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TRANSLATION AS A MEANS OF LEARNING IN A FOREIGN LANGUAGE LESSON

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Annotation: In the modern education system, the development of a free personality through the formation of competent knowledge, the formation of children's independent thinking, the acquisition and application of knowledge, quick and careful decision-making and clear planning of actions, effective cooperation in different groups, openness to new relationships. attention is being paid. This requires the widespread introduction of alternative forms and methods of competency acquisition, along with learning activities. In this case, the widespread use of methods of developing children's abilities, the use of new pedagogical tools in the classroom, such as interactive methods, multimedia, gives effective results.

Keywords: independent thinking, pedagogical tools, translation, pedagogical approach.

Interlingual translation performs various functions and is equated with a specific type of speech activity (I. A. Zimnyaya, Yu. V. Ivanova, L. M. Ezhova, etc.). Obviously, translation is a multifaceted and variable speech activity. That is why the inclusion of interlingual translation in teaching a foreign language raises a large number of problematic questions of a methodological nature, and the first question concerns the very concept of "translation" - not as a purely linguistic, but as a psycholinguistic and didactic category. In other words, the question always states of what kind of activity to perform and what kind of result from this activity the teacher requires from students when he offers them to translate something from one language to another.

Research plays an important role in the development of children's abilities and the development of a well-rounded person, for example, in the preparation for various events and mornings, requires a deeper knowledge than in the main course of science. Focusing on children's intellectual and creative activities has a stimulating effect on the effectiveness of the educational process and the development of

personal abilities. Gifted children gain intellectual leadership experience by participating in science competitions and Olympiads and achieving positive results. The organization of extracurricular activities is also important in the development of children's abilities. Extracurricular activities develop elements of science competence using methods such as distance learning, virtual labs, video conferencing, and webinars.

The traditional annual ICT Week in educational institutions, the first stages of the "Knowledge" and "Intelligence" clubs among primary school students are effective in developing children's interest in learning, increasing their knowledge of nature and existence and developing their creative activity. Such events can be organized in several ways: career guidance; research; information and entertainment; quizzes; intellectual play and others. These techniques develop elements of science competence, such as the child's speech, quick thinking, listening and speaking, and communication.

The fair and democratization of the education system in our country reveals a unique demand for the educational process and

a unique pedagogical approach. The essence of this process is radically different from the previous one.

It is now clear that it is not enough for students to have only the knowledge, skills and competencies in their subjects. Including:

- Some students who successfully graduate from an educational institution face many failures in life;

- A young specialist who has just graduated from a higher education institution and started a new job, even if he / she has sufficient professional knowledge and skills at an institute or university, will be able to adapt to the workplace for a long time;

- In a critical approach, it is clear that the knowledge and skills acquired in school or high school do not correspond to life situations that need to be addressed quickly or are not needed in life at all;

According to scientific, pedagogical and psychological sources, competence is a concept common to many disciplines. Therefore, its interpretations are diverse in size, content, meaning and logic.

In order for a student to master the necessary knowledge and develop his / her scientific competencies, it is important, first of all, to be able to fully draw his / her attention to the science or topic.

For a child who has just started school, the first type of attention is involuntary. You can see that he is distracted, distracted, and unable to hold himself together. Showing the child what is important and interesting to him or her at this time will increase the child's attention to the shape, appearance, location, size, differences, and color of these objects. Now the child will be able to hold his mind at one point during the careful study of the object. As a result, it learns why it works and how it is used. It is such activities that also help for the development of a child's memory. To do this, of

course, we use psychological exercises and trainings. Because it is necessary to bring the student to science first, to prepare the child for this process before connecting him with science.

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