

Translation As A Learning Tool in Foreign Language Lessons

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Abstract:

The article discusses the need to use interlanguage translation as one of the teaching aids in the lesson a foreign language in a comprehensive school. The authors emphasize attention to the urgent needs of participants in the educational process in the inclusion of elements of explanation in the native language in the learning process and translation exercises. The development of translation exercises should take into account the parameters of the educational communicative situation, created in the lesson.

Key words: foreign language lesson, translation, communicative-functional approach.

Interlanguage translation performs various functions and is equated to a specific type of speech activity (I.A.Zimnyaya, Yu.V. Ivanov, L. M. Ezhova and others). Obviously, translation is a multifaceted and variable speech activity.

That is why the inclusion of interlanguage translation in teaching a foreign language raises a large number of problematic questions of a methodological plan, and the first question concerns the very concept of "translation" - not as a purely linguistic, but as a psycholinguistic and didactic category. In other words, the question always arises as to what kind of activity is performed and what it is the result from this activity that the teacher requires from the students, when invites them to translate something from one language to another. Second question, the answers to which are of an acute debatable nature - is an interlanguage translation necessary at all when teaching a foreign language, and if so, then whether it is necessary to reduce its volume to a minimum. This issue is especially acute has been rising in the last five years, since the results of long-term implementation uninterrupted technologies in teaching foreign languages in secondary schools of Russia have not yielded the desired result.

We propose to resolve emerging issues in relation to interlanguage translation from the standpoint of a communicative-functional approach, that is, to evaluate the translation within the framework of that communicative situation, into which the initiator of the transfer, the transferring subject and the recipient of the transfer are shipped. The communicative-functional approach was formed in translation studies as an alternative to the textual approach and is designed to meet the needs of a specific communicative situation: the translation should be what is needed in specific communicative conditions.

With regard to a foreign language lesson in which the initiator of the translation, the translator and the recipient of the translation are teacher and student, the communicative-

functional approach allows you to treat translation as a necessary element of working out a communicative situation artificially simulated in the learning environment, as well as to a means of teaching and monitoring the assimilation of foreign language material. Accordingly, the lesson should not set a macro-task to create in the target language a full-fledged text equivalent to the original in content, semantic, structural and functional terms. Educational translation is not aimed at broadcasting all components of the original text. Translation in general is not always regarded as a translation of a text, but only as a choice for units of one language (words, combinations of words, sentences) matches in another language. This choice is made by the student or teacher based on the already established cognitive experience, according to the translation dictionary and / or context or involves a memory retrieval operation most suitable or unique match in order to ensure an accurate students' understanding of the lexical and grammatical meanings of units of the studied material, full understanding of the content of the statement and control of the assimilation of the material.

The communicative-functional approach dictates the need to determine the extent to which communicants - a teacher and a student - need interlanguage translation in a foreign language lesson. We assumed that the tendency towards uninterrupted teaching of foreign languages, which has been spreading in Russia for decades, is effective and necessary. We took this assumption as a working hypothesis when conducting a survey among teachers and students of secondary schools. The survey was conducted in order to identify: a) the need of participants in the educational process for interlanguage translation as a didactic tool in the process of learning a foreign language and b) the place of interlingual translation in the established practice of teaching / learning a foreign language in upper secondary school.

The questionnaire consisted of several questions (the content of the questions varied for different groups of respondents), options for answering these questions and an open additional line for an independent response. The survey was conducted in 14 educational institutions of Perm and Perm Territory in the 2017-2018 academic year. Of these 14 institutions, 3 are schools with in-depth study of foreign languages, the rest schools do not specialize in learning foreign languages.

We are approaching a very complex and acute problem of providing the educational process with methodological materials containing tasks for interlanguage translation. The modern line of educational and methodological complexes in the English language almost completely ignores the need and need for such tasks. As a consequence, teachers are loaded compilation of additional tasks, exercises and control and measuring materials. Almost all foreign language teachers in general education schools spend additional time on compiling didactic materials for translation, which they can use on lesson.

The provision of the educational process with exercises of a translation nature, firstly, would relieve the teachers who are forced to independently compose these exercises. Most of the translation assignments system can be regarded as a reserve component of the teaching materials, to which the teacher resorts, if necessary, to solve a communicative problem through translation or as additional material for individual assignments in the lesson. Second, the materials developed should include criteria for evaluating the performance of tasks "Translate into English" or "Translate into Russian ": at the moment, unsystematic requirements for translations for students are blurred, students often do not understand the task and performing translation that does not meet the teacher's expectations. Note, that students' translations may be adequate, equivalent, but not performed at the expected level of

equivalence they do not achieve the set task. Thirdly, a methodically thought-out system for including translation into the learning process would provide teachers with a tool for the correct presentation of new material using the Russian language.

The provision of the educational process with methodological materials containing tasks for interlanguage translation is certainly positive.

Will affect the teaching of a foreign language. Non-translation methods lead today to the fact that many students often thoughtlessly "drive away" texts of assignments through machine translation and, by analogy, in order to generate their own utterances, compose them first in Russian, "run" through machine translation and rewrite or memorize with a large number of errors. Even if students have a high level of formation of foreign language communicative competence and can independently understand and generate competent speech in a foreign language, work with the semantics of linguistic material remains extremely an important stage in speech activity. Otherwise, demonstrating formed 28 communication skills, students often have only an approximate idea of the meanings of a number of lexical units, do not separate synonymous series and distort the content of texts on foreign language. From our point of view, interlanguage translation must necessarily be accompanied by the development of abstract nominations, polysemantic vocabulary, phraseological units, culture, complex grammatical phenomena and structures, logical connections in overphrasal unities and texts.

At the moment, a more thorough study of the problem is being carried out, and more and more publications appear proving the advisability of including bilingual translation exercises. Research is designed to solve the problem providing teachers with standard tasks for interlanguage translation into each of the stages of the educational process - familiarization with new material, practicing this material, using it in speech and control.

LITERATURE

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