MACHINE TRANSLATION VS HUMAN TRANSLATION IN LANGUAGE ACQUISITION

Qurbonov Azizbek Sobir o'g'li
Student of Uzbekistan State World Languages University
Email: azizbekkurbonov1700@gmail.com
Scientific advisor: Axmedova Nodira
Teacher, The Department of Integrated Course of English Language
Uzbekistan State World Languages University
Tashkent, Uzbekistan
Email: nodirabegimahmedova784@gmail.com

Annotation: This thesis examines the role of machine translation (MT) and human translation in the process of language acquisition. It explores the advantages and limitations of both approaches, focusing on their impact on vocabulary development, grammatical understanding, and cultural competence. The study highlights the importance of a balanced approach that combines the speed and accessibility of MT with the depth and accuracy of human translation.

Keywords: Machine translation, human translation, language acquisition, vocabulary, grammar, cultural understanding.

Annotatsiya: Ushbu ilmiy ish til o'zlashtirish jarayonida mashina tarjimasi va inson tarjimasining o'rnini o'rganadi. Har ikkala usulning afzalliklari va kamchiliklari, ayniqsa, so'z boyligini oshirish, grammatikani tushunish va madaniy tafakkurni shakllantirishdagi ta'siri tahlil qilinadi. Tadqiqotda mashina tarjimasining tezligi va qulayligini inson tarjimasining aniqligi va chuqur yondashuvi bilan uyg'unlashtirish zarurligi ta'kidlanadi.

Kalit so'zlar: Mashina tarjimasi, inson tarjimasi, til o'zlashtirish, so'z boyligi, grammatika, madaniy tushuncha.

Аннотация: В данной работе рассматривается роль машинного и человеческого перевода в процессе освоения иностранного языка. Анализируются преимущества и недостатки обоих подходов, с акцентом на развитие словарного запаса, грамматических знаний и культурной компетенции. Исследование подчеркивает необходимость сбалансированного подхода, сочетающего скорость машинного перевода с глубиной и точностью человеческого перевода.

Ключевые слова: Машинный перевод, человеческий перевод, освоение языка, словарный запас, грамматика, культурное понимание.

Introduction: The rapid development of machine translation (MT) technologies such as Google Translate and Deep has significantly influenced the way learners acquire new languages. While these tools offer convenience and instant results, their impact on language acquisition—particularly compared to traditional human translation—raises essential pedagogical and cognitive questions. Machine translation provides quick and often accurate translations,

enabling learners to access texts beyond their proficiency level. It is especially useful for vocabulary building and understanding general meaning. However, overreliance on MT may hinder deep language processing and limit learners' ability to understand grammar, context, and cultural nuances. MT tools often struggle with idiomatic expressions, slang, or context-specific meanings, which are crucial in mastering a language.

In contrast, human translation offers a more nuanced, context-aware interpretation of language. Translators consider cultural background, idiomatic usage, and stylistic elements, which support learners in developing a deeper understanding of linguistic structures and intercultural communication. Moreover, engaging with human-translated content encourages critical thinking and active learning, as learners are exposed to authentic and carefully chosen language forms. However, human translation can be time-consuming, costly, and less accessible to individual learners, particularly in informal learning contexts. It also depends heavily on the translator's skill level and the learner's ability to interact with translated material. In an educational setting, a balanced approach may be most effective. Integrating machine translation tools with guided human feedback allows learners to benefit from speed and accessibility without sacrificing quality and depth. Teachers can use MT as a support tool while encouraging students to analyze and compare machine-generated and human translations to understand subtle language differences.

Conclusion. While machine translation is a powerful tool for language learners, it cannot replace the depth and cultural sensitivity provided by human translation. Effective language acquisition benefits from a blended strategy that leverages both machine efficiency and human expertise.

References:

1. Gaspari, F., Toral, A., & Naskar, S. (2015). Users and uses of machine translation. In A. Way (Ed.), Recent Advances in Example-Based Machine Translation (pp. 237–255). Springer. https://doi.org/10.1007/978-94-017-8960-1_12
2. Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. Longman.
3. Pym, A. (2010). Exploring Translation Theories. Routledge.
4. O'Brien, S. (2012). Translation as human–computer interaction. Translation Spaces, 1(1), 101–122. https://doi.org/10.1075/ts.1.06obr
5. Niño, A. (2009). Machine translation in foreign language learning: Language learners' and tutors' perceptions. ReCALL, 21(2), 241–258. https://doi.org/10.1017/S0958344009000172
6. Garcia, I., & Pena, M. I. (2011). Machine translation-assisted language learning: Writing for beginners. Computer Assisted Language Learning, 24(5), 471–487. https://doi.org/10.1080/09588221.2011.582687

7. Bowker, L., & Ciro, J. (2019). Machine Translation and Global Research: Towards Improved Machine Translation Literacy in the Scholarly Community. Emerald Publishing.

8. Kenny, D. (2017). Human translation and the future of translation studies. In M. Olohan (Ed.), Scientific and Technical Translation (pp. 177–194). Routledge.