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Using translation by students in foreign (English) language lessons

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Abstract

Relevance. The relevance of the research lies in the use of translation by students in foreign language lessons determines the strategy and concept of learning, since the modern world is rapidly developing, differentiating and changing; it needs constant translation and explanation. Translation reduces the feeling of anxiety when learning the target language, creates a positive sense of relaxation and reduces stress in students. It helps to achieve results that require writing, reading, systematization of ideas and the formation of proposals.

Purpose. The purpose of the study is to consider the factors and features of the use of translation by students in English lessons. It is important to mention pedagogical translation, which serves to improve the language skills of students.

Methodology. The research is based on the following methodological approaches: empirical, pedagogical experiment, questionnaire.

Results. It is suggested to use the translation of a foreign language in the lesson for a better presentation of new vocabulary, explanations of complex grammatical structures and brief comments on the content of the texts discussed. Bilingual translation is also a good tool for monitoring the degree of understanding of more complex sentences and checking whether the student has actively mastered certain language structures.

Conclusions. The integration of translation in foreign language lessons not only enhances linguistic competence but also fosters active student engagement, making the didactic process more appealing and modern. The pedagogical utilization

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of translation represents a fundamental component of the innovative learning paradigm and is indispensable for developing essential skills and knowledge in the field of foreign language education.

Keywords: foreign language; translation; lesson; students; text; language competence; pedagogical translation.

Introduction

Using translation in English lessons helps to achieve perfection. Students noted that translation contributed to writing skills in English. According to the obtained data, 54% of students appreciate this translation strategy, which helps to learn English. Translation develops basic skills and vocabulary, especially in writing and grammar study. Students' beliefs about translation influence strategies they use while learning a foreign language. Therefore, it is important to discover how students use translation when they study English, as well as the relationship between beliefs and the use of translation [1]. Despite the advantages of using translation when learning English, proponents of communicative learning do not agree with translation as a learning strategy. The main participants stated that the purpose of language learning is to improve communication skills for meaningful communication. Consequently, most researchers assume that the most effective way to learn a language is to think in the language being studied and practice it. They confirmed their idea with the facts that using a target language encouraged and motivated students to speak this language in class, and translation hindered and worsened learning, therefore, translation was considered as a useless and unsuitable strategy for teaching English as a foreign language in classes [2; 3].

Although supporters refute the use of translation, research on translation is being resumed. Moreover, this language learning strategy is still used in many countries as a resource and a means for language learning. The use of translation motivates foreign language learners to influence the basic skills that will be analyzed in the following categories: reading, writing, speaking, auditing, grammar and vocabulary. However, teachers and students try to avoid using translation for reading because of its complexity. Although, 62% of students report that translation helps to understand the text better. Students test their understanding by using translation as a reading guide, which strengthens skills [4].

There are many ways of presenting new foreign vocabulary. For example, audio and visual materials, gestures, facial expressions, synonyms, definitions that do not require the use of language. Translation can be used when other methods have already been used. Lack of time is a factor that should always be taken into account when planning classes. The most frequently raised objection concerns linguistic interference, that is, any deviations from the norm that arise because of overlapping structures and learned language. Moreover, didactic translation can consolidate the habit of translating every sentence, text or word to a literal translation [5].

An important argument of translations concerns their organization during classes: translations can be an incentive and a ground to use a foreign language during classes and take up the time for the language. Indeed, translation exercises are fraught with certain risks, since, if used incorrectly or excessively, they can slow down or even slow down the development of language competence.

It is worth being aware of these risks and choosing such exercises with special care, taking into account the objectives of the lesson, as well as the needs and skills of students. The list of advantages of using these methods is much longer than the list of disadvantages. Translation, of course, deepens linguistic knowledge and develops the culture of the language. Students acquire the ability to express nuances in their native and foreign languages, notice similarities and differences in the verbal expression of reality, learn to choose words with a similar meaning from a variety, learn the important role of context in the communication process. Translation exercises also have a positive effect on the development of language autonomy, for example, they facilitate learning for those who prefer conscious language acquisition, and develop the ability to use dictionaries. An important advantage of these exercises is also the fact that they reduce the stress and tension associated with learning and using the language, and thus increase the sense of security during the lesson [6; 7].

The purpose of the study is to consider the factors and features of the use of translation by students in English lessons.

Materials and Methods

The research is based on the following methodological approaches: empirical, pedagogical experiment, questionnaire. The empirical method analyzes the competencies and methodological awareness of researchers of this subject. It points out the isolation at the level of acquired translation skills, and analyzes the use and processing of content in English. The current methodology allows us to separately consider the process of teaching in classrooms using translation, which is associated with the acquisition of language competencies and the introduction of the process of developing methodological knowledge. Taking into account the relevant strategies in pedagogy: quantitative and interpretative, it is assumed that in quantitative translation competencies are sufficient and irreplaceable, and in interpretative, student awareness is an important point. The empirical approach briefly presents the translation aspects in the field of the relationship between pedagogy and other sciences, speaking from the standpoint of general pedagogy and methodology. This is a kind of simple or complex fragmentation of a selected translation mechanism of extralinguistic reality. It is a set of names with defined relationships between scopes and a classified set.

A pedagogical experiment is a connection between the ranges of concepts under consideration and is determined by the principle of separation, often called the exclusion principle. This means that the sum of the ranges of classifying names is equal to or has completely exhausted the range of names of the classified concepts. To get the correct result of the experiment, it is important to use the separation of students according to a certain principle. Dichotomous classification is the second way to get the right experiment based on sign of contradiction. It

comprises dividing the set into two parts according to the opposite signs of translation in foreign language lessons. This method determines the intentional study of the relationships between one or more characters of the didactic and educational aspects predicted because of the dependent variables of the translation process. Definitions of causal relationships that may occur between independent variables, on the one hand, and dependent variables, on the other, are known as experimental factors that usually determine the educational strategy of pedagogical interaction. These are the specific knowledge, skills and abilities of the students participating in the experiment, their opinions, beliefs, attitudes and preferences.

The method of questioning students was carried out in the classroom while learning a foreign language. The study of students' beliefs about language learning strategies showed that 75% of students support the idea and translation was an effective tool in learning a foreign language. While only 15% of students held a different opinion. Students believe that it is impossible to avoid mental translation when reading English texts. The teaching staff does not want to use translation in English lessons, but most students consider translation as an effective tool for learning new vocabulary, comparing the corresponding time-saving equivalents. Several survey approaches on the use of translation in learning foreign languages showed that students usually translated them while they listened to audio. The reason for using translation is that it helped them better understand the meaning of conversations. However, it should be noted that the volume of translations used for auditing is less than for other skill sets, namely only 50% compared to reading, 80% compared to vocabulary, and grammar and writing about 60%. The results of the questionnaires also showed that students usually use translation before or after the hearing to be sure of understanding.

Results and Discussion

Students use grammatical skills most frequently when translating foreign languages, especially when they study English forms and structures. Moreover, using translation is inevitable when studying grammar. Even some supporters of the communicative approach realize that translation is the most effective strategy for studying grammatical constructions. An excessive dependence on translation is the main disadvantage of using translation during classes, along with such advantages as a deeper awareness of grammar rules. This can lead to inappropriate translation from a native language to a target one and causes grammatical errors.

Translation is an artificial and tedious learning process due to the construction of sentences according to grammar rules that cannot be linked to each other. Some students use translation to compare grammatical rules and the target language. Students use translation to understand fuzzy grammar rules, in other words, they translate their language into the target language to make grammar clearer. An interesting fact is that while reading, students use translated words and phrases along with grammatical translation. Studies on translation and language learning revealed a negative attitude of students towards translation and found that students with high and low levels of

language proficiency prefer to write essays directly in English [8; 9]. They try to use direct composition because they are aimed at thinking in English.

An educational project was conducted, which was conducted in two groups, where 48 students took part. The didactic translation program was designed as a series of classes that were held regularly several times a week. Throughout the project events were held in the form of seminars, the active participation of students was the main purpose of which. The teacher became a person who advises, motivates and accompanies the cognitive process. Students collected and analyzed information, used and acquired knowledge, as well as documented the results of activities. The above goals were to be achieved by using various forms of translation. The students and those who had never encountered knew the used methods. The actions taken were formulated in such a way as to comply with the basic educational assumptions. Students could perform on the assigned tasks independently, in pairs and in small groups. In all forms of improvisation, participants created continuous dialogues and actions during the performance.

These exercises aroused the students' need for action and self-expression, which stimulated them to be active and gave them the opportunity to gain new experience. The chosen techniques allowed students to develop the skills of dialogue, asking questions, correct use of polite phrases and effective communication. During the implementation of the project, a particularly great interest of students was noted in the applied methodology. The participants claimed that the classes were interesting and different from those they knew from their experience and from everyday educational life.

When using translation in foreign language lessons, students were divided into two groups, such as successful and underachieving. As the data showed, the underachievers reported that the translation did not slow down their learning of English, while the excellent students clearly reported the detrimental effect of translation. In contrast to the above results, students can benefit from translation assistance, especially using it to improve reading strategy, understanding texts and learning new vocabulary. A survey concerning the attitude of students to translation in the classroom showed that 85% of respondents claim that the use of translation contributes to their coherence when reading, 65% of them report that they learn about several meanings of English words, 62% believe that translation contributes to the study of new word stocks.

Similarly, a study was conducted using mixed methods - questionnaires and interviews - during which the opinions of students regarding the use of translation were studied. It reported that students believe that translation helps in learning English, especially in reading, writing, speaking and vocabulary learning. Students use written translation in English lessons to brainstorm, finding words or phrases that are forgotten. Its implementation helps to support written exercises, considering the current process as an artificial and limited mutual influence, which causes dependence. 46 out of 60 students use translation as a source of conversational skills, first composing sentences in their language, and then translating them into English [10; 11].

Translation and oral activities are closely linked in English lessons, facilitating cooperation between students. To ensure that students understand when they speak, translation has been overused in English lessons. This is a departure from the conditions of the natural process of learning English and acquiring speech. Teachers should not forget that the main purpose of learning a language is to speak and understand it, including oral communication and communicative actions [12]. According to the study, 62% of students reported that translation is the first method used to facilitate vocabulary learning.

It also revealed other positive reasons for translation, thanks to which the understanding of complex or obscure words occurs. Students translate word for word to understand the meaning of words and phrases. The process of learning without translation is expressed as a tedious experience of memorizing endless lists of unusable grammatical rules and vocabulary, which can demotivate students to master English. Such a mechanism is considered an ineffective tool for the development of communication skills, since it hinders the study of vocabulary and structural elements. Quantitative data of the study showed that there was no significant relationship between knowledge of English and the use of translation, while qualitative results determine the difference between the mentioned variables. Both high-level and low-level groups of students noticed that translation played a significant role in learning English; however, they used it in completely different ways.

First, it should be noted the possible relationship between translation and the level of English proficiency. Most students in English lessons use translation throughout the semester, and by the end of it they become more experienced. In addition, less experienced students view translation as a useless tool for their level of learning [13; 14]. They think it is difficult and translation does not help them learn the language. More experienced students consider translation to be a good source for understanding, memorizing, acquiring English language skills, improving and developing interpersonal communication skills. It is possible to assume that learning by translation becomes effective for advanced students, as they compare the basic syntactic, semantic and stylistic educational levels. They note a preference for direct composition in writing, rather than translation, to learn to think in English.

The use of translation in a foreign language lesson can be used to teach and develop various lexical, cultural and word-formation competencies and skills. When the comparative potential of translation is used properly and consciously, it allows you to accurately identify the contrasting features of the language, the cultural scripts embedded in them, and reveal their meanings. It is this aspect that is recognized as one of the most important values for solutions presented to the main audience by the proposed exercises designed to support the development of the English language and the pursuit of so-called cognitive bilingualism, which arises because of assimilated and systematic learning [15; 16].

Tasks with a translation component are created with the expectation of their use; first, in those classes here students are with a weaker linguistic inheritance factor. This choice is because of the observation of these groups of students and their educational learning needs to find productive

tools for the development of grammatical competence of students with a poor language system. Mechanisms that coexist in the same field cannot function without competition. The use of such translation exercises, in which English becomes the starting point for learning and improving language skills, can help mitigate this linguistic and cultural antagonism - the mechanism of translation-based exercises, where both native and English languages become allies in the comprehensive development of the student. Students usually grow up in conditions of cultural mediation – they often act as translators for their parents, who are less proficient in English. They also live in multicultural and multilingual societies, which further enhances their experience of mediating communication.

During the lessons, the student becomes an intermediary for himself and, perhaps, thanks to this, it will be easier and more effective to learn the grammatical system of the language. This makes various translation-based classes result-oriented, which is in a sense a motivating factor for the development of communication in a foreign language. The constant influx of new information forces the student to perform many translations in one lesson, which leads to the need to acquire new skills [17].

Modern translation has different roles that are visible at every stage of the process, which happens simultaneously and indivisibly, and is more of a spiral, since the student constantly returns to the source text and checks with it. Students need to acquire hermeneutical competencies to become an expert in understanding and communication [18; 19]. According to the assumptions of hermeneutics, in the process of translation, the initial phase is a preliminary understanding, and then an explanation. Preliminary understanding means everything that has already been assimilated by one's own experience, idea and understanding of specific phenomena. Therefore, when a student comes across a text, he meets his assumptions and hypotheses, which he then checks in the critical phase. This follows from a text dialogue based on questions and answers, interpreting it. In turn, communication, to be effective, must cause a sense of absorption of a new, foreign text and the transmission of its meaning in the classroom.

Translation analysis requires more in-depth work, which depends on capturing issues that are important from the point of view of the studied language and its basic knowledge. Deeper understanding is achieved when speaking English. This is closely related to the perception during classes. Text synthesis is accompanied by extralinguistic knowledge and familiarity with parallel texts in the target language. Various forms of exercises presented in classes from a foreign language using translation methods proved how much students need new inspiration in order not to get stuck in patterns and routines that can negatively affect the learning process [20; 21].

Modern forms of translation can become a strategy of didactic classes, contributing to the development of creativity, imagination and receptivity, encouraging students to perform various actions that will make the lesson more attractive. The search for new ideas and interpretations of translation in English lessons is an important problem in teaching, which helps students to participate in the learning process. The process of

acquiring knowledge should be accompanied by emotional involvement so that the acquired knowledge can become personal knowledge of students [22]. Therefore, a translation method may be useful, which not only makes the lesson more attractive, but is also an excellent tool for the formation of creative competencies. In translation, the main idea cannot be captured in linguistic expression, because it appeals to different meanings and does not always correspond to the conceptual layer.

The main purpose of translation in the classroom is to deepen the understanding of the motivation of various forms of behavior, to develop skills of coexistence and group work, as well as to awaken sensitivity, imagination and reflection, deepening the skills of independent analysis. In nonverbal analysis, it is worth using a specific light form of translation, such as gesture or sound. Their impact develops students' ability to associate various subjects related to the unity of ideas, deep sensitivity through the sound mechanism of concretization, relying on individual expression inspired by the existence of various analogies and isomorphisms in culture [23].

Using translation in classrooms is of great importance when it comes to acquaintance and learning a foreign language. It is necessary to highlight such important functions of translation activity in the formation of students' communicative competencies: reading extralinguistic codes that stimulate expression, perform a speech function and at the same time develop the ability to name and express incomprehensible words; nonverbal role-playing, staging life events, dramatic games using gestures and facial expressions, which can be saturated with dialogues and supplemented with comments; contact with visual or acoustic signs, which lead to exercises on distinguishing and naming elements, reading and verbalization of meanings, as well as expression of feelings, emotions and assessments [24; 25].

By suppressing the spontaneity of sensations and emotions that can be expressed in words, opportunities are created for expressing experience and revealing the perception of classroom work, which become a bridge to conceptual language. Joint actions naturally trigger interaction between students and even out the asymmetric nature of language communication, which is dominated by teachers. The current translation creates situations when students must communicate to perform actions together, develop them using their ideas and forces. If language skills remain at a low level, it is worth using the didactic element during the lesson [26; 27].

The topic of translation creates a natural opportunity for verbalization of analytical or interpretative conclusions based on actions that prefer the active participation of the student in the process of acquiring skills and habits. They use the activation of individual language features necessary for modern oral and written education, as well as the awakening of positive motivation for oral and written speech. Translation opportunities in English lessons contain observation and repetition, which lead to the enrichment of vocabulary, which relies on sufficient recreation and consciousness of the natural mechanism of concept formation. Translation in the classroom examines the activity from three different points of view: theoretical, editorial and didactic, recreating in detail the perception of concepts in the humanities, paying special attention to the

modern educational concept. Translation requires an updated approach in new learning contexts, the essence of which is the possibility of deepening the knowledge and pedagogical skills of teachers, which, in turn, allows a group of students to acquire appropriate competencies in the field of English language classes. Translation work in the classroom develops students at many language levels and allows them to learn knowledge faster. They stimulate action, allow you to explore and discover the world, allowing the teacher to choose the content of the curriculum and its interpretation, the choice of topics and the choice of various forms of work in accordance with the interests of students and organizational conditions.

The discussion of the intertwining theoretical and practical threads of translation causes ambiguous learning contours that define educational tasks. Every translation choice and every decision follows from a certain theoretical position. Translation theory promotes the recognition of positions in the context of thinking about language. It is designed to systematize the language skills needed to solve specific tasks [28; 29]. The discrepancy between translation practice and theory is growing. The theory is criticized for using new jargon, and despite visible progress, it still does not have sufficient intellectual mechanisms for use by student groups and collectives. Translations expect applied knowledge backed up by reliable empirical research.

The linguistic paradigm essentially forms the terminology and the scientific paradigm, while the terminological permeability between individual linguistic tools is relatively weak, which, of course, is of particular importance in foreign language lessons and contributes to the rapid exchange of thoughts. In the context of translation studies, the supposed juxtaposition of applied and theoretical concepts is an artificial creation. The opposition obscures the relationship between theory and practice, justifying practical solutions to the structure within which students describe and analyze translation. Students should understand the translation process, as well as its theory, which undoubtedly plays a huge role for the content of language teaching [30; 31].

The theory of teaching translation in English lessons is especially important for self-education and helps to identify correctly the phenomena of translation that students encounter during their studies, as well as strategies for solving translation problems. Any paradigms, models or theoretical systems are presented by the learner as a translation, the usefulness of which will grow when optimizing the implementation of linguistic streams in training programs with broader educational goals based on the use of simple pragmatic components and their introduction into practical translation procedures. The theoretical components correspond to the pedagogical goals, which should be presented in an accessible form. It is better to introduce them after the initial sensitization of students, regularly reviewing them throughout the entire language translation. Of course, any methodological proposals and consideration of the theoretical component in pedagogical considerations should take into account the goals and characteristics of education based on previous experience.

Depending on the nomenclature and perspective of the accepted translation into the learning process, relatively

stable guidelines appear over time, which arise because of trends in modern systematic tasks. Nevertheless, their influence on language areas spreads unevenly and largely depends on the specifics and context of the functioning of this discipline during the lesson [32; 33].

Translation in foreign language lessons is gradually emerging as a new kind of fundamental concept of linguistic sciences. The focus of research work goes far beyond the interest in encoding and decoding information in various symbolic systems, as well as the ability to convey the meaning of statements, despite the appearance of significant differences between the English language and the contexts of its functioning. This allows you to get out of the language trap, which defines separate, opposite identities, spaces of exchange and mutual understanding between them. Considering such aspects of the process under consideration, it can be concluded that translation characterizes the extensive movement of various practices from the point of view of the educational system, which gives reason to question the assumption that its constituent entities are monolingual.

Consequently, the translated phrase allows us to consider translation as the main cultural practice, and in a broader sense - as a way of existence in the world of action, which opens pedagogical access to new opportunities and learning practices. Translational changes in the theory and practice of language education may also be attractive for the methodology of foreign teaching in the classroom. Thus, it becomes impossible in a certain way to approach translation through numerous responses, which are of an absolute nature in the course of ordinary practice, fitting into a cycle of contradictory meanings to be used by students in English lessons [34; 35].

Conclusions

Thus, using translation in foreign language lessons is one of the best ways to study and concretize language aspects. Undoubtedly, this is one of the most attractive means of supporting the didactic process. When teaching English, this method can be used to analyze and develop relevant skills. Systematically used translation not only makes lessons more attractive and modern, but also becomes an important tool that unites the learning process. Various forms of this method allow students to develop their linguistic abilities, so that such classes become more interesting, and students are actively involved in solving tasks. Preparing students for the conscious perception of

language activity requires constant training; so much depends on the teacher responsible for the learning process. Thus, educational institutions should not lack competent teachers who are not only guided by the principles arising from the general social image of practicing this profession, but also have different predispositions and abilities. Therefore, an important issue is the possibility of deepening students' knowledge, which allows them to acquire the necessary skills in English lessons.

The context of translation manifests itself as belonging to two linguistic orders, in which not only different forms of use in lessons are expressed, but also different grammatical aspects are diametrically justified. Monitoring of the achieved results, in turn, requires the creation of definitions of educational situations, which are the effect of translation. Data collection by means of a questionnaire requires special observation of the concept of translation in the concept under consideration, and improvements make it possible to determine the correct topology for students. Translation is a practice from thinking to action, in which the process is closely related to specific linguistic textures.

It is established that translation-learning technologies are pedagogical, since they perform all the functions of the system, representing the component structure of the language method, which includes the purpose, content, and organization of teacher and student activities, forms of interaction of foreign subjects, reflection and result. The transition from the traditional to the innovative learning paradigm imposes new requirements in accordance with the socially developed models of the professional. Professional training includes the development of knowledge and skills in the field of a foreign language.

Using pedagogical technologies for an innovative identity of translation in English lessons is associated with the involvement of students in independent educational activities under the supervision of a teacher, which contributes to communication with other subjects, intensification of research activities and development of appropriate skills.

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Conflict of Interest

None.

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Використання перекладу учнями на уроках іноземної (англійської) мови

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Анотація

Актуальність. Актуальність дослідження полягає в тому, що використання перекладу студентами на заняттях з іноземної мови визначає стратегію та концепцію навчання, оскільки сучасний світ стрімко розвивається, диференціюється та змінюється, потребує постійного перекладу та пояснення. Переклад зменшує відчуття тривожності при вивченні мови, що вивчається, створює позитивне відчуття розслаблення і знижує рівень стресу в учнів. Він допомагає досягти результатів, які вимагають письма, читання, систематизації ідей та формування пропозицій.

Мета. Метою дослідження є розгляд чинників та особливостей використання перекладу студентами на заняттях з англійської мови. Важливо згадати про педагогічний переклад, який слугує для покращення мовних навичок студентів.

Методологія. Дослідження ґрунтується на таких методологічних підходах: емпіричний, педагогічний експеримент, анкетування.

Результати. Пропонується використовувати переклад з іноземної мови на уроці для кращої презентації нової лексики, пояснення складних граматичних структур та коротких коментарів до змісту текстів, що обговорюються. Двомовний переклад також є хорошим інструментом для контролю ступеня розуміння більш складних речень і перевірки того, наскільки активно учень засвоїв певні мовні структури.

Висновки. Інтеграція перекладу на уроках іноземної мови не лише підвищує мовну компетенцію, але й сприяє активному залученню студентів, роблячи дидактичний процес більш привабливим і сучасним. Педагогічне використання перекладу є фундаментальною складовою інноваційної парадигми навчання і є незамінним для розвитку необхідних навичок і знань у сфері іншомовної освіти.

Ключові слова: іноземна мова; переклад; урок; учні; текст; мовна компетенція; педагогічний переклад.