

# Translation as a Means of External Perception

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## ABSTRACT

The article highlights the need to use interlingual translation in foreign language lessons. The authors draw students' attention to vocabulary techniques, linguistic and phraseological units, grammatical and stylistic features, as well as the pragmatic impact of the text when teaching translation to participants in the learning process.

**KEYWORDS:** *foreign language lesson, translation, communication, communicative-functional approach, interactive lessons, vocabulary techniques, linguistic and phraseological units, grammatical and stylistic features*

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## INTRODUCTION

Modern methods of teaching foreign languages are based on the principles of communicative learning, the purpose of which is to develop students' ability to use a foreign language as a means of intercultural communication. In a military university, the training of specialists by means of language training is, as a rule, of an applied nature and takes place in the form of practical classes.

One of the tasks of teaching a foreign language for professional purposes is to develop the skills and abilities of free reading, which provide a quick and adequate perception and understanding of literature in the specialty. However, such an understanding of a foreign language text cannot be imagined without translation. Translation and its integral component - free reading - is both understanding and visual perception of the text, which is achieved at advanced stages of the process of learning foreign languages. During training, such a perception of the text is not always possible due to various objective and subjective reasons: a small amount of time, a low initial level of students, insufficient motivation of students. Thus, during the development of the communicative foreign language competence of

cadets and students, it is not possible to do without translation.

## LITERATURE ANALYSIS AND METHODOLOGY

Currently, the issues of the organization of propaedeutic training at different age stages constitute an extensive field of study of pedagogy and methodology (V.V. Anokhina, O.V. Berezina, P.G. Postnikova, O.Yu. Marfina, O.P. Mishchenko, T.G. Pakhomova, M.V. Potapova, Yu.V. Falkovich, O.A. Shvetsova, I.M. Shchukina, M. Waelput). The authors emphasize the motivating and developing role of propaedeutics in various educational disciplines. However, the optimizing possibilities of propaedeutic teaching of future translators to a foreign language in higher education remain unexplored. The appeal to the untapped potential of propaedeutic training is due to the need to complicate the tasks of the oral introductory phonetic course.

By the second half of the last century, a number of studies on the theory of translation were created in Uzbekistan. K. Musaev, Yu. Pulatov, A. Narzikulov, D. Gulomova, R. Sayfullaeva, S. Ochil, I. Mirzaev, Ya. Egamova Candidate's dissertations of

M.Kholbekov, E.Khamroev, G.Khojaev, R.Abdullaeva, K.Tojiev, U.Sotimov, K.Juraev, S.Olimov, doctoral dissertations of N.Kamilov, K.Musaev and M.Kholbekov were defended[1].

## DISCUSSION

It is necessary to distinguish the actual translation or professional translation from the educational translation. Educational translation is a type of translation activity aimed at developing practical skills and mastering certain skills for educational purposes. The educational translation is quite different from the translation performed in real conditions. However, modern technical means make it possible to bring the conditions for performing an educational translation as close as possible to real ones. The main types of educational translation are written translation performed by cadets in classroom classes or on independent training, as well as consecutive (usually by sentences or phrases) interpretation performed directly in the classroom.

When teaching a foreign language in classes at a non-linguistic university, translation occupies a significant place. At the same time, cadets are not only taught independent translation skills, but also translation is used as a means of language teaching (introduction of new vocabulary and grammatical material, selection of lexical correspondences in two languages, ways of translating certain grammatical structures), as well as to test the understanding of the text read or listened to. Translation combines listening and speaking or reading and writing, it is always carried out in a bilingual environment. The use of a foreign language in various forms of speech activity generates the need for cadets to activate knowledge.

Students should know that the presence of pragmatic relationships in signs allows language to influence people. When translating, it is necessary to take into account the pragmatic impact that the text can have on the addressee [2, p. 209]. The pragmatic adequacy of the translation does not necessarily consist in preserving the pragmatics of the source text. The source and translated texts should be primarily equivalent in their ability to elicit reactions from their addressees [3, p. 25]. In some cases, you can make the necessary changes, additions, clarifications to the translation text or omit some details in the translation for a better understanding of the information provided.

Another type of translation used in foreign language classes at a military university is two-way translation. Two-way translation can be used as an effective means of teaching various aspects of the language, to consolidate lexical, phonetic and grammatical skills, the ability to switch from language to language. Its

application is quite wide and suitable for creating situations of professional communication in the classroom: at an arms exhibition, at a briefing, interrogation of a prisoner of war, a conversation with a local resident.

It is worth noting that in the methodological literature, the issue of translation as a means of teaching a language at a university is not sufficiently developed. There are different opinions about the role and place of translation in the process of language learning, from complete rejection of the translation method to consideration of its uniqueness in the issue of learning foreign languages. We believe that a non-translational method of teaching a foreign language is impossible, especially in the conditions of studying in non-linguistic universities. Translation should be used at various stages of the foreign language course. In this we agree with L.S. Barkhudarov[4].

According to L.S. Barkhudarov, there are many misconceptions about the role and place of translation in the process of language learning at advanced stages of learning. We are not talking about those views according to which translation as a means of teaching a foreign language should not take place at all. But there are many methodologists and practitioners-language teachers who believe that translation should be resorted to only at the initial stages of language learning and that in the senior courses of the university you can do without translation, because the cadets (students) know the language well enough to improve their language knowledge and skills without the help of their native language. This point of view is, however, superficial. It is impossible to agree with her for the following reasons: mastering a language at a university involves something more than developing the ability to express your thoughts in this language. It is important not only that the cadet (student) is able to express his thoughts - it is also important how he expresses them, what language means he uses to express his thoughts, to what extent the cadet owns all the wealth of resources of a foreign language, all the variety of means of expressing thoughts in this language. In fact, it is well known that in order to express a certain range of concepts and conduct a conversation within the limits of non-special (household and social) topics, it is enough to own about one and a half to two thousand lexical units and a very specific set of grammatical constructions. It is here that many cadets (students) have what can be figuratively called a "stop of language growth": being able to express their thoughts in an elementary, sometimes primitive way (at the same time, even without language errors - again, within a limited range of lexical units and elementary grammatical

constructions), cadets (students) stop caring about replenishing their language baggage, enriching their speech, considering that they, strictly speaking, have nothing to learn.

Translation into a foreign language is just one of the most powerful means (although, of course, not the only means) to overcome this "stop of language growth" of cadets (students) at an advanced stage of training. To some extent, sometimes translation into a foreign language is even more effective means of developing speech skills than the so-called free speech of students. After all, "speaking freely", a cadet (student) may well be limited to a narrow circle of vocabulary and grammar well known to him, and at least, but still express his thoughts without making language mistakes. With such "free speaking", the language of the cadet (student), as a rule, is inexpressive, primitive. Another thing is translation into a foreign language. After all, translation is not a retelling, not an exposition; you can't omit anything here, you can't simplify it; the principle of translation adequacy requires the complete transfer of all the linguistic richness of the original, all its stylistic resources, expressive means, requires possession of a variety of phraseology, synonymy, expressive vocabulary, the entire arsenal of language tools. This is precisely the value of translation as a means of developing speech in a foreign language in senior courses [5].

When teaching translation, the translation competence of students develops. Translation competence is a whole complex of key skills and abilities for the translation process:

language and speech skills of using and understanding terms;

speech skill of switching from one language to another;

ability to carry out semantic analysis of the text;

speech ability to find invariants of the source text;

speech ability to paraphrase.

## CONCLUSION

If we talk about translation from native language into a foreign language, then, for example, translation from Russian into English is an extremely complex mechanism that requires all the above-mentioned skills to be involved. Therefore, it should be based on the foreign language communicative competence formed at a sufficient level among cadets (students).

When translating from English to Russian, cadets develop not only foreign language communicative competence, but also the ability to effectively and adequately use their native language, choose the right lexical units, understand its style and use suitable constructions, which enriches the speech of cadets, helps them improve their speech, show oratory.

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