



## TRANSLATION IS ONE OF THE EFFECTIVE WAYS OF TEACHING READING AND UNDERSTANDING SCIENTIFIC LITERATURE

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### ABSTRACT

As a result of the development of international contacts at all levels and due to their increasing intensity, translation activity in all its varieties has acquired an unprecedented scope. Scientific and technological progress, covering all new areas of life, international cooperation in various fields, the expected population explosion, and other important phenomena of civilization lead to an unprecedented development of various kinds of contacts, both between states and between multilingual societies of people. Under these conditions, the role of translation as a means of serving the socio-political, economic, scientific, cultural, aesthetic and other relations of peoples is extremely growing.

### KEYWORDS

Translation, control in teaching, listening, speech activity, translation of the “express information” type, stimulation.

### INTRODUCTION

Currently, the problem of translation is given great attention. Issues related to the theory, methodology and practice of translation are frequently discussed topics. Everyone knows that translation is the fifth type of language activity

necessary to ensure the possibility of communication between people who speak different languages. Translation is the process and result of creating, on the basis of a source text in



one language, a communicatively equivalent text in another language.

In the methodological and linguistic literature, translation from a foreign language into a native language is considered in three aspects:

- translation as a learning goal;
- translation as a method of control in teaching reading and understanding of the text;
- Translation as a way of teaching reading and understanding.

This article attempts to clarify the meaning of translation and its place in the process of learning to read and understand scientific literature.

There are only two things to consider:

- translation as a way of teaching reading and understanding of a scientific text;
- translation as a method of control in teaching reading and understanding of the text.

Let's consider the first question. The student, having received a text that is complex both in form and content, seeks to translate this text into his native language for comprehension. Thus, there is always an explicit or implicit translation into the native language in the audience at the first stage of learning: comprehension of the text goes through the native language.

Only in the future, at a certain stage of learning, there is a qualitative leap-transition to untranslatable understanding.

The question is to clearly understand whether this stage of understanding the text through the native language is harmful or necessary and natural. It seems to us that this stage is both necessary and logical for the transition to a non-translational understanding.

In order to substantiate the significance of translation and clarify its place among other ways of teaching, it is necessary, first of all, to turn to the analysis of those quantitative factors (knowledge and skills) that lead to a qualitative leap. These quantitative factors include:

- 1) Accumulation of knowledge
  - a) according to traditional grammar:
  - b) vocabulary.
    - 2) Mastery (based on accumulated knowledge)
      - a) indicative grammar;
      - b) the ability to “guess” the meaning of an unfamiliar word in the context.
    - 3) A clear idea at all stages of learning about the correspondence of native and foreign languages and the ability to quickly find the appropriate equivalents. To substantiate the significance of translation in the general process of learning to understand the text, the third point is especially important for us - the comparison of the phenomena of foreign and native languages: translation in all forms involves the most active comparison. At the same time, a deep understanding of the text is achieved and various kinds of “clichés” are automated, which play an important role in the style of scientific speech. To this, it should be added that translation is also a very economical and precise method of control, which therefore has significant advantages over other methods of checking to understand, especially since we are talking about a scientific text, where there is very little "unimportant" and where the requirements are extremely high. to accuracy and completeness of understanding.



Let us dwell in more detail on the various types of translation and their predominant use at various stages of education.

1. Written translation:

- a) full written translation;
- b) abstract translation;
- c) translation of the “express information” type;
- d) abstract translation.

2. Interpretation:

- a) consecutive unilateral translation by ear;
- b) consecutive unilateral translation from a sheet;
- c) two-way translation of the conversation;
- d) simultaneous translation;
- e) selective consultative translation.

The predominant type of translation at the first stage is written translation, mainly continuous. In the second stage, oral selective translation prevails.

Purpose of written translation:

1) To accustom students to deep, thoughtful and careful work with the text, to a careful attitude to the text, to the word, to the grammatical form and to synthetic constructions.

2) To instill in them a taste for finding the most accurate equivalents in their native language.

Written translation based on indicative and comparative analysis turns out to be the basis on which further education is built.

3) The purpose of interpreting is to test the skills and knowledge acquired at the previous stage: interpreting requires quick orientation in the sentence structure, quick handling of various distinguishing features, and good knowledge of the lexical material of contextual guessing.

Methodological principles in teaching translation:

- explanation of the main tasks and principles of translation, explanation of the structure of the dictionary entry and the technique of using the dictionary;

- focusing students' attention on one, specific translation problem when performing a written assignment;

- the possibility of self-control and self-assessment (keys, but students should keep in mind that the translation proposed in the key is not the only possible one, but is only offered as one of the options);

- involvement and use of reference literature (dictionaries, online dictionaries, encyclopedias);

- development of the mental activity of students;

- Stimulation of interest in the subject being studied.

Summarizing the above, we can say that one can master translation only on the basis of reading, writing, listening and speaking, and characterize translation as the most economical and accurate way to control comprehension, and as one of the most effective ways of teaching reading scientific literature.

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