

USING TRANSLATION AS A TEACHING TECHNIQUE

Kurbanova Dilafruz Shuxratovna

Uzbekistan State World Languages University

nazifa26@gmail.com

Abstract

This article explores the role of translation as an effective teaching technique in language classrooms. It argues that translation enhances communicative interaction and actively engages learners in a conscious learning process. The paper also highlights the evaluative function of translation in assessing students' understanding of texts. The article concludes that when appropriately applied, translation serves as a valuable and dynamic instructional tool in second language acquisition.

Keywords: Translation as a teaching technique; communicative activity; reading comprehension; language learning; student engagement; text analysis; group work; evaluation; second language acquisition; translation procedures.

Introduction

There are several good reasons for the inclusion of translation activities in our classrooms. First of all, as a communicative activity, translation enhances interaction between the teacher and students, as well as among the students themselves. Second, being a conscious process of language learning, it fully engages learners in the learning process. Third, translation helps students develop their reading comprehension abilities. Fourth, it can be used as an evaluative technique to check students' reading comprehension of a particular text. However, in order to obtain the above-mentioned benefits, several points must be considered. Students should initially be given prior guidance on the practical procedures of translation activities and be encouraged to work in groups to achieve the best results.

Translation contributes to the development of students' reading comprehension abilities. It is quite obvious that before one can translate any text, he or she must read it carefully, trying to make sense of its features, such as sentence structure, context, and register. In other words, there should be a kind of textual analysis, which is essential for reading comprehension [1]. Indeed, the difference between translation

and reading lies in the degree of attention paid by the reader or translator; in translation, attention is far more intensive than in mere reading.

Translation is a conscious process of learning. In the translation process, there are two types of activities, both of which require full engagement from the learner. The first activity is understanding the source text, and the second is formulating it in the target language [2]. This latter characteristic distinguishes translation from reading.

Translation is a communicative activity practiced within a meaningful context [3]. It enhances interaction between the teacher and students, as well as among students themselves, due to the fact that there is rarely a single “correct” rendering of a text.

Translation can also be used as an evaluative technique in reading classes. Since reading is not directly observable, comprehension must be inferred from other behaviors; therefore, it is important to assess students’ understanding of the text accurately. Among techniques such as “doing,” “transferring,” “answering,” “extending,” and “modeling,” teachers may ask students to translate part of a text into their native language to ensure that they have fully grasped its meaning.

Extreme care should be taken when selecting texts for translation. Naturally, dull, overly long, and uncommunicative texts that are difficult to translate tend to demotivate students. Therefore, it is more practical to start with short, communicative texts.

In practical teaching situations, students who are engaged in translation activities should be given prior guidance on procedures before beginning the task. They should be informed that translation is not simply a matter of translating word by word or sentence by sentence. Instead, they should be introduced to procedures such as preparation, analysis, transfer, initial drafting, rewording, testing, polishing, and producing the final version [4].

Grouping students is of great importance in classroom settings. It creates a cooperative learning environment and promotes learner responsibility. To achieve the best translations, students can work in groups and participate in discussions. These activities make the translation process more engaging, as students learn the language actively.

Conclusion

In conclusion, translation is a versatile and effective teaching technique that offers numerous benefits in language classrooms. It enhances communication, promotes

active learning, supports reading comprehension, and serves as a valuable assessment tool. However, its success depends on careful implementation, including appropriate text selection, clear guidance, and the use of collaborative learning strategies. When applied thoughtfully, translation can significantly contribute to the development of learners' linguistic competence and overall language proficiency.

References

1. Chllapan, K. (1982). Translanguage, Translation and Second Language Acquisition. Papers on Translation: Aspects, Concepts, Implications.
2. Hervey, S., & Higgins, I. (1992). Thinking Translation: A Course in Translation Method. London: Routledge.
3. Duff, A. (1990). Translation. Oxford: Oxford University Press.
4. Larson, M. L. (1984). Meaning-Based Translation: A Guide to Cross-Language Equivalence. University Press of America.