

Interactive Methods Used in Teaching the Problems Encountered in the Translation of Lexical and Grammatical Lacunas in Japanese, Their Description and Effectiveness

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Abstract: This article on the topic: "Interactive methods used in teaching the problems encountered in the translation of lexical and grammatical "lacunas" in Japanese, their description and effectiveness" provides feedback on the use of various interactive methods and modern pedagogical and information technologies in explaining the phenomenon of lacunars in Japanese cultural linguistics. The article consists of theoretical and practical parts, and the practical part, ways are given to apply the topic presented in the theoretical part to the educational process using new technologies.

Keywords: linguoculturology, lacuna and lacunarity, IT-competencies, innovative learning technologies.

Today's classrooms are vastly different from a decade ago, and classrooms are equipped with computers, iPads, tablets, smart boards, and other types of educational technology. As in all developed countries of the world, Uzbekistan has seven generations of digital screens - televisions, computers, tablets, phablets, smartphones and smartwatches. As a result of having such a dense digital environment and constantly interacting with it, today's students' thinking and information processing processes are radically different from previous thinking and information processes. The digital generation cannot and should not be taught in the style our parents learned. Blackboards and white chalk cannot be used to teach this generation. Changing the blackboard to white and boron to a marker doesn't change anything, i.e. it can't be a way to motivate modern students to acquire knowledge and develop skills to succeed in the job market. [10] It is necessary to adapt the education system to the digital generation through the mass and effective use of innovative educational technologies and didactic models based on information and communication technologies. At the same time, a research-based approach should be actively used in the educational process. At the same time, research can develop students' skills and shape their creative abilities and creative thinking based on IT competencies.

Information and communication technologies are not a solution to all the problems in the education system, but a means to make lectures and seminars for the digital generation more informative and interactive. It should also be noted that teachers retain a key role in the interactive learning process focused on the needs of students. The reputation of a teacher and the effectiveness of his / her work depends not only on the level of knowledge of the course content and his / her pedagogical ability, but also on the level of the teacher's use of modern information and communication technologies in collecting, processing and teaching certain teaching materials. will depend. In other words, in the digital age, education must be reconsidered and the paradigm of education changed, because students no longer want to study in a more traditional style and teachers must continue to teach in such a traditional way. it's not. In addition to interacting between teacher and student, interactive methods mean that students can interact with each other. In order to cover the topic in detail, it is necessary to dwell on the concept of Lakuna. The word "lacuna" comes from the Latin "lacuna" - a

space, a depth, a hollow; The French word "lacune" is derived from the word space, and was first coined by Canadian linguists J. Darbelne and J.P. It was introduced into scientific circulation by Vines, and was described by scientists as "a lacuna always occurs where a word in one language cannot find an alternative in another." [7]

Today, when cultures are mixed, different languages, peoples, interest in their cultures, their study is important. The two national cultures are never completely compatible. The recipient's acceptance of a text from another culture within his or her own culture leads to a misunderstanding of that culture, and in some cases to intercultural conflict. Even in the absence of linguistic barriers, it is cultural differences that can impede intercultural communication. Lacunae, which represent the national characteristics of a particular linguocultural community, are a unique barrier to foreign language teaching. However, the experience of intercultural communication shows that there are different ways to overcome the difficulties of national differences between these cultures. Consequently, G.A. Antipov, O.A. Donskix, I.Y. Markovina and Y.A. Sorokins distinguish between two ways to fill social gaps: filling and compensating. Filling the gaps is a process of revealing to the recipient the meaning of some concept that belongs to another culture. [8] The most common type of lacunae filling is the preservation of an element of national-cultural character in the text translation. Another way to overcome social gaps is through compensation, the main task of which is to remove the national specific barrier. The simplest way to compensate for gaps in a text is for the author to use realities to convey a passage from another culture in the recipient's language

The question of the existence of nationally unique (incompatible, differentiating) elements in language systems and cultures has been studied by linguists around the world in various perspectives over the past decade, and these differences have been interpreted in the following different terms. In modern linguistics, they are called "lacunae", they are (JP Vine and J. Darbelne, VL Muravyov), the omitted concept (gap, lacuna) (K. Hale), the "white spots" in the semantic map of language, the omitted concepts (antislova, probely, lakuny, ili belye pyatna na semanticheskoy karte yazyka) (Yu.S. Stepanov), words that cannot be translated (primery neperevodnogo harakter) (VG Chernov), equivalent lexicon, zero lexeme, lexical zero (lexical zero, lexeme) (IA Sternin), non-equivalent, or background lexicon (LS Barkhudarov, EM Vereshagin, VG Kostomarov), obscure words in the text of a language understood in the later stages of language development - random omissions, [6] random lacunae are elements that touch the heart of intercultural communication - different ethnic communities are presented with an internal image in the national landscape of the world, untranslated vocabulary, inadequate vocabulary and various interpretations.

Theoretical aspects of the concept of "lacuna" are described. We will now present the effective interactive methods used in teaching the problems encountered in the translation of lexical and grammatical lacunae in Japanese.

In our research on this method, which is recommended for use in the teaching of interpersonal communication, lacunae representing relationships, it is impossible not to mention the term "GIRI". It is also one of the terms that can be explained in other languages only with the help of explanations, but cannot be used by people of other nationalities. This concept can be explained by the following 3 definitions.

1. Debtor or debtor.
2. A set of rules in a society that individuals are obliged to follow.

3. Discipline and rules of conduct that individuals are required to follow, written or unwritten, even when they are against their will. From the above explanations, only the definition of the term "GIRI" can be understood. But in fact, it is very difficult to understand or explain the essence of this concept. The Japanese have been using the term "GIRI" since ancient times. Originally, it was used to express the return of a kindness returned to you by your loved ones. To date, the term "GIRI" is a very broad concept and has a higher meaning than simple "debt". It means "debt to society," "moral obligation," or "debt to humanity." As an example, when a sick person is given a certain amount of financial assistance, a small gift is given as a token of gratitude to the person who helped a small part of this amount as "GIRI" after the recovery. We can also use the term "giri" in family relationships. "Giri no haha" is used to refer to my mother-in-law (forced mother), "giri no chichi" is used to refer to my father-in-law (forced father) and other family members of the spouse.

The term "GIRI", which is common in Japanese linguistics, can be explained by the use of "Libra" technology, which is one of the modern methods, which can be found in the Russian literature as "Vesy". This technology is useful in the study and teaching of a wide range of topics. [11] The concept of "lacunae", which does not have a single translation option in linguocultural studies, is one such topic. In this case, students are divided into 2 groups according to the number of students in the group. Each group is given a text containing the lacunar phenomenon, and each group gives their ideas and opinions on how the lacunae, which are considered to be lexical without translation, can be expressed in translation. In this case, students in groups 1 and 2 write the above descriptions of the "giri" lacuna, and these definitions are discussed together in the group. The acquired knowledge is strengthened. In addition, this method raises the question of how appropriate it is to translate the suffix ka na (kana), which is common in Japanese linguistics, to 2 groups. In this case, Group 1: Soft expression of ambiguity. Group 2: Expression of insecurity. may provide answers such as. After that, the answers of the representatives of both groups are discussed by composing sentences with the ending suffix ka na (kana). Another modern and effective pedagogical technology used to teach lexical and grammatical gaps and reinforce the knowledge imparted is the Two-Part Diary method. In this method, students have to do the exercises individually, not in groups. Each student in the academic group is given 1 piece of white paper and a straight line is drawn in the middle of the paper. In the first part, the lacunae are written in the form of a column. In the second part, their comments are given. For example, xiānbèi (senpai) and hòubèi (kouhai) are also concepts specific to Japanese linguistics (lakuna). This means that the student writes the words xiānbèi (senpai) or hòubèi (kouhai) on the first part of the white paper and an explanation of these words on the second part. As a result, both the word and the translation are taught. In general, each of the interactive methods used in the course is effective in its own way and naturally serves to arouse students' interest in the topic. However, it is advisable for the teacher to choose the right method based on his / her pedagogical skills. The expected results of using these methods are the ability to impart new knowledge, constant monitoring, non-boredom, and fair assessment. Students, on the other hand, undoubtedly achieve positive results, such as the acquisition, consolidation, assessment of new knowledge, and the development and acquisition of skills to work individually or in groups. As a recommendation, it is important to select and use the most appropriate of the available methods in the coverage and organization of each topic, and to gather additional information that fully covers the topic.

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