

## EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING AND PRIORITIES OF TRANSLATION TEACHING METHODS

**Temirova Gavhar Temirovna**

Teacher of Shakhrisabz Pedagogical Institution

### ABSTRACT

This article focuses on the development of translation skills along with the study of foreign languages, taking into account the role of translators in world civilization, the role of the peoples of the world in the development of culture, literature, art, science and technology in general.

Formed as a science by the middle of the 20th century, the type of activity that includes translation theory and practice, or translation studies, plays an important role in modern linguistics. The work of our linguists, who have conducted research on the theory of translation and its teaching methods, is commendable.

**Keywords:** methodology, translation skills, foreign language teaching, translator competence, skills, professionalism.

Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy. In the process of development of pedagogical technologies and their integration into the educational process, as well as the rapid exchange and improvement of information technology, everyone has the opportunity to strengthen their professional training and skills. The introduction of advanced pedagogical technologies in the educational process is one of the milestones of the National Training Program. Today, innovative pedagogical technologies and interactive methods are widely used in education, especially in foreign language teaching.

The application of innovative pedagogical technologies in foreign language education - the orientation of the individual to the needs of society, the organization of education on the basis of these requirements, the formation of the individual as a full-fledged mature staff to create favorable conditions for the manifestation and development of the language [1].

In the second half of the twentieth century, linguistics expanded its research. Initially focused only on the system and development of the language system, later language began to be studied as a tool of thought and a means of verbal communication.

The focus of linguists was on the spiritual aspects of language units and speech works, exploring the relationship between language and perception, real reality, society, culture, and sign systems.

New fields of linguistics and research have emerged, including cognitive linguistics, psycholinguistics, sociolinguistics, textual linguistics, speech theory, and more. Linguistics has become macro linguistics, that is, a complex of linguistic sciences that studies the features, results, ways, and multifaceted forms of language existence in society. Only a linguist with this degree can engage in research such as the theoretical understanding of modern translation activities, i.e. the comprehensive scale of translation work to date, the level of requirements for translations, and the training of many qualified translators.

Underlying the methodology of teaching translation is the idea that the ability to translate, like the ability to learn all languages, is genetically present in all, that is, to develop a person to the level of a skilled translator, even if everyone has some ability. it is possible.

Teaching translation is not only of theoretical importance, but also requires the formation of conditional translation competencies in students. It also has general linguistic and general education functions [3, 29].

The formation of translator competence leads to the full development of future translators as individuals: to be attentive when working with databases and directories, to know how to choose, to make the right decision quickly, to be a linguist and extra linguist, develops the ability to find and compare data. By professional training of a translator we mean high culture, high encyclopedic erudition, communicativeness, constant enrichment of knowledge, diversity of interests. All of these qualities are manifested in two languages and two cultures.

The professional, special and basic specificity of the translator's competence is reflected in the fact that the translator solves their professional problems in a positive way with the help of a set of knowledge, skills and abilities. In this trinity, that is, knowledge - ability - skill, the main place is occupied by ability.

Because ability is the synthesis of knowledge and skills based on it. Ability is always useful, as opposed to theoretical knowledge, which is considered abstract and cannot provide practical help in solving a particular problem. Unlike so-called automated or simple actions, skills are performed consciously, consciously, and knowingly. Taking all of the above into account, an adequate approach to translation should be developed in the formation of translator skills, which requires problem-solving exercises in the process of teaching translation.

However, the main goal of translation theory is not to provide students with a body of knowledge, but to train them to be highly qualified, professional translators.

Commentator V.N. Komissarov says: “The results of the study of any subject do not depend on the purpose and content of teaching, but on how the subject is studied, on what methodology it is studied. Although there are some shortcomings in the teaching methods of translation, translation teaching methods are not well researched, even if the teaching teachers have enough experience” [4, 46].

Well-known translation skills are developed through the use of specially selected teaching materials. Such materials include translation exercises and textbooks.

The training of such a wide range of professional translators has necessitated the development of special methodological bases in modern translation studies. The methods and organization of teaching translation are analyzed through a number of basic rules and considerations:

1. Translation is a complex and multifaceted type of mental activity that can take place for different purposes, under different conditions, in different ways, and under the influence of different factors.

2. Translation, like any other type of activity, involves the formation of certain knowledge, skills (conscious execution of certain actions) and skills (automated or semi-automated execution of certain actions) formed in the process of teaching translation.

3. Interpreting activities can be performed consciously (as a result of reasoned conclusions and analysis) or intuitively by the interpreter.

4. The competence of the translator is reflected in the fact that the translator demonstrates all the language skills. Competence in translation is manifested through comprehensive cognitive and linguistic knowledge, comprehensive cultural erudition and the necessary psychological qualities.

5. The task of teaching translation is not to teach the translator to apply some norms, rules or "receptors" in different situations in an automated way, but to teach translation methods and ways for different purposes in different situations, in different texts. It is about developing the ability to choose.

6. The object of translation activity is the information contained in the original text. The content of a text is semantically and formally complete, and the individual parts of the text are interrelated and unequally important for communication.

7. The language units that make up the text are in themselves the object of translation. Based on them, the content of the text is formed, and the presence of certain language tools in the text has semantic significance, defines the tasks of translation and creates a special difficulty for translation.

8. It is necessary to formulate strategies for individual, creative approach to the difficulties that arise in translation, rather than the ways of translation of the teaching material used in the process of teaching translation. In this sense, in the process of

teaching translation, based on the teaching material, it is necessary to identify the difficulties that arise in the translation process and to develop specific methods and ways to solve them.

9. The specificity of interlingual communication requires a large number of options for the translation of the translated text in principle. In this regard, students are not tasked with creating a single, optimal version of the translation. At the same time, the teaching process requires a critical approach to translation exercises and the rejection of incorrect options [2, 158].

The above cases reflect the content of the translation teaching methodology.

Thus, the study of foreign languages is a modern requirement, and the development of new methods of language learning for the younger generation, based on the "National Program of Personnel Training" and recommendation to the learning process is an urgent task for scientists and experts. In order for our talented young people to become experts in their fields of interest, they must first have a thorough knowledge of foreign languages, including English.

The effectiveness of foreign language teaching can vary depending on a variety of factors, such as the method used, the level of the learners, the learning environment, and the motivation of the learners. That being said, some methods have been shown to be more effective than others.

One approach that has gained popularity in recent years is encourages learners to engage in authentic communication tasks, such as role-plays and discussions, and to use the language in meaningful contexts.

Another approach that has been widely used is task-based language teaching (TBLT), which focuses on completing tasks as a means to learning the language learners work on real-world tasks, such as ordering food in a restaurant or booking a hotel room, and use the language in order to complete them.

As for in general, with translation being used as a means to that end.

One popular method is the use of the learners' native language and the target language in order to identify areas of difficulty and provide targeted instruction.

Another approach is the contrastive approach, which emphasizes the use of translation as an activity that promotes communication between cultures and languages. This approach often involves the use of authentic materials and real-world tasks, and encourages learners to think critically about the cultural and linguistic differences between the two languages.

Therefore, the introduction of technology, ensuring that teaching methods meet the requirements of the times are the urgent tasks of educators. Training and retraining of specialists is also one of the current social problems.

## REFERENCES:

1. Matmurotova Z. Methods of increasing the effectiveness of foreign language teaching// Молодойученый. — 2017. — № 24.2 (158.2). — С. 37-38. — URL: <https://moluch.ru/archive/158/44684>
2. Базылев В.Н., Красильникова В.Г. Дидактика перевода. - М.: Флинта. - 2012. – 128 с.
3. Ванников Ю.В. Языковая сложность текста как фактор трудности перевода (Методическое пособие). – М.: Всесоюзный центр переводов. - 1988. – 180с.
4. **Комиссаров В.Н.** Теоретические основы методики обучения переводу. - М.: Издательство «Рема» - МГЛУ, 1997. - С. 17-20, 46-51.
5. **Латышев Л.К., Провоторов В.И.** Структура и содержание подготовки переводчиков в языковом вузе: Учебно-методическое пособие. - Курск: Изд-во РОСИ, 1999. - С. 8-11, 98-99, 125-128.
6. **Скалкин В.Л.** Некоторые методические вопросы преподавания перевода на курсах иностранных языков для взрослых //Тетради переводчика. Вып. 16. - М.: Международные отношения, 1979. - С. 100-111.