

TECHNIQUES, EXERCISES AND INTERACTIVE GAMES THAT TEACH THE BASICS OF TRANSLATION IN ENGLISH LESSONS

Mamadaliyeva Gulnora Sobirovna

Teacher of English at the Vocational School No. 2 of the district of Oltiariq

Abstract: *This article provides information about a number of classes, interactive games and techniques that serve to form students' knowledge and translation skills.*

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Teaching translation is an urgent task in the process of teaching students the language. Translation provides a global understanding of the information presented in the target language through a native speaker. In addition, translation from the studied language into the native language can be used as a means of controlling understanding, and translation from the native language into another language can be used to control the level of formation of grammatical skills.

Most students naively believe that it is enough for a translator to know several thousand English words, be well versed in grammar and have a good vocabulary at hand (and the thicker, the better, in their opinion). To dispel these myths, in the first lesson we will try to find out what translation is, what types of translations exist and what it takes to become a translator.

A. D. Schweitzer (1973) He argued that translation is an important auxiliary tool that allows language to perform its communicative function when people express their thoughts in different languages. Thus, translation is an act of intercultural communication. When translating, it is necessary, first of all, to correctly understand the content of the sentence in the original language, and then correctly and fully convey this content through the language held in the co.

What should a translator know and be able to do? He must have a certain stock of English words (including certain terminology in a certain field of knowledge); he must know the grammar of the English language, otherwise words will remain only a building material from which nothing can be built. The translator must be able to use a dictionary (know the alphabet, all the features of building dictionaries, be able to determine by their service characteristics which part of the sentence the word belongs to). In addition, he must have an idea of the area of knowledge to which the translated text belongs. There are different types of translations, but oral and written, literal and artistic translations are more common. We also decided to pay attention to literary translation in oral or written form, and without observing all the rules. Since we wanted to translate from English into Uzbek, our lesson was dedicated to the English language and its place in the modern world. Indeed, although English is not the language of the people, which surpasses all other languages, it is called lingua franca, that is, a language adapted to communicate with people whose native languages differ

from each other. The colonial past of Great Britain, the development and formation of the US economy, travel and tourism helped the English language to gain its current status. Learning English is a very exciting process. Some interesting facts about the language:

- there are about 60,000 words in common usage;
- 70% of English vocabulary is borrowed words, and only 30% is native;
- In English, there are words from 120 languages;
- The most used word in conversation-I;
- the most common letter is "e";
- words starting with the letter "s" are more common than other words;

The most commonly used word in English is "set". It has 126 mouths and 58 uses of horses. So, as can be seen from the examples above, the English language has prepared a lot of surprises for its learners. For practical exercises, the topics "translation of truth", "translation of Polysemantic words", "false friends of the translator" were selected. Let's take a closer look at these topics. We started a series of practical exercises on the basics of translation with the transfer of reality. Reality refers to a category of words or phrases that describe something and phenomena of reality that are inherent in a particular language community. They are part of a non-equivalent dictionary-these are words that for one reason or another do not have lexical compatibility in the language being studied. The most common types of reality:

- 1) geographical: steppe, prairie, tornado, koala
- 2) ethnographic: pie, spaghetti, ale, toga, cab.
- 3) socio-political: department, State, Parliament, House of Commons.

We introduce concepts such as transcription, transliteration, introduce students to various English phonemes, final consonant combinations and methods of translating vowel combinations into Uzbek. In parallel, reading rules, spelling rules and transcription signs are repeated. For practical tasks, we offer students to write in English themselves the names of famous singers and groups, various foreign companies, Geographical Names. They exchange these cards, transfer the truths shown there in writing to the Uzbek language, then check each other, make grades. As an example of the fact that there is no need to literally translate some correct names into Uzbek, we offer such a game "Guess Who?". For example, we call the names of famous people in Uzbek: Alisher Usmanov, Erkin Voxidov, Navoi and others. We invite students to guess who they are. At the same time, they need to write names and surnames in English, and next to it the corresponding correct option in Uzbek: Michael Jackson - Michael Jackson, George Bush - George Bush, Sting - Sting. Sometimes students were faced with such realities, there was no idea about them, and then we introduced them to dictionaries on linguistics and country studies. For example, not everyone knows what "Dominion day" is - the day the Dominion is proclaimed, which is celebrated in New Zealand on 28 September. A control lesson on this topic took place in a reading lesson, in which students were offered to translate an excerpt from a

detective story, which came across many correct names and place names. Everyone successfully completed the assignment. We have moved from translating Realies to translating polysemantic words. In English and Uzbek, most words have several meanings. Determining which values are appropriate in each particular case can only be done using context. Take, for example, the word "button": to sew a button - sewing a button, at the push of the button - pressing a button, and belly - button - navel. The choice of the meaning of the word depends on the functional style of speech (scientific, journalistic or colloquial speech), the norms of word compatibility in the Uzbek language. for example, the verb to cross has the meanings of "to cross, to cross, to cross, to cross," but not all of them are appropriate in the following phrases: to cross the river - to cross the river, to cross the Atlantic - to cross. Atlantic. To combine, we have proposed the following exercises that allow you to distinguish between different meanings of polysemantic words in different contexts.1. Depending on the context, determine which of the meanings that the words underlined are used in one. Within this selection, select the appropriate option.

I. beyond the scope of responsibility)

a) a wide range of electrical goods

B) Nevada deser ranges from a rocket

c) mountain range

1. row, line, Ridge

2. selection, assortment

3. field, sphere, sphere, circle

4. shooting, distance

2. Read and try to understand the humorous stories below. Determine the meaning of a word with a clear meaning. Value options are shown below.

1. "Was there any big man born here?"the tourist asked. "No," one mother replied. "Only babies".

a) large, large) great

2. It was the first day at school, and the teacher asked the little girl what her father's name was. "Dad", answered the child. "Yes, I know," the teacher said. "But what does your mother call her?" "he doesn't say anything to her, he likes her".

(a) atash

b) teasing

3. Sam: "yesterday Mamma bought me a pair of gloves." Aunt: "Really? What are they? Children"? Sam: "no, they're men".

a) child

b) goat child

3. In English, write examples of the application of words such as something, work, excerpt, that, path, from the English Dictionary. Translate these sentences into their own language, with advice and vocabulary with each other. After studying the topic, children were perfected a control translation consisting of 5 pairs of sentences (10

sentences in total), in which polysemantic words were given in the most common subjects. For example,

- a) I saw this offer as a sign of forgiveness.
- b) the House had a sign that said Chinese food.

Most of the students have completed this task. Our lesson ended with the topic "fake Friends of the translator". Indeed, in English there is a category of words "false friends of the translator". They received this name due to the fact that they directed it on the wrong path, due to its similarity with well-known words to the translator. Words in this category can be conditionally divided into 3 groups. The first group of words includes words similar to Uzbek, but different in meaning from them: accurate – accurate, not clear, ambulatory – closed gallery, not outpatient, benzene – benzene, not gasoline, billet – ghol, a ticket, canicular – not on vacation, refers to Sirius. The second group includes words that are "false friends" only for the individual meanings of the words: armature – armor – electric motor anchor and Armature (but not in reinforced concrete), champion-wrestler, defender and champion, conservatory – greenhouse and Conservatory, control – Control and control, partisan – partisan and supporter, fanassib. The third group includes distracting words with similarities to more common words: complement – complement, set and compliment – praise, currant – spruce and current – Vine, stream, chauffeur – portable iron stove and chauffeur – driver, courier – Courier. and currier-tanning. As can be seen from the nomination itself, "fake friends" makes the translation process difficult. To avoid mistakes in translation and use of words, we offer the following exercises. Readers will be given a list of words in Uzbek, and will be asked to write a translation of them. If students find it difficult, they can use a special dictionary. Examples include costume, conductor, decade, data, prospect, racket, velvet. 1. For each separated word in the sentences given below, select the Uzbek equivalent from the Uzbek given words. Translate sentences into Uzbek. Wardrobe, List, agent, intelligent, wise, educated, balance.

- a) He began to make a list of different activities he was to take part in.
- b) Opposite the fire – place there was another large sofa with a small cabinet near it.
- c) Such service includes waiting rooms, information desk, ticket and baggage agents.
- d) it is very difficult to balance all considerations.

e) He was well – educated, intelligent man. Having got acquainted with the "fake friends", the students asked the question: do the translator have friends? As it turned out, yes. The so-called "Friends of the translator" includes foreign words that are often used in many other languages of the world and have the same meaning. For example, international, coordination, sunstation, etc. Some words can mask very well, such as to reduce – reduce, drop – down, area – field, mixture – mix, essential-important. The meaning of these words can sometimes be determined without looking at the dictionary, since their roots are used in other languages in the same sense. The

meaning of the word To reduce can be achieved through a "reducer" - a device for reducing the number of turns or pressure, the word "Mixture" is familiar to many from childhood as a "mix" - a mixture of various drugs. The word Area can be recognized by "areal" - the area of distribution of plants and animals, etc. Through logical reasoning, readers choose words that themselves correspond to the language of the child, with which they compose sentences or short stories that express their meaning. At the end of the course, a test translation is carried out, in which all the topics discussed above are found.

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