

## Theory and Practice of Translation in Pedagogical Activities

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**Abstract.** This article focuses on translation practice that helps students acquire, develop, and strengthen their knowledge and skills in a foreign language. Translation integrated into the practice of language learning along with generally accepted learning activities such as reading, listening, writing and vocabulary development can be described as a “pedagogical tool” as its purpose is language learning. Translation activity forces students to communicate in two directions: from a foreign language and into it. During translation, students are encouraged to notice differences in structure and vocabulary, strengthen grammatical skills, shape their own way of thinking, and correct common mistakes that might otherwise go unnoticed. Students can get the most out of their learning if they are encouraged to use their translation skills correctly. Translation is a good tool for learning a foreign language.

**Key words:** *translation, language teaching, translation method, textbook, language skills.*

### Introduction

The practice of translation has always caused controversy about whether it can be an effective and efficient tool in the study of a foreign language. Until recently, translation was not a success in the teaching community. This, as a language activity, was seen as an inappropriate tool in the context of foreign language learning. It has been criticized for its close relationship with a traditional literal translation. Even today, translation is often viewed as a kind of mechanical linguistic transfer of meaning from one language to another. It continues to be overlooked as a useful language learning tool due to the fact that it is not a communication activity that does not meet the general needs of the language learner. The translation is considered time-consuming, tedious, and irrelevant. However, over the past few decades, interest in translation has increased. practice in foreign language lessons. Recently, foreign language teachers have revived the use of translation for various educational purposes. It was noted that translation activities can be used for pedagogical purposes along with other types of traditional language activities. It was noted that translation, as a method used in the practice of teaching languages, contributes to a deeper understanding of the essence of the material being studied. The problem discussed in the article is the relevance of translation to improve the level of foreign language proficiency. The purpose of this article is to prove that translation is an effective method of language practice. The purpose of this article is also, firstly, to describe translation activities that raise students' awareness of the use of the language, and, secondly, to explore the benefits of translation when knowing a foreign language. Research methods: a review of theoretical premises, analysis of translation activities in a language class.

Theoretical basis. Translation plays a very important role in the modern world. However, the use of translation in foreign language teaching is perceived in different ways by linguists, methodologists, and teachers. Its use in teaching foreign languages causes a lot of controversy and criticism. The main reason for this is that there have been a number of studies over the years that have either approved or completely ignored the use of translation as a teaching method. Many scholars believed that translation wastes precious time that could be used to teach basic skills in a language, translation is misleading and prevents students from thinking in a foreign language, translation is only suitable for teaching translators. However, there are significant and visible signs of a renaissance in translation in language teaching in accordance with the latest literature and applied linguistics. Many theorists, linguists, teachers agree on the importance of using translation in foreign language lessons. Translation and related exercises can be useful for learning a foreign language for the following reasons: they expand the vocabulary of students, develop their style, improve students' understanding of how the language works. Translation in foreign language classes is slowly becoming a form of "pedagogical translation", which is no longer seen as an ineffective tool in language learning but is assessed as a way to enrich the competencies of students. The translation is recognized as the fifth skill and most important social skill as it promotes communication and understanding. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool. in teaching a foreign language. Translation raises awareness of the language. During translation, students focus on identifying differences in the structure and vocabulary of a language, and are tasked with developing strategies to address these differences and preserve the potential of both languages. The real benefit of translation in a foreign language class lies in comparing grammar, vocabulary, word order and other linguistic aspects in the target language and in the student's native language. Therefore, students should be required to discuss and correct common mistakes in translation practice. The material for translation should be interesting and varied, expressive, relate to the knowledge of students. Since students must cover different aspects of a foreign language, the material must be authentic and varied in terms of structure and function. It is the teacher's job to assess the needs of the learners and select material to illustrate certain aspects of language and structure that are difficult for learners. By working on these challenges, students can see the connection between the language and its use.

Translation can help students improve their writing skills because it translates text from one language to another. A good translation should flow naturally, recreate the style and context of the source text, and follow the rules of the target language. Since translation is viewed as a communicative activity, it involves communication between teachers and students. Students are encouraged to discuss the correctness or incorrectness of the translation performed, as well as the problems encountered during the translation. On the one hand, students participate in a translation conversation, which helps them to strengthen their speaking skills. On the other hand, students should talk to both the teacher and other students.

Translation as a pedagogical tool can be successfully used at any level of language proficiency, in school or university, as it is a valuable and creative teaching tool to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking, and I listen. One of the possible ways to integrate translation into foreign language lessons can be the use of translation activities.

Translation of texts should generate discussion. Pair and group work is effective because it gives students the opportunity to compare and discuss their ideas with others. Thus, all students are equally involved in the assignment. Translation activity in the class consists of from the text itself and from the exercises before and after translation.

Students should know what the activity is for. In an effort to integrate translation and reading, a discussion on the topic of translation is initiated first. Active words and terms are explained in a foreign language, and then a list of keywords is generated that appear in the text in the students' native language. Students read the text in pairs and try to find foreign equivalents for the words on the list. Then they compare the results. They read, translate and analyze the most difficult parts of the text. After reading the text, students are encouraged to complete comprehension exercises, such as answering questions, identifying true or false statements, and forming general questions about the content of the text. Finally, students must write a resume, which is also a very important activity in language learning.

Another exercise practiced in foreign language lessons is reading a short article from a magazine or newspaper in Russian, after which the student should have a summary of the article in the foreign language. Other students add details or make their own variations. It is important that alternative translations always generate interest and discussion among students. Translation activities in a class with students who have a higher level of a foreign language may focus on a specific aspect of grammar, for example, time. This activity forces students to focus on problem areas and helps them notice the dangers of a literal translation. Back translation is another motivating type of translation activity that learners enjoy. This activity is very effective if carefully prepared. The selected texts for translation should not be too long or too linguistically complex.

All of the above makes it clear that translation is a useful learning tool and can be applied in the process of learning a foreign language.

**Conclusions.** Translation as a method of teaching a foreign language is still the subject of research and remains one of the most frequently discussed topics among linguists, methodologists, and teachers. However, the present research shows that translation is a useful pedagogical tool. When purposefully and creatively incorporated into a language learning program, translation becomes an appropriate language practice method for many learners. When integrated into day-to-day classroom activities, translation can help learners develop and improve their reading, speaking, writing, grammar, and vocabulary skills. Translation in foreign language classes contributes to a better understanding of the structures of the two languages, and also strengthens translation skills. It is an effective and efficient tool for learning a foreign language. However, the practice of translation should not be overused in the classroom and should be properly integrated into language teaching, along with other teaching tools.

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