

Published Date:- 18-10-2023

Why not use translation strategies to teach the target language

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ANNOTATSIYA

Ushbu maqolada bugungi kunda tarjimashunoslikning asosiy dolzarb muammolardan biri bo'lgan badiiy tarjima haqida so'z boradi. Mazkur tadqiqotning asosiy maqsadi xorijiy tilni o'rganishda tarjima metodidan foydalanishning afzallik tomonlarini ko'rib chiqish, hamda dars jarayonida ulardan foydalanish usullarini misollar orqali yoritib berish va shu borada bir qancha tavsiyalar berib o'tishdan iborat.

Kalit so'zlar: *badiiy tarjima, yozma tarjima, og'zaki tarjima, maqsadli til,*

АННОТАЦИЯ

В данной статье говорится о художественном переводе, который является одной из основных актуальных проблем переводоведения на сегодняшний день. Основная цель данного исследования - рассмотреть преимущества использования метода перевода при изучении иностранного языка, объяснить на примерах методы их использования в ходе урока, а также дать ряд рекомендаций по этому поводу.

Ключевые слова: *художественный перевод, письменный перевод, устный перевод, язык перевода*

ABSTRACT

This article talks about literary translation, which is one of the main urgent problems of translation studies today. The main purpose of this research is to consider the advantages of using the translation method in learning a foreign language, and to highlight the methods of using them in the course of the lesson through examples and in this regard, it consists of giving several recommendations.

Keywords: *literary translation, written translation, oral translation, target language, translation strategies*

Translation is an interpretative process. Also it is the process of reworking text from one language into another to maintain the original message and communication. But, like everything else, there are different methods of translation, and they vary in form and function. Translation is necessary for the spreading new information, knowledge, and ideas across the world. It is absolutely necessary to

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achieve effective communication between different cultures. So, it is quite clear that translation plays an important role in human communication. It is the gateway for understanding others and their civilizations. You know that there are some most popular types of translation in translatology, such as:

- a literary translation (*the process of translating literary works like stories, poems, plays or novels into another language*)
- a professional translation (*a specialized translation, requiring the highest quality standards, and it is applied to different areas and industries*)
- a technical translation (*the translation of materials dealing with scientific and technical subject domains*)
- an administrative translation (*the translation of administrative texts used by businesses, corporations, government bodies, ministries, and other organizations during the process of their daily administration and management processes*)
- a financial translation (*the rendering of financial documents—including but not limited to cash flow statements, prospectuses, account audit reports, and balance sheets—to a different language*)
- a legal translation (*the translation of language used in legal settings and for legal purposes*)

It is often considered that the most important type and the highest form of translation is a literary translation. Because it is so much more than the mere conveying of the meaning and context of the document in the source language into the target language. It should be pointed out that there are number of translation methods in linguistics. Some of the methods mentioned by Peter Newmark, in his “A Textbook of Translation “ and other scholars are: *word-for-word translation, literal translation, faithful translation, communicative translation, semantic translation, adaptive translation, idiomatic translation and free translation.*

What we need today is having not only a good, but also a perfect translation. So, what makes a good translation. It is obvious that a perfect translation should be clear, accurate, and precise. It should be based on the original text and use the target language, expand its vocabulary, and make it more intelligible for a wide audience. It should respect the integrity of the original text and never change it. I would like you to focus on the following essential elements of the perfect translation:

- *Concision.*
- *Precision.*
- *Collaboration. ...*
- *Avoid colloquialisms. ...*

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- *Consider formatting. ...*
- *Use one term for complex ideas. ...*
- *Perfect grammar. ...*
- *Style.*

Since we have two ways of translation like written and oral translation, we have to use both of them to teach the target language as they are sufficient useful for learners. In addition, the oral proficiency of learners is aided by written translation. Verbal interpretation practice ought to cover English linguistic use, discussion and lexicon. Topical exchanges, questions and answers on discussion points, topical writings, linguistic utilization sentences and sentences with troublesome lexicon on different subjects, particularly with settled expressions and expressions can be utilized in honing English through verbal interpretation from one's native language into English. Whether we encourage it or not, translation could be a regularly utilized strategy for learners; if we accept this, we need to support them in creating this aptitude within the right way, by examining its part. Translation has been one of the most commonly used strategies in learning an additional language There is a simple question, “why should we teach translation?” Several reasons can be mentioned as the respond to this question;

- *Translation is a real-life activity and increasingly necessary in a global environment.*
- *Translation prepare in groups can empower learners to discuss the meaning and use of language at the most profound conceivable levels as they work through the method of understanding and then seeking out for reciprocals in another dialect.*
- *Numerous ELT instructors and scholars presently see the legitimacy and esteem of interpretation as an action in communicative classrooms Outlined well, interpretation exercises within the classroom can practice the four skills and the four frameworks. In terms of communicative competence, they require exactness, clarity and adaptability.*
- *Teachers can focus translation activities on highly specific learning aims, such as practice of certain vocabulary, grammar points, styles and registers*
- *For many learners developing skills in translation is a natural and logical part of reaching higher levels.*
- *Discourse of contrasts and likenesses during the interpretation prepare helps learners get it the interaction of the two dialects.*
- *Interpretation can be a bolster for the composing handle, particularly at lower levels.*

As Duff (1989) says, teachers and students presently utilize translation to learn, instead of learning interpretation. Present day translation exercises as a rule

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have clear communicative points and genuine cognitive profundity, appear high inspiration levels and can create impressive communicative results.

Classroom approaches interpretation is a difficult activity to set up, but there are many aspects to designing and running tasks. At first, it is fundamental to arrange carefully and completely, and to distinguish the proper sorts of points. Guarantee that your source material truly does center on these, and has not been introduced since you like it. Try to integrate translation with other systems practice where conceivable. Make sure you have got lexicons and utilization sources accessible. I think some ideas for classroom translation activities will be beneficial for the learners of the target language. These activities can be done as individual work, pair work, team work or group work. It depends on the level of the students, the creativity of the teachers or the prepared materials for translation. According to the given topic I try to use the both ways of translation during my teaching process. For example, if we talk about the first activity it goes like this, while the first student is reading the text I usually ask his partner to translate the piece orally in a loud voice. If he makes any mistake other learners can support him by correcting his errors. By this method of translation the first student can improve his reading skills, paying attention to his pronunciation, and the second student can improve his listening skills, as he tries to catch every details of the context. Then they will change their role and continue their interpretation. This activity benefits both of them in developing their abilities.

The second activity is that, when we study grammar themes I ask them to do a written translation in order to find out how well they understand the new topic. It can be an individual work for the learners. Then they compare their versions with their partner's work or the other students' interpretations. This can be then compared with an official published version. By this way the students will be able to enlarge their vocabulary, improve their knowledge of grammar and learn how to write the words correctly.

The next activity is much more interesting for the learners too. While the students are watching film I ask some of them to translate the characters' speech getting into the role. It is so funny, but particularly interesting for them to follow the heroes' speaking. This will increase the students listening and speaking skills. Also by this activity we can give them the chance to feel themselves like heroes of the watched films.

The last translation activity what I want to share with you is to divide the group into small teams and deliver them paper cards with bits of context to translate

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into the target language. The passages can be written in their native language and they need interpret it into foreign language. It will be a little bit hard, but fruitful for the students as they have to work in a small group, share their ideas and try to search the meaning of unknown words by supporting each other. So, at the end they learn not only above mentioned things but also to respect others' opinion and choose the best translation among the others.

To sum up this article I would like to consider that the different pieces of contexts, special texts, poems, proverbs or some sayings can be used for translation materials. While listening or reading or writing each learner tries to be attentive and take active part in translation process. Because we have an iron rule of translation being attentive and following the process. I think, it is useless to avoid of using translation strategies to teach the target languages, as they are beneficial for every one who learns the second language.

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