



Teaching Translation Methodology in the Foreign Language Classes

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Abstract

The article is devoted to the issues of the theoretical and practical features of the organization of translation work in teaching a foreign language. Based on the methodology of teaching translation in foreign language classes and the importance of developing student evaluation criteria, methodological suggestions were given based on the experiences of researchers. In this research, undergraduate and graduate students are represented as research subjects, and the object of the study is the integration of foreign language and translation.

Keywords: *Foreign Language Teaching Methodology; Grammatical Translation; Behaviorism; Skills and Abilities; Evaluation Criteria*

Introduction

In recent years, in the process of integration with the countries of the world in our republic, the research of national-cultural features of interaction between people, general linguistic features, and specific aspects of verbal and non-verbal means used in intercultural communication is becoming a vital integral part of learning foreign languages.

A translator should be a linguist, a literary critic, and a philologist with sufficient knowledge. A translator who starts working on national literature without a deep understanding of the culture and associative thinking of that nation and without having a good grasp of the wealth of the language will not be able to choose the tools of the artistic language correctly, will not be able to feel the poetic aspects of the language. As a result, the translation will be inadequate. It may be why it needs to come out correctly and effectively at the level (Rixsiyeva & Hamidov 2017:7).

Currently, the processes of developing language teaching methods, improving existing methods, and updating old ways are gaining momentum in learning foreign languages. Improving the methodology of teaching foreign languages serves to develop the skills that must be acquired in language acquisition. The

requirements for teaching foreign languages, in most cases, are aimed at developing four skills: listening, speaking, reading, and writing skills. But here, it is worth noting that the skill of translation, which is one of the biggest tasks in learning foreign languages, is a little overlooked. Translation studies are considered a separate linguistic science, and it is slowly applied to the teaching process of foreign languages. It can be said that such a situation is observed worldwide, and scientists have tried to find a solution to this problem due to their research.

Methods

Since the establishment of the Department of “Theory and Practice of Translation” at the Tashkent State University of Oriental Studies since 2012, 3 groups of Chinese students have graduated from the specialty of Theory and Practice of Translation. The graduates of these three groups consist of a total of 45 students. In addition to “Main Oriental Language (Chinese)”, they were taught subjects related to translation studies, such as “Translation Practice”, “History of Translation”, “Translation Stylistics”, “Fundamentals of Simultaneous Translation”, and “Translation of Literary Texts”. While linguistic knowledge of Chinese phonetics, grammar, and lexicology was given in the subject of “Main Oriental Language (Chinese)”, in the subjects of translation studies, the primary attention was paid to the formation of translation skills from Chinese to Uzbek in the practical application of this linguistic knowledge and the development of skills. In this research, we have analyzed the results of the training and results of the three groups of the Chinese language in the specialty of Theory and Practice of Translation. In addition, as a result of the “Translation Practice” course given to the 4th-year students of Philology (Chinese language) since 2012, some conclusions were made regarding the students' translation competence and the translation competence of the graduates of these two specialties was compared.

Literature Review

G. Cook emphasizes the idea of the “fifth skill” of translation (along with speaking, listening, writing, and reading) and attributes it to Friedrich (1967) (Pym 2018:207).

L. Venuti emphasizes that translation is a form of linguistic transcoding and creative activity (Shen 2017:1).

As a result of a survey of 878 language teachers from ten countries, a group of researchers led by A. Pim found that language teachers do not like translation, that the most popular teaching method is the “communicative approach”, and the least used is the “grammatical translation” (Pym 2018:210). This means that based on the methodology and preferred approach of the language teacher, translation practice is not widely used in the educational process.

In fact, in the research of modern linguist pedagogues, negative attitudes toward grammatical translation are observed. Grammatical translation was the dominant teaching method in language classes until the 1940s. In this, reading and writing are the main areas, and translation exercises are used to learn vocabulary and grammar by referring to the student's mother tongue. Acquiring the skills of communication, speaking, and listening with native speakers in grammatical translation activities is not considered the goal of language teaching (Colina 2002:2).

Another traditional method of language teaching is the behaviorist approach. In the 50s and 60s, the theories of language learning were based on behaviorism, that is, the theory of learning that views language acquisition as the formation of habits (Colina 2002:2).

Results and Discussion

During several years of our pedagogical activity, we have observed that most of the graduates of the philology major have a slight weakness in their literary translation skills. The main reason is that students need to be sufficiently taught the translation theory, and even if given, it is not widely used in practice. Even if used, it is not evaluated according to translation criteria.

Naturally, in language teaching, more emphasis is placed on understanding a discourse or text in a foreign language, increasing vocabulary. Working on native language equivalents and alternatives of memorized words is much slower. Also, to strengthen each new term during the learning process, the experience of translating the text word for word is widely observed. As a result, the habit of translating word for word is formed among students.

S.Colina emphasizes that students involved in behaviorist/contrastive methodology do not learn how to use language but learn language knowledge and cannot create or exchange meaningful information (Colina 2002:3).

J. Holmes mentioned translation activity as a field that can work alongside language learning and potential communication (Pym 2018:204). Therefore, we believe that learning a foreign language cannot be done without translation. By the way, with this claim, we are referring to the course, direction, and specializations for training foreign language specialists.

It is known that there are significant differences between the native language and the foreign language being studied, and these differences arise due to cultural differences, worldview, lifestyle, and landscape of concepts. Understanding these differences and providing them correctly and adequately in the translation requires linguistic and non-linguistic knowledge from the translator.

According to A. Pym, in the 1980s and early 1990s, translation was said to require more than bilingualism, meaning that translation competence was more important than language proficiency. It was emphasized that more than language teaching is needed to train translators (Pym 2018:205).

Diversity, according to M. Shen, broadens our understanding of translation, explores the central role of translation in understanding literature, anthropology, culture, philosophy, and political sociology, and broadens students' future perspectives as not only translators but writers, editors, publishers, and project managers (Shen 2017:2). It can be seen that the translation activity requires the student to master a large amount of encyclopedic knowledge in addition to the foreign language and the native language. As a result, the professional perspective of the mature specialist will be broad.

Current trends in language teaching (based on the results of SLA research) and translator training are aimed at developing general communication skills. The goal of teaching communicative language is to help acquire communicative competence, that is, to have the ability to express, interpret and discuss content (Colina 2002:5).

In A. Pym's team's 2013 study of ten sample countries found that teachers in countries such as Finland, the People's Republic of China, and the United Kingdom expressed high opinions about translation, while those in France, Spain, and Germany said few views. What is interesting about this distribution is that according to the 2012 EF English Proficiency Index, some of the countries that scored best in English language learning also scored high in the use of translation. For example, Finland ranks first in both lists (Pym 2018:210).

From the above information, we can see how important it is to use translation activities in foreign language classes. Today's global intercultural exchanges it is not limited to language teaching. It is one

thing to understand the language; it is another thing to understand the different, unique cultural color it expresses. To understand these peculiarities, we think it is necessary to develop and develop translation skills in students. Also, it is essential to pay attention to increasing the vocabulary not only in a foreign language but also in one's native language. In the organization of the educational process, in the 1st-year foreign language lessons of the bachelor's degree, words are mainly given with the translation option from the native language dictionary; in the 2nd year, students are introduced to a completely foreign language environment, in which the words are not in the native language, but it is appropriate to explain in a foreign language. Starting from the 3rd and 4th courses, most of the main foreign language classes defined according to the curriculum should be devoted to the theory and practice of translation.

We can see the confirmation of our opinion in the suggestions of foreign language pedagogue A.Pym. He suggests that there should be a complete integration of translation activities in foreign language classes in advanced (advanced undergraduate/initial graduate) courses, where students can apply their language skills in real communicative contexts (Pym 2018:219).

The opinions of several scientists about how and in what ways translation should be included in foreign language classes will help to develop the translation methodology.

In particular, A. Pym stresses: "We should encourage students to translate spontaneously, in real life or through role-playing. We should give the students different translations and then discuss the differences. In this way, we abandon the idea that there is only one translation option for each phrase or expression in a foreign language. Because of this, we need to allow students to add and remove content during the translation process." (Pym 2018:210). In this proposal, we allow students to discover and explore the many differences between languages and cultures.

The use of translation in foreign language teaching allows students to understand the given task in their native language and acquire translation skills and analytical or oral-linguistic learning strategies. The translation can be adapted to the teacher's method during training sessions and create an opportunity for students to communicate freely. When using translation in foreign language teaching, it should be adapted to meet the requirements and needs of foreign language teaching today (Yusupov 2022:10).

L.Venuti shows the need to use social constructivist theory during classroom activities to encourage foreign language and translation learning together. Students play the role of editor, coordinator, and terminologist in project work. To promote cooperation and communication in solving translation problems, students discuss and evaluate them based on their critical attitude to the translation of their teammates (Shen 2017:1).

It is worth noting that translations made by students in foreign language classes must be evaluated according to specific criteria. As a result of adequate criticism and evaluation, the development of translation skills in students is inevitable.

M.Melis showed that translation evaluation is relevant in three areas of translation: evaluation of published translations, evaluation of the work of professional translators, and evaluation in translation education (Melis & Albir 2002:273).

A four-grade scale was developed to assess student adaptation levels, which presupposed the following shift outcomes: Successful, Acceptable, Requiring Assistance, and Adaptation Failure. The grade was calculated as a sum of points assigned to each student based on their performance which was evaluated by the criteria below: 1) technological advances (tackling technical issues), 2) psychological and emotional well-being, 3) class activity involvement, 4) class performance and learning outcome (Tivyayeva 2021:108).

Student assessment relates to the translation product and the individual process (adherence to relevant principles) undertaken. It is possible to evaluate the quality of the translation product and the quantity (work). Three assessment functions (diagnostic, summative, and formative) work in this area. Translations, evaluation criteria, evaluation and adjustment scales, questionnaires, exercises, etc., are required for assessment (Melis & Albir 2002:279).

Conclusion

In conclusion, it is necessary to separately include translation skills in the evaluation criteria of students' language skills when teaching a foreign language. It is essential to develop methods, methodologies, independent education forms, and assessment criteria for teaching translation activities that positively improve communicative communication skills in the training of foreign language specialists.

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