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Rasulova Matluba Khamzaevna

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¹Kokand State Pedagogical Institute



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Rasulova Matluba Khamzaevna

Kokand State Pedagogical Institute

Email:matlubarasulova161@gmail.com

ANNOTATION

The article deals with the issue of using educational translation in teaching the Russian language, and some methodological recommendations are given.

Keywords and expressions: educational translation, complex sentence, non-union complex sentence, union, particle, equivalent.

INTRODUCTION

Mastering the Russian language in Uzbekistan by Uzbek students expands the possibility of integrating into Russian and world culture, expands the scope of its activities, and increases competitiveness in modern labor market conditions.

One of the topical issues of teaching the Russian language is the use of translation in the learning process. Despite the fact that many works on educational translation have appeared over the past decades, the status of the science of translation itself has not been defined with sufficient accuracy.

Having studied and analyzed the curricula, Russian language textbooks for grades 5-9 of a school with the Uzbek language of instruction, we come to the conclusion that the Uzbek school does not pay enough attention to the use of translation techniques and methods in comparative and comparative teaching of the Russian language.

There are special requirements for educational translation. So, translation should be feasible for students, it is obligatory to take into account the language and speech training of students, age and individual characteristics. Exercises should be aimed at solving communication problems.

Purpose of the study

Promising and relevant, in our opinion, is the study of the problem of using translations as a means of developing the speech of students in Uzbek schools, the development of a system of oral and written bilingual exercises for teaching in high school, clarifying the role of translations in the formation of skills and abilities of speaking in Russian and in the application of knowledge received in the lessons of the native language.

Students believe that the text is translated if an equivalent is chosen for each word, and they are not very interested in what happened in the end, whether there is any sense in the translated text. Such a translation negatively affects the assimilation of the Russian language.

MATERIALS AND METHODS OF RESEARCH

So that educational translation does not reduce the effectiveness of the lesson, V.I. Andriyanova proposes to observe the following rules: 1) translation should not be the only way to study the text. The material being studied must be activated by answering students' questions, by retelling. Students should be required to firmly assimilate, quickly and confidently apply knowledge of the lexical and grammatical material of the text; 2) it is necessary to ensure that students translate, consciously delving into the meaning of the sentences as a whole and each word separately.

RESULTS AND ITS DISCUSSION

For students of the ninth grade of schools with the Uzbek language of instruction, the fact that the syntax of a simple sentence is not previously studied creates a particular difficulty. Therefore, students will have to transfer to the study of the Russian language all the theoretical baggage that they have formed in the lessons of their native language. And in this they should be helped by an appropriately used educational translation.

So, for example, the very first topic of the textbook makes it possible to update the theoretical information about a simple sentence in the Uzbek language. Students can already give a sentence definition in their native language and name the types of sentences according to the purpose of the statement: indicative sentence, interrogative sentence, imperative sentence (darak gap, so'roq gap, buyruq gap). To consolidate the terms in Russian, the teacher needs to explain the origin of the word "narrative" from the already known children "story" and the term "incentive sentence" from the word "wake up". A declarative sentence tells (narrates) about events,

an incentive sentence “wakes up”, makes something to be done. Having transferred knowledge of the native language to Russian speech material, it will not be difficult to complete the exercises in the textbook.

The task “find the grammatical basis in the sentence” does not cause difficulties for the children. In this case, the teacher must translate the terms “subject” and “predicate” - ega, kesim. In the future, Russian terms will be heard at every lesson and will gradually become part of the active vocabulary.

The next topic “How to talk about simultaneous and sequential events, phenomena, facts” introduces a complex sentence (qo’shma gap), the primary information about which is already known from the lessons of the native language in grades 5-8. Students can easily determine how many simple parts are in a complex sentence with two main members, if they have mastered the concept of the grammatical basis of the sentence.

Since in the Uzbek language complex sentences are divided into the same types in terms of content, grammatical features, structure and intonation as in Russian, the teacher can ask you to tell about the types of complex sentences in your native language and help you name the terms of the union complex sentence (bog’langan qo’ shma gap), complex sentence (ergash gapli qo’shma gap), non-union complex sentence (bog’lovchisiz qo’shma gap). When working with compound sentences with connecting conjunctions (biriktiruvchi bog’lovchili bog’langan qo’shma gap), it is important to find matches to Russian conjunctions and, yes, neither nor, also, also (va, ha, na na, ham, hamda) in the native language.

You can work with test cards with compound sentences and simple, complicated homogeneous members.

Card 1.

Underline the main parts of the sentence.

- 1) The sun came out and illuminated the earth.
- 2) The moon illuminated the earth and trees.
- 3) Everyone went to the Ulugbek Museum and I really missed one.
- 4) My brother got sick and we stayed at home.

Card 2 duplicates the first. But the task sounds different: “Underline the main members of the sentence. Find compound sentences”.

When studying the topic “How to talk about phenomena that are opposed or contradict each other”, students should learn about compound sentences with adversative conjunctions (zidlovci bog’lovchili bog’langan qo’shma gap). The difficulty lies in the fact that in the Uzbek language both connecting and adversative conjunctions can be replaced by particles -da, -u (-yu), -ku, which introduce additional shades of meaning: time, comparison, consequence. Conjunctions and particles can be used at the same time. (The artists put in a lot of effort, but the director was still not satisfied. - Artistlar ko’p kuch sarf qilgan edilar-u, ammo rejissyor hali ham qanoatlanmasdi.)

The alternation of phenomena or the possibility of one phenomenon from several in both Russian and Uzbek is expressed with the help of divisive conjunctions (ayiruvchi bog’lovchili bog’langan qo’shma gap). These service parts of speech are not studied in the lessons of the Russian language, but the general concept from them has already been learned in the lessons of the native language.

Explanatory sentences are “messages about the message”, the main part in them is incomplete, it requires a “distributor” - an addition or a clause. In Uzbek, these are sentences that open and specify the object in the main sentence (to’ldiruvchi ergash gapli qo’shma gap). That is why it is necessary to first perform an exercise in which students “recognize” the additions (to’ldiruvchi) learned in their native language lessons.

The textbook proposes an CS scheme with an explanatory clause, which indicates that the main part usually contains verbs with the meaning of speaking, thinking, feeling. It is useful to remember in the lesson as many of these verbs as possible. The update can be done in different ways:

- 1) Continue the series of words: announced, asked (spoke, said, answered, informed, promised, advised, declared).
- 2) Name the verbs of feelings: saw, loved ... (rejoiced, afraid, sorry, heard, surprised, worried ...).
- 3) Say in Russian: spoke, told, answered, informed, promised, advised, told (gapirgan edi, aytgan edi, javob bergan edi, xabar bergan edi, va’da bergan edi, maslahat bergan edi, ma’lum qilgan edi).

The difficulty lies in choosing the correct union what or to (-ki, -sa). The teacher should explain that when transmitting a simple message, you need the union what. If an order is reported, the union to is required to. In this case, the verb in the subordinate part will always be in the past tense. A clear sign that you need to use the union to - the verbs requested, ordered, demanded in the main part. You can offer students an exercise with the task “Make a complex sentence out of two simple sentences”:

The children saw. There was a car in front of the house. (Children saw that a car was parked near the house)

Mom asked. My daughter cooked dinner. (Mom asked her daughter to cook dinner)

The teacher said. Tomorrow there will be a dictation. (The teacher said that tomorrow there will be a dictation)

The coach demanded. The kids didn’t miss class. (The coach demanded that the guys did not miss classes)

The Russian particle li in CS with subordinate explanatory clauses corresponds to the Uzbek - mi. The particle li, unlike other unions and allied words, is not at the very beginning of the subordinate part, but after its first word, with which it is meaningfully connected. This causes difficulty for the guys. They are mistaken in

determining the content of the question, its type and, therefore, put the wrong word in the first place. In addition, the union *if* is often used instead of *li*. (U keladimi, bilmayman (Я не знаю, придёт ли он - Я не знаю, если он придёт) - I don't know if he will come.

The textbook does not offer exercises with this particle. You can invite the children to play a game of "Broken Phone", when the teacher himself gives questions without question words and highlights the word with logical stress, after which you need to put the particle *li*.

Will it rain tomorrow? Need to open a window? Has everyone written a dictation? Do you have textbooks? Mahmoud came? (The teacher asked if it would rain.)

Several examples can be given for written work.

Davron asked. Did your brother get a letter? (Davron asked if his brother had received the letter)

Tourists are interested. Will there be a bus? (Tourists are wondering if there will be a bus)

Mom looked up at the sky. It will be raining? (Mom looked at the sky, will it rain)

To express attributive relations in a complex sentence, a relative attributive clause (*aniqlovchi ergash gapli qo'shma gap*) is used. The textbook suggests repeating the details of the definition before presenting a new topic. Students can simply recall the definition (*aniqlovchi*) learned in 8th grade in their native language lessons. In the Uzbek language, in constructions of this type, the subordinating conjunction *-ki* is used, the conditional form of the verb *-sa* is used. You need to pay attention to the fact that in Russian the means of communication - union or allied word - is in the subordinate clause, and the comma, as usual, separates parts of the complex sentence, but stands before the union or allied word: *Xonadan kelayotgan tovushlar diqqatimizni tortdi* - Sounds, which came from the room attracted our attention.

The main means involved in the formation of attributive relations and representing the greatest difficulty for students in Uzbek classes is the allied word *which*. It is these sentences that should be given the main time of the lesson. The attributive clause is placed after the noun it defines, usually immediately following it. Usually a union word *which* is at the beginning of a subordinate clause, a union word which agrees in gender and number with the noun to which it refers (*which* it replaces), and its case form depends on the predicate of the subordinate clause.

First of all, students must learn the agreement of the allied word *which* is in the genus. You can ask them to fill in the missing word *which* (*которая, которое, которые*). In this case, the gender of the noun must be determined.

This is a student ... lives in the fifth house. (Student is masculine, you need to insert the word *which* - *который*)

This is my classmate ... loves to read poetry. (Classmate - feminine, you need to insert the word *which* - *которая*)

At the lesson, the boy answered, ... he knows Russian well. Do the exercise, ... is on page 34. We need to write out the words ... we learned in the lesson. This is the book... I like it very much. (На уроке отвечал мальчик, ... хорошо знает русский язык. Выполните упражнение, ... находится на странице 34. Надо выписать слова, ... мы выучили на уроке. Вот та книга, ... мне очень нравится).

CONCLUSIONS

The success of a lesson largely depends on the appropriate application of educational translation. The use of educational translation provides higher literacy of students, enriches the vocabulary of students, improves the quality of independent statements created by schoolchildren, both in Russian and in their native language. And at the same time, the use of translations increases interest in the study of the Russian language, activates the cognitive activity of schoolchildren, and contributes to mastering the norms of Russian and native languages.

The teacher should remember that a greater effect is achieved when the teacher does not correct, but emphasizes or points out errors. Students themselves must correct their mistakes, give translation options. This method of checking encourages students to be attentive and serious about work and increases their independence.

Properly organized work on translation significantly increases the interest of students in the study of their native and Russian languages, in their comparison and comparison. Educational translation, contributing to a better assimilation of both languages and counteracting interference, can become a significant factor in increasing the effectiveness of teaching the Russian language.

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