

Translation as a Means of Teaching in a Foreign Language Lesson

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ABSTRACT

The article deals with translation as a means of teaching in a foreign language lesson. Translation has always performed the most important social function, making interlingual communication between people possible. The dissemination of written translations made it possible to gain access to the cultural achievements of other peoples and provided the opportunity for interaction and mutual enrichment of cultures.

KEYWORDS: means of teaching, translation, foreign language lesson, social function, interlingual communication, opportunity for interaction, cultural achievements, enrichment of cultures

The problem of using translation in teaching foreign languages has always been of interest to methodologists, and opinions on its use have changed significantly in different periods of development of the methodology. In the middle of the 19th century, translation tasks made up almost the majority of all exercises used to teach a foreign language. However, by the end of the 19th century, the search for alternative solutions began, to the point that translation began to be excluded from the educational process. This was associated with the development of methodological thought. New concepts were developed, related sciences developed, which had a strong influence on the methods of teaching foreign languages.

Therefore, during the previous 20th century, extreme directions appeared: some methodologists sought to completely exclude translation from educational tasks, others considered it, if not the only, then the main methodological method of teaching language.

There are still debates about the advisability of using various types of translation tasks when teaching foreign languages.

The concept of "educational translation" dates back to ancient times. With the advent of speech, people divided into groups whose languages differed from each other. This caused the emergence of "bilingualists" who helped communicate between "multilingual" groups. With the advent of writing, written translators, who translated texts of various styles and genres, joined such oral translators. [4.15]

"To translate means to express correctly and completely by means of one language what has already been expressed previously by means of another language" [2, 95].

The concept of "educational translation" should be distinguished from the general concept of "translation". Educational translation is a translation used in the educational process as one of the methods of teaching a foreign language. Educational translation is associated with

decoding a foreign language text in order to understand it in the process of learning a foreign language. This is a technique that makes it possible to understand the basics of a foreign language, methods and techniques of translation, and deepen knowledge of the language. Basically, educational translation is used for educational and methodological purposes, for example, as a means of semantization of foreign language material (lexical units, figures of speech, etc.). By practicing educational translation, students learn the basics of a foreign language and translation techniques, and acquire new knowledge about a foreign language.

When teaching foreign languages, educational translation helps solve a number of problems:

- consolidation and systematization of knowledge in a foreign language in the field of grammar, vocabulary, syntax, stylistics;
- expanding the language competence of students;
- formation of basic skills and abilities of translation activities.

But it is important to note that translation is used as an auxiliary tool, and the development of translation skills remains outside the scope of teaching a foreign language.

It should also be noted that not all scientists believe that educational translation should be a mandatory part of teaching a foreign language. Thus, E.I. Passov advocates monolingual exercises, because, in his opinion, translation is a conscious comparison with the native language and that when teaching foreign languages one should achieve precisely this consciousness, and not teach translation. A.P. Starkov advocates limiting the use of translation and allows its use in cases where other techniques and means of introducing and monitoring understanding are not effective or require a lot of time in the lesson. S.F. Shatilov is of the opinion that translation can be used as a means of semantization if other means are ineffective. Many methodologists reject translation as a means of teaching, and the use of translation as a means of teaching, in their opinion, is a negative principle. But at the same time, educational translation plays an important role in the system of teaching foreign languages, especially at the initial stages of study. Yet, relying on the native language and using translation most often helps to master the target language. [3]

When learning a foreign language, especially at the initial stages of learning, students purposefully or subconsciously compare lexical units, grammatical structures, etc., of the language being studied with their native one, which provides them with an understanding of foreign language speech or text. That is, we can judge that the perception and understanding of a foreign language text (speech) cannot be

imagined without translation, which should be considered as the main means of developing understanding.

There is such a concept as untranslated understanding - understanding simultaneous with auditory or visual perception - this is the final stage of the process of learning to understand a foreign language text. Translationless understanding can be observed in native speakers, as well as in people who are fluent in a foreign language. When teaching at school, translationless understanding does not take place due to various reasons: insufficient time allocated by the curriculum, poor basic training of students, lack of practice, etc. As a rule, untranslated understanding of a foreign language text or speech is achieved later, with further self-preparation of students.

A translation-free method of teaching a foreign language will never be possible, since thinking processes are unchanged. No foreign language course can be started or completed without the help of translation. For example, having received a complex text to "understand," a student, first, strives to translate this text into his native language, since he does not think in a foreign language. Consequently, explicit or hidden translation into the native language is always present at the initial stages of learning.

These stages are natural and necessary in the transition to non-translational understanding. P. Hegboldt spoke about the same thing: "When reading difficult sentences, rich in thought, one should not shy away from translation... Translation is a crutch that you use when you need it and put it away when you can walk without it." [3]. The importance of translation in the process of learning a foreign language is obvious.

L.S. Barkhudarov defines translation as "the process of replacing a speech work (text) in one language with a speech work (text) in another language while maintaining an unchanged content plan." [1, 56] Thus, the process of "replacement" involves two stages: a complete understanding of the original text and the expression of what is understood in the forms of the target language.

V.N. Komissarov speaks of "identifying the created segment of speech with the corresponding part of the original", "conscious or intuitive comparison of units of two languages", "determining the degree of equivalence and communicative equivalence of speech segments" [4, 137].

From the above, we can conclude that the translation process cannot be reduced to a mechanical act of finding interlingual correspondences. It is precisely because of the desire of students to convey, first, the meaning of individual words that most errors occur during translation. It is difficult to disagree with the judgment of J. Vigne and A. Martin that "if the problem of teaching languages was reduced only to the acquisition of special vocabulary, it would have been solved long ago."

It is impossible to establish direct equivalence between words and linguistic constructions of different languages because semantically and functionally the signs of two languages, as a rule, do not coincide. Literal translation without understanding the entire speech work as a whole often leads to a distortion of meaning. In addition, excessive adherence to the dictionary complicates the process of perceiving a foreign language text: it slows down the pace of reading, disrupts the logical flow of thought, and distracts from the content of what is being read.

The decisive role in choosing the optimal translation option is played by context, compatibility in the target language, knowledge of the subject, that is, translation is a multifaceted consideration of both linguistic and extralinguistic aspects. In this regard, the role of the teacher when teaching a language is to instill a thoughtful approach to understanding translation, constantly draw language parallels, and show the specifics of another language system. In the process of teaching foreign languages using educational translation, there is a systematic accumulation of quantitative factors (knowledge, skills), which will gradually lead to a qualitative leap - the perception of the content of the text simultaneously with visual (auditory) perception. Thus, the teacher must be in a constant state of search for optimal methodological techniques for teaching translation, and explore ways and means of "building up" those quantitative factors that will provide the long-awaited qualitative leap. In this regard, the most important task is to expand the vocabulary of students, that is, the formation of real and potential dictionaries, as well as the development of linguistic conjecture.

The translation method is very economical, is the basis of a conscious-comparative approach to teaching foreign language vocabulary, and justifies the dosed use of the native language when learning a foreign language. The translation procedure thus creates a good basis for further educational activities aimed at developing skills in various types of speech activity, in particular reading.

Educational translation opens up wide opportunities for organizing a special identification of the linguistic uniqueness of a foreign language in relation to known phenomena of the native language, conscious and consistent comparison of the native and studied languages at all levels with the aim of forming a secondary linguistic consciousness. And finally, translation of the text provides familiarization with the historical and regional characteristics of the countries of the language being studied, with examples and explanations, with a particular topic on which other texts may be found. In other words, in the process of translation, educational development and information training of students can also be carried out.

Based on the above reasoning, translation of foreign language texts into their native language is an important component in preparing students to implement various functional types of reading, if it is carried out with appropriate lexical-grammatical, sociocultural and logical-evaluative analysis of the text.

Regular work on translation in this format will certainly make a significant contribution to the formation of knowledge, skills and abilities necessary for a comprehensive understanding of the information provided by written foreign language materials. Educational translation serves the purpose of transmitting scientific information based on an integrated approach to solving grammatical, lexical and stylistic difficulties in the text. Translation differs from other types of speech activity not only in that it combines listening and speaking or reading and writing, but also in that it is carried out in bilingual conditions. The use of foreign language vocabulary in various forms of speech activity creates the need for students to activate knowledge and provides opportunities for mastering a foreign language at a higher level.

But on the other hand, when teaching foreign languages, learning to translate is not an end in itself, i.e. educational translation should act as a means for teaching all types of speech activity: speaking, reading, listening and writing.

However, despite all the costs and limitations of educational translation, it provides students with the opportunity to develop basic translation and interpretation skills.

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