

EFFECTIVENESS OF USING REALIAS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (IN THE EXAMPLE OF BRITISH ETHNOGRAPHIC REALIAS)

Muhtarova Nigina Tursunpulat kizi

Master's degree English philology and Translation studies Linguistics (English)

Samarkand State Institute of Foreign Languages

Oblokulova Mastura Mizrobovna, Ph.D

Scientific supervisor, Samarkand State Institute of Foreign Languages

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Abstract

The article discusses the main stages that contribute to the holistic teaching of the translation of British ethnographic realias, as well as the successful formation of students' skills to correctly apply translation techniques. To develop the skills of high-quality translation of realias, students need to perform specialized tasks and exercises. The article gives some recommendations for compiling such exercises.

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Introduction.

Ensuring high quality training of the future professional in the system of higher education at the present stage is implemented in the course of modernization of the educational process, where the competence-based approach is a priority, involving not only the formation of knowledge, skills and abilities of students, but also the mastery of key competencies, as well as the ability to apply them in practice in the process of professional activity. As a result of mastering the discipline "Foreign Language", a modern graduate should be able to carry out business communication in oral and written forms in the state language of Uzbekistan and a foreign language, and also be able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophic contexts.

Main part.

In many scientific, popular science, journalistic, as well as literary texts that are translated by students in a foreign language class, the most common realias and language units that do not have equivalents in the target language [1, p.64]. Understanding realias is a rather important criterion for the level of communicative competence of a future graduate, in this regard, there is a growing need for a special study of the features of realias, as well as their translation in the process of teaching a foreign language [3, p.63]. The task of students when translating a text saturated with realias is to avoid discrepancies between the original text and the translated text, which is found at the level of the content plan and the expression plan. Otherwise, this may lead to a significant distortion of factual information or unreasonable omission of communicatively relevant information. To avoid misinterpretation of the

information transmitted in the text, as well as reducing the quality of translation, the student must have sufficient knowledge of the culture and history of the country of the foreign language, the subject of speech. In addition, it is necessary to master to a large extent the technology of translation and the ability to apply various methods of transferring realias into Uzbek [4, p.81].

For the effectiveness of teaching students to translate non-equivalent realias, the teaching methodology must be developed in accordance with the stages of the implementation of creative mental and speech activity. Only in this way will it be possible to create the most optimal conditions for the course of the educational process, as well as to comply with the internal laws of learning. To this end, 4 stages can be distinguished, within the framework of a holistic approach, the process of teaching students the translation of realias can take place, associated with the transformation, rethinking and interpretation of the information extracted from the text [2, p.58]:

1. Introductory stage - at this stage, the teacher introduces students to the basic principles of translation, explains the requirements for translation. The teacher explains that mechanically replacing foreign words with Uzbek ones or using clichéd expressions when translating realias is unacceptable. It is necessary to be able to correctly evaluate the text, saturated with realias, from the point of view of its semantic coherence. Also, special attention is paid to the role of the dictionary in the process of translating realias, the insufficiency of dictionary information alone is emphasized, attention is drawn to the fact that when translating a text containing realias, it is necessary to have extensive background knowledge, as well as be able to use reference literature and apply information search in Internet.
2. Approbation stage - at this stage, the teacher gives students information about what are the main ways of translating realias, types of translation transformations, as well as the conditions in which they can be applied.
3. The logical stage - this stage contributes to the formation of students' skills in applying the main ways of conveying realias. After students have mastered the theoretical material, it is necessary to develop the ability to correctly apply the methods of transferring realias with the help of a system of exercises that are aimed at working out a certain way of translating realias. Examples of such exercises are: translation of sentences with attention to the meaning of the highlighted realias (students need to find the meaning that is appropriate in this context) and interpretation of these realias; translation of sentences using certain methods of conveying realias (generalization, concretization, omissions, additions, etc.). At the end, students complete a task in which they need to determine all the translation techniques. For example, find out what technique was used in translating the highlighted words and phrases in these sentences.
4. Critical stage - during this stage, students analyze their own skills to use various ways of conveying realias; an adequate assessment of the completed translations is given; conclusions are drawn about ways to further improve their skills in translating realias; the causes of qualitative shifts in their language training are established, and the level of mastery of a certain sociocultural code is determined [2, p.58].

The methodology for working with realias should include the following components:

1. Text containing realias and non-equivalent vocabulary. You can use authentic texts or texts specially compiled for this purpose.
2. Before and after text exercises aimed at the formation of speech lexical skills of using such vocabulary. That is, there is a translation from English into Uzbek and vice versa. Then, with their help, sentences and texts are compiled.

Familiarization of students with the realias should be directly related to the development of their expressiveness of speech and language taste. Consider the methods of using realias in teaching English,

which contribute to the development of socio-cultural competence. The following types of work are offered:

1. The teacher gives the realia in English, and the students offer its Uzbek equivalent (or vice versa).
2. The teacher swaps parts of reality, and students need to restore the correct version.
3. The teacher asks to find a correspondence between the realias and their meanings. Non-equivalent vocabulary is often used to develop students' interest in learning a foreign language, as well as in teaching English colloquial speech.

The following types and stages of work are also possible: -explanation of equivalents; - translation of realias from English into Uzbek (and vice versa); - filling in gaps, as well as substitution tables; -use of the studied expressions in monologues and dialogues.

Another effective type of work is the method of comparative analysis. A possible option is that students get acquainted with the text, which contains information about the realias of a foreign culture, and then independently compose a similar text that describes similar phenomena and the realias of their country [5, p.73]. Each teacher can find rich material and use it. These equivalents can also be used in speech. This allows them to be mastered in the best possible way and significantly enrich the vocabulary of students, establish interlingual and intercultural communication, and also form a certain type of worldview.

Conclusion.

Thus, we have clarified the linguoculturological status of the reality phenomenon as an object of linguistics and translation theory. As part of a holistic approach to teaching students the translation of realias, it is proposed to use four stages: introductory, testing, logical and critical. These approaches contribute to the successful formation of students' skills to use the techniques of translating realias on the basis of transformation, rethinking, and interpretation of the information received from the text about the spiritual culture of the native speaker. In addition, we have proposed some recommendations for compiling exercises for teaching students the translation of realias. Such comparative translation exercises contribute to the development of the ability to quickly, efficiently and scientifically justify finding the best translation option, improve critical and thinking, translation intuition, the ability to analyze and generalize, as well as offer new options based on the analysis of the translation tradition.

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