

HOW TO DEVELOP THE TRANSLATION METHOD IN EFL CLASSES

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Abstract

The methodology further develops students' general skills to notice and observe details of language systems, cultures and societies to convey messages between two languages. The practical significance of the study lies in the fact that the introduction of the translation method can expand foreign language teaching beyond the classroom.

Keywords: Practical translation, communicative approach, group of students, text correctness, text style, proficiency skills.

Introduction

The article is devoted to written translation as one of the most effective ways to develop and improve grammatical and lexical skills, as well as writing skills, including in the native language. The relevance of this method in the conditions of the modern stage of development of society is emphasized. The main ways of translating non-equivalent vocabulary, which is particularly difficult to understand, are considered. The article describes the knowledge and skills necessary for correct translation of texts in English.

This article examines the act of translation from a mother tongue into a foreign language as a potentially effective way to improve students' foreign language skills. The purpose of the study is to analyze the use of the translation method in teaching foreign languages. The act of translation is a holistic activity that immediately forces students to pay more attention to the text, which promotes awareness of form and meaning in context and improves their reading and writing skills.

Improving the quality of knowledge and motivation of students is one of the main tasks of the educational process. To solve this problem, the teacher is constantly looking for new teaching methods, while often forgetting about basic, time-tested methods. One of these “undeservedly forgotten methods” is practical translation. Practical translation has long been considered an integral part of teaching a foreign language and is a key element of the grammar-translation method. The grammar-translation method originates from the classical method of teaching Greek and Latin, which consisted of translating literary and non-fiction texts word by word. Students had to memorize a large number of grammatical structures and lexical items. It is not surprising that methodologists tried to improve this method, which led to the creation of the “direct method of teaching a foreign language,” which consists in the absolute exclusion of the use of the native language in the learning process. This method consisted of learning language through imitation and mechanical repetition of words, phrases and set phrases. Later, methodologists developed the audio-lingual method and communicative teaching methodology, which moved even further away from the use of the native language and practical translation



as an effective means of teaching. However, recently linguists have again begun to discuss the issue of the appropriateness of using translation when teaching a foreign language. The grammar-translation method has traditionally been accused of lack of communicative focus, irrelevance and monotony. Modern teachers are wary of using translation exercises in the classroom, due to the limited number of current guidelines for using this method in practice.

Many teachers and students criticize this method, expressing the following arguments:

- Translation forces students to use their native language during the lesson, while the task of a modern teacher is to develop the communicative competence of students;
- The skills required to perform high-quality translation are not always inherent to students;
- A modern teacher should encourage students to speak the target language as much as possible;
- Translation, as a rule, affects the development of such types of speech activities as reading and writing, neglecting speaking and listening skills;
- Translation is a very monotonous task, which students often do not like;
- Translation is a labor-intensive process that takes a lot of time, both at the stage of preparing the material and at the stage of working with it in the classroom;
- The use of translation exercises is primarily aimed at developing writing skills;
- Many scientists argue that a foreign language should be mastered like a native language.

Indeed, one can agree with many of the above arguments, but the advantages of using translation exercises outweigh the disadvantages. Translation can be used to achieve communicative and cognitive objectives of the lesson, increasing the level of motivation and quality of knowledge of students.

References

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