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METHODOLOGY OF TEACHING TRANSLATION THEORY AND PRACTICE

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***Abstract.** This article provides an integrated theory-practice translation strategy for education, based on a translating session. Students translate written words into abstract concepts through group translation projects. Through guided analysis, peer criticism, and reflective discussions, students gain better practical skills and a deeper understanding of translation principles. This method prepares students for challenges in the job and fosters their engagement in the learning process.*

Key words. Theory –practice, real-world settings , education , learning progress, syllabus, projects.

Teaching translation theory and practice involves a combination of theoretical knowledge and practical skills to help students understand the principles and techniques of translation. It takes a comprehensive approach to teach translation theory and practice, integrating theoretical ideas with real-world applications. Foundational theories of translation, such as equivalency, functionalism, and cultural translation, are usually introduced first in the approach. After that, it moves on to hands-on activities including translation assignments, text analysis, and talks about translation techniques. To improve learning outcomes, real-world scenarios, feedback loops, and technological integration are also crucial elements. The approach is to provide students with the knowledge and abilities needed for efficient translation, both in theory and in practice.

One of the university's top departments, the Department of Theory and Practice of Translation was founded in accordance with the "On the establishment of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi" edict. The department gives special attention to the training of translators who can translate Uzbek literature—both literary and scientific—into English and other foreign languages, as well as with great quality and proficiency from other languages into our own tongue.

The language under study is used to apply theoretical issues in translation studies and their useful answers from a translation perspective. Theoretical problems of translation studies and their practical solutions from the point of view of translation are implemented in the studied language. Common trends in modern translation theory and practice, types and methods of translation, stages of development of translation, categories of lexical-semantic and grammatical compatibility, types of translation by genre and methods used in them, linguocultural and linguogeographic features of languages are studied.

There are two main objectives of "Translation Theory and Practice": First and foremost, we aim to give students the critical tools necessary to analyze, characterize, and evaluate a particular translation as well as the opportunity to think theoretically and programmatically on the act of translation itself. Second, we want students to be capable of organizing and managing their own literary translation project. In order to achieve this, we ask them to pull back from the "automatic" classroom translations to which they have grown used. Rather, as the last stage of a thoughtful analytical and creative process, we teach them to read, reread, analyze, isolate the text's particularities and translation obstacles, establish their own translational aim, and only then translate (Levč 1967; Reiss 1981). These two objectives are obviously mutually reinforcing: theory guides students' specific translation practice, but practice also helps the theory become much more real to them.

There are a great number of methods of teaching translation and practice to help students. For instance, Using case studies is a useful teaching strategy for translating theory and practice. Teachers can walk students through the process of evaluating and translating texts by showing them examples of actual translation projects. Students can have hands-on experience applying translation theories and methodologies to various text genres and language pairs by working through case studies . Students can learn about the challenges of translation, including how to deal with idiomatic language, cultural differences, and technical terminology, by using case studies. Case studies are a useful tool for educators to emphasize the difficulties faced by translators and to get students to consider their translation choices carefully. In addition, case studies can give students the chance to hone their translation abilities in a supervised environment while getting advice and criticism from their teachers. Students can improve their translation skills and gain confidence in their language ability by going through various case studies. As a result , teaching translation theory and practice through case studies can help students close the knowledge gap between theory and practice, improve their ability to solve problems, and get ready for any obstacles they may face in their

future jobs as translators. Moreover, A concise syllabus comprising is provided to our students, outlining a theoretical framework for translation studies and providing examples from Latin and Greek translations into Dutch. An extensive online reader that includes theoretical papers, book chapters, programmatic reflections by writers and translators, book reviews, and news sections is included as an addition to this course. There are several classes where reading is required. The majority of the reader, however, is available for students to peruse at their leisure based on their individual interests and the unique difficulties they are having with their own translation tasks. In addition, we go over numerous examples of published translations in class, and when appropriate, we also share personal translation experiences with the students.

The translation training approach, which integrates theory and practice, improves translation education by giving students practical experience and a greater understanding of translation concepts. Through group translation projects, peer evaluations, and introspective dialogues, students gain the conceptual knowledge and practical abilities necessary for success in the translation industry. Through active learning, critical thinking, and community building, this methodology equips students to take on the various obstacles of translation in real-world settings. Since translation is still essential to international communication, this integrated approach gives students the skills and knowledge they need to succeed in the industry.

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