

Foreign languages and translation

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Annotation

Today learning foreign languages becomes imperative part of human's life. The term of foreign language refers to it is a language from another country it is also a language not spoken in the native country of the person for example an English speaker living in China can say that Chinese language is a foreign language to him or her.

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Most schools around the world now offer teaching at least one foreign language. For example in Uzbekistan learning English language becomes a part compulsory education not only at schools but also at colleges and universities, some schools and universities learners have lessons taken entirely in a foreign language. According to statistics during the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceum were equipped with language laboratories.

First president of republic Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". On December 10, 2012. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world. Additionally in recent years, computer-assisted language learning has been integrated into foreign language education and it effects to the way of learning foreign language because it makes learning more convenient and efficient as well.

Why it is important to learn foreign languages in today's world?

Firstly, learning a foreign language open up employment opportunities. For business, it is essential to develop and sustain a strong footing in the global economy. It is suggested that speaking a second language could increase an average worker's salary by 3000\$ a year, or 145000\$ in a life time Michel Thomas, Language Center in the United Kingdom, in 2004. Secondly, learning a foreign language enhance people's cognitive and analytical abilities.

Those who speak more than one language have the ability to process information in a more logical way. For instance, rather than making decisions based on emotion, those who have to consider decisions in a foreign language make wiser decisions based on analytical reasoning. " Learning a foreign language can beef up brain's executive control center- the hub that helps manage your cognitive processes. A second language offers a strong exercise regimen for the executive control center, ultimately making it more efficient. Dan Roitman, Language school in Washington DC. Thirdly, Studies have shown that learning another language fosters culture awareness and acceptance. Students who study another language are more understanding of other cultures. Learning language, it is not merely learning unfamiliar words. Learners learn about the people, the customs, traditions, and values where the language is spoken. It involves stepping out of your comfort zone and learning about the vastness of the world around you.

The term of translation means the transmission of a thought expressed in one language by means of another language. Translation is the interpretation of the meaning of a context in one language (the "source text") and the production, in another language, of an equivalent text (the "target text," or "translation") that communicates the same message.

Every translator must consciously and methodically interpret and analyze word , phrase, sentences these processes require through knowledge of the grammar, semantics, syntax, idioms, and the like, of the sources language, as well as the culture of its speakers.

For a very long time and across various educational contexts and countries, translation was one of the most important tools for teaching and assessing language competence. Ever since the emergency of what became known as the communicative turn and the adoption of the communicative approach to language teaching, translation has gradually lost importance both as a teaching and as an assessment tool. This decline was mainly due to a fallacious perceptions of the notion of translatability on the part of the language pedagogy or a conflation of the

use of L1 with translation, the equally fallacious interpretations of the translation task as the common attempt of finding lexical and structural correspondences among L1 and L2(grammar translation) and an inadequate –if not totally missing– attempt on the part of Translation Studies to examine ways of informing other domains of language-related activity in a manner similar to the way translation studies has consistently been informed by other disciplines.

There were several types of translation in foreign language teaching. Taking into account the relationship between the mother tongue and the foreign language, there were three types of translation: translation from the foreign language into the mother tongue, translation from the mother tongue into the foreign language and retranslation (first student translated from the foreign language into the mother tongue and then, after a while, back into the foreign language)

Reasons for using translation as a teaching technique

Translation makes the students develop their reading comprehension ability. It is quite obvious that before one can translate any text, he or she should read the text carefully, trying to make sense of its features like sentence structures, context and in register. In other words, there should be a kind of textual analysis, which is very important in reading comprehension. Indeed the difference between translation and reading is the degree of attention paid by the reader or translator, that is, in translation attention weighs far more heavily than in mere reading.

Translation is a conscious process of learning. In the translation process there are two types of activities both of which require full engagement of the learner. The first activity is “ understanding ” the source text and the second is “ formulating ” it in the target language. This latter characteristics is what distinguishes translation from reading. Translation is a kind of communicative activity, which is practiced within a meaningful context. It enhances interaction between the teacher and the students among the students due to the fact that rarely is there any absolute “right” ’ rendering of the text.

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