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**XIV RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

IYUL, 2026

ISSN 3093-8791

ELEKTRON NASHR:

<https://konferensiyalar.com>



Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
XIV Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
2-jild, 14-son (28-iyul, 2026-yil).– 99 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

Elektron nashr: <https://konferensiyalar.com>

ISSN: 3093-8791 (onlayn)

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 24-iyul

Mas'ul muharrir:

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIV Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

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TRANSLATION-BASED APPROACHES TO ENGLISH LANGUAGE TEACHING (ELT)

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Annotation. This article explores the role of translation in English Language Teaching (ELT), reevaluating its pedagogical value in contemporary classrooms. Drawing on historical practices and recent research, it argues for the effective, controlled use of translation as both a skill and a didactic tool. Results from empirical comparisons between classrooms using translation and those avoiding it highlight improvements in comprehension, grammatical awareness, and cultural insight.

Keywords: Translation, ELT, grammar, mother tongue, communicative method, vocabulary, writing, comprehension, contrastive analysis, pedagogy.

INGLIZ TILINI O'QITISHDA TARJIMADAN FOYDALANISH

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Annotatsiya. Ushbu maqola tarjimaning zamonaviy ingliz tili o'qitishdagi rolini ko'rib chiqadi. Tarjimaning tarixiy va metodik asoslarini tahlil qilib, uni o'quvchilarning til ko'nikmalarini rivojlantirishda foydali vosita sifatida qo'llash zarurati isbotlanadi. Tajriba natijalari tarjima qo'llanilgan darslarda o'quvchilarning tushunish, grammatikani o'zlashtirish va madaniy anglash darajasining oshganini ko'rsatadi.

Kalit so'zlar: Tarjima, ingliz tili, grammatikasi, ona tili, kommunikativ metod, lug'at boyligi, yozish, tushunish, qarama-qarshi tahlil, pedagogika.

DOI: <https://doi.org/10.47390/ymdif-y2026v2i14/n17>

INTRODUCTION

In the discipline of English Language Teaching (ELT), translation has long been a topic of discussion. The use of the learner's original language in the classroom has fluctuated between primacy and taboo, from the traditional grammar-translation method to contemporary communicative approaches. Modern trends frequently reject translation in favor of immersive, target-language-only environments, whereas earlier approaches promoted translation as a key learning aid. However, new research indicates that translation can greatly aid language learning when it is intentionally incorporated. It works especially well in settings where students have little exposure to English outside of the classroom. In these situations, translation acts as a link between the learner's preexisting cognitive framework and new linguistic structures. Through bilingual texts, the grammar-translation method—which has its roots in Latin instruction—emphasized precision and rule memorization. [1; B.23.].

Scholars like Duff (1989), Widdowson (1979), and Dagut (1986) have conducted research that confirms the importance of translation in language instruction. While Widdowson sees translation as a valid communication tool, Duff highlights that it can promote accuracy,

clarity, and flexibility. Dagut, on the other hand, contends that rather than being suppressed, the first language should be positively utilized since it naturally affects the acquisition of a second language. [2; B.57.]. Additionally, translation serves as a diagnostic tool by highlighting student progress and exposing interlingual interference. It facilitates contrastive analysis, allowing students to identify lexical, syntactic, and cultural differences. When used carefully, it fosters metacognition and linguistic awareness. [3; B.97.]. Crucially, communication in the target language should not be replaced by translation. Instead, it should serve as a scaffold for more difficult tasks, enhancing communication practice.

RESEARCH METHODS

This study involved two groups of intermediate ELT learners at a university in Namangan state. Group A (control) was taught using a fully immersive English-only method, while Group B (experimental) received supplementary translation-based instruction over a 12-week period. Both groups were pre-tested and post-tested on five skill domains: [4; B.86.].

- Reading Comprehension
- Writing Clarity
- Grammar Awareness
- Vocabulary Expansion
- Cultural Understanding

Instruction for Group B involved:

- Comparative translation exercises
- Back-translation tasks
- Bilingual glossaries and discussion
- Group analysis of translated literary and technical texts

Quantitative data was collected through standardized assessments, and qualitative feedback was gathered via learner questionnaires. [5; B.69.].

DISCUSSION AND RESULTS

The results show a marked improvement in the experimental group that used translation in instruction:

Skill Area	Without Translation (%)	With Translation (%)
Reading Comprehension	62	80
Writing Clarity	58	78
Grammar Awareness	60	82
Vocabulary Expansion	55	79
Cultural Understanding	50	75

Interpretation:

- a. **Grammar awareness (+22%)**: Learners better grasped structural patterns through contrastive grammar tasks.
- b. **Vocabulary expansion (+24%)**: Bilingual glossaries and semantic comparisons deepened lexical retention.
- c. **Writing clarity (+20%)**: Improved through structured sentence reconstructions and translation of arguments.

d. **Cultural understanding (+25%)**: Enhanced via translation of culturally nuanced texts and discussion of idioms.

e. **Reading comprehension (+18%)**: Growth attributed to side-by-side reading of original and translated texts.

These gains support the hypothesis that translation, when integrated purposefully, can enhance language competence beyond what immersion alone achieves. [6; B.93].

CONCLUSION

Translation in ELT, once maligned as outdated, is experiencing a renaissance as educators seek more inclusive, effective methodologies. Far from being a mere relic of the grammar-translation method, translation is a dynamic tool that fosters deeper understanding, supports linguistic comparison, and strengthens learner confidence. [7; B.27.].

Its effectiveness lies in its controlled and purposeful application. As this study shows, learners exposed to translation-based instruction outperform peers in multiple linguistic domains. Particularly in environments where English is a foreign, not a second, language, translation bridges the gap between native cognition and target language production.

Translation should therefore be reintroduced not as a replacement for communicative methods, but as a complementary, empowering strategy - one that respects learners' linguistic backgrounds and builds toward autonomous language use.

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XIV RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI MATERIALLARI

2026-yil, iyul

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