



## ANDRAGOGICAL EDUCATION: WAYS TO USE FICTION TRANSLATIONS IN LEARNING ENGLISH

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### Abstract

The article discusses the principles, the essence and modern methods of learning English in andragogical education.

**Key words and concepts:** andragogical education, translation of analogies, motivation, know-how, literary portrait translation.

### Introduction

In our time, andragogy is gaining popularity: the need for constant training, the ability to meet the requirements of a constantly evolving society, in other words, the need for lifelong research and study to keep pace with the times.

Teachers, who are the advanced strata of society, need to be especially advanced in this regard, because it is in their hands to educate the young people who are the foundation of our future. With the challenge of learning English in front of our older teachers, we have set the goal of our article to shed light on the optimal ways to learn.

The goals and objectives of the article were determined based on these needs. During my career, "How long can I learn English?" they ask the question a lot. This question is the most unnecessary and, at the same time, necessary. I think the answer to this question is as follows: Without a clear goal, it is impossible to succeed in any endeavor, especially in language learning. Therefore, the learner needs to think about why he or she wants to learn English on his or her own. After studying as a student, I taught English at a private language training center. The first lesson is always "Why do you want to study English?" I would start with the question. Unfortunately, more than half of the class could not say the exact goal. There were many people who simply said, "My parents are sending, it will be useful." I get a similar answer from the teachers: "You are required to know English."

Because language learning is a long and arduous process, one who sets out on this path without a clear purpose can never learn a language. He can set a goal based on all the circumstances. For example, a school teacher may set a goal, "By learning English, I will learn new know-how related to my subject and take my student to the International Olympiad." The more serious the goal, the faster and more effective the language learning will be.

Andragogy has guiding principles that increase the effectiveness of the language learning process. One such way is to adapt the process of learning English to our lifestyle.



Unlike young people, the ability to devote special time to education as an adult is a problem. But there is hardly anyone who does not read a work of art. For example, when reading a work of art every day, it is better to be able to read, compare, and give your own version along with its English translation. The biggest challenge a language learner faces is memorizing learning materials. However, it is possible to get rid of these problems by withdrawing from traditional memorization methods. Our task is to teach language learners to create monologue and dialogic speech freely, to bring each lesson closer to natural communication, to use visual and facilitating methods and techniques in the process of mastering difficult materials. Learners cannot memorize grammatical rules, even unlinked text (grammar exercises) and poems. Remember, are there ways to achieve simple and quick assimilation of learning material? Are there specific ways in which language learners can effectively develop memory and speech?

Based on such issues, we would like to highlight one of the effective methods we have been using in our work experience for several years. The goal is to develop the learner's figurative, logical memory through a systematic analysis of works of art and their translations and a method of oral retelling.

A very interesting and effective way to memorize foreign words is eidetics. Translated from the Greek, eydos means image. The peculiarity of the human memory and brain is that it can remember any information figuratively. If we say, for example, the word river (bowl, computer, apple), an "inner image" will appear in our memory, and everyone will see their own river (bowl, computer, apple). While reading a work of art, we feel tastes, smells, feel the life inside the work - this is the secret of eidetics, that is, the material is remembered through the image. This method is very handy for remembering new words and phrases. It is more impressive and effective for a writer to compare and contrast the figurative image drawn in a work of art with the variant of translation in the mind of the learner. Sometimes the large size of the text frightens the learner and leads to the idea that they cannot retell the story. But gradually they realize that it is easier to retell a work of art, especially when compared to a translation of the work. It is possible to use different genres of works of art, for example, fairy tales, poems, stories, proverbs, riddles, short stories, novels. Let's look at this method through the favorite work of every Uzbek on the bookshelf."

Object of the article. Abdulla Kadyri's novel "Last Days" skillfully embodies the way of life, traditions, spiritual world and image of the Uzbek people. Just as the elegant, beautiful language and artistic charm of the work fascinated the Uzbek reader, its first translation into English was undoubtedly a separate event in the cultural life of this people. The novel was translated into English in 2018 by Karol Ermakova. This translation can be considered as the first attempt to introduce the novel "Last Days" to the English reader, which is a classic example of Uzbek literature, as well as the first step towards the perfect reconstruction of the work in English. The spirit of the period, the restoration of the national color, requires hard work and relentless research in the whole creative work, such as conveying the deep nationalism in the art of the work to the reader of another language, another culture. In a sense, the translator was able to do that. So, we will look at ways to improve the learner's oral and written speech by comparing the analogies given in the novel and their translation.



Methods used. One of the most commonly used means of expression in play is analogy. Analogies are a simple form of migration, based on the similarity between two things and events, in which one of them fully and exaggerates the sign and essence of the other. Annotated dictionary of the Uzbek language. volume V. - T.: National Encyclopedia of Uzbekistan, 2006-2008. - p.185

In art, analogies are one of the most important means of expression. In Eastern classical literature, analogy is called tasbih and it is valued as the most important poetic art. "The development of written literature is the history of the development of poetic means, including rhetoric." Ishakov Y. Dictionary of word art. - T.: "O'zbekiston", 2014. - p.31. In this work, Abdullah Qadiri widely and appropriately used the art of tasbih.

We recommend that the reader first compare the portrait of Kumush, one of the fascinating heroes of the novel, with the English translation. The portrait of Kumush is described in the novel as follows:

“Унинг қора зулфи пар ёстиқнинг турлик томонига тартибсиз суратда тўзғиб, қуюқ жингила кипрак остидағи тимқора кўзлари бир нуқтага тикилган-да, нимадир бир нарсани кўрган каби... Қоп-қора камон, ўтиб кеткан нафис, қийиг қошлари чимирилган-да, нимадир бир карсадан чўчиган каби... Тўлған ойдек ғуборсиз оқ юзи бир оз қизиллиқғаайланган-да, кимдандируялган каби...” Abdullah Qadiri. Last days. - T.: “Manaviyat”, 2008. - p.14.

In translation: “Her black braids lie tangled among the pillows, her jet-black eyes gaze out from under her long, thick eyelashes, staring into space as though she had glimpsed something. Her fine, blue-black arched brows are knitted into a frown as though something troubles her...” Abdullah Qadiri. Last days. - T.: “Manaviyat”, 2008. - p.14.

In this passage, Kumush's dark, elegant eyebrows are likened to a bow, and his dust-free face is likened to a full moon. The symbols of the bow and the full moon have been translated into English as “arched”, “full moon”. The translator was able to make the text of the work, skillfully applied to prose, read in English as fluently and aesthetically pleasing as the original poetic work, as well as the traditional analogies in prose.

In the next step, we can suggest that the learner compile a dictionary of analogies in the Kumush's portrait and status image. For example:

Table 1 Dictionary of analogies (in the play)

Analogy in the Uzbek text	In English	Comment
Камон қошлар	Blue-black ached eyebrows	
Тўлин ойдек юзи	Carefree face as the full moon	
Намозшомгулдек	just like a Queen of the Night flower	
Садаф тишлари	<i>pearly teeth</i>	
Ёқут ирини (лаби)	Ruby lips	



Remembering similar artistic means in an artistic text is one of the effective factors:

- 1) An interesting, easy and enjoyable lesson for the learner;
- 2) this process directly stimulates creativity, motivates research.

The following analogy analysis in the text describing the state of silver is even more interesting and an easy way to remember:

"Whether he was thinking about something or his headache was severe, it was closed like a prayer lamp." [4, 32] The translation of the Kumush's status, which opens in the evening and closes in the morning, is as follows:

"Perhaps something was on her mind, or perhaps her headache had worsened; either way, she merely sat in silence, just like a Queen of the Night flower hanging its head in the day" [2.32]

As we can see, in the English text, the word namazshomgul, which is the object of imitation, is literally given as just like a Queen of the Night flower. In this case, in order to overcome the difficulties that arise in translation, usually from long languages, due to intercultural differences, the approach to the original text, literal translation, allowed the translator to retain the meaning. As a result, the translator was able to accurately and effectively express the discomfort in Kumush's body and mind in translation. It is easier to remember the English translation of Namazshomgul in this way.

In describing Kumush, the writer skillfully uses metaphors that are directly related to the culture and way of life of the Uzbek people, deeply rooted in the essence of the life of our people. For example, to express the beauty of Kumush's teeth, he gives the following allegory:

"Kumush's imperceptible smile showed her pearly white teeth under her ruby pus, but her condition quickly turned dark. [4, 32]

Apparently, the writer likened Kumush's teeth to a pearl, that is, to a shiny white pearl, to a pus (lip) to a ruby, that is, to a clear gemstone of various colors. These analogies are expressed in translation as follows:

"A smile ran imperceptibly over Kumush-bibi's ruby lips, her pearly teeth flashed fleetingly, but her face soon froze into a cold expression p2, 32]

The fact that pearls and rubies, which are the subject of simile, are also familiar to the Uzbek reader, makes it easier to learn, and we believe that the use of this convenient factor is effective in remembering the translation of these words as ruby and pearly.

In English lessons, words are considered mainly in phonetic and grammatical terms. But it is an effective way of interpreting the meaning of a word and using it interchangeably with its synonyms. In this case, the student explains the objects that resemble Kumush's eyebrows, face, teeth, pus (lip) and tries to find synonyms in the dictionary. As a result, draws a table approximately:

Table 2 Find synonyms for analogies (using dictionary)

In Uzbek	In English	Comment
Камон қош – қалам қош	Blue-black ached eyebrows	
Тўлин ойдек юз – гулгунча юз	Carefree face as the full moon	
Садаф тиш -	<i>Pearly teeth</i>	
Ёқут ирин- гунча лаб	Ruby lips	



An image of such analogies appears brighter in the eyes of the learner and makes it easier to remember.

## Conclusion

Today, the issues of targeted training of pedagogical staff, the wide involvement of talented creative teachers in language learning, the development and implementation of measures to create conditions for them to realize their creative and intellectual potential are being addressed.

Learning a language is not easy. An effective way to do this is to set a clear goal for the learner, to constantly repeat new words, to communicate without embarrassment when the opportunity arises, to adapt the process of learning English to life. Children are unable to produce reflexes, an ability that is formed as they grow older. An adult is able to understand how to learn. That is, it can identify errors, shortcomings, differentiate between effective and useless methods, and make conscious choices. Adults have the power to assimilate certain knowledge independently. If they are curious and able to find information, this method will help them to remember the material very well. This means that the faster the knowledge learned is put into practice, the more effective it will be. For example, if profiling is being studied and human character is not analyzed, the quality of reading will decline.

In this regard, the translation of many such analogies in the works of art and the analysis of the character of the heroes open the way for the creative search of the learner and serve as an optimal method of memorization.

Based on the above points, we would like to make a few suggestions:

in language learning it is easy and convenient to memorize and master grammatical materials through figurative imagination, in which case the method of eudetics comes in handy;

- As an object of figurative imagination we can get works of art and their translation into English;
- In androgocic education, this method is effective because adults are able to independently understand how to learn and use the willpower to consciously master it;

we recommend comparing and re-narrating the text of the novel “The Last Days” and its English translation, as the parables, which are directly related to the culture and way of life of the Uzbek people, make it easier for the reader to understand the text. (than the text); in this way, the learner's figurative, logical memory is developed through a systematic method of comparative analysis of works of art and their translation, reading and oral retelling. memorizing artistic means is a fun, easy, and enjoyable exercise for the learner; this process directly stimulates creativity, motivates research

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