



## Teaching Translation to Different Age Groups

*Gafforov Bektemir*

*Master student of SamSIFL*

**Abstract:** *The purpose of this article is to take into account the characteristics that should be taken into account by the teacher in the process of teaching a foreign language to students of different ages. The article shows the difficulties faced by students in the process of mastering translation skills, some teaching methods of teaching students of different age groups, as well as the value of motivation and translation for students in the process of learning foreign language methods.*

**Keywords:** *age characteristics of students, motivation, approaches, difficulties and ways of teaching foreign languages to overcome in the process of translation.*

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In connection with the optimization of teaching a foreign language to students in general and in particular the translation from one language to another, in modern didactics great attention is paid to the problem of taking into account the age characteristics of students. The importance of this consideration is reflected in the system of general pedagogical and didactic principles of teaching, in which the principles of consciousness, activity, independence, as well as the leading role of the teacher, systematization, consistency, originality, originality of teaching, finds its expression. Undoubtedly, these principles lay in the organization of the teaching process of any subject in school, in particular, a foreign language, because they determine its content, forms and methods of work. The teacher should consider each of these principles in his or her work. However, in this article, we will discuss in detail the principle of taking into account the age characteristics of students.

Many scholars and methodologists pay special attention to the types of activities of students, emphasizing the need to share them and the effectiveness of the impact on the psychological development of certain activities, depending on the age of students.

D. B. Elkonin identified six periods in a child's development: "infancy, early childhood, and preschool age, primary school age, adolescence, and adolescence" [3; 48].

In the school system of education, the work of a teacher is built mainly on the basis of primary school age, adolescence and youth, psychological and physical characteristics. According to D. B. Elkonin points out that the leading activity for this age group will be "learning activities, personal communication, imitation of professional situations" [3;65].

In this regard, primary school teachers often use active activities in the classroom, such as theatrical performances, study of poetry and song materials, and various types of games. For the intermediate stage, the main focus is on communication between peers, exchange of ideas with each other, reflection, for the advanced stage - to direct students to choose their own path in life. Consideration of these age characteristics can also be observed in the textbooks recommended for school students

to learn a foreign language. For example, the material in textbooks for primary school is mainly focused on learning about the world around them, many tasks can be performed in the process of active activity, tasks for adolescents are mainly focused on forming communication between students, touching personal relationships, related topics, and teen education texts are often professionally oriented.

Thus, it can be noted that textbooks in one way or another take into account the age periodicity of mental development. To date, consideration of age characteristics is one of the key criteria in the development of the Federal list of recommended textbooks for use in the implementation of state-accredited educational programs for primary grades.

It should be noted that in the process of forming knowledge, skills and abilities of students in a particular subject, it is necessary to take into account not only the age, but also to pay special attention to the formation of motivation to study. Currently, there is a sharp transition in the education system to the intellectualization of the educational process, which is to increase the information load, and not every student can do it successfully. Thus, schooling is still largely focused on transferring a certain amount of knowledge to children. Acquiring this knowledge can become monotonous and monotonous work, which is one of the main reasons for the decrease in learning motivation. Along with the loss of motivation to learn, there is also a decrease in the effectiveness of the learning process itself, which, as you know, is directly related to the level of activity of students in the process.

In psychology, we talk about two ways to develop motivation: "through the mastery of the social meaning of teaching by students and through the teaching activity of the student who should be interested in something" [1; 12]. In the first case, we are talking about the development of learning motives such as good motivation, quality knowledge, teacher consent, and so on. In the second case, the increase in motivation is related to the learning process itself. As many psychologists point out, this depends primarily on the content of the lesson, the methods of presenting the teaching material, and to a greater extent on the personality of the teacher. However, motivation is also influenced by the student's interests, the psychological characteristics associated with his or her age characteristics. The term "motivation" itself is generally understood as a driving force in the development of cognitive interest, which makes a significant contribution to a student's learning activities:

- First, encouraging students to engage in any activity will help them gain a deeper understanding of their own activities and, as a result, help them develop knowledge, skills, and abilities. Thus, N. I. Pisarev said, "what is compulsorily learned is forgotten at the first opportunity, and what is learned with interest is remembered for a long time and easily reproduced. Lack of interest leads to formal mastery of the material and insufficient intellectual development" [3; 12].
- Second, the presence of interest in learning encourages students to search for new information, to apply the acquired knowledge in practice.
- Third, motivation is of great importance as a tool encouraging students to self-educate.
- Fourth, if students are interested in the material being studied, the nature of their learning activities will be active and independent, multifaceted and creative, and will be more profound and enjoyable for students.

Thus, developing an interest in science is, in our view, one of the main goals of every teacher in working with students of different ages. Without interest in science, if there is no need to learn, it is no longer possible to engage the student, the process of acquiring knowledge and forming skills and competencies based on them will be inefficient and will take a long time, because it is too much for the student.

This research aims to optimize learning, help increase motivation in the learning process, and focus on the qualitative formation of knowledge, skills, and competencies. So, there are many modern approaches to foreign language teaching today. These approaches include a communicative approach, developed as a result of innovative research by R. Widows and D. Wilkins, which develops methodological materials that introduce students to the functional aspects of the language being studied. In other countries G. Pifo (Germany), E. I. Passov (Russia) and others are the authors of this technique. Thus, E. I. Passov was engaged in the methodology of teaching a foreign language, as well as the founder of the journal "Communicative Methodology" [6; 14].

In general, this approach focuses on communication practices and the use of language in real-life situations. Therefore, in foreign language classes, the teacher is tasked to encourage students to communicate in order to find a solution to a particular situation. "Through communication, students not only acquire language skills such as speaking, reading, listening and writing, but also overcome the main difficulty in learning a foreign language - the fear of speaking a foreign language" [4;32]. This approach to learning a foreign language is suitable for all ages of school education. However, this has the greatest impact during adolescence, where the leading activity is emotional and personal communication. The use of a communicative approach to teaching translation helps students understand the need to convey not only the lexical, grammatical, stylistic, and cultural content of the original text, but also the essence of the narrative itself. Another approach to learning a foreign language and continuing to develop a communicative approach is the linguo-socio-cultural approach, which can create special psychological and pedagogical conditions for teaching students, in particular translation.

In the process of teaching a foreign language, the use of this method in the lower grades is more effective than at other age levels, as the emotional impact on students and the use of didactic games play a major role. And play is the leading activity of the younger student. There are several other methods and approaches to teaching a foreign language, each of which focuses on one or another aspect of the language.

However, it should be noted that despite the development of foreign language teaching methodology, "today translation teaching methodology is a slightly developed field of pedagogical science. Therefore, it is not possible to talk about any rigorous methodological direction we can talk about a number of methodological techniques and exercises that form a specific system that can be modified, reduced or supplemented depending on certain conditions"[5;18]. It depends on the teacher's level of foreign language skills. However, there are methods that apply to any level of education and at any age.

For example, in his work I. A. Burdun's Methodology of Teaching Translation suggests a three-stage approach to developing students' translation skills. The first step shown in his work is to analyze the language tools of the original. Then, I. A. Burdun has a process of understanding the linguistic means of originality in terms of what these means represent. In the final and third stage, the translator synthesizes the sentence, that is, expresses what is expressed in the original text in one language. "After that, each stage needs to be considered separately and the analysis phase needs to understand all the words and the grammatical connections between them; At the stage of comprehension it is necessary to imagine the state and content of the sentence without thinking about the translation, and in the process of synthesis to find an adequate option to express the content of the sentence in English in Russian"[2; 345].

The material analyzed by us shows that the choice of methods of teaching translation from one language to another depends in many respects on the pedagogical skills and creativity of the teacher, but in choosing the style and methods of working with students should take into account: need taking into account the current level of translation skills at a particular age. This can only be

done in the process of developing students' translation skills, provided that the teacher constantly monitors the quality of the formation of this skill and seeks to optimize the work according to the age of the children.

Concluding our work, it should be concluded that the process of developing students' translation skills from one language to another is based on the basic pedagogical and didactic principles of teaching, one of which is to take into account the age characteristics of students. This is directly related to the process of forming positive motivation and mainly determines the choice of adequate methods and techniques for teaching a foreign language, in particular translation. Thus, in the process of theoretical and practical research, we found that the following play a special role in teaching translation to schoolchildren of different ages: taking into account the stages of studying translation, teaching them to work with dictionaries, forming positive thinking motivation to learn foreign languages in general and translation in particular, awareness of styles and genres of translated texts, stimulating the creativity of school students in the process of translating texts.

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