

THE ROLE OF TRANSLATION IN DEVELOPING RUSSIAN LANGUAGE COMMUNICATION SKILLS

Nargis Kazbekovna Sarimsakova

Senior Lecturer at the Department of Foreign Philology,
Tashkent International University of Financial
Management and Technologies, Uzbekistan

Annotation: This article examines the role of translation in developing communication skills in the process of learning the Russian language. The study highlights the importance of translation activities in improving speaking, listening, reading, and writing competencies. Special attention is paid to the comparative analysis of lexical, grammatical, and cultural features between languages. The article also discusses modern teaching methods and translation strategies that contribute to effective communication in Russian. The findings demonstrate that translation serves as an important pedagogical tool for enhancing learners' linguistic competence and intercultural communication skills.

Keywords: communication skills, linguistics, translation studies, intercultural communication, language teaching, lexical analysis, grammar, communicative competence.

Introduction: In modern language education, the development of communicative competence has become one of the main objectives of teaching foreign languages. The Russian language, being one of the widely spoken international languages, requires effective teaching methods that help learners improve their communication skills in real-life situations. Among various pedagogical approaches, translation plays a significant role in facilitating language acquisition and strengthening learners' understanding of linguistic structures.

Translation is not only a means of transferring meaning from one language to another, but also an important educational tool that enhances vocabulary, grammar, pronunciation, and cultural awareness. Through translation activities, students are able to compare linguistic features of their native language and the target language, which contributes to better comprehension and accurate language use. In the process of learning Russian, translation exercises help learners develop speaking, reading, writing, and listening skills simultaneously.

Furthermore, translation encourages critical thinking and intercultural communication by exposing students to different cultural contexts and expressions. Modern methods of teaching Russian increasingly integrate translation strategies in order to improve communicative competence and practical language application. Therefore, studying the role of translation in developing Russian language communication skills remains an actual and important issue in contemporary linguistics and language pedagogy.

Materials and Methods: This study investigates the role of translation in developing Russian language communication skills among foreign language learners. In order to achieve reliable and objective results, the research is based on both qualitative and quantitative approaches. The study combines theoretical analysis with practical experimental work, which allows a comprehensive examination of translation as an effective pedagogical tool in Russian language teaching.

The research materials include scientific literature on linguistics, translation studies, communicative language teaching, and Russian language methodology. Various textbooks, academic articles, methodological manuals, and scholarly publications related to translation and language acquisition were analyzed during the study. In addition, authentic Russian-language materials such as literary texts, newspaper articles, dialogues, and academic passages were selected for translation and communicative analysis. These materials were chosen to demonstrate

lexical, grammatical, stylistic, and cultural features of the Russian language in real communicative contexts.

The practical part of the research was conducted among university students studying Russian as a foreign language. The participants represented different levels of language proficiency, which made it possible to compare the effectiveness of translation activities at various stages of language learning. During the experiment, students completed written translation exercises, oral interpretation tasks, communicative dialogues, contextual vocabulary activities, and comparative linguistic analyses between Russian and English languages. Special attention was paid to the use of communicative expressions, idiomatic units, and culturally specific vocabulary that often create difficulties in translation and language acquisition.

Several scientific methods were applied throughout the research process. The comparative linguistic method was used to analyze similarities and differences between Russian and English lexical, grammatical, and semantic structures. This method helped identify the linguistic factors that influence the development of communication skills through translation. The descriptive method was employed to systematize and interpret theoretical concepts related to translation competence, communicative competence, and modern language teaching methodologies.

An experimental method was also implemented to evaluate the practical effectiveness of translation-based instruction. Translation activities were integrated into Russian language lessons over a certain academic period, and students' communicative performance was assessed before and after the experiment. Observation methods were used during classroom activities to monitor learners' participation, speaking fluency, comprehension abilities, and interaction in communicative situations. Furthermore, questionnaires and surveys were conducted among students and teachers in order to gather information about their attitudes toward translation in foreign language learning.

The collected data were analyzed using statistical and comparative techniques. Test results, survey responses, and classroom observations were evaluated to determine the degree of improvement in learners' communication skills. The combination of theoretical analysis, practical experimentation, and statistical evaluation ensured the scientific validity and reliability of the research findings. As a result, the study provides a detailed understanding of how translation contributes to the development of communicative competence in Russian language education.

Results and Discussion: The results of the research demonstrated that translation plays a significant role in the development of Russian language communication skills among foreign language learners. The experimental work showed noticeable improvement in students' speaking, reading, writing, and listening abilities after the integration of translation-based activities into the educational process. Translation exercises helped learners better understand grammatical structures, enrich vocabulary, and develop the ability to express ideas accurately in communicative situations.

During the experimental stage, students who regularly participated in translation tasks showed higher levels of communicative competence compared to those who relied only on traditional language learning methods. In particular, the participants demonstrated greater confidence in oral communication, improved pronunciation, and more effective use of contextual vocabulary. Translation activities also contributed to the development of critical thinking and analytical skills, as students were required to compare linguistic structures and identify semantic differences between Russian and English languages.

The findings revealed that written translation exercises were especially effective in improving grammatical accuracy and lexical competence. Students learned to apply Russian grammatical rules more consciously while translating complex sentences and contextual expressions. Oral translation and interpretation tasks, on the other hand, enhanced spontaneous speech production and listening comprehension. These activities encouraged learners to react

quickly in communicative situations and improved their ability to maintain conversations in Russian.

Another important result of the study is related to intercultural communication. Translation exposed students to cultural realities, idiomatic expressions, and national characteristics reflected in the Russian language. Through comparative analysis, learners became more aware of cultural differences and language-specific meanings, which positively influenced their communicative behavior and sociolinguistic competence. The study confirmed that translation is not only a linguistic process but also a means of developing intercultural understanding and communicative flexibility.

The questionnaire and survey results indicated that the majority of students and teachers considered translation to be an effective and motivating teaching method. Most respondents emphasized that translation exercises helped reduce language barriers, improve comprehension, and strengthen overall language confidence. However, some participants noted that excessive dependence on direct translation may sometimes limit spontaneous speech development if not combined with communicative practice. Therefore, translation should be integrated with interactive teaching methods such as discussions, role plays, and communicative tasks.

The discussion of the results confirms the importance of translation in modern Russian language pedagogy. The findings correspond with contemporary linguistic and methodological theories that view translation as a productive educational strategy for developing communicative competence. Translation creates opportunities for learners to analyze language deeply, understand contextual meanings, and apply linguistic knowledge in practical communication.

Overall, the study proves that translation serves as an effective pedagogical instrument in Russian language teaching. Its systematic use contributes to the formation of linguistic competence, communicative skills, and intercultural awareness, which are essential components of successful foreign language acquisition.

In conclusion, the present study has demonstrated that translation plays an important role in the development of Russian language communication skills. The research findings confirm that translation is not only a linguistic activity aimed at transferring meaning from one language to another, but also an effective pedagogical tool that contributes to the formation of communicative competence. Through translation exercises, learners improve their vocabulary, grammatical accuracy, speaking fluency, listening comprehension, and writing abilities in the Russian language.

The study showed that the integration of translation-based activities into Russian language teaching positively influences students' language performance and increases their confidence in communication. Comparative analysis between Russian and English helped learners better understand linguistic structures, semantic nuances, and contextual meanings. In addition, translation activities enhanced students' analytical thinking and intercultural awareness by exposing them to culturally specific expressions and communicative norms.

The experimental results also proved that combining translation with communicative teaching methods creates more effective learning outcomes. Written and oral translation tasks encourage active language use and support the practical application of linguistic knowledge in real communicative situations. At the same time, the research emphasizes that translation should not be used in isolation, but rather in combination with interactive and student-centered teaching approaches.

Overall, the findings of the study confirm the educational value of translation in modern Russian language pedagogy. Translation contributes not only to linguistic development but also to intercultural communication and cognitive skills, which are essential for successful foreign language acquisition. Therefore, the use of translation in Russian language education can be considered one of the effective strategies for improving learners' communicative competence and professional language proficiency.

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