TEACHING ENGLISH AND UZBEK IDIOMS THROUGH TRANSLATION-BASED LEARNING METHODS

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Annotation: This article discusses the importance of teaching English and Uzbek idioms through translation-based learning methods. Idioms are an essential part of language and culture because they express ideas in a natural and creative way. However, many language learners find idioms difficult to understand because their meanings are often different from the literal meanings of the words. Translation-based learning helps students compare idioms in two languages and understand both linguistic and cultural similarities and differences. The article explains how translation activities, contextual examples, and classroom discussions can improve students' vocabulary, speaking, reading, and intercultural communication skills. It also highlights that using Uzbek equivalents of English idioms can make learning more interesting, memorable, and practical for learners.

Key words: idioms, translation-based learning, language teaching, cultural understanding, communicative competence, vocabulary development, intercultural communication.

Annotatsiya: Ushbu maqolada ingliz va o'zbek idiomalarini tarjimaga asoslangan o'qitish usullari orqali o'rgatishning ahamiyati yoritiladi. Idiomalar til va madaniyatning muhim qismi hisoblanadi, chunki ular fikrlarni tabiiy va obrazli tarzda ifodalaydi. Biroq, ko'plab til o'rganuvchilar idiomalarni tushunishda qiyinchilikka duch keladilar, chunki ularning ma'nosi ko'pincha so'zlarning lug'aviy ma'nosidan farq qiladi. Tarjimaga asoslangan o'qitish usuli talabalarga ikki tildagi idiomalarni taqqoslash va til hamda madaniyatdagi o'xshashlik va farqlarni tushunishga yordam beradi. Maqolada tarjima mashqlari, kontekstual misollar va sinfdagi muhokamalar o'quvchilarning lug'at boyligi, gapirish, o'qish hamda madaniyatlararo muloqot ko'nikmalarini rivojlantirishi tushuntiriladi. Shuningdek, ingliz idiomalarining o'zbekcha muqobillaridan foydalanish o'quv jarayonini yanada qiziqarli, esda qolarli va amaliy qilishini ta'kidlaydi.

Kalit so'zlar: idiomalar, tarjimaga asoslangan o'qitish, til o'qitish, madaniy tushuncha, kommunikativ kompetensiya, lug'at boyligini rivojlantirish, madaniyatlararo muloqot.

Introduction.

English has become one of the most important international languages in the modern world. Today, it is widely used in education, science, technology, tourism, and communication between people from different countries. Because of this, learning English is not only about

understanding grammar rules and vocabulary, but also about understanding culture, traditions, and the way native speakers express their thoughts in daily life. One of the most interesting and difficult parts of language learning is idioms. Idioms are expressions whose meanings cannot be understood from the individual meanings of the words. For example, the English idiom “break the ice” does not mean to destroy ice physically; instead, it means to start communication in a friendly way. Similar expressions also exist in the Uzbek language, and they reflect the national culture, values, and worldview of Uzbek people. Therefore, learning idioms is necessary for students who want to communicate naturally and effectively in a foreign language.

Many language learners face problems when they try to understand or use idioms correctly. In most cases, students translate idioms word by word, which leads to misunderstanding and confusion. This problem becomes more noticeable in communication because idioms are frequently used in conversations, films, books, and media. Traditional methods of teaching idioms often focus only on memorization, and this may make the learning process boring and ineffective. As a result, students may know the literal meanings of words but still fail to understand the real meaning of expressions in context. For this reason, modern language teaching methods pay more attention to interactive and meaningful learning strategies. One of the useful approaches is translation-based learning. This method allows learners to compare idioms in their native language and the target language, helping them better understand both meaning and cultural background. Translation-based learning methods can create a bridge between English and Uzbek idioms. Some idioms in both languages have similar meanings, even if the wording is different. For instance, the English expression “actions speak louder than words” has a close equivalent in Uzbek culture that also emphasizes the importance of actions over speech. When students compare such expressions, they become more interested in language learning and can remember idioms more easily. In addition, translation activities encourage learners to think critically and analyze language deeply. This process not only improves vocabulary but also develops speaking, reading, writing, and intercultural communication skills. Researchers note that understanding cultural meaning is one of the key elements in mastering idiomatic expressions because language and culture are closely connected.

Teaching idioms through translation-based methods is especially useful in multilingual and multicultural educational environments such as Uzbekistan, where students often learn English as a foreign language. By using translation exercises, dialogues, storytelling, and contextual examples, teachers can make lessons more practical and engaging. Students are able to see how idioms function in real-life communication and how cultural values are reflected in language. As a result, they become more confident in using English naturally and fluently. This article discusses the importance of teaching English and Uzbek idioms through translation-based learning methods and explains how this approach can improve language learning outcomes and communicative competence among students.

Teaching idioms in foreign language classrooms has always been a challenging task for teachers and learners. Unlike ordinary vocabulary, idioms usually carry figurative meanings that cannot be understood through direct translation of individual words. Because of this, students often feel confused when they meet idiomatic expressions in texts, conversations, movies, or classroom materials. Many learners can understand grammar rules and common vocabulary but still experience difficulties when communicating with native speakers because idioms are frequently used in natural speech. For this reason, language educators have started paying more attention to methods that can help students understand idioms more effectively. One of the most practical approaches is translation-based learning, which allows learners to compare idioms in English and Uzbek and discover cultural as well as linguistic connections between the two

languages. Translation-based learning methods help students see that idioms are closely connected with everyday life and cultural traditions. In English, many idioms come from history, sports, literature, or daily experiences. Expressions such as “time is money,” “under the weather,” or “cost an arm and a leg” are commonly used in communication, but their meanings may not be clear to Uzbek learners at first sight. In the Uzbek language, idioms also carry deep cultural meanings and are often connected with family relationships, hospitality, respect, and emotions. When students compare English idioms with Uzbek expressions, they begin to understand that every language has its own way of describing feelings and experiences. For example, the English idiom “don’t cry over spilled milk” teaches people not to worry about past mistakes, while Uzbek has similar expressions encouraging patience and acceptance. Such comparisons make the learning process more meaningful because students relate new information to their own cultural background. Another important advantage of translation-based learning is vocabulary development. Idioms usually contain words that students already know, but the meaning of the entire phrase is different from the literal meaning. Through translation exercises, learners analyze how words work together inside expressions. This process improves their understanding of collocations, figurative language, and contextual meaning. Teachers can introduce idioms through short dialogues, stories, newspaper articles, or role-play activities where students try to translate and interpret expressions in context. Instead of simply memorizing idioms from a list, learners actively explore meaning and usage. As a result, vocabulary learning becomes deeper and more practical. Research in language teaching shows that students remember vocabulary more successfully when they connect new expressions with meaningful contexts and personal experiences.

Translation activities also improve speaking and communication skills. Many students feel nervous when they speak English because they are afraid of making mistakes or sounding unnatural. Idioms can make communication sound more fluent and authentic, but learners often avoid using them because they are unsure about the correct meaning or context. Translation-based methods can reduce this fear because students first understand idioms through their native language before practicing them in English. Teachers can organize pair work or group discussions where learners compare Uzbek and English idioms and create conversations using them. For example, students may discuss how the English expression “break the ice” is used to describe starting a friendly conversation and then compare it with similar Uzbek expressions used in social situations. Such activities encourage learners to speak more confidently and naturally.

In addition, translation-based learning develops intercultural competence, which is one of the main goals of modern language education. Language and culture cannot be separated because people express their beliefs, traditions, humor, and emotions through language. Idioms are especially rich in cultural meaning because they reflect the way people think and see the world. By comparing English and Uzbek idioms, students learn not only vocabulary but also cultural differences and similarities. For instance, English idioms may use animals, colors, or objects differently from Uzbek expressions. An English speaker may say “black sheep” to describe a person who is different from the rest of the family, while Uzbek may use another image to express a similar idea. Discussing such examples helps learners understand that languages organize meaning differently according to cultural experience. This awareness is very important in intercultural communication because it teaches students to respect and understand people from different backgrounds.

Teachers play a major role in making translation-based idiom learning successful. First, they need to select idioms that are useful and relevant to students’ level and daily communication.

If learners are given too many difficult or old-fashioned idioms, they may lose interest. It is better to begin with common expressions frequently used in conversations, media, and textbooks. Teachers should also explain the context in which idioms are used because many expressions may sound strange or inappropriate in formal situations. Using visual materials, stories, videos, and real-life examples can make lessons more interesting and memorable. In many cases, humor also helps students remember idioms because figurative expressions often create funny or surprising images in the learner's mind.

Despite its advantages, translation-based learning also has some challenges. Not all idioms have direct equivalents in another language, and some expressions may lose their emotional or cultural meaning when translated. In such situations, teachers should encourage students to focus on the general idea rather than exact word-for-word translation. Learners should understand that translation is not always about finding identical expressions but about communicating meaning effectively. Another challenge is that some students depend too much on their native language and may struggle to think directly in English. To avoid this problem, translation activities should be balanced with communicative practice, including speaking, listening, reading, and writing exercises.

Conclusion.

Overall, translation-based learning methods provide an effective and practical way of teaching English and Uzbek idioms. This approach helps students understand figurative language more clearly, improve vocabulary knowledge, and develop confidence in communication. By comparing idioms from both languages, learners become more aware of cultural similarities and differences, which strengthens their intercultural competence. Translation activities also create a more interactive and engaging classroom environment where students actively participate in discussions and language analysis. In conclusion, teaching idioms through translation-based learning is not only useful for improving language proficiency but also important for helping learners communicate naturally and understand the cultural richness behind both English and Uzbek expressions.

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