

THE IMPACT OF TRANSLATION ON FOREIGN LANGUAGE LEARNING

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Abstract

The significance of this approach in instructing students is extensively discussed in this article, as is the function that translation plays in learning a foreign language, as well as its efficacy as a method of language acquisition.

Keywords: Original text, translation practice, translation pedagogy, education and language, methodology, and contemporary approaches.

Introduction

It is well known that the best methods for teaching and learning foreign languages have been debated for many years, and numerous studies have been conducted on the subject. The creation of contemporary approaches to language instruction, which were established at the start of the 20th century, served as the foundation for the teaching and learning strategies currently employed in classrooms. Language teaching methodology has been dominated by several methods to language learning and instruction over the years. Every prevalent technique or strategy captures the concepts and advancements of the era in which it was created. Ideas regarding education and language acquisition start to shift along with the values and beliefs of society. In this period of development, translation has gained special importance in teaching and learning a foreign language.

The usefulness of translation as a language learning technique and its significance in language learning have been acknowledged by numerous research on the subject of translation's function in foreign language acquisition. In particular, J. Pym contends that "interpretation should be considered as the fifth skill that should be used in the language audience, along with independent reading, listening, speaking and writing in two languages." According to him, the use of translation practice in language learning activities might result in the growth of translation as a teaching method if it is carried out throughout the class. Additionally, it reaffirms the function and application of translation in classroom language instruction. It can be said that under no circumstances should translation be left out of classroom teaching.

To accommodate language learning strategies that are thought to be the most successful in the current methodologies, traditional translation training needs be adjusted. The effectiveness of the information delivered can be increased, especially when communicative exercises are combined with translation.

Let's now concentrate on the translation's core idea. G. Salomov stated that "the main property of translation is the creative process of re-creating it with other language tools, the art of words". Given this notion, the definition of translation as the art of words would be accurate. Because



the art of speaking is connected to the phenomena of recounting knowledge in a foreign language in one's native tongue. Translation is a unique kind of dictionary and artistic endeavor. Similar to creative and scientific production, translation deals with language, thought, and fantasy. Q. Musaev states that "translation, which is a complex form of human activity, is a creative process of re-creating a speech expression (text) created in one language, preserving its unity of form and content, on the basis of other language tools." Translation is, in fact, a creative endeavor. The production of a creative work in a different language is regarded as the creator's creative output. From this vantage point, we concur with Q. Musaev. The authors contend that "translation is a process of recreating information in the source language, first, in terms of meaning, and second, in terms of style, the closest equivalent in the translated language".

Based on various scholarly perspectives and definitions, translation can be broadly understood as the process of rendering any unit of language—be it a word, sentence, or entire text—from an original language into another, either in spoken or written form. This process involves not only linguistic features—such as syntactic structure, semantics, and stylistic nuances—but also extralinguistic aspects, including cultural, pragmatic, and cognitive factors that influence how meaning is constructed and conveyed between languages.

Linguist K. Klaudy draws a crucial distinction between two major types of translation relevant to education: pedagogical translation and professional (or original) translation, particularly within the context of translation pedagogy. The key differences between these two forms lie in their purpose, focus, and intended audience.

In pedagogical translation, translation serves primarily as a didactic tool in the language learning process. Its main function is to enhance students' understanding of linguistic structures and the differences between the source and target languages. It helps learners become more aware of grammar, syntax, vocabulary usage, and idiomatic expressions in both languages. The audience for pedagogical translations is typically the language teacher or evaluator, whose goal is to assess the learner's language competence and provide feedback for improvement.

In contrast, original (or professional) translation is a goal-oriented communicative act. The aim here is to produce a fully functional and coherent target text that mirrors the effect and intent of the original in its own cultural and contextual setting. The target audience is the general reader of the translated language, who seeks information, literary experience, or practical use from the translation. As A. Vermes aptly states, "pedagogical translation focuses on the language itself, while professional translation emphasizes the transmission of meaning".

Moreover, pedagogical translation is often employed as a means of testing and reinforcing language skills, such as reading comprehension, vocabulary retention, and grammatical accuracy. It is frequently used in classrooms and examinations to measure language proficiency and guide instruction. On the other hand, professional translation is seldom subjected to formal evaluation, except in the context of peer reviews or literary critique, especially in the case of published works such as novels, poetry, or scholarly articles.

Importantly, effective pedagogical translation goes beyond mere word-for-word substitution. It encourages learners to consider context, meaning, and intent, helping them understand not just how languages differ in form, but how they express ideas differently based on cultural and



cognitive frameworks. This makes translation an invaluable tool in developing cross-linguistic awareness and critical thinking skills.

In recent years, with the rise of technology-assisted translation tools and language learning apps, the role of translation in education has also evolved. Software such as Google Translate, DeepL, or CAT (computer-assisted translation) tools can be incorporated into pedagogical practice, not as replacements for human learning, but as aids that help students analyze translation choices and evaluate accuracy and appropriateness.

Additionally, task-based translation activities—such as translating a social media post, a news article, or a user manual—can be integrated into language classrooms to simulate real-world usage. These exercises not only build linguistic competence but also introduce learners to the professional standards and ethical considerations involved in the translation field.

In summary, translation plays a dual role: it is both a learning strategy for acquiring language and a professional practice aimed at meaningful cross-cultural communication. For translation to be truly effective in language education, the focus should shift from rigid literalism to meaning-based translation, where comprehension and contextual relevance take precedence over mechanical equivalence.

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