacts to it.

As a teacher, I make sure our students get a lot of successful translating experience: through encouraging them to choose their own simplified translators, for example, and giving them time to translate the tasks. We should give interesting tasks before asking learners to translate, so that they have a clear purpose and motivating challenge and use texts that are interesting enough to provide their own motivation.

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