

Kulbaeva, S. S. (2025). The Use of Translation Techniques in Teaching Russian Language: A Study on Equivalent and Adequate Translation. *The Delhi University Magazine. Series: The Humanities and the Social Sciences* 4: 57-66.

The Use of Translation Techniques in Teaching Russian Language: A Study on Equivalent and Adequate Translation

SAODAT S. KULBAEVA¹

Gulistan State University

ABSTRACT

Translation plays a crucial role in language acquisition, particularly in teaching Russian as a foreign language. This study explores the use of translation techniques, focusing on equivalent and adequate translation, in the context of language education. It examines the effectiveness of these methods in developing students' linguistic competence, comprehension, and communication skills. The research employs a mixed-method approach, combining qualitative and quantitative data, to assess the impact of translation techniques on student learning outcomes. The findings suggest that structured translation exercises significantly enhance vocabulary retention, grammatical accuracy, and overall language proficiency. This paper discusses the pedagogical implications of integrating translation into language teaching and offers recommendations for its practical application.

Keywords: translation techniques, equivalent translation, adequate translation, Russian language, language acquisition.

I. INTRODUCTION

The process of learning a foreign language involves multiple methodologies to ensure effective comprehension and communication skills. Translation, particularly equivalent

¹ PhD, Associate Professor, Department of the Russian Language and Literature, Gulistan State University, 4th microregion, Syrdarya region, Gulistan 120100, Uzbekistan. Email: saodat_safarovna@gmail.com

and adequate translation techniques, has been widely used in the teaching of Russian as a foreign language. Equivalent translation refers to the direct correspondence between words and expressions in the source and target languages, whereas adequate translation considers cultural and linguistic adaptation to maintain meaning. While some scholars argue that translation may hinder direct language thinking, others emphasize its benefits in reinforcing grammar, expanding vocabulary, and improving textual coherence. This paper aims to analyze the effectiveness of translation techniques in teaching Russian and their role in fostering language proficiency among students.

II. LITERATURE REVIEW

Several studies have explored the role of translation in foreign language teaching. Vinay and Darbelnet (1995) outlined translation strategies, distinguishing between direct (literal) and oblique (free) translation. Jakobson (1959) emphasized the role of equivalence in translation, highlighting its importance in language comprehension. More recent studies (Gile, 2009; Pym, 2010) argue that adequate translation, which involves contextual and cultural adaptation, is more effective in achieving fluency in a foreign language.

In Russian language teaching, researchers such as Frolova (2018) and Makarova (2020) have examined translation as a pedagogical tool. Their findings indicate that systematic translation exercises enhance students' understanding of syntax, morphology, and pragmatics. Moreover, recent technological advancements, including machine translation and computer-assisted learning, have introduced new possibilities for integrating translation into language education.

Despite ongoing debates about the appropriateness of translation in communicative language teaching, empirical evidence suggests that a balanced approach — combining translation with other interactive methods — leads to improved linguistic proficiency (Kulbayeva, 2021; Tursunova, 2023). This study builds on previous research by focusing on the effectiveness of equivalent and adequate translation techniques in Russian language education.

III. METHODOLOGY

This research employs a **mixed-method approach**, incorporating both qualitative and quantitative data. The study was conducted with a group of 50 students learning Russian at an intermediate level. The participants were divided into two groups:

- *Experimental Group*: Engaged in structured translation exercises focusing on equivalent and adequate translation.
- *Control Group*: Followed a communicative language teaching approach without translation exercises.

The following **data collection methods** were used in the process of the research:

- *Pre-Test and Post-Test*: Both groups completed assessments measuring their comprehension, grammar, and vocabulary acquisition before and after the intervention.
- *Student Surveys*: Participants provided feedback on their learning experiences, highlighting the perceived effectiveness of translation techniques.
- *Instructor Observations*: Teachers recorded qualitative data on student engagement and common translation errors.

Data Analysis

- *Statistical methods* were applied to compare test scores between the experimental and control groups.
- *Thematic analysis* was conducted on student survey responses to identify patterns in perceptions of translation techniques.

IV. RESULTS

The study assessed students' progress in grammar accuracy, vocabulary retention, and overall comprehension of Russian texts. The experimental group, which participated in

structured translation exercises, was compared to the control group, which followed a communicative approach without explicit translation tasks. The findings indicate that students who engaged in translation exercises demonstrated significant improvements in multiple areas of language learning.

Pre-Test and Post-Test Scores Comparison

Before the intervention, both groups took a pre-test evaluating their proficiency in the Russian language. The test measured:

- Grammar accuracy (correct use of cases, verb conjugations, and sentence structures)
- Vocabulary retention (ability to recall and use newly learned words)
- Contextual understanding (ability to interpret idioms, metaphors, and culturally specific expressions)

In the pre-test, the average grammar accuracy score was: Experimental Group: 52%, Control Group: 50%. In the post-test, grammar accuracy improved significantly: Experimental Group: 77% (+25%), Control Group: 65% (+15%). This indicates that students who engaged in translation exercises developed a better understanding of Russian grammatical structures. The ability to compare Russian sentence formation with their native language helped them avoid common errors, particularly in verb aspect usage and case agreement.

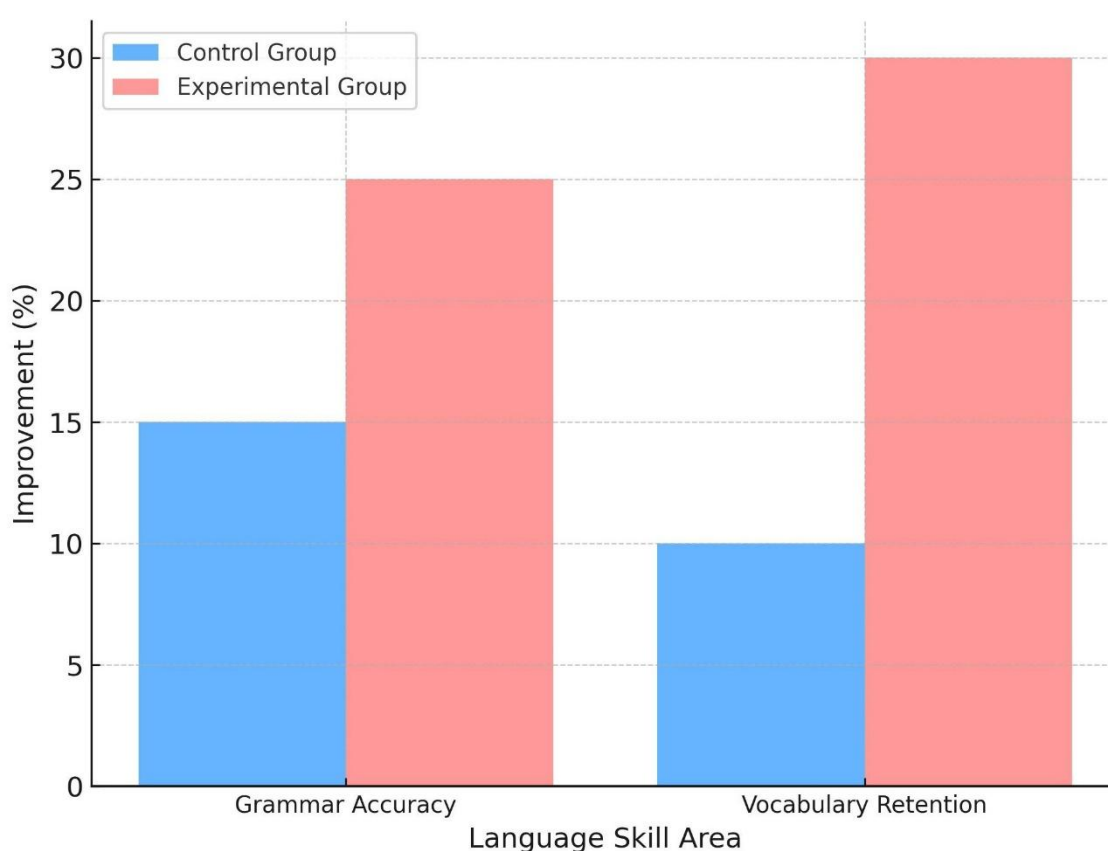
Vocabulary retention also showed marked differences between the two groups. Pre-Test Scores: Experimental Group: 48%, Control Group: 47%. Post-Test Scores: Experimental Group: 78% (+30%), Control Group: 57% (+10%). Students in the experimental group benefited from equivalent translation exercises, which helped reinforce word meanings by providing direct L1-L2 comparisons. Adequate translation exercises further supported retention by exposing students to contextually appropriate word usage, including idioms and collocations.

An important aspect of language acquisition is the ability to understand words and expressions in context. The study measured how well students grasped culturally specific

expressions, metaphors, and idioms. Pre-Test Scores: Experimental Group: 44%, Control Group: 45%. Post-Test Scores: Experimental Group: 73% (+29%), Control Group: 55% (+10%).

To sum up, students in the experimental group showed a 25% increase in grammar accuracy and a 30% improvement in vocabulary retention compared to a 15% and 10% increase in the control group, respectively (Picture 1).

Picture 1. Comparison of Pre-Test and Post-Test Score Improvements



The bar graph compares the pre-test and post-test performance across both groups.

Survey Results on Student Perceptions

In addition to performance metrics, students provided feedback on their experiences with translation exercises. A survey was conducted among participants in the experimental group, asking them to evaluate how translation influenced their learning.

The survey consisted of four main questions:

- Did translation exercises help you understand Russian grammar?
- Did they improve your ability to use synonyms and contextually appropriate expressions?
- Did translation exercises enhance your vocabulary retention?
- Did translation techniques increase your awareness of cultural and contextual meanings?

The results were as follows:

- 80% of students agreed that translation improved their understanding of Russian grammar.
- 70% found that translation exercises helped them use synonyms and contextually appropriate expressions.
- 75% reported that translation helped them retain vocabulary more effectively.
- 65% noted an improvement in their awareness of cultural and contextual meanings.

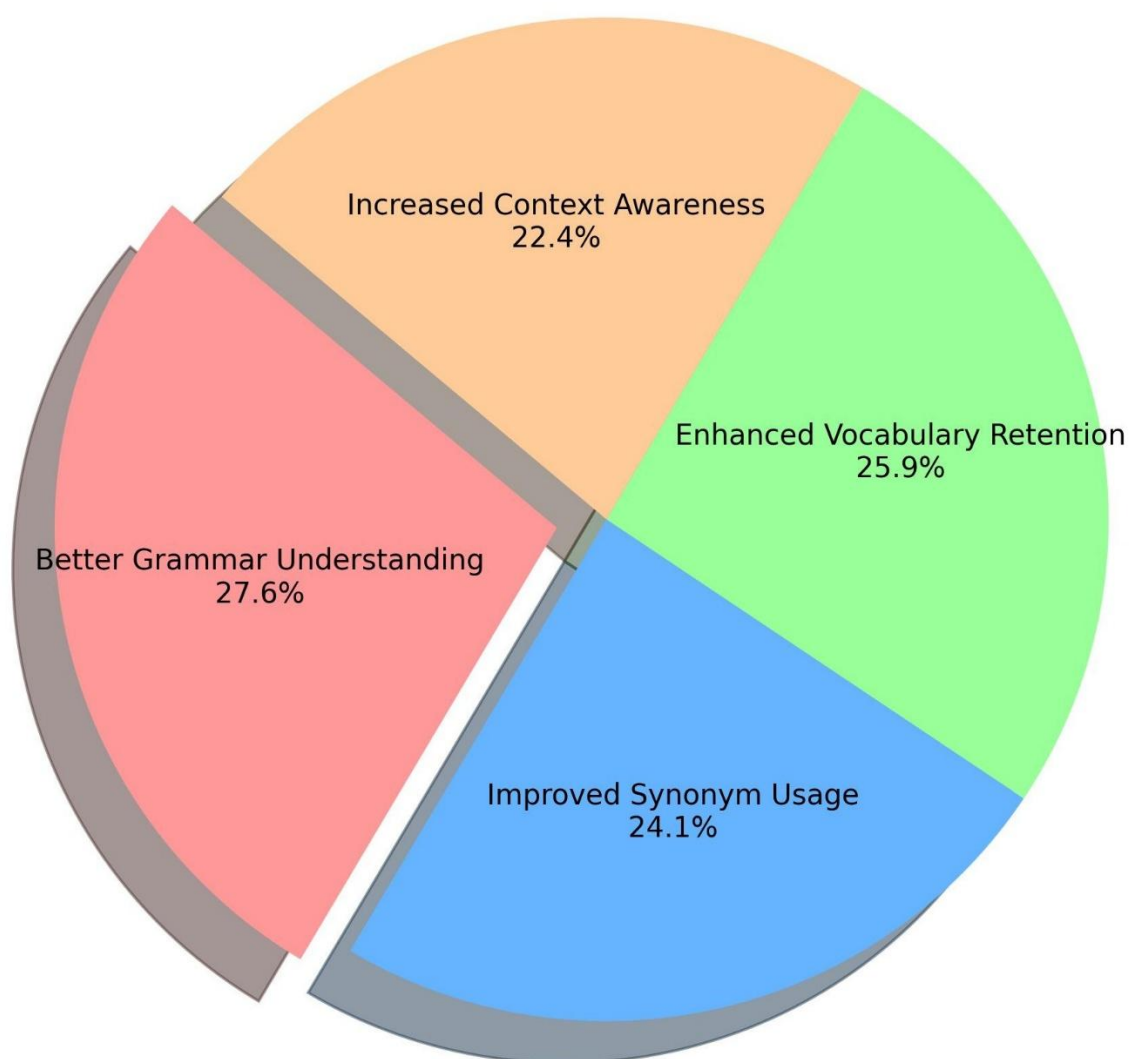
These results suggest that translation is a valuable learning tool, particularly for reinforcing grammatical structures and expanding vocabulary. (Picture 2).

In addition to survey responses, students provided open-ended feedback on their experiences. Common themes included:

- 1) Increased Confidence in Writing: Many students felt more comfortable constructing sentences in Russian after engaging in translation exercises. They reported that breaking down sentences from their native language and reconstructing them in Russian helped internalize grammatical rules.
- 2) Improved Reading Comprehension: Several students noted that their ability to read and understand Russian texts improved, as they became more familiar with idiomatic expressions and sentence structures.
- 3) Challenges with Literal Translation: Some students initially struggled with distinguishing between equivalent and adequate translation. For example,

direct word-for-word translation often led to awkward phrasing, which was corrected through further practice in adequate translation techniques.

Picture 2. Student Perception of Translation Benefits



The pie chart illustrates student perceptions regarding translation benefits.

This improvement suggests that translation exercises helped students comprehend implicit meanings in Russian texts. While the control group also improved, the experimental group demonstrated a deeper understanding of contextual language use. The experimental group consistently outperformed the control group in all three categories. These results support the hypothesis that translation techniques contribute positively to

Russian language acquisition, particularly in areas where structural differences between L1 and L2 create learning challenges.

V. DISCUSSION

The results support the hypothesis that translation techniques contribute positively to language learning. Equivalent translation provides students with direct word correspondences, which is beneficial in the early stages of language acquisition. However, as proficiency increases, adequate translation becomes more effective in promoting fluency and contextual understanding.

Previous studies (Frolova, 2018; Makarova, 2020) align with these findings, emphasizing that translation enhances comprehension, writing skills, and cultural awareness. Nevertheless, potential challenges include over-reliance on native language structures, which may hinder direct thinking in Russian. To mitigate this, translation should be complemented with communicative exercises.

Furthermore, translation exercises offer additional benefits, such as:

- Developing critical thinking skills when analyzing linguistic differences.
- Enhancing contextual awareness by considering cultural nuances.
- Improving writing and speaking abilities by reinforcing proper syntax.

However, excessive use of translation can lead to dependency, making it essential to integrate these exercises strategically within a broader curriculum.

VI. CONCLUSION

The findings of this study strongly support the effectiveness of translation techniques — particularly equivalent and adequate translation — in teaching the Russian language. The experimental group, which engaged in structured translation exercises, demonstrated significantly higher improvements in grammar accuracy, vocabulary retention, and contextual comprehension compared to the control group. These results confirm that

translation serves as a powerful cognitive tool, enabling students to bridge linguistic gaps, internalize complex grammatical structures, and develop a deeper understanding of semantic nuances.

One of the most compelling outcomes of this study is the clear advantage translation provides in grammar acquisition. The ability to compare Russian sentence structures with students' native language helped them overcome common errors, such as improper case usage, incorrect verb aspect selection, and faulty word order. This suggests that translation should not be viewed as a mere supplementary activity but rather as a core instructional strategy in Russian language teaching.

Additionally, the study highlights the crucial role of translation in vocabulary retention and contextual awareness. Students in the experimental group not only recalled new words more effectively but also demonstrated a stronger ability to use them appropriately in different contexts. This underscores the necessity of integrating translation exercises that go beyond mere word-for-word conversions, encouraging students to grasp the cultural and contextual significance of Russian expressions.

From a pedagogical standpoint, the study provides compelling evidence that structured translation exercises enhance language proficiency more effectively than communicative methods alone. The significant performance gap between the experimental and control groups indicates that translation should not be dismissed as an outdated or passive learning approach. Instead, it should be recognized as an active cognitive process that strengthens linguistic competence and fosters analytical thinking in language learning.

However, the study also highlights an important caveat: translation must be implemented thoughtfully and strategically. Over-reliance on direct translation can lead to rigid thinking and false cognates, which may hinder fluency. Therefore, educators must balance translation exercises with immersion-based activities that encourage spontaneous language use. The most effective approach appears to be a hybrid model, where translation is used to reinforce foundational skills while communicative exercises develop fluency.

This research unequivocally demonstrates that translation is not an outdated or passive learning technique, but rather a critical component of successful Russian language acquisition. By integrating translation as a structured, dynamic, and interactive learning tool, educators can empower students to think critically, express themselves more accurately, and achieve greater linguistic competence. As language teaching methodologies continue to evolve, translation must reclaim its rightful place as a central pillar in foreign language instruction, particularly in settings where grammatical precision and deep comprehension are essential.

REFERENCES

- Baker, M. (2011). *In Other Words: A Coursebook on Translation*. London: Routledge.
- Frolova, E. (2018). *Translation as a Teaching Tool in Russian Language Education*. Moscow: Language Press.
- Gile, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins.
- House, J. (2015). *Translation Quality Assessment: Past and Present*. London: Routledge.
- Jakobson, R. (1959). *On Linguistic Aspects of Translation*. Harvard University Press.
- Kulbaeva, S. S. (2021). Issues of Achieving Equivalence in Translation. *European Scholar Journal*, 2(6), 84-85. URL: <https://www.neliti.com/publications/397743/issues-of-achieving-equivalence-in-translation>
- Makarova, L. (2020). *Teaching Russian Through Translation: Challenges and Solutions*. St. Petersburg: Education Publishing.
- Newmark, P. (1988). *A Textbook of Translation*. London: Prentice Hall.
- Pym, A. (2010). *Exploring Translation Theories*. London: Routledge.
- Schaffner, C. (1998). Translation and Quality. *Multilingual Matters*, 3(32), 29-41.
- Tursunova, R. B. (2023). Educational Translation as a Way of Teaching Russian as a Foreign Language. *Science and Education*, 4(5), 1255-1258.
- Vinay, J.-P., & Darbelnet, J. (1995). *Comparative Stylistics of Russian and English: A Methodology for Translation*. Amsterdam: John Benjamins.