



TEACHING LITERARY TEXTS IN THE DIRECTION OF TRANSLATION: THE TRANSLATION PROCESS AND ITS APPLICATIONS

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Abstract

This article is dedicated to a in-depth analysis of the theoretical and methodological foundations and practical applications of teaching literary texts in the direction of translation. High-quality translations play an important role in promoting Uzbek literature internationally and strengthening intercultural dialogue. However, the language barrier, difficulties in conveying the cultural and historical context, and the lack of qualified translators remain serious problems. In order to find solutions to these problems, the article considers the translation process as the main pedagogical tool in teaching literary texts. The study uses comparative literary studies, translation theory, didactic principles, and innovative pedagogical technologies (in particular, digital humanities and multimedia tools) in synergy. The stages of the translation process - from analyzing the original text to its aesthetic and content equivalence in the target language - are studied in detail. The article provides specific recommendations on bilingual publications, translation analysis, preservation of textured images and artistic psychologism in translation, as well as methods for correctly conveying the cultural context.

In conclusion, it is emphasized that this approach is of great importance in accelerating the integration of our national literature into the world literary process, increasing international interest, and preparing translators-pedagogues who meet modern requirements.

Keywords: Teaching literary texts, translation process, translation studies, comparative literature studies, pedagogical methodology, artistic image, cultural context, innovative technologies, Uzbek literature, translator staff, bilingual publications.

Introduction

Literature, as a universal phenomenon reflecting the cultural heritage of humanity, embodies the spirit, aesthetic values of various eras and societies. The literature of each nation is distinguished by its unique and unparalleled characteristics. Uzbek literature, with its rich history, profound philosophy, and meaningful artistic images, holds a worthy place in the treasury of world literature. However, there are a number of problems in the broader international recognition and teaching of our national literature. These include the language barrier, difficulties in conveying the cultural and historical context to a foreign audience, and most importantly, the shortage of qualified translators capable of translating literary texts at a high artistic level, which are pressing issues.

This article aims to address these problems by considering the translation process as a primary pedagogical tool in teaching literary texts. The main goal of the research is to develop the

theoretical and methodological foundations for teaching literary texts in the direction of translation and to propose effective practical applications. This approach aims not only to develop the linguistic competencies of foreign language learners but also to foster deep literary analysis, intercultural understanding, and creative thinking skills.

Literature Review

Numerous studies have been conducted in the field of literary translation and its teaching methodology. The works of Nida and Taber on "The Theory and Practice of Translation," as well as Venuti, Toury, and Vermeer, have laid the fundamental groundwork for translation theory. In Uzbekistan, scholars such as G'. Salomov, J. Sharipov, and N. Komilov have studied the theoretical and practical aspects of translation studies, as well as issues related to the translation of national literature. The approach of comparative literature, developed by researchers like I. Franko, R. Wellek, and R. Warren, serves to explore the connections between the literatures of different cultures.

However, there are relatively few comprehensive methodological works dedicated to teaching literary texts through the translation process, i.e., using translation as a pedagogical tool, especially in the context of Uzbek literature. Existing studies primarily focus on developing translation skills or studying literary works themselves, with insufficient attention paid to integrating these two directions. This article aims to fill this gap by proposing an innovative model for teaching national literature in an international context, utilizing the synergy of comparative literature studies, translation theory, and modern pedagogical technologies.

Research Methodology

"The theoretical and methodological foundations of organizing literature lessons are of great importance in the process of developing students' life skills through diagnostic analysis. Firstly, diagnostic analysis allows for the identification of students' existing knowledge and skills, the assessment of their abilities, and the determination of their development level" [2]. Through this process, teachers can identify students' individual characteristics, interests, and needs, and develop personalized approaches. "Secondly, the use of modern pedagogical methods in literature lessons, such as interactive teaching methods, group work, and problem-solving tasks, ensures active student participation and develops their creative thinking skills" [3]. These approaches enable students not only to study literary works but also to analyze, evaluate, and express their own opinions.

This research is based on theoretical-analytical and comparative-inductive approaches. The following principles are applied in developing the methodology for teaching literary texts in the direction of translation:

- Comparative Literature Studies: Comparative analysis of Uzbek literary examples within the context of world literature, universal themes, genres, and motifs. This approach allows for the revelation of similarities and differences between Eastern and Western literature.
- Translation Theory: Consideration of the stages of the translation process (decoding, encoding, transformation), translation strategies (domestication, foreignization), types of equivalence, and translation constraints.
- Didactic Principles: Application of methods that are appropriate for students' age characteristics, cognitive levels, and interests.



- Innovative Pedagogical Technologies: Utilization of digital humanities (electronic libraries, parallel corpora), multimedia tools (audio-video materials, virtual staging), and online platforms.

The main methodology of the research is based on viewing literary texts not merely as a tool for developing language skills, but as an object of deep cultural-linguistic analysis.

Preserving Artistic Images and Psychologism in Translation

The concept of "artistic image," which forms the core of a literary text, requires special attention in translation. While an artistic image, in a broad sense, is the aesthetic perception of life, in a narrow sense, it is the clear expression of a character in a work. The author's characterization, portrait, speech, and especially the artistic psychologism of the character must be preserved to the maximum extent in translation. For example, in the translation of "imaginary characters" (characters created based on the playwright's fantasy but reflecting the spirit of a historical era, such as Khartangiy Ibn Subkiy, Mulla Qosid) or "mystical characters" (appearing in dreams or states of consciousness, like Hazrat Khizr), it is crucial to accurately convey their symbolic meanings, cultural significance, and psychological impact. The positive and negative dynamics of characters, and the full potential of language in expressing their inner states, are deeply analyzed during the teaching process.

Every literary work arises within its own unique cultural and historical context. Conveying this context accurately in translation is very important. Comparative literature studies come to the aid here. Students compare the categories of characters in the historical dramas of the "Era of Independence" in Uzbek literature (historical, imaginary, religious/mystical, mystical) with those in world literature. For example, comparing the symbolic characters in Navoi's works with allegorical heroes in Eastern and Western literature. Explanations, glossaries, cultural-historical reference materials, and even visual materials are recommended for conveying cultural context.

Practical Applications and Innovative Pedagogical Approaches

Innovative pedagogical approaches that integrate theoretical foundations with practice are of great importance in teaching literary texts in the direction of translation.

- Bilingual Publications: Students have the opportunity to study the original text and its professional translation side-by-side. This helps them to directly compare translation strategies, lexical choices, and stylistic solutions.
- Translation Analysis: Exercises are conducted to deeply analyze existing translations (multiple translations of one work). This teaches critical analysis, taking into account not only linguistic features but also the translator's cultural background and ideological approach. This develops not only translation skills but also critical thinking in students.
- Digital Humanities: Electronic libraries, databases of literary works, and parallel corpora (databases of different language versions of a text) facilitate the translation process and provide rich material for analysis. VR/AR technologies help to visualize historical periods and the context in which the events of a work took place, making the cultural context more understandable.
- Multimedia Tools: Films, audio dramas, and staged performances based on literary works increase interest in studying the text and help to visualize characters.
- Project-Based Learning: Students undertake projects such as translating short literary works or excerpts in groups, writing commentaries on them, preparing bilingual presentations, and

even staging translated passages. This provides them with practical translation experience and shapes their creative approach.

- Intercultural Dialogue and Contextualization: Cultural understanding can be deepened by organizing literary evenings, discussions, and comparative cultural studies seminars with foreign guests.

Problems and Solutions

When implementing the methodology for teaching literary texts in the direction of translation, it is necessary to pay attention to a number of problems and their solutions:

- Language Barrier and Lack of Quality Translations: Implementing educational programs specializing in training qualified translators, and exchanging experience with professional translators through international cooperation.
- Difficulties in Conveying Cultural and Historical Context: Extensive use of multimedia tools, visual materials, and interactive textbooks.
- Maximal Use of "Contextual Lessons" to provide in-depth information about the era and culture in which a work was created.
- Shortage of Educational Materials and Personnel: Creation of methodological guides and textbooks based on translation analysis. Organizing advanced training courses and exchange programs for pedagogical staff.
- Increasing International Interest: Active participation in international literary festivals, conferences, and projects. Widespread dissemination of high-quality translations of Uzbek literary works into English, Russian, Chinese, and other world languages.

Conclusion

In conclusion, the methodology of teaching literary texts in the direction of translation is of strategic importance in promoting our national literature globally and strengthening intercultural dialogue. This approach not only enhances the effectiveness of teaching language and literature but also fosters deep analytical, creative, and intercultural competencies in students.

New pedagogical models and practical applications developed based on digital technologies, translation theory, and comparative literature studies will serve to train modern translator-pedagogues in Uzbekistan. Further deepening research in this direction and expanding international cooperation, as well as widely implementing innovative educational programs, will create a significant foundation for accelerating the integration of our national literature into the world literary process and further increasing international interest in it. This, in turn, will contribute to introducing our cultural heritage to the whole world and showcasing our national identity to the global community. Teaching literary texts in the direction of translation is a complex process that requires not only the acquisition of language skills but also a deep understanding of culture, stylistic sensitivity, and intertextual connections. The subject of literary translation teaching is not merely finding equivalence between two languages, but creating cultural, aesthetic, and stylistic equivalence.

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