

Typology Of Translation Exercises In English Practical Course

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Abstract: This paper about how to use the translation skills effectively in the training of foreign language specialists. As is well known, translation has been raised to the level of methodology in the history of foreign language teaching. Methods of translation and grammar have been widely used in teaching foreign languages for many years. Over time, other methods of teaching foreign languages have been developed as translation methods are not up to date. Process methods such as dating, training, and application began to apply, and the educational status of the translation completely changed. A number of controversial issues need to be addressed in the process of training foreign language specialists to meet the modern requirements.

Index Terms: approaches, exercises, languages, knowledge, methods, new pedagogical techniques, types of translation exercises.

1 INTRODUCTION

In the process of teaching foreign languages, there is a wide range of exercises. The concept of exercise has been described in the methodological literature with different definitions and descriptions. The process of learning a foreign language itself is about doing exercises. The components of the exercise are referred to in the methodological literature as exercise requirements and training material. In turn, the exercise consists of a small set of subdivisions, divided into types of speech activities and language materials. Speech and language teaching exercises consist of sub-systems, such as speaking, listening, reading, writing and lexical, grammatical, pronunciation exercises. All of these exercises can be done without translation or translation. Although the definitions of the exercise have been described in methodological literature, this issue is still a subject of ongoing debate among foreign language methodologists. So far, there has been a number of linguistic, psycholinguistic and didactic research on exercise system components, classification of exercise systems.

2 RESEARCH

According to V.A.Buhbinder, [1] exercise refers to the acquisition of knowledge of language phenomena, the formation of lexical, grammatical, pronunciation skills, and the proper use of these units in speech. In scientific sources, the definition of exercise is as follows: repeating an activity many times to improve it or improve its quality. Exercise plays an important role in learning skills and skills. For an exercise to be effective, you need to be aware of it, take into account the conditions in which you are doing it, understand the mistakes, the shortcomings and how to fix them. It is important to move from simple movements to complex movements and the proper allocation of repetition times. The time between repetitions in a workout should not be so short that it can be exhausting and, conversely, not too long. Exercises are usually held at every school subject, classroom, and extracurricular activities. Exercises at school help students to work independently and develop their creative abilities.

Exercise is a planned, repetitive (mental and practical) movement that aims to acquire or enhance the quality of the movement. Exercise plays an important role in the learning process as it helps to acquire skills, develop skills and skills. The effectiveness of the exercises depends on the methods of their organization. Unintentional repetition of an activity may also lead to the formation of a certain skill. Certain actions are of a high quality only if they are performed in accordance with certain requirements. Exercise requires knowledge of the rules and how to avoid mistakes. In addition, training exercises include instructions for performing exercises and controlling the performer himself. To increase the effectiveness of the exercises, you need to move from simple to complex. One of the peculiarities of the exercise is its use in the process of education and training. Different names of exercise systems can also be observed in the method of foreign language teaching. Well-known Linguist Professor I.V.Rakhmanov [2] conducted all exercises in the name of language and speech exercises from the linguistic point of view. The researcher Professor V.A.Buhbinder has conducted research on informational, operative and motivational exercises from a psycholinguistic perspective. Informational exercises are exercises that teach knowledge, operational skills build skills through teaching language materials, and motivational exercises are those that are used to create speech skills. In foreign language teaching, a lot of attention is paid to performing translation exercises. Translation is not only an impetus to the development of world culture, but also to the enrichment of languages. Only through translation will we be able to read the unique works of a second language and get acquainted with other traditions and cultures. Translation allows us to translate works in the native language into other languages. In addition to contributing to this process, translation brings together people who speak different languages. Scholars interpret the translation differently. Researchers A.V. Fedorov and L.S. Barhudarovs [3] approach the translation linguistically and argue that it is used in two ways:

1. Conversion of a particular text (or part of a text) into another language.
2. The translation itself is a derivative of the verb to translate.

Students are given texts of words, phrases and sentences to translate from one language to another. Students will have difficulty in observing grammatical norms of the native language and foreign language in word combinations and phrases. Because there are secondary parts in different

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languages - the location and the role of the sentence in the sentence, the order of the words in the sentences have different meanings in each language. Another reason for errors is the lack of students' perfect understanding of words. It is natural that the following difficulties arise when translating from language to language: a) the translation of the translated text in both languages; (b) The content of the translated text differs from that of the native language and is of particular relevance to foreign language teaching; differentiation of lexical-stylistic construction of the text, passages, phrases. The process of translating from one language to another according to certain standards will help to master the language materials and speech, improve skills and skills. As a result, the growth of students' thinking leads to the development of oral and written skills. Oral and written translation is used in teaching foreign languages. If a student translates the text from beginning to end, then what is the benefit of giving a text in a foreign language? Translating some of the more complex phrases (sentences, sentences) is another matter. Not a single text in a foreign language can be fully translated orally. When small texts are given for translation into the native language, it is intended to teach students to work on a dictionary. Therefore, it is necessary to develop translation skills in teaching students written and oral translation. This is determined by the skills of the teacher, his / her knowledge, his / her interest in the subject, his methodological efficiency, and so on. The use of translation exercises during the lesson depends on the teacher himself. As practice shows, most teachers limit themselves to traditional methods of planning activities for themselves and students, taking into account the real potential of each student, and working with teaching materials. Most teachers make mistakes in the use of handouts, in individual work with students, in translating texts into native language. In order to avoid the aforementioned difficulties, it is necessary to consider the following criteria of translation exercises: first, it is necessary to consider the difficulties encountered in some words and, secondly, the difficulties caused by the interference between one language and the other. The grammatical form has a special role in this. The following difficulties may occur during exercise:

- 1) the complexity of the translation of the language material being studied;
- 2) When required by the student: a rigorous implementation of the teacher's instruction, the ability to speak a foreign language and his native language, to answer questions as far as possible in a foreign language.

The difficulty or difficulty of the exercises depends on the performance of the exercises, as well as the pattern of speech. Proper use of translation in the process of teaching foreign languages has a positive impact on students' listening, reading comprehension, writing skills. In particular, the use of word-of-mouth exercises is important in developing students' oral speech. At what stages of the lesson process, the use of translation exercises depends on the methodology of the teacher. The most important characteristic of translation is that the similarity of language systems does not play a major role. In the process of translating text from language to language, the linguistic form retains its features because of the coherence of translation units with language units, for example, any translated text is reflected in grammatical forms, stylistic characters, and pragmatic features. Translation of lexical units also plays an important role in translation.

Works that have been translated into Uzbek from foreign languages (English) can also be found in units that do not conform to the Uzbek language and have a negative impact on their meaning. Therefore, the translation of lexical units in the translation should be based on the mentality, national identity, national color, national traditions and customs of each nation. In the translation there are also those who say the main unit - words, sentences, sentences, images, terminology, paragraphs. There are those who believe that every word of a work must be turned into a letter. Contrary to this, those who claim the opposite do not even need to translate the whole text. According to their claim, once you have read the book well, you must move it back and forth. Because the interpreter must give the impression that he is receiving, not the work itself.

3 TRANSLATION TECHNOLOGIES

The following are some of the translation technologies used in the classroom:

3.1 Conversation Translation:

Using this translation will help to increase student memory. This translation can be used to translate a foreign language into the native language and vice versa. To do this, the teacher selects a text that is familiar to the students and generates 8-10 questions per minute. In applying these questions to the classroom, the teacher divides the students into two groups. Each student acts as a conversational translator. The student will ask one of the questions the teacher asks, and the interviewer should translate the question and answer it verbally. The responding student will address the second student with the same question. In the meantime, the teacher may ask a second question. The second student, in turn, invites the third student to the interview while answering the teacher's question. Repetition. The first sentence of the text is read and translated by the student. Other students present their options. The second student repeats the first variant translation before translating the sentence. So, before translating, students repeat the translation first and then start analyzing the next sentence. This will keep the translation options in mind. The text is assigned as a homework to read and translate in whole or in part using a dictionary.

3.2 Predictive Translation:

This type of translation is done from foreign to native language. Students translate and check the written word, vocabulary and excerpt from the text in writing. Correction of translation errors is done during the course.

3.3 The Game:

The course will be attended by 10-12 students and will be divided into two groups. Text on the topic is translated by students. For a while, students should find nouns, adjectives, verbs in the text, and write them on a blackboard. Whichever group can write the most examples, the group will be the winner and the teacher will be encouraged spiritually. In the course of this exercise, students are given first hand skills of translating from foreign to native, and secondly, they will have the opportunity to learn new words.

3.4 Exercises:

These types of translation exercises are usually used to assess student knowledge, and it is advisable to conduct three

or four sessions per semester. 40-50 teacher-designed test questions are distributed to each student individually. These questions are performed by students independently over a period of time, and the answers are checked by the teacher, which allows them to determine student rating scores.

4 CONCLUSION

It is clear from experience that using such translation skills in foreign language classes helps students develop skills and abilities such as new approaches, independent thinking and individual work. In the teaching of foreign languages, the two areas of translation (translation and proper techniques) are different. If the first line favors translation, the second one refuses. Bilingual exercises play a special role in this. In the teaching of foreign languages, translation is important in explaining the meaning of words, reinforcing reading material, and controlling knowledge, skills and competencies. The use of time is taken into account in the use of translation when deciphering grammatical forms and constructions. Forms and methods of translation depend on the material, not on the task. Forms of time in a foreign language are intended to represent the time during the action, rather than to represent the phenomenon in the language. In the Uzbek language, there are forms that represent time, and there are virtually no special means of performing speech. In a foreign language grammatical category, meanings can be expressed using auxiliary means. In the course of the communication, the student is required to master, distinguish between grammatical phenomena in both languages, and have specific skills and abilities to use them in speech activities. It is worth noting that, despite the extensive research on improving the effectiveness of translation exercises, there is still an ongoing debate in methodology. As Shubin [4] points out, the concept of "language teaching" means "teaching speech activities." Training and skills will be formed through the preparation exercises, while the specific training exercises will improve the quality of the next session. In these exercises, a grammatical event will first be explained, which will require a preparation exercise, followed by a speech exercise. [5] Doing the next translation exercise requires the student to be active. In this way, through translation exercises, students engage in a type of activity that focuses on communication. The quality of their implementation is a methodological approach, which depends on a clear understanding of the student's purpose for the task. New pedagogical technologies are now playing an important role in teaching translation skills.

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