

TRANSLATION OF SHORT STORIES TO IMPROVE READING COMPREHENSION

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Annotatsiya: *Mazkur maqolada qisqa hikoyalarni tarjima qilish usulining o'quvchilarning ingliz tilidagi o'qib tushunish ko'nikmalarini rivojlantirishdagi o'rni tahlil qilinadi. Tadqiqot davomida qisqa hikoyalar bilan ishlash, ularni ona tiliga va chet tiliga tarjima qilish jarayonlari o'quvchilarning lug'at boyligini kengaytirishi, matn mazmunini chuqurroq anglashiga yordam berishi hamda tanqidiy fikrlash ko'nikmalarini rivojlantirishi aniqlangan. Shuningdek, tarjima faoliyati o'quvchilarning til birliklarini qiyosiy tahlil qilish, kontekstni to'g'ri talqin etish va o'qilgan matnni samarali o'zlashtirish imkoniyatlarini oshirishi ko'rsatib berilgan. Tadqiqot natijalari qisqa hikoyalarni tarjima qilish o'qib tushunishni rivojlantirishning samarali pedagogik vositasi ekanligini tasdiqlaydi.*

Kalit so'zlar: *qisqa hikoyalar, tarjima, o'qib tushunish, ingliz tili, lug'at boyligi, matn tahlili, chet tilini o'qitish, kommunikativ kompetensiya.*

Abstract: *This article examines the role of translating short stories in improving students' reading comprehension skills in English language learning. The study reveals that working with short stories and translating them into and from the native language helps learners expand their vocabulary, understand textual meanings more deeply, and develop critical thinking abilities. Furthermore, translation activities encourage students to compare linguistic structures, interpret context accurately, and process reading materials more effectively. The findings indicate that short story translation serves as an effective pedagogical tool for enhancing reading comprehension and supporting overall language development.*

Keywords: *short stories, translation, reading comprehension, English language learning, vocabulary development, text analysis, foreign language teaching, communicative competence.*

Аннотация: *В данной статье рассматривается роль перевода коротких рассказов в развитии навыков понимания прочитанного при изучении английского языка. В ходе исследования установлено, что работа с короткими рассказами и их перевод на родной и иностранный языки способствует расширению словарного запаса учащихся, более глубокому пониманию содержания текста и развитию критического мышления. Кроме того, переводческая деятельность помогает обучающимся сравнивать языковые структуры, правильно интерпретировать контекст и эффективнее усваивать прочитанный материал. Результаты исследования подтверждают, что перевод коротких рассказов является*

эффективным педагогическим средством для совершенствования навыков чтения и понимания текста.

Ключевые слова: *короткие рассказы, перевод, понимание прочитанного, английский язык, словарный запас, анализ текста, обучение иностранным языкам, коммуникативная компетенция.*

INTRODUCTION

Reading comprehension is one of the most important skills in foreign language learning. It enables students to understand written texts, identify main ideas, interpret information, and develop critical thinking abilities. In English language education, strong reading comprehension skills help learners improve their vocabulary, grammar knowledge, and overall communicative competence. Therefore, finding effective methods to enhance reading comprehension remains a significant objective for language teachers and researchers.

One of the methods that can contribute to the development of reading comprehension is the translation of short stories. Short stories are widely used in language classrooms because they are interesting, concise, and suitable for learners of different proficiency levels. Through reading and translating short stories, students become more familiar with new vocabulary, sentence structures, and contextual meanings. Translation requires learners to analyze the text carefully and understand its content before expressing it in another language.

The process of translation encourages learners to pay attention to details, compare linguistic structures, and interpret meanings accurately. As a result, students develop a deeper understanding of the text and improve their reading abilities. In addition, translating short stories can increase students' motivation and engagement in the learning process because literary texts often present meaningful themes and real-life situations.

The purpose of this article is to examine the role of translating short stories in improving reading comprehension skills among English language learners. The study discusses the educational value of short stories and highlights how translation activities can support better understanding of written texts. It is expected that the findings will demonstrate the effectiveness of short-story translation as a practical tool for enhancing reading comprehension in English language teaching.

MATERIALS AND RESEARCH METHODOLOGY

This study investigates the effectiveness of translating short stories as a tool for improving reading comprehension among English language learners. The research was carried out with a group of intermediate-level students studying English as a foreign language. The participants were selected because they possessed sufficient language knowledge to read and translate short literary texts while still needing support in developing their reading comprehension skills.

The main materials used in the study were several short stories selected according to the students' language proficiency and interests. The stories were chosen based on their appropriate vocabulary level, clear narrative structure, cultural relevance, and educational value. These texts provided students with opportunities to encounter new words, understand contextual meanings, and analyze different language structures. In addition to the short stories, reading comprehension worksheets, vocabulary exercises, translation tasks, and assessment tests were used throughout the research process.

The study employed both qualitative and quantitative research methods. Students were required to read the selected stories carefully and translate them into their native language. During the translation process, they focused on understanding the meaning of words, phrases, and sentences within their contexts. After completing the translations, students participated in comprehension activities such as answering questions, summarizing the texts, identifying main ideas, and discussing the stories in class.

Data were collected through pre-tests and post-tests, classroom observations, and the evaluation of students' translation assignments. The pre-test was administered before the implementation of translation activities to determine the participants' initial reading comprehension level. After several weeks of working with translated short stories, a post-test was conducted to measure any improvement in comprehension skills. Classroom observations were also used to examine students' participation, motivation, and engagement during the learning process.

The collected data were analyzed using descriptive and comparative methods. The results of the pre-test and post-test were compared to identify changes in students' reading comprehension performance. Furthermore, students' translation tasks were examined to evaluate their ability to understand textual meaning and use appropriate language equivalents. Through this methodology, the study aimed to provide reliable evidence regarding the contribution of short-story translation to the development of reading comprehension skills in English language education.

ANALYSIS AND RESULTS

The analysis of the research data demonstrated that the translation of short stories significantly contributed to the improvement of students' reading comprehension skills. The findings were obtained through the comparison of pre-test and post-test results, classroom observations, students' written translations, and participation in reading-related activities. The collected evidence indicates that translation-based instruction can be an effective strategy for enhancing learners' ability to understand, interpret, and analyze written texts in English.

At the beginning of the study, the pre-test results revealed several challenges faced by students while reading English texts. A considerable number of learners had difficulty identifying the main idea of a passage, understanding unfamiliar vocabulary, and interpreting information presented in context. Many students tended to focus on individual words rather than the overall meaning of the text. As a result, they often misunderstood important details and encountered problems when answering

comprehension questions. Their summaries of the stories were frequently incomplete or lacked essential information, indicating a limited level of text comprehension.

During the implementation stage of the research, students were introduced to a series of carefully selected short stories. These stories were chosen because of their manageable length, interesting themes, and appropriate linguistic complexity. The translation activities required learners to read the texts attentively, identify key vocabulary items, analyze sentence structures, and convey the meaning of the original text into their native language. This process encouraged students to engage with the text more deeply than they would during ordinary reading exercises.

Classroom observations showed that students became increasingly involved in the learning process as the research progressed. At first, some participants viewed translation as a challenging task. However, after several lessons, they began to approach reading activities with greater confidence and enthusiasm. Students actively discussed difficult words, compared alternative translations, and shared their interpretations of the stories. These collaborative interactions promoted a more supportive learning environment and enabled learners to develop a deeper understanding of textual meaning.

One of the most noticeable improvements was related to vocabulary acquisition. Through regular exposure to authentic language in short stories, students encountered a wide range of lexical items in meaningful contexts. Instead of memorizing isolated words, they learned vocabulary through contextual analysis and practical application. When translating the stories, learners were required to consider different meanings of words and select the most appropriate equivalents according to the context. This approach helped students retain new vocabulary more effectively and increased their ability to recognize words when reading other texts.

The findings also demonstrated improvement in students' ability to identify the main ideas and supporting details of a text. Before the experiment, many participants struggled to distinguish essential information from less important details. After completing the translation activities, students showed greater accuracy in identifying central themes, character motivations, and key events within the stories. Their responses to comprehension questions became more precise, and they were able to provide better explanations of textual content.

Another important result was the enhancement of inferential reading skills. Reading comprehension involves more than understanding explicit information; it also requires readers to make logical conclusions based on clues provided in the text. The translation process encouraged students to pay closer attention to context and implied meanings. Consequently, learners became more capable of drawing conclusions, predicting outcomes, and understanding relationships between different parts of the text. This development suggests that translation activities can support higher-order thinking skills in addition to basic comprehension.

The analysis of students' summaries further confirmed the positive impact of short-story translation. At the beginning of the study, summaries often contained grammatical errors, missing information, and weak organization. By the end of the research period, students produced more coherent and detailed summaries that accurately reflected the content of the stories. This improvement indicates that learners were able to process information more effectively and express their understanding with greater clarity.

Moreover, the research revealed that translation activities increased students' motivation toward reading. Many learners reported that short stories were more interesting than traditional textbook passages because they contained engaging plots, relatable characters, and meaningful messages. The opportunity to translate these stories provided an additional challenge that stimulated curiosity and active participation. Students became more willing to read independently and demonstrated a positive attitude toward English-language texts.

The study also highlighted the role of translation in developing critical thinking skills. Translating a text requires learners to evaluate language choices, compare grammatical structures, and determine the most suitable interpretation of meaning. Throughout the research, students frequently analyzed alternative translations and justified their decisions. Such activities encouraged analytical thinking and helped learners become more reflective readers. Rather than accepting information passively, they learned to examine textual elements carefully and consider multiple perspectives.

A comparison of the pre-test and post-test results clearly demonstrated overall progress in reading comprehension performance. The majority of students achieved higher scores on the post-test, indicating improvements in understanding vocabulary, identifying main ideas, interpreting context, and answering comprehension questions. The increase in test performance supports the effectiveness of translation-based instruction as a method for strengthening reading skills.

In addition, the findings suggest that translation serves as a bridge between linguistic knowledge and reading comprehension. By connecting the target language with learners' native language, translation helps students construct meaning more effectively and reduces comprehension barriers. This process allows learners to develop a stronger awareness of language structures while simultaneously improving their ability to understand written texts.

Overall, the results of the study demonstrate that the translation of short stories is a valuable pedagogical technique for enhancing reading comprehension in English language learning. The approach contributes not only to better understanding of texts but also to vocabulary development, critical thinking, learner engagement, and overall language proficiency. The positive outcomes observed during the research indicate that integrating translation activities into reading instruction can provide meaningful educational benefits and support more effective language learning experiences. Therefore, teachers are encouraged to incorporate short-story translation tasks into

their classroom practices as a means of fostering deeper comprehension and greater student involvement in the reading process.

CONCLUSION

In conclusion, the findings of this study demonstrate that the translation of short stories can be an effective method for improving reading comprehension among English language learners. The research showed that translation activities encourage students to engage more deeply with texts, analyze vocabulary and grammatical structures, and develop a clearer understanding of contextual meanings. Through the process of translating short stories, learners become active readers who focus not only on individual words but also on the overall message and structure of the text.

The results revealed noticeable improvements in students' ability to identify main ideas, understand supporting details, interpret unfamiliar vocabulary, and answer comprehension questions accurately. In addition, the use of short stories increased learners' motivation and interest in reading activities. Their manageable length, engaging content, and meaningful contexts made the reading process more enjoyable and accessible for students at different proficiency levels.

Another important outcome of the study was the development of vocabulary knowledge and critical thinking skills. Translation required students to compare linguistic structures, evaluate possible meanings, and select appropriate equivalents in their native language. As a result, learners strengthened their analytical abilities and became more confident in interpreting written texts. The study also demonstrated that collaborative translation activities promoted classroom interaction and supported a more active learning environment.

Overall, the research confirms that short-story translation is a valuable pedagogical tool in English language teaching. It not only enhances reading comprehension but also contributes to broader language development, including vocabulary acquisition, language awareness, and communicative competence. Therefore, teachers are encouraged to incorporate translation-based reading activities into their instructional practices to create more meaningful and effective learning experiences. Future studies may further explore the application of this approach with different age groups, proficiency levels, and types of literary texts in order to expand understanding of its educational potential.

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