

TRANSLATION AND BILINGUALISM IN TEACHING RUSSIAN

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Abstract: the article reveals the role of translation in the process of mastering a non-native language, in the process of bilingualism. Translation is considered as a special kind of speech activity. The article shows the connection of the linguistic theory of translation, reveals the essence of translation. The phenomenon of interference, the interference of the native language into the system of the non-native one, is considered, while it is very important to take into account the interaction of all its components of participants, channels and situations in which certain forms of messages and their genres are allowed.

Key words: translation, bilingualism, interference, speech activity, theory of translation.

At present, great importance is given to the study of the Russian language in Uzbekistan. Favorable conditions are being created in the country for the development of Uzbek-Russian and Russian-Uzbek language communication.

At the same time, the process of turning a student into an active participant in the learning process, which is based on a conscious need for knowledge, is one of the main requirements of modern pedagogical technologies. Good and high-quality assimilation of the material of any subject largely depends on the level of active thinking of students. And this, in turn, depends on whether they receive knowledge ready-made or not.

Students' mistakes are explained by the fact that students do not consciously master grammatical concepts and, therefore, do not know how to apply them in speech practice.

The purpose of language learning is the application of knowledge in different situations and at different levels of cognitive activity. As we know, a scientifically based methodology for teaching the Russian language for a national school can only be built by comparing two languages, with a comparative characteristic of both languages: Russian and native. In addition, the psychology of learning a second language should be taken into account. The assimilation of the native language directly depends on the development of thinking. [Popov, 2021]. Further, the system of the native language is formed within the framework of the native language system and helps to learn a new non-native language.

When mastering the native language of the content, thoughts develop in parallel with the possibility of its expression. The reason is that when mastering a non-native language, the understanding of the phenomenon of the reality of reality and the possibility of their expression in a non-native language do not correspond to each other.

Thus, the native language learned from childhood unconsciously controls the speech activity of each person. When we begin to analyze the speech of a second language learner, then, oddly enough, we are faced with the phenomenon of interference, that is, interference of the native language into the non-native language system, which is based on comparison [Fedorov, 2002]. Students who study a foreign language (in our case, the Russian language) while studying rely on the system of their native language and at the same time make phonetic, lexical and grammatical errors due to the fact that they do not distinguish between the differences between the phenomena of their native and studied languages.

In addition to the usual visual aids, it is necessary to use special language visualization, which is carried out by means of comparison, the studied and native languages. This fact is established by psychology in the study of linguistic facts.

We must take into account interlingual correspondences and discrepancies, because each language is unique.

Many linguistic facts in the practice of teaching Russian as a second native language require a special interpretation of the comparison and generalization taking

into account them. For example, for an Uzbek student, it is important to understand the reasons that underlie the distinction between the use of verbs: came - “he is here”, and came - “he is not here”, departed - he is not here, and departed - “he is here again”. The number of syntactic models is, in principle, limited. But the many offers are endless.

To build sentences, generative models are used, and this means a finite set of grammatical rules, a limited number of generation rules built in accordance with the generative rules are not always adequate to natural language sentences. For an Uzbek student, there is no question of what he needs to say. He is faced with the task of how, how to say it, that is, how to express an idea that is framed in his native language using the means of the Russian language. [Azizov, 1993]. At the very beginning of learning another language, a person always mentally translates words or whole sentences of this new language into his native language.

It is proved that poor command of speech causes insufficient differentiation of perception, weakness in memorizing new studied material. Accordingly, in order to develop abstract thinking, it is necessary to develop speech .. In methodological terms, this principle means that language acquisition is inextricably linked with the comprehension of certain aspects of the surrounding reality. Thus, the successful use of the native language in teaching the Russian language directly depends on the level of linguistic description of both languages in comparative terms.

This comparison shows that in Russian and in the native language it is the same, and what is not the same, that is, is different. Thus, it facilitates the process of the necessary unknown, mental translation from the native language into Russian. The use of the facts of the native language with the corresponding facts of the Russian language can play a special role in showing interest in the Russian language as a specific linguistic entity and academic subject. Let’s look at this with an example. In the process of mastering the practical course of the Russian language, students are faced with such categories that are absent in their native language.

By comparing grammatical constructions with their equivalent in their native language, students are convinced that these categories do not exist in their native

language. As we know, translation is a special type of speech activity that attracts the attention of various specialists: literary critics, ethnographers and linguists. And linguistics, as we know, has the most direct and direct relation to translation

The development and revival of interest in translation activities were largely facilitated by advances in the field of machine translation, which led to the study of the linguistic aspects of translation. The linguistic theory of translation is closely related to one of the important sections of linguistics - comparative linguistics, that is, the linguistics of comparison. Comparative linguistics largely solves the practical problems of learning a foreign language. Comparative linguistics pursues primarily a practical goal - to facilitate the student's mastery of a second language.

At the same time, a comparative analysis of two languages has a direct outlet not only to the methodology of studying foreign languages, but also to the theory of translation. The essence of the translation process becomes clear to a large extent when referring to reality, to a real situation, to the realities of life. Translation, which is carried out by a person, is the generation of a text in the target language, which is equivalent to the text in the source language, according to given correspondences with an obligatory reference to reality. At the same time, the division of translation activity into one's own translation, carried out according to given rules without referring to reality reflected in the experience or perception of the translator, and interpretation, including the involvement of extralinguistic data, cannot be considered fruitful for the linguistic study of the translation process. For a translation that is carried out by a person. characterized by an organic and inseparable unity of proper linguistic and extralinguistic aspects.

We can conclude that when considering the process of translation as a bilingual communicative act, it must be borne in mind that in order to characterize it, it is extremely important to take into account the interaction of all its components of participants, channels and situations in which certain forms of messages and their genres are allowed.

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