

THE CHARACTERISTICS OF TECHNICAL TEXTS TRANSLATION

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Summary

The article discusses the translation features of technical texts. The main need of the article is to gather information about modern and ethnolinguistic factors, to improve the quality of translated texts and to eliminate mistakes. In this way, it is possible to ensure a quality translation of technical texts.

The article provides an in-depth look at the skills needed for a professional translator and the principle of ambiguity encountered during the translation of terminology. It should be noted that the characteristics that affect the translation process and translation strategy have been analyzed in the translation of technical texts.

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THE ROLE OF POETRY IN FOREIGN LANGUAGE TEACHING

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Abstract: *The present article researches and highlights the role and impact of poetry in language teaching process. At the same time, the benefits of using poetry in ELT (English Language Teaching) was touched upon. In addition, this paper aims at describing the advantages of incorporating poetry based tasks in several areas of language learning, including reading, writing, listening and speaking. And the question of how to use poetry as a teaching resource in English with the practical and theoretical focus was answered.*

Key words: Poems, poetry, language teaching, language skills, ESL (English as a Second Language) students

Açar sözlər: Nəzm əsərləri, poeziya, dil tədrisi, dil bacarıqları, İngilis dilini xarici dil kimi öyrənən tələbələr

Ключевые слова: Стихи, поэзия, обучение языка, языковые навыки, студенты изучающие английский язык как иностранный

With the spread and development of English around the World, English has become the international and the most used language not only for Azerbaijan, but many other countries, other than countries whose first language is English. Teaching a foreign language by poems and enjoyable rhymes makes improve the quality of lessons and apparent for students the target language. Poetry can offer a wide range of language learning opportunities to ESL learners if

it's taught interactively and linguistically. Poetry is adorned with rhythm, beautiful diction and elevated grammatical features. These features can serve as a powerful motivation to ESL students in learning grammar, vocabulary and integrated language skills. Research by Dr. Janette Hughes at the University of Ontario, for example, demonstrates the positive effects of poetry on literacy development. As Dr. Hughes points out, "paying attention to vocabulary and rhythm develops oral language skills," [Hughes, 2007, p. 1] and the development of oral language skills has a strong correlation to proficiency in reading [1].

Teachers need poetry to promote language teaching emotionally and comprehensively. Poetry helps to use Figure of Speech, Adjectives, Phrases and symbolic words naturally to show feelings and emotions. When the students read, listen or write something aloud and rhythmically they easily learn it. Although, poetry is the genre most English teachers seem least use, but this genre when brought into a language classroom, becomes a massive repertoire of several complicated elements essential for any language course. Depending on the level of students, we can start use of poetry in classroom in various ways such as:

- Discussion about the difference between Poems and Prose.
- Give a short story and ask to convert some lines in a poetic composition.
- Read poems loudly and tales and prose in poetic manner so that students can follow

Reading aloud always works well as far as pronunciation and fluency is concerned. In order to increase fluency, pronunciation and confidence, classroom practices and exercises play an important role.

- Vocabulary is also very important because there are many words which can only be used in poetic composition. So, vocabulary games and quiz also play an important role [3].

There are the basic uses poetry can bring into effective English Teaching. It brings emotions, rhyme and congenial expression in classroom. Poetry enriches vocabulary, sound, rhythm and stress, pronunciation and fluency. And in addition, also using poetry in language classes encourages creative writing, develops phonic skills, and helps to acquire vocabulary, creativity and imagination [6].

Bearing all advantages of using poetry in mind, it seems that the main issue is the appropriate choice of literary poem for use in teaching language. As Riverol points out (1991), such a choice will provide the learners with examples of many features of the language—the structure of sentences, the variety of form and the different ways of connecting ideas [7]. When a teacher comes to select the poems, she will need to consider which poems are suited to the learners' interests, language and maturity levels. According to McKay, conceptual difficulty of a literary text is also a variable to be considered carefully. The difficulty level of a poem should approximate the level of competence of the learners. Therefore, teachers need to ensure that the students are given as much help as possible in understanding the language of the poem (Lazar, 1993) [4].

In addition, all of us know that many language learners come from cultural backgrounds rich with poetry and folktales. From the epic poems of ancient civilizations to more modern political poems written during the 20th or 21st century, poetry opens an interesting historical and cultural window, and students may already be quite knowledgeable about the poets and poems that are an important part of their heritage. Also poetry always have hidden meanings which are never expressed clearly, in order to grasp the original meaning the reader has to explore more

and poetry triggers the unmotivated reader to find out what is inside. By reading a single verse almost every person out of 10 would come up with a different interpretation.

The main problem that teachers come across with is selecting suitable poems for language classrooms. Some researchers and methodologists defined several criteria and concepts for teachers. Some of them are universality, simplicity, potential depth, contemporary and intelligible language, definiteness, and concreteness. Since well-chosen materials enrich the teaching environment, carefully selected poems appealing to the language learners' taste and interest and might uplift the students' intention to study the language and help them to shape their personal and linguistic gains.

Kipling's "If" can be given as an example for the ideas put forward so far in that it is a poem with simple language appropriate for use in second language teaching; it is also highly interesting with its words and content about father's advice to his son, shedding light on his beliefs and conveying those to his son. Here are some stanzas of the poem:

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can talk with crowds and keep your virtue,
Or walk with Kings- -nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And- -which is more- -you'll be a Man, my son! [2]

The poem is structured in such a way that almost every line of every stanza of the poem starts with the word 'If'. The poem is directly addressed to the reader, in an attempt to open their eyes into believing in themselves. The poem's speaker narrates the poem directly addressing the reader as 'you'. While using this poem in the lessons teachers should give explanations to students and ask questions about the poem. This poem can well be used to invite learners to make use of their experience and knowledge of the world. A productive speaking session can be stimulated with questions like: "Who is the poem written for? How do you know this? Why did Kipling write this poem? Which do you think is the best piece of advice? And why do you think so? How do you feel having read the poem? Why did it make you feel that way?" Inviting students to be "in the poem" and internalize it like that, teachers can also find the chance to investigate issues relevant to their backgrounds, experiences, and attitudes.

We come to a conclusion that "Using poetry in Language Teaching is a great tool, but we cannot forget that we have to choose the right material, so students can maximize their learning.

It has to be interesting and adequate for each student level, reading about new things is usually interesting for students.

Learners will benefit from literature; teachers are responsible of putting in touch their students with material that catches their interest, so they want to read and listen more, which turns out in further and richer learning. Also, it can create opportunities for personal expression as well as reinforce learner's knowledge of lexical and grammatical structure giving the opportunity to develop their communicative and cognitive skills. As long as teachers believe in the power of literary genres and integrate them when necessary, success is inevitable for their students. Poetry is just one of those genres that offer great potential for significant gains among language learners.

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XARİCİ DİLİN TƏDRSİ PROSESİNDƏ POEZİYANIN ROLU

Adıgözəlova Nübubət Nizami qızı
Xülasə

Bu məqalədə poeziyanın dil tədrisi prosesindəki rolu və təsiri araşdırılır və işıqlandırılır. Eyni zamanda, İngilis dilinin tədrisi prosesində şəirdən istifadənin üstünlüklərinə toxunulub. Bundan əlavə, bu məqalə oxu, yazma, dinləmə və danışma da daxil olmaqla dil bacarıqlarının bir neçə sahələrində poeziyaya əsaslanan tapşırıqların daxil edilməsinin üstünlüklərini təsvir etmək məqsədi daşıyır. Həmçinin, İngilis dilində poeziyadan praktiki və nəzəri əsaslarla tədris resursu kimi necə istifadə olunacağı sualına cavab verilib.

РОЛЬ ПОЭЗИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Адыгозалова Нубубат Низами кызы
Резюме

В данной статье исследуется и подчеркивается роль и влияние поэзии в процессе обучения языку. Одновременно, были затронуты преимущества использования поэзии в процессе обучения английскому языку. Кроме того, эта статья направлена на описание преимуществ включения заданий на основе поэзии в нескольких областях изучения

языка, включая чтение, письмо, аудирование и устной речи. Также, отвечает на вопросы, как использовать поэзию в качестве учебного ресурса по английскому языку с практической и теоретической направленностью.

Rəyçi: dosent Məhərrəmovə Suqurə İbrahim qızı

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TRANSLATION AS A MEANS OF INTERCULTURAL COMMUNICATION

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Abstract: *Translation is a bridge of friendship and brotherhood both among the countries and people living in large geographical areas, speaking different languages, having different worldviews and different psychological natures and is a means of main communication between the past and the present. That's why translation is always in great need. Translation is a worker carrying information obtained in one place or at a time, scientific and technical achievements, artistic features to another place or another period. Translation is a difficult and responsible profession. A translator must be a master of his craft being ready for any challenge.*

Mirza Ibrahimov commented on the translation as follows: "Noting that translation is a large, indestructible cultural bridge between people, it is the soul of man, one of the powerful factors that enriches the world, feelings and perceptions. Translation can enrich the language of the people at the same time as long as it is beautiful, fluent, lively".

Key words: cultural values, intercultural communication, mutual understanding, interlingual communication, speech product

Ключевые слова: культурные ценности, межкультурная коммуникация, взаимопонимание, межъязыковая коммуникация, речевой продукт

Açar sözlər: mədəni dəyərlər, mədəniyyətlərarası ünsiyyət, qarşılıqlı anlaşma, dillərarası ünsiyyət, nitq məhsulu

The problem of relations between language, culture and speaker is one of the fundamental problems in modern linguistics. This problem is defined by many researchers as "anthropological". Language is a reflexion of an ethnic group's culture, a means of transmitting cultural values through generations and the major tool of cognition. As language sets the parameters of human perception of the world and stereotypes of daily behavior, any linguistic research in the field of language semantics deals with the interrelations of the concepts of language, culture, and personality.

Along with that, the globalization of cultures actualizes the concept of intercultural communication. In many areas, such as linguistics, literary criticism, culture studies, sociology, psychology, new researches are devoted to the problem of intercultural communication. The