

SECTION III
INNOVATIVE APPROACHES AND NEW TRENDS IN MODERN EDUCATION

PRAGMATIC ASPECTS OF LEARNING FOREIGN LANGUAGES

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Abstract:

This article delves into the pragmatic aspects of using translation in foreign language learning. It critically evaluates the role and efficacy of translation methods within the teaching process, distinguishing between 'pragmatic translation'—which emphasizes interlanguage communication—and 'non-pragmatic translation', focused solely on transferring semantic and syntactic components. The study examines various pedagogical stances on the use of translation, ranging from its complete rejection to its full endorsement. The findings suggest that while translation exercises commonly aid in understanding linguistic structures, they often fail to encompass the broader pragmatic elements necessary for effective interlanguage communication.

Key words: foreign language teaching, translation in language learning, pragmatic translation, interlanguage communication, methodology of language teaching, semantic and syntactic analysis.

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As it is known, methodologists usually neglect the need to define the concept of translation and, content with its unscientific interpretation, immediately enter into disputes about the place and role of translation in the process of teaching foreign languages. These disputes relate to a broader issue, i.e. the place and role of the native language in teaching a foreign language, or rather, in the methods used in this process. It should be noted that all modern methods of teaching foreign languages to a certain extent refer to direct or translational-grammatical methods, which constitute two extremes in the methodology of teaching foreign languages, because the direct method underestimates the role of the native language in teaching, while the translational- grammatical overestimates this role.

This report aims to establish the status of translation techniques used in language teaching in the light of concepts being developed within the framework of the science of translation. The fact that such techniques are used in language teaching is beyond doubt. Here we mean various exercises, the tasks for which, as a rule, are formulated as follows: "Translate the words (phrases) of the sentence into a foreign (native) language the language".

In further discussions, we will proceed from the concept of so-called pragmatic translation, i.e. an activity aimed at ensuring the implementation of an act of interlanguage communication by replacing the text in the source language with a pragmatically equivalent text in the target language. This requires the translator, in the process of decoding the source text and encoding the translation text, to take into account directly the data or the intended

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parameters of the sender and recipient of these texts. Moreover, the pragmatic equivalence of the texts of the original and the translation is not always or even rarely accompanied by complete equivalence at the level of other components or meanings of the text, i.e. syntactic and semantic.

Along with the pragmatic, or actual translation, the so-called non-pragmatic translation is also distinguished, i.e. operations that reduce to the transfer of semantic and syntactic components of the source text in the translation text. Such an operation is performed without taking into account the specific or intended characteristics of the sender—the source and recipient of the final text, because its subject is not intended to ensure the implementation of the act of interlanguage communication.

As already noted, the methodology does not unambiguously solve the question of the place and role of translation in language teaching. The diverse opinions on this issue can ultimately be reduced to three main positions:

- 1) completely denying the expediency of using translation in the process of teaching foreign languages;
- 2) partially allowing such a possibility;
- 3) assigning a dominant role to translation in this process.

Leaving aside the first and third cases, let's try to find out what those who allow limited use of translation in teaching foreign languages mean.

Even a superficial analysis of the so-called translation techniques used in language teaching allows us to establish that their main purpose is to help the student in mastering the semantic and syntactic codes of a foreign language. When performing translation exercises, the student usually confines himself to analyzing the semantic and syntactic components of the source and final texts and is content to ensure their equivalence at the formal level, because the choice of a wide variety of options that ensure equivalence at the pragmatic level is completely regulated for him. Therefore, the translation is carried out in this case without taking into account the specific or expected parameters of the participants in the act of interlanguage communication and is not intended to guarantee its implementation.

The above does not allow us to classify operations performed by a foreign language learner as pragmatic or proper translation. Based on the social methodological principle that teaching any kind of language skill, we can conclude that a student of foreign languages does not master the ability to carry out pragmatic translation during this process.

The above confirms the specifics of the translation learning process in relation to the process of learning foreign languages. Its essence lies in the fact that in teaching translation, exercises in pragmatic translation occupy a dominant place, requiring students to take into account the parameters of participants in a specific act of interlanguage communication. In this case, the student, using translation transformations, makes up several translation options equivalent to the original, checks their effectiveness in a specific act of communication, chooses one of them.

The presented sequence of actions of the student is, of course, purely conditional, i.e. didactically conditioned in nature and is not an attempt to model the actual translation process. In addition, the specificity of translation training in relation to language learning is not at all limited to the aspect we have highlighted. In teaching, for example, interpretation or simultaneous translation, exercises take an essential place, leading to the formation of skills that are not required by an ordinary bilingual. However, the main difference between the translation carried out by students in the process of learning foreign languages and in the process of learning translation is undoubtedly a pragmatic aspect.

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