

TEACHING METHODS FOR WRITTEN TRANSLATION

Abstract. This article deals with one of the rarely discussed problems namely teaching methods for written translation. The article considers translation to be the fifth skill including reading, writing, speaking and listening. And at the same time translation is both activity and the process. Some teaching methods, for example, grammar translation, can be use while teaching both interpretation and translation. But for translation intensive methods can be applied to have effectiveness in teaching translation.

Key words: written translation, teaching methods, grammar translation method, fifth skill, punctuation, rules.

As there is a method of teaching languages so translation also has its own method of teaching. Teaching translation can be divided into several groups depending on the type and purpose. There are, as far as we know, two types of translation oral and written and each type has specific method of teaching although they have some common features. For written translation one can find a lot of general things which are similar to writing as it has writing rules and punctuations. in this sense translation equals to a skill, to be exact to the fifth skill along with speaking, writing, listening and which one has to obtain and train. For interpretation different methods of translation including memorizing, shorthand and quick reaction to what one hears are taught unlike written translation. There exist teaching translation to junior courses, teaching translation to senior courses, teaching written translation, teaching interpretation in different spheres.

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others. This statement applies to translation as well and its true.

Translation includes learning one's native language, a foreign language and translation methods. All these three aspects are taught through different methods depending to its purpose. For those who learn a foreign language translation is not obligatory but additional type of exercise which facilitates learning a foreign language. Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs (<http://blog.tjtaylor.net/teaching-methods/>).

This article covers problems of teaching methods of written translation. An experienced professional language and translation teacher always adopts the **Principled Eclecticism** approach, deciding on the most suitable techniques and

applying the most appropriate methodology for that learner's specific objectives, learning style and context.

Methods of teaching translation have developed rapidly, especially in the previous 40 years. As learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning translation and implement it into real life.

Each teaching method is based on a particular vision of understanding the language or the learning process and translation, often using specific techniques and materials used in a set sequence.

For many years the same teaching methods were used for teaching translation. According to the data presented in <http://blog.tjtaylor.net/teaching-methods/>, they include the following methods chronologically which specified certain skill to be improved:

Grammar Translation which was considered to be a classical method.

Direct Method which specified speaking.

Audio-lingualism which was the first modern methodology.

Humanistic Approaches which is a range of holistic methods applied to language learning.

Communicative Language Teaching which is a modern standard method.

Principled Eclecticism which is designed for fitting the method to the learner, not the learner to the method.

A foreign language is learned on the basis of some above-mentioned methods or the mixture of some of them. And we think some of these methods can be applied to teaching translation, written translation in particular.

Grammar Translation method focuses on written literary texts which teach to translate from English into your native language. This method was criticized by many scholars as not fitting for teaching foreign languages. But as we see it fits to teach written translation.

Method six indicated in the list, i.e. Principled Eclecticism which is designed for fitting the method to the learner, not the learner to the method should be used in learning translating. Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom.

Prior to teaching students to written translation their knowledge of written language along with punctuation should be checked. It should be noted that pronunciation comes later in this case.

The rules of written language should be mastered first as it is very important to take it into consideration in teaching translation. Written translation is taught prior to interpretation and they are different and within

translation we can say that various skills are mastered. These skills for written translation may include the combination of writing and translation. The activities for teaching written translation may include writing a spelling, writing a spelling-dictation, translation of mini texts in written paying attention to the use punctuation or punctuation marks. The rules of written English and written Uzbek differ greatly from each other although written phenomena in both languages exist. For example writing dates addresses, capitalisation using figures and numbers, symbols and abbreviations in English and Uzbek.

As we touched upon a text we should not forget speaking about mini texts, passages, sentences (both short and long) and its other components. It is natural that we pay attention to differences rather than similarities in the languages which come into contact due to translation.

So selection of methods in teaching written translation depends on the level of students, i.e. their knowledge, the aim of the lesson and activities used to train writing skills and written translation skills.