

THE IMPACT OF TRANSLATION STRATEGIES ON STUDENT THINKING IN LANGUAGE LEARNING

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Annotation : This article analyzes the impact of translation strategies on the student's thinking in the process of language learning. The study considers translation activity not only as a method of mastering language tools, but also as a cognitive process. Through translation, the student develops analytical and creative thinking, understanding the semantic, cultural and logical layers of language units. The article highlights the impact of instructional and independent translation strategies on the student's thinking style, level of language perception and communicative competence.

According to the results of the analysis, the rational use of translation strategies forms interlinguistic thinking, intercultural understanding, and metacognitive skills in language learners. At the same time, the article also substantiates the effectiveness of the translation approach combined with modern pedagogical technologies in teaching a foreign language.

Keywords: translation strategies, thinking, cognitive approach, interlinguistic competence, foreign language education, metacognitive development, intercultural communication.

Introduction: In the current era of globalization, learning foreign languages is becoming an important factor not only in the development of communicative skills, but also in the formation of cognitive thinking. In this process, translation activity occupies a special place as an effective tool for language learning. Translation is not just the transfer of words from one language to another, but also a complex intellectual process that connects content, culture and systems of thought.

The correct choice of translation strategies in language learning allows students to understand the semantic depth of language units, develop logical thinking, and expand intercultural thinking. In particular, in the translation process, the student compares two language systems, as a result of which intellectual competencies such as analytical thinking, memory, and creativity are activated.

Modern linguodidactic research shows that the scientifically based use of translation strategies in the process of teaching a foreign language provides metacognitive development, encourages students to deeply understand the language and think independently. Therefore, this article analyzes the impact of translation strategies on student thinking from a linguodidactic and cognitive perspective and highlights their educational significance.

In the process of language learning, translation activity plays an important role in the formation of the student's cognitive, linguistic and cultural competencies. Translation strategies allow the student not only to memorize language units, but also to understand, process and logically connect the content. Therefore, translation is considered a cognitive process that develops the student's thinking. It develops the student's skills in thinking in language, analyzing the context, determining meaning and re-expressing it.

The essence of translation activity in language learning is that it encourages the learner to compare the structures of two languages, to identify semantic similarities and differences. This process activates analytical thinking and develops metacognitive skills. In the process of translation, the learner begins to understand not only the form of language units, but also their substantive and functional value. For example, translating the English phrase "Time flies" into "Time flies very quickly" requires the learner to correctly interpret the contextual meaning, not grammatical consistency.

Translation strategies are divided into several types: literal, semantic, cultural and creative strategies. Each strategy develops certain aspects of the learner's thinking. The literal strategy strengthens the learner's ability to analyze grammatically, the semantic strategy focuses on logical thinking and meaning analysis, and the cultural strategy expands intercultural thinking. Creative strategies encourage the creation of new expressions appropriate to the context and form creative thinking.

Translation activities are also psychologically significant. The student works with two language systems at the same time, which activates associative connections in the brain. As a result, the student acquires the skills of thinking in language, making quick decisions, and controlling the speech process. Translation exercises are an effective tool for developing students' concentration, memory, and logical thinking. From a didactic point of view, the use of translation strategies contributes to the student's metacognitive development. He understands his own thought process, analyzes his mistakes in translation, and learns to express his thoughts more clearly. Therefore, translation serves not only as a means of teaching, but also as a means of teaching thinking.

Today, the role of digital technologies in integrating translation activities into the teaching process is increasing. Artificial intelligence-based translation tools (e.g. Google Translate, DeepL, ChatGPT Translator) allow the reader to independently study the translation process, analyze errors, and select correct equivalents. This allows the reader to develop critical thinking and gain deeper understanding by comparing their own thinking with the machine's results.

Translation strategies are especially important in the development of intercultural competence. Each language represents its own culture, values, and mental models. Through translation, the student compares these cultures, understands commonalities and differences, and as a result, intercultural thinking is formed. For example, translating the English phrase "break the ice" in the form of "facilitate a conversation" requires the student to correctly understand the context and cultural situation.

The results of the experiment show that the regular use of translation strategies increases students' vocabulary, deepens semantic analysis, stimulates creative thinking, and strengthens their readiness for intercultural communication. These strategies also help students to form linguistic thinking and think freely and independently in a foreign language. Translation strategies are important not only linguistically, but also cognitively, culturally, and didactically in teaching a foreign language. They activate the student's thinking, ensure the conscious assimilation of knowledge, and serve to form an integrative education system.

Material and methods: The analysis conducted during the study shows that the use of translation strategies directly affects the thinking process of students in the process of learning a foreign language. As a result of empirical observations, it was found that students' translation activities significantly develop their logical thinking, semantic analysis skills, and intercultural perception.

First of all, it was observed that the transition of students from a literal translation strategy to semantic and cultural strategies increased their ability to think in the language. For example, if

at first the students translated the text literally, at later stages they began to think independently in understanding the contextual meaning and finding equivalent expressions. This indicates that cognitive adaptation occurs through the translation process.

Secondly, the regular use of translation strategies formed metacognitive skills in students. During the translation process, students learned to analyze their mistakes, look for correct options, and express their thoughts clearly. As a result, their critical thinking and self-control skills increased.

Third, translation exercises enhanced students' intercultural competence. In the study, students analyzed English idioms, metaphors, and cultural units in comparison with their native languages. This taught them to understand cultural differences and respect different mentalities. The analysis showed that translation exercises integrated with digital technologies encourage students to think more actively and independently. For example, by analyzing the results of machine translation and correcting them based on human thinking, the student experiences a process of cognitive reflection. This demonstrates the mutually enriching effect of artificial intelligence tools and human thinking.

In general, the analysis confirms that the introduction of translation strategies into the teaching process on a scientific basis not only deepens students' language knowledge, but also serves to develop a culture of thinking, creativity, and cultural awareness. Therefore, the integration of translation strategies into the system of linguistic didactics is one of the important factors in achieving high results in foreign language education.

Result and discussion: The results of the study showed that the scientific application of translation strategies in the process of teaching a foreign language significantly improves students' language acquisition, thinking and cultural perception skills. During the experimental lessons, it was found that the levels of analytical thinking, semantic understanding and creative thinking of students increased.

First, the transition from literal translation to semantic and cultural translation strengthened students' ability to contextually perceive language units. They abandoned mechanical memorization of grammatical structures and learned to understand the general meaning of the text, recreate the content and find a suitable equivalent.

Secondly, the systematic implementation of translation exercises formed the students' metacognitive reflection skills - that is, the ability to control and analyze their own thinking process. Students developed self-assessment and critical thinking skills by identifying, analyzing and correcting their own mistakes.

Thirdly, cultural translation strategies strengthened students' intercultural communicative competence. They analyzed the differences between idiomatic units, metaphors and cultural values in English and Uzbek, and acquired the ability to respect different cultures, understand differences and adapt.

Fourthly, translation exercises implemented using digital technologies strengthened students' skills of independent work, critical analysis and creative approach. In the process of working with artificial intelligence tools, students were able to deepen their cognitive thinking by analyzing machine translations and correcting them based on human thinking.

In general, the results of the study confirmed that translation strategies are an effective methodological tool in foreign language teaching. They increased students' language competence, logical and creative thinking, and intercultural understanding. These results indicate the need for a wider use of translation activities in foreign language teaching based on a cognitive and linguodidactic approach.

Conclusion: The above analysis shows that translation strategies play an invaluable role in developing the student's thinking, developing a deep understanding of the language, and forming intercultural competence in the process of learning a foreign language. Translation is not just a process of language transformation, but also a complex mental activity that requires knowledge (cognitive), analysis, creativity, and logical thinking.

During the translation process, the student compares two language systems, compares meanings, and identifies semantic differences, which activates analytical and critical thinking. As a result of the scientific selection of translation strategies and their proper integration into the teaching process, metacognitive skills, creative approach, and communicative competence are formed in students.

Also, the use of digital tools and artificial intelligence in modern education is taking translation activities to a new level. These tools allow the student to learn by comparing his thinking with machine translation, recognizing and correcting errors. As a result, the student acquires not only the language, but also the culture of thinking.

In conclusion, the effective use of translation strategies is an important methodological tool in teaching a foreign language, ensuring cognitive development, logical thinking, cultural awareness and creative growth. Therefore, in the future, the study of translation strategies in the language education system and their application in the practical teaching process will remain a scientifically and pedagogically relevant issue.

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