



Translation studies and pragmalinguistic development tendencies : problems, solutions and achievements

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**TARJIMASHUNOSLIK VA PRAGMALINGVISTIKANING
TARAQQIYOT TENDENSIYALARI: MUAMMOLAR, YECHIMLAR VA
YUTUQLAR**

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**TRANSLATION STUDIES AND PRAGMALINGUISTIC DEVELOPMENT
TENDENCIES: PROBLEMS, SOLUTIONS AND ACHIEVEMENTS**

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THE PRESENCE OF SAME AND DIFFERENT OPINIONS REGARD TO STORYTELLING TECHNIQUES TO ENHANCE ENGLISH SPEAKING SKILLS

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Teaching speaking skills is a crucial part of the English Foreign Language (EFL) learning process. Many people equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language. Nunan (1991) writes "success is measured in terms of the ability to carry out a conversation in the (target) FL". Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

Based on the traditional technique usually used for teaching speaking, most of the students cannot reach the minimum criteria score set by school. The minimum criteria score stated by the school for speaking competency is not so high, but most of the students usually get scores lower than that. Other problems that in the teaching of speaking are that whilst these middle school students are able to read and understand various genres in a reading text, they might not yet retell the content of the texts or retell the stories in these genres to their friends.

Story telling is one of the teaching media in English language education. This media will help teacher to deliver material. According Sundmark (2014) and Remi (2011), storytelling has potential means to increase children language skills. Therefore, the teacher as a facilitator should give the good example in the language usage. The students could easily adapt what the teacher did. Dawkins and O'neil (2011) said that as a teacher, we are not only telling story. The story should has moral value, make them feel interest and experiences.

Storytelling activity involve direct contact between two main actors. They are listener and teller. The listener's role is focus on the expression of the teller and how the facial and body has shown. The teller's role is to prepare and present the language usage, vocalization, effectively and efficiently communicate of a story (Barzaq, 2009, p. 7).

Furthermore, many studies (e.g., Bloch, 2010; Davies, 2007; Fox, 1993; Tsou, Wang & Tzeng, 2004) show that storytelling can make a significant contribution in the language classroom to build speaking, writing, reading and listening skills. According to Haven (2000), using storytelling in the classroom was a powerful and effective way to improve and develop language skills; moreover, activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards ESL language learning.

Storytelling is an oral activity where language and gestures and body language are used in a colorful way to create scenes in a sequence (Champion, 2003). However, storytelling consists of more than just telling stories. It may include not

only creating a story but also the use of pictures, acting, singing, story writing and so forth. The National Council of Teachers of English (1992) defines storytelling as the relating of a tale to one or more listeners through voice and gesture, and they emphasize that it is not congruent with simply acting out a drama or reciting a story from memory or a text, but it is the creation of mental images of the elements of a story through voice and gestures to an audience. And, throughout the telling of a story, the teller and the audience give complete attention and engage and share in a learning experience. Barzaq (2009:7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. She also noted that stories provide natural connections between events and concepts, and that visual storytelling is a way of telling stories through images.

McDrury and Alterio (2003) summarize that if educators and students practice reflective learning through storytelling, the end result will be learning that is more meaningful, challenging, and stimulating. In addition, reflective learning through storytelling offers the additional benefit of creating transformative self-knowledge and personal growth. By sharing stories and listening to others, students process information on a deeper and more meaningful level thus constructing new knowledge and practice.

Tales are a type of material in which we can find all elements mixed together. Sadness, joy, surprise, curiosity, etc., are such emotional states which people are confronted with and cannot remain indifferent to. Most learners have grown up in a learning context full of narrative stories, both real and fictional. Deacon and Murphey (2001) have explained that stories can have an effect on a person's construction of knowledge and self. They help learners make sense of the world surrounding them and the life they lead. Storytelling is a material for teaching that can reach into the emotional and affective realms of learners (Deacon & Murphey, 2001)

Listening to and reading stories can no longer be considered as just a recreational activity and an escape from reality to a world full of fantasy and wonders. It is now

fully recognized that stories have a very important role to play in teaching especially for teaching language i.e., ESL. Teachers can use that type of material either in SL/FL teaching or in first language teaching and for different purposes. Stories are generally used as a comprehensible input in teaching a language. Garvie (1990) presents the view that storytelling can be a major component in an acquisition-based teaching approach. The best way to realize this is to introduce storytelling as a reading input, especially the type of pleasure reading which is not yet exploited well in teaching ESL.

**YOZMA TARJIMADA FRAZELOGIYANING O'RNI VA AHAMIYATI.
FRAZELOGIK BIRLIKLARNING IKKI (INGLIZ VA O'ZBEK) TILIDA
TARJIMASI VA QO'LLANILISHI.**

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Abstract. Ushbu maqola frazeologiyaning tarjimashunoslikdagi, aniqroq qilib aytganda yozma tarjimadagi ahamiyati, uning o'rni va qo'llanilishi bo'yicha yozildi. Frazeologik birliklarning yozma va og'zaki nutqda qay darajada qo'llanilishi yoritib berilgan.

Key words: frazeologiya, frazeologik birliklar, frazalarning ikki tilda qo'llanilishi, frazalarning ikki tildagi tarjimasi.

Frazalarning qo'llanilishini o'rganishdan avval fraza o'zi nima degan savolga javob berishimiz kerak. Fraza ya'ni iboralar o'zbek tilida so'z birikmasi turg'un qotib qolgan bir yoki ikki so'zdan iborat bo'ladi. Tilshunoslikda frazalogizmlarni o'rganuvchi, tadqiq etuvchi sohasi frazalogiya (grekcha phrasis- "ibora, logos- "so'z" ma'noni anglatadi) deb ataladi. Iboralar tarkibida nechta so'z bo'lishidan qat'iy nazar yaxlit bir ma'noni ifodalaydi. Frazalar bizga nima uchun kerak? Bu

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