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TEACHING TRANSLATION TECHNIQUES, STRATEGIES IN A UNIVERSITY SETTING: PROBLEMS AND SOLUTIONS

Annotation. *Translation is essential for ensuring that information is accurately conveyed and that the original meaning of the text is not lost in the process. The ability to choose the correct translation technique is an indispensable skill to translators; therefore, it is essential for translation students to be aware of why a particular technique is used. This research focuses on the teaching of translation techniques, strategies in a translation classroom from the cooperative learning perspective. It concludes with some observations about how to make translation tasks successful and unforgettable.*

Keywords: *culture and translation, styles, accuracy, flexibility, determine, innovative methods.*

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OLIY TA'LIMDA TARJIMA TEXNIKALARI, STRATEGIYALARINI O'QITISH: MUAMMO VA YECHIMLAR

Annotatsiya. *Tarjima ma'lumotlarning to'g'ri yetkazilishi va matnning asl ma'nosi jarayonda yo'qolmasligi uchun zarurdir. To'g'ri tarjima texnikasini tanlash qobiliyati tarjimonlar uchun ajralmas mahoratdir, shuning uchun talabalar ma'lum bir texnika nima uchun ishlatilishini bilishlari juda muhimdir.*

Ushbu tadqiqot tarjima jarayonida tarjima texnikasi, strategiyalarini o'rgatishga hamda yakka va guruhlarda hamjihat bo'lib ishlashga qaratilgan. Mazkur maqola tarjima vazifalarini qanday qilib muvaffaqiyatli amalga oshirish va ma'lumotlarni uzoq vaqt yodda saqlash yo'llari haqida ba'zi kuzatishlarni taqdim qilish bilan yakunlanadi.

Kalit so'zlar: *madaniyat va tarjima, uslublar, aniqlik, moslashuvchanlik, aniqlash, innovatsion usullar.*

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ОБУЧЕНИЕ ТЕХНИКАМ И СТРАТЕГИЯМ ПЕРЕВОДА В ВЫСШЕМ ОБРАЗОВАНИИ: ПРОБЛЕМЫ И РЕШЕНИЯ

Аннотация. *Перевод играет ключевую роль в обеспечении точной передачи информации и сохранении исходного смысла текста. Владение навыками выбора адекватной переводческой техники является важным компонентом профессиональной компетенции переводчика. Особое значение это имеет для студентов, обучающихся переводу, поскольку понимание причин выбора того или иного метода способствует повышению их профессионализма. Настоящее исследование посвящено преподаванию методов и стратегий перевода в рамках образовательного процесса, основанного на принципах совместного обучения. В заключении представлены рекомендации, направленные на повышение эффективности выполнения переводческих задач и их запоминаемости.*

Ключевые слова: *культура и перевод, переводческие стили, точность, гибкость, определение, инновационные методы.*

Introduction. Translation plays a crucial role in bridging different cultures and facilitating communication. It is one of the key methods for transferring culture across linguistic boundaries. The study of literary translation, as part of the broader literary process, highlights the significance of comparative literary criticism. Exploring the connections between language, culture, and translation is particularly valuable, given the importance of human communication in the global context. The diversity of languages, each tied to distinct cultures, and the fundamental need for communication in human life have made translation an essential tool for cooperation, cultural exchange, and the sharing of knowledge. As a result, it is clear that language and culture are deeply interconnected, and both must be considered in the translation process.

Translators work to convey the natural meaning of texts while considering the cultural and religious norms of the societies they represent. This study explores the challenges involved in transferring cultures between languages and develops various strategies and techniques aimed at preparing skilled and experienced translators. To address the difficulties encountered in translating texts, students should be introduced to translation theory and trained in a range of strategies and approaches. This training will help them overcome translation challenges, including the lack of direct equivalence between languages.

Methodology. In this article, both descriptive and analytical methodology has been used. To put forward our views we have taken the help of a few references books, research papers, internet sources and personal teaching experiences also. In this study, we will focus on the translation from English to Uzbek and the strategies used to address specific translation challenges. Our primary concern is the translation of nominal groups, which often pose difficulties for Uzbek learners of English, particularly regarding vocabulary and grammatical structure. Special emphasis will be placed on the core elements, or nucleus, of these groups.

According to Peter Newmark point of view, translation theory serves several purposes: first, it identifies and defines a translation problem (after all, without a problem, there is no need for translation theory). Second, it highlights all the factors that must be considered when addressing the issue. Third, it outlines the various possible translation methods. Finally, it recommends the most appropriate translation technique, along with the best possible translation solution. [1, 9]

Translation theories and practice are the same important aspects in learning and teaching translation. Teachers ought to teach translation skills as well as translation theories. Some teachers think that practice is the only way in translation learning, and then neglect that the authentic theories have instructive function to translation practice. Usually, it is planned that translation teaching should be conducted after language learning. Although students have already had the foundation of basic language abilities, they have never learnt the translation theories or skills systematically. The translation abilities they have are the accumulation of perceptive knowledge. Numerous translators or theorists, in ancient or at present, have left us so many priceless theories concerning various aspects of translation. If students learnt those theories,

which were extracted from the former practice by others, and use them appropriately, their ability of translation would be improved rapidly. Translator equipped with theoretical knowledge is more flexible in method and clearer in purpose of translation than who knows nothing about theory. [2,513]

Teaching translation is a complex and demanding task. A good translation course should not only give students a solid understanding of the history and development of translation theories, but also introduce them to the latest advancements in the field. It is important to remember that literature translation is a creative process, and students should not feel confined by rigid theories. When evaluating their translations, teachers should avoid using reference translations as the ultimate standard. Instead, allowing students the freedom to translate creatively can encourage their growth as translators.

A comprehensive literary translation program covers a wide range of subjects. This includes translating different styles, understanding various cultural contexts, and considering the author's personality and historical period. To succeed, students need to be proficient in both their native language, Uzbek, and the foreign language they are working with. However, it's not just about language skills–they must also have a deep understanding of the source text's cultural background, the author's life and personality, and other factors that influence the meaning and tone of the original work.

In essence, teaching translation requires a delicate balance of theory and creativity, structure and freedom. It is about preparing students not just to translate words, but to convey the essence of a text in a new language, keeping its spirit intact while adapting it to a different cultural context.

As Duff (1989) points out, today, teachers and students use translation as a tool for learning, rather than simply learning how to translate. Modern translation activities, whether moving from L1 to L2 or vice versa, have clear communicative goals and offer significant cognitive benefits. These activities are highly motivating and can lead to impressive results in both written and spoken communication.

In the classroom, translation tasks can help develop skills in listening, reading, writing, and speaking, while engaging with all four-language systems. From the perspective of communicative competence, these tasks require accuracy, clarity, and flexibility. They train learners to search for the most appropriate words (flexibility), ensure precision in their choice of terms (accuracy), and convey the intended meaning clearly (clarity). Working in groups on translation encourages students to discuss language meaning and usage at a deeper level, as they navigate the process of comprehension and seek equivalent expressions in another language.

Cooperative learning in group work technique serves students the opportunity in getting their understanding and ability during discussion with their teams. It is also appropriate to develop or increase social interaction and language skills. According to Douglas in Febrina and Zaim, group work is able to increase all students by sharing and interacting with their members in their group or other groups. [4, 24]

Comparative analysis of translations provides an opportunity to find out how the typical translation difficulties are overcome, related to the specifics of the languages, as well as what elements of the translated text remain untranslated in the translation.

Newmark [1] classifies foreign cultural words into five categories, which are key to understanding cultural and literary expressions. He provides examples for each category, which are as follows:

1. **Ecology** (e.g., rivers, mountains, etc.).
2. **Material culture** (e.g., food, clothing, houses, transportation).
3. **Social culture** (e.g., work, leisure activities).
4. **Organizations, customs, activities, procedures, and concepts** (e.g., political, administrative, religious, and artistic practices).
5. **Gestures and habits**.

These cultural words often appear in forms like collocations, idioms, metaphors, and phrasal expressions.

Discussion of differences and similarities during the translation process helps learners understand the interaction of the two languages and the problems caused by their L1. It also helps learners appreciate the strengths and weaknesses of the L1 and L2, for example in the comparison of idiomatic language such as metaphors.

–Nima o'qiyapsiz?

– "Dengiz sirlari"ni, *–dedi Oypopuk hozirjavoblik bilan* [6;28-b.].

– What are you reading?

– "Secrets of the sea", *– said Oypopuk cleverly.*

– Что вы читаете?

*– **«Тайны моря»**, – сказала Ойпопук заманчиво.*

– Mana bunga-da, – u hovuzdan atir shishaga o'xshash idishni tortib oldi va sirli ohangda dedi: – ***Qo'lbola. To'qson oltitalikdan*** [6;29-b.].

– "To this, – he took a container like a perfume glass from the pond and said secretly: ***Handmade, from ninety six****".*

– Вот этому, конечно, – он вытащил из пруда похожий на склянку для духов сосуд и таинственным голосом сказал, – ***Домашнее. Девяносто шесть градусов… .***

In Uzbek-English literary translation, one of the most challenging aspects is capturing the original literary style. To master this, students need to read background materials related to the original text, as the literary styles in the two languages can differ significantly. Teachers should provide ample context about the original work before students begin their translation practice. Ideally, practical translation classes should be closely aligned with specialist subject classes to ensure students benefit fully from the preparation.

Translation instructors could incorporate more creative teaching methods to make the learning process more engaging, varied, and enjoyable, which in turn would boost students' motivation. Teachers can focus translation activities on highly specific learning aims, such as practice of certain vocabulary, grammar points, styles and registers, etc. It also lends itself well to work with other tools such as ***e-mail*** and ***class web pages***.

In our approach to teaching translation, we have used a method where students are divided into small groups of four or five. Each group is given two different translations of the same text and asked to compare them. Their task is to identify the strategies and methods used in each translation and assess the quality of both. In some cases, we have asked the groups to determine which translation contains more errors. The results have been promising, especially when compared to students working individually.

Another effective exercise involves familiarizing students with idioms, collocations, expressions, and technical terms. For this, we give them a source text with certain blanks that need to be filled in. The students are required to figure out the appropriate terms, collocations, and expressions that should go in the gaps. Some of the examples we use in translation class include:

–"Chuchvarani xom sanabsan!" Jo'jani kuzda sanaymiz [5;504-b.].

– ***You have built a castle in the air. Do not count your chickens before they are hatched.***

–Seni ham oyog'ingni to'rtta qilaylik. Boshini ikkita qilaylik [5;243-b.].

–Let you jump a broomstick. We want you to knot a tie.

–Omadi ketganning tovug'i kurk qoladi, omadi kelganning xo'rozi ham tuxum qo'yadi.

– ***Misfortunate never comes alone! Nobody can avoid from misfortunate!***

–Kuydirgan kalladek ishshayishini qara.

– ***Look! She is grinning like a Cheshire cat, who has eaten a canary.***

Back translating method is also considered a standard way of assessing the accuracy of a translation. In our translation classes, all students were divided into groups of two and asked to take a seat behind each other and then a text made up of short sentences had been delivered to the student sitting on the front chair to be translated sentence by sentence and handed to the next student. At the end of the class, students were asked to read out their translations to the whole class to see how much of the essence and message of the original text had been lost.

Choosing a title approach. Students are drawn to the significance of the title in a literary text and a major function in conveying the message of the text. Students should discuss how effectively the translated title performed the functions that have already been specified, and what degree of equivalence with the source text title.

It will be very interesting to work with the titles of the films to compare. In translation lessons working with Uzbek language learners, we gave some examples of titles with Uzbek translation and students tried to give their own ideas related to the translated ones. Below, we could share some examples:

The tiles of the films	Uzbek version of translation
Deep water – "horizon"	"Dengiz qa'rida"
"Midnight run"	"Intilganga tole yor"
"One Flew Over the Cuckoo's Nest"	"Kakku uyasi uzra parvoz"
"Gone with the Wind"	"Shamollarda qolgan hislarim"

The **Crucial Words and Phrases** technique focuses on identifying key words, phrases, or even simple sentences that the author repeats throughout the text. These repetitions are often used to emphasize

a particular personality trait of the characters, move the plot forward, reveal important details, or develop a central theme. The key questions here are similar to those we consider when analyzing a translated title.

For Uzbek language learners, the approach involves providing them with texts or books in the target language. Their task is to identify these repeated words or phrases that the original author uses for specific purposes, such as highlighting a character's traits or advancing the storyline. This exercise helps students understand the deeper layers of a text and how language is strategically used to shape meaning.

Cultural difference. Cultural challenges in translation often arise from the differences between Uzbek and English when it comes to expressing identity, lifestyle, and various cultural nuances. Translators may find it difficult to convey abstract or concrete concepts from the source language or culture that simply do not exist in the target language or culture. These differences between cultures make some translation problems inevitable.

For language learners in training, it is important to be especially alert to these challenges. The more aware a translator is of cultural differences, the better their translations will be. Cultural awareness has always been a key focus in translation theory, and it is essential for teachers to guide students toward a solid understanding of these theories. Encouraging students to practice more and gain firsthand experience will help them navigate these complexities.

Translation serves as a bridge between cultures, requiring not only linguistic skill but also a deep sensitivity to cultural contexts. This helps ensure that communication is effective and true to the original message.

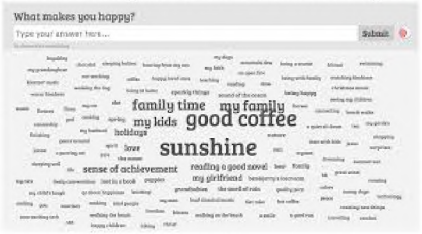
When pigs fly – *Tuyani dumi yerga tekkanda – Когда рак на горе свистнет.*

A stone's throw – *Bir qadam, juda yaqin, – В двух шагах.*

Proverbs are a kind of ready-made words created by the masses of the people, reflecting and summing up the experiences and laws of history and modern life. The formation and understanding of proverbs is deeply rooted in the national culture. Proverbs express the truth through the social life of the special circumstances and life more common, specific concepts linked to highlight. In Uzbek ***"When in Rome, do as Romans do"*** is translated in this way. We cannot translate word for-word translation. In Uzbek:

"Har gulning o'z isi bor, Har elning o'z tusi bor", "Har shaharning havosi boshqa", "Bir ko'zlilar eliga borsang, Bir ko'zingni qisib yur"

In Russian***: В чужой монастырь со своим уставом не ходят. В каком народе живешь, того обычая держись. В каком народе живешь, тем богам и молись.***



Creating new "Answer Garden-page". Asking learners to find different kinds of texts for comparison and translation is also very fruitful for example recipes, e-mails, graffiti, technical texts, post-its, etc. If you want, you can provide a password for your garden so you can edit it later. Here, you can also set your Answer Garden to a specific mode, working with synonyms, collocations, idioms with translation. You can always change the mode later, as long as you provide a password.

Loop card games. This set of loop cards is a great way to challenge your class to learn collocations in English. Each card holds the answer to a previous question, with another question ready to be asked, looping all the way around the class! This activity also includes the English translations.

Using Pictures to Remember Idioms

After finding or creating pictures to represent idioms, the next step is using these images to enhance memory retention. Here are some strategies to implement:

Create Visual Flashcards: One effective method is to create flashcards that feature a picture on one side and the idiom and its meaning on the other. This way, students can test themselves by looking at the picture and recalling the idiom, then verifying their answer by flipping the card over. Flashcards are especially useful for spaced repetition, a technique that strengthens long-term memory by reviewing information at increasing intervals.

Group Idioms by Theme. Organizing idioms by themes or categories (such as emotions, actions, or colors) and creating visual mind maps or posters can help students see connections between idioms and learn them more effectively. For example, a poster showing idioms related to animals (e.g., "cat's out of the bag", "kill two birds with one stone") with corresponding pictures can help students remember multiple idioms more easily.

Draw Your Own Pictures. Encouraging students to draw their own interpretations of idioms can help them personalize the images and make the learning experience more memorable. This exercise activates their creative thinking and reinforces the meaning of the idiom in a way that is more meaningful to them.

Use Digital Tools. There are several digital tools available, such as apps or websites that allow students to create their own visual flashcards (e.g., Quizlet or Canva). These tools can also provide interactive quizzes where pictures are shown, and students need to identify the correct idiom.

Results and interpretation. Our core principle is that integrating translation tasks into foreign language classes will help students improve both their language skills and translation abilities. We are creating a specific approach to language learning that goes hand-in-hand with learning translation.

For the practical demonstration of Loop card games, "Answer Garden-page", Crucial words and phrases technique, choosing a title approach, back translating methods help us to organize very exciting, beneficial translation classes. The analysis of translations helped students understand, besides linguistic aspects of L1 and L2, socio-cultural and pragmatic aspects pertaining to the reality reflected by a certain language.

The quality of translation depends on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood! Therefore, if the teacher of translation lacks one or more of the above features they could not succeed in their job. The texts, activities, games that we used for the purposes of our translation classes indicated the fact that we were actually witnessing the creation of a "crisis lexicon" in English and Uzbek, however different from each other, depending on the language users' perceptions and attitudes towards the events. In the theory and practice of translation, we applied modern methods, techniques, and strategies in our lessons and achieved the following results:

1. **Finding Idioms in Pictures and Remembering Them.** Visualizing idioms can help reinforce their meaning, making them easier to recall and understand. This method works because images engage both the creative and cognitive parts of the brain, aiding in memory retention. Before using this type of technique, we asked our learners to learn by heart several idioms by comparing Uzbek idioms, collocations. Unfortunately, after some days it was difficult for them to remember.

Group 301 (Visual Learning Group). This group learnt about 50 idioms, collocations with pictures or visual representations that illustrate the meaning of the idioms. Students have used both their verbal and visual memory systems, which likely helped them retain the idioms more effectively. **Group 301** found the learning process more enjoyable, which could have boosted their focus and motivation, leading to better results. Group 1 performed better and answered 45 out of 50 idioms correctly on the immediate test. **Group 302 (Rote Learning Group).** This group memorized the same idioms without any visual aids, relying solely on repetition and textual descriptions. The idioms learned through repetition alone may have been forgotten faster by Group 302, as they didn't have the advantage of visual cues to jog their memory. Lack of interest or motivation could lead to lower concentration during study sessions, which might have contributed to poorer retention. By carefully analyzing these findings, I could gain deeper insights into the effectiveness of different learning methods and their impact on long-term retention of idioms and other complex language features. **Group 302** (Rote Learning) answered 30 out of 50 idioms correctly on the immediate test. It was a creative and effective technique for my language learners to improve their vocabulary. By associating idioms with images, they made their meanings more memorable and accessible.

2. The approach of carefully selecting a title in translation has proven to be highly successful for students, fostering both linguistic and cultural understanding. This process not only enhanced our students' translation skills but also encourages critical thinking, as they learnt to adapt titles based on cultural context, genre, and audience expectations.

3. The "Crucial Words and Phrases" technique in translation has proven to be highly effective, yielding fruitful results for my language learners. This technique involves identifying key terms and expressions that are essential for accurately conveying the meaning, tone, and nuances of the original text.

4. Incorporating interactive tools like the **"Answer Garden-page"** and **Loop card games** in translation classes has yielded highly positive results. These innovative methods offer engaging, practical, and dynamic learning experiences for students, enhancing their understanding of translation concepts while developing key skills. These real-time interactions encouraged active participation, keeping my students engaged and invested in the learning process.

Conclusion. Teaching translation still faces many challenges, with traditional methods like the "read and translate" approach still widely used in higher education institutions. However, this often leads to

insufficient learning. Translation instructors could benefit from adopting more innovative teaching methods to make lessons more engaging, varied, and exciting, ultimately boosting students' motivation. Other researchers have also highlighted that modern approaches can make the learning process more effective by inspiring students. Integrating translation tasks into language classes is a valuable strategy, particularly when authentic and relevant texts are chosen for translation between the mother tongue and the target language. This helps students see the practical value and effectiveness of strong translation skills. Appropriate approaches, strategies to the teaching of translation should be employed in order to bring every positive factor into teaching practice, make full use of students' creative power, and promote their translation abilities.

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THE IMPORTANCE OF EUROPEAN COMPETENCES IN TEACHING ENGLISH LANGUAGE TO SCHOOL CHILDREN

Annotation. *This article explores the significance of European competences in the context of teaching English as a foreign language to school children. It examines the framework established by the European Union to enhance language education across member states, focusing on key competences such as linguistic, cultural, and social skills. The paper highlights how integrating these competences into English language teaching (ELT) can support the development of well-rounded language learners who are not only proficient in English but also culturally aware and socially engaged. Through an analysis of current educational practices, the article emphasizes the need for educators to adopt a competence-based approach that fosters communication, collaboration, and critical thinking among students.*

Keywords: *European competences, teaching English, school children, linguistics, social skills.*

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MAKTAB BOLALARIGA INGLIZ TILINI O'RGATISHDA YEVROPA KOMPETENTLARINING AHAMIYATI

Annotatsiya. *Ushbu maqola ingliz tilini maktab o'quvchilariga chet tili sifatida o'rgatish kontekstida Yevropa kompetensiyalarining ahamiyatini o'rganadi. U Yevropa Ittifoqi tomonidan a'zo davlatlar bo'ylab til ta'limini yaxshilash uchun yaratilgan asosni ko'rib chiqadi va tilshunoslik, madaniy va ijtimoiy ko'nikmalar kabi asosiy vakolatlarga e'tibor qaratadi. Maqolada ushbu kompetensiyalarni ingliz tilini o'qitish (ELT) bilan integratsiyalashuvi nafaqat ingliz tilini yaxshi biladigan, balki madaniyatdan xabardor va ijtimoiy faol bo'lgan har tomonlama rivojlangan til o'rganuvchilarni rivojlantirishga qanday yordam berishi mumkinligini ta'kidlaydi. Maqolada joriy ta'lim amaliyotini tahlil qilish orqali o'qituvchilar o'quvchilar o'rtasida muloqot, hamkorlik va tanqidiy fikrlashni rivojlantiruvchi kompetensiyaga asoslangan yondashuvni qo'llash zarurligiga urg'u berilgan.*

Kalit so'zlar: *Yevropa kompetensiyalari, ingliz tilini o'rgatish, maktab o'quvchilari, tilshunoslik, ijtimoiy ko'nikmalar.*

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ЗНАЧЕНИЕ ЕВРОПЕЙСКИХ КОМПЕТЕНЦИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ШКОЛЬНИКОВ

Аннотация. *В данной статье исследуется значение европейских компетенций в контексте преподавания английского языка как иностранного школьникам. В ней рассматриваются рамки,*