Statistical Analysis in Performance of GT (Google-Translate) Among Learners and Professor-Teachers & Comparative Analysis in Translation of GT and Human Mind

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ABSTRACT: In modern society life is changing due to vast using innovative technology in all human domains, especially in higher education system. Learning FL is a long, complex process, requires learners to work hard on acquisition linguistic skills (writing, reading, speaking and listening). In such case we have to use information technology in order to better involve learners learning a language with interest, going beyond traditional methods of teaching. Furthermore, in reading activities learners rely and spend much time on machine translation (GT) to perform tasks such as translating authentic texts on specialty from English into Uzbek or from English into Russian languages. On the contrary learners are not always able to reach their aim of getting correct translation in Uzbek as intended by (GT) machine due to finding a lot of errors; morphological-syntactic, lexicosemantic, and orthographic in translation. Therefore, they prefer to translate written context themselves with the assistance of dictionary, prior knowledge, and also need an intervention of teacher in this process. Additionally, human mind translation is found more accurate and no ambiguity in comparing with GT and there are some limits in translating technical terminology observed in machine translation whereas those are not detected in translation of human mind. Moreover, this research mainly reveals the results of comparative analysis in having found out differences in translation between GT machine and human mind.

KEY WORDS: GT machine, EFL students, written contexts, human mind translation, comparative analysis.

I.   INTRODUCTION

In the modern world human with high interest are learning foreign languages; especially it is high request in the sphere of tourism, trade and education. However, all prefer acquiring FL through innovative technology such as multimedia and web sites. Learners are also interested in learning a language through them. In class activities, especially reading they perform tasks such as translating authentic contexts relevant to profession from English into Uzbek, and from Russian into Uzbek. Furthermore, they have better using machine translation (GT) which gives them immediate response of translated words in different meaning in short time whereas it has some limits in translation. Besides, translation is the process of converting source language into the target language. Words, phrases, technical or authentic texts, web pages could be translated by two ways; Machine memory and Human mind. Machine memory (Google-translator) is statistically systemized and enriched fairly with the series of dictionaries and grammatical rules, phonological elements as well as it is well known and easy accessible, fast, translates a language from one into another in short-time. If human translates words from a language into another looking up words and expressions in a dictionary, this method we call human mind translation. Translating consists mainly of expressing the same concepts in different languages Bassnett [1] Furthermore, learners in the field of oil and gas engineering at our institution often encounter authentic text in language classes and wondering to know what it say about and sometimes feel misunderstanding the translated written context made by machine translation (GT) due to its having ambiguity, inaccuracies and errors such as grammatical and lexical. This platform takes enormous amounts of human-translated text and trains the system, creating a digital representation of the word or phrase and its accompanying context, consequently, statistically chooses the closest probable match in the target language. Additionally, (GT) machine translator claims that although their new neural system "can still make significant errors that a human translator would never make, like dropping words and mistranslating

proper names or rare terms, and translating sentences in isolation rather than considering the context of the paragraph or page"[2]. It has sometimes relatively high rate of grammatical errors which result inaccuracy of sentences translated. Moreover, we stated the results of collected data based on statistical analysis of GT performance among students and professor teachers at Karshi Engineering-Economic institute from 2007 till 2020. We made interview with learners from different faculties, having studied during those years as well as did a survey with professor-teachers having worked in the period of those years. Apart from, we carried out comparative analysis in translation having employed GT and human mind. As a result, human mind translation was more effective due to not having any errors and ambiguity in translation.

II.   LITERATURE REVIEW

At present, in reading comprehension, the students willingly apply to the performance of machine translation in order to do class activities such as translating professionally-oriented contexts due to being easy accessible and fast in short-time. Mundt and Groves [3] states that while GT is approaching the grammatical level of certain competence of learners in English, it lacks the human ability to satisfy the norms of a discourse community in features that go beyond the sentence level. As a consequence, Josefsson [4] carried out experiment with 46 Swedish students according to the use of (GT) machine but many learners complained its inaccuracies in translation from English into Swedish. However, Bahri and Mahadi [5] reported that having made interview with 17 Malaysian students on the issues of GT as supplementary language learning tool and the result indicated machine translation (GT) as a useful tool in translation because it is inexpensive, and offer a large choice of languages. Besides that, one of the advantages of GT, it has technical ability to translate a written and spoken message into target language; consequently, it is gaining more and more momentum because businessmen in trade need fast and high-quality in translation of documents in written and spoken contexts. Learners face difficulty in comprehending meanings of words, and this is one area that equally poses a great challenge to the EFL teachers [6]. Additionally, one of the issues of EFL learners in translation is to perceive sementicity of terminology and define the meaning of authentic context. Sementicity means representation of ideas, actions, objects which gives us definition of meaning and is central to all linguistic concerns. Consequently, in comprehending semanticity of words, for example students should proceed further than the surface structure of the meaning and be vary of the nuances of the language; particularly the language structure and context that contribute to the semanticity of words. Besides, understanding the nuances in English language, identifying the accurate meaning of text is not easily achieved by readers due to not having the depth and breadth of vocabulary knowledge [7].   To perceive meaning of whole context is not easy because learners sometimes lack of prior, grammatical and lexical knowledge. With the infiltration of numerous translation tools and free translation websites, electronic dictionaries, online dictionaries or vocabulary glosses those are integrated into language learning software or web pages [8, 9] learners may definite the meaning of text. What's more, Halliday, [10] reports that technical language is endowed with many peculiarities regarding to grammar and linguistic structures; lexicon, terminology, style, and syntax. In addition, in the process of translating texts with full of profession-oriented terminology learners often encounter widely use of nominalization. Nominalization is a type of word formation in which a verb or an adjective is used as a noun [11, 12]. Nominalization together with pre-modification and compounding all tend to reduce the number of function words and make the text more 'dense' with lexical words [13, 14, 15]. FL learners have to be sufficiently familiar with the specific terminology, and even more importantly, to have a good knowledge of the specific concepts, processes, situations and phenomena the specialized language is communicating [16, 17]. What's more, Bozorgian and Azadmanesh [18] also carried out an experiment on the issues of translation by GT having compared with human mind; as a result, findings revealed that neural machine translation does not handle subject-verb agreement very well while translating English sentences into Persian comparing to human mind translation. Therefore, human mind translation is considered to be more effective and productive than GT and human mind has the ability of thinking and deciding which GT has not. Moreover, Keshavarz [19] linguistically divided errors into four major groups as (a) orthographic errors, (b) phonological errors, (c) lexicosemantic errors, and (d) morphological-syntactic errors. Error analysis for learners is important as it indicates the areas of difficulty in their writing. To translate a text GT machine searches different documentaries to find the best appropriate translation pattern between translated texts by human [20]. SMT translates an European language into another European language much better than those pairs of languages which evolve Asian languages [21]. Not only are the scores from automatic machine translation metrics not sufficient and clear to define machine translation quality, but also they are approximate and uncertain. Therefore, they fail in providing enough insight for error analysis [22].

III.   MATERIALS AND METHODS

In finding out the performance of neural system (GT) in education, we conducted two methods of analysis; statistical and comparative. We decided to know the opinions and attitudes of the students and teachers according to how often they have used neural machine (GT) in education in the recent years. The results of statistical analysis of collected data were indicated in the diagrams 1 and 2 by having employed Linear Scale. We made interview with not only staff from the Department of Foreign languages, Department of Russian and Uzbek languages and Technical Department, but also did interview with learners (bachelor's, master's and graduates) through online by telegram and what's up, also face-to-face at Karshi Engineering-Economic institute, Karshi, Uzbekistan. The participants consisted of 100 students from different faculties as well as 75 professor-teachers.

Besides, we made comparative analysis on the issues of effective translation between GT and human mind. Translation of authentic context from English into Uzbek and from English into Russian was performed both by GT and human mind simultaneously. Learners translated an authentic context with the assistance of dictionaries, prior knowledge and post-experience as needed. A short text with full of technical terminology was under analysis, that was taken from a course-book "Oil and gas' written by native-speaker Jon Nauntan and Alison Pohl [23]. The only criterion for inclusion was that context was to be in English, and written by proficient users of English (the authors of the paper included was from English-speaking country), in order to avoid language errors in an authentic context
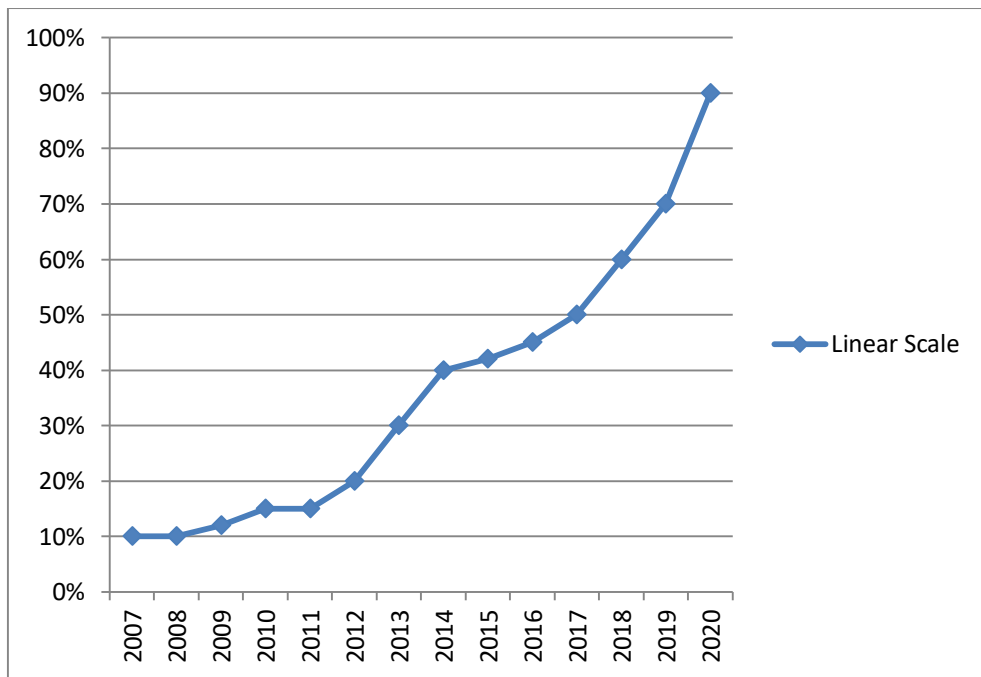
IV.   FINDINGS AND DISCUSSION

Diagram 1. The result of statistical analysis of collected data on learners' opinions, attitudes according to the performance of neural system (GT) in recent years was indicated by Linear Scale;
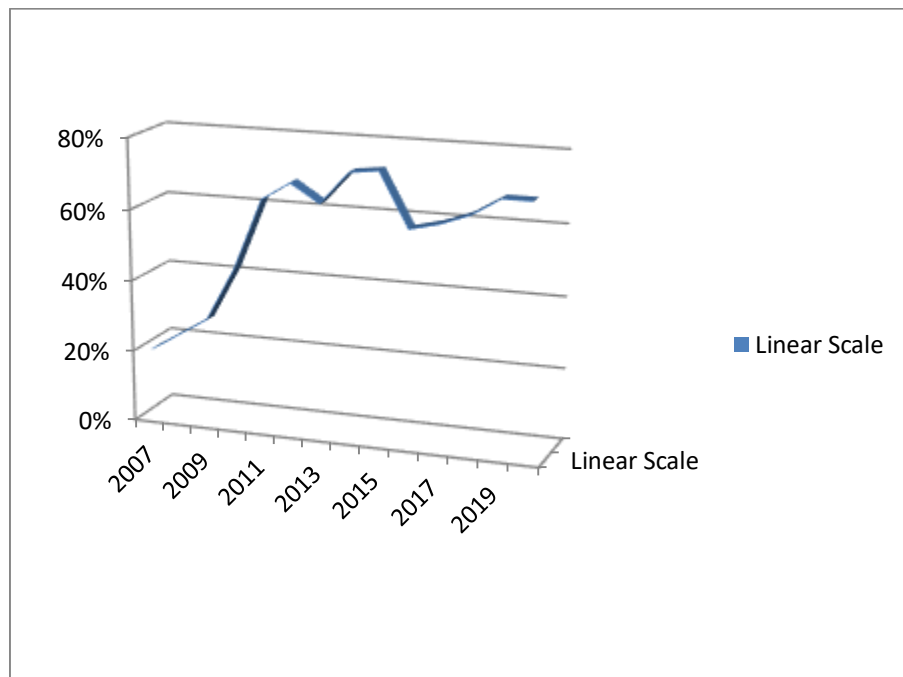
Diagram 2. The result of statistical analysis of collected data from teachers' opinions, attitudes according to the usage of GT electronic platform in recent years was depicted by Linear Scale;

The result of statistical analysis of collected data on learners' opinions, attitudes according to the performance of neural system translation (GT) in recent years was indicated by Linear Scale in the above-mentioned diagram. The usage of GT as a tool in translating authentic contexts from English into Uzbek and from Russian into Uzbek languages by students was increased from 10% to 50% in the following years; from 2007 till 2017 but from 2018 till 2020 was much better increased to 90%, which meant that learners preferred using machine translation (GT) more than series of dictionaries or other sources in their studies. Furthermore, the result of statistical analysis of collected data from teachers' opinions, attitudes according to the utilization of machine translation (GT) in recent years was depicted by Linear Scale and indicated that professor-teachers employed machine translation (GT) as an fast translation electronic tool from 2007 till 2020 but the usage of GT in the years; from 2007 till 2015 was showed increasing point 20% to 75%. However, from 2016 till 2020 it indicated decreasing point 70% because professor-teachers have found a lot of errors in translation of documents or authentic texts, instead of that, they would rather to translate authentic contexts from English into Uzbek and from Russian into Uzbek with the assistance of dictionaries, background knowledge and teachers from technical department accordingly, which meant that human mind translation was much effective than electronic machine (GT) because we cannot find any ambiguity and inaccuracy in translation. What's more, through mobile phones with internet access, GT was popular among students and professor-teachers in the recent years (2010 till 2019). Moreover, according to the data we have collected, indicated that request for the usage of GT was not high between 2007 and 2010 years because learners used dictionaries; English-Russian and English-Uzbek, and Russian-Uzbek in their studies, especially, reading comprehension activities. There are some reasons of why students more interested in utilizing GT in Language class activities:

Due to being more motivated by mobile phone apps;

Felt quite comfortable with it;

Because GT machine fast in short-time and inexpensive;

Because GT offers a large choice of languages;

Give more equivalents or synonyms of translated words in L1;

Involving them acquisition of terminology;

Besides that, teachers also used GT more in conducting a research and translating technical books or contexts during those years. We, teachers of languages, often use English –Russian, and English-Uzbek, and Russian-Uzbek dictionaries at our research issues as well as at classes of languages because human translation is accurate,

no ambiguity, non-error, understandable for learners and readers, even if it is slow, but semanticity is higher and accurate. Consequently, we sometimes ask assistance of teachers from technical department, especially, in translation of texts on engineering because we are not engineers but are only language teachers.

Additionally, we carried out comparative analysis on the issues of effective translation between machine translation (GT) and Human mind.

(1). The Drill String

The work of drilling under the ground is performed by the drill string. The drill string consists of the Kelly, sections or drill pipe, the drill collar, and a bit to drill the rock. The Kelly is a strong pipe that is always at the top of the drill string. It has four or six sides and goes through the rotary table which turns around (rotates). The rotary table is on the drill floor. There are many lengths of drill pipe between the Kelly and drill collar. Oil workers add sections of drill pipe one by one to the Kelly. Each time they add a section, they left the Kelly out of the hole. Then they add a section of drill pipe at the top of the string and lower it back into the ground. At the bottom of the string we can find the drill collar. The bit goes into the collar. Bits are usually tricone - in other words, they have three rotating cones. A circular bit with a hole in the middle is used to take core samples. Drill bits can be covered with industrial diamonds to make them last longer. Drilling mud is pumped through jets in the bit - this lubricates and cools it and, as the mud is circulated, it also carries the pieces of drilled rock fragments to the surface [23].

(1). At first, we translated a short above-mentioned text from English into Uzbek language and from English into Russian, having employed neural machine translation(GT) which offers 108 choice of languages in translation. The results were depicted in the electronic images, taken a photo of translation from English into Uzbek and from English into Russian with the assistance of GT machine; those consist of figure 1, figure 2, figure 3, figure 4 and figure 5.
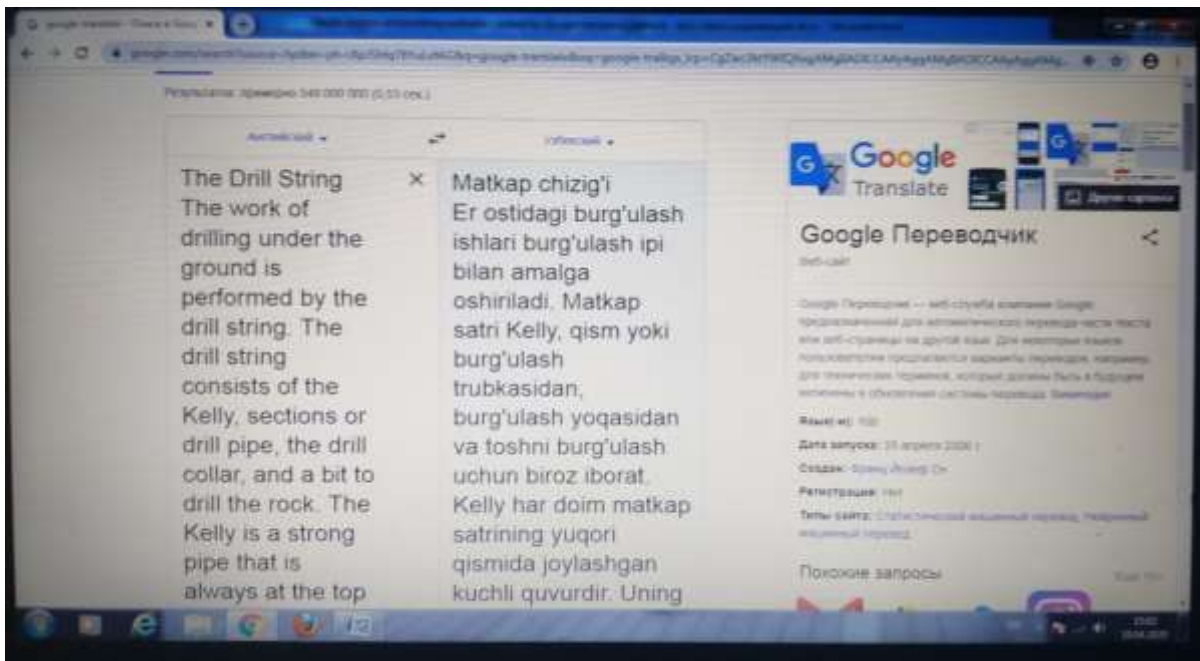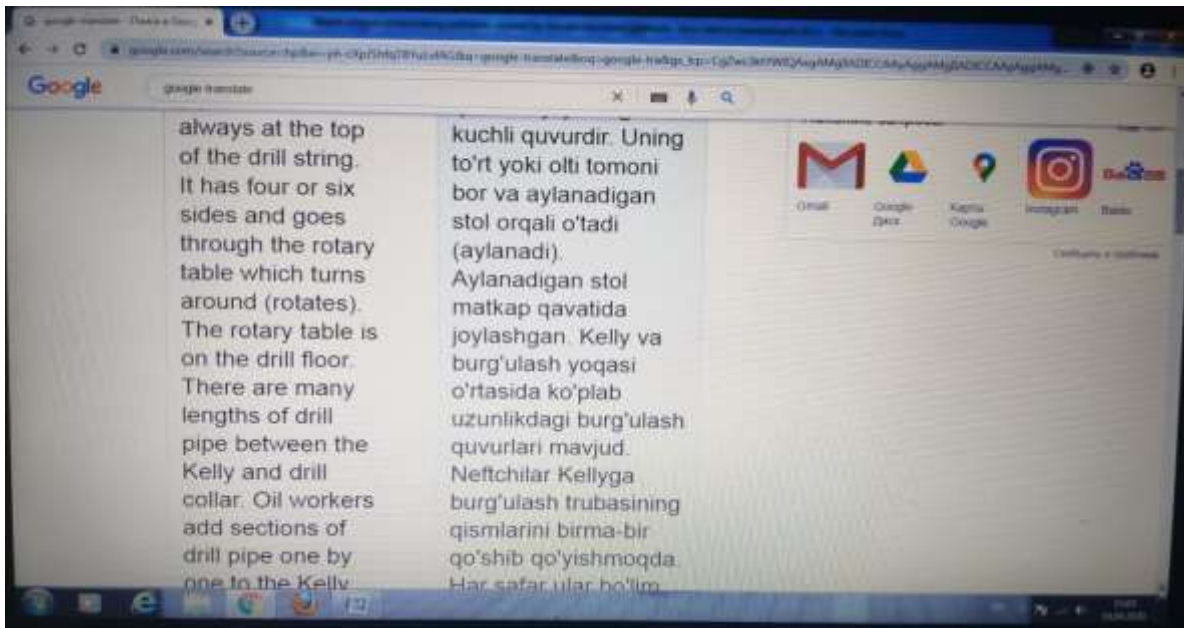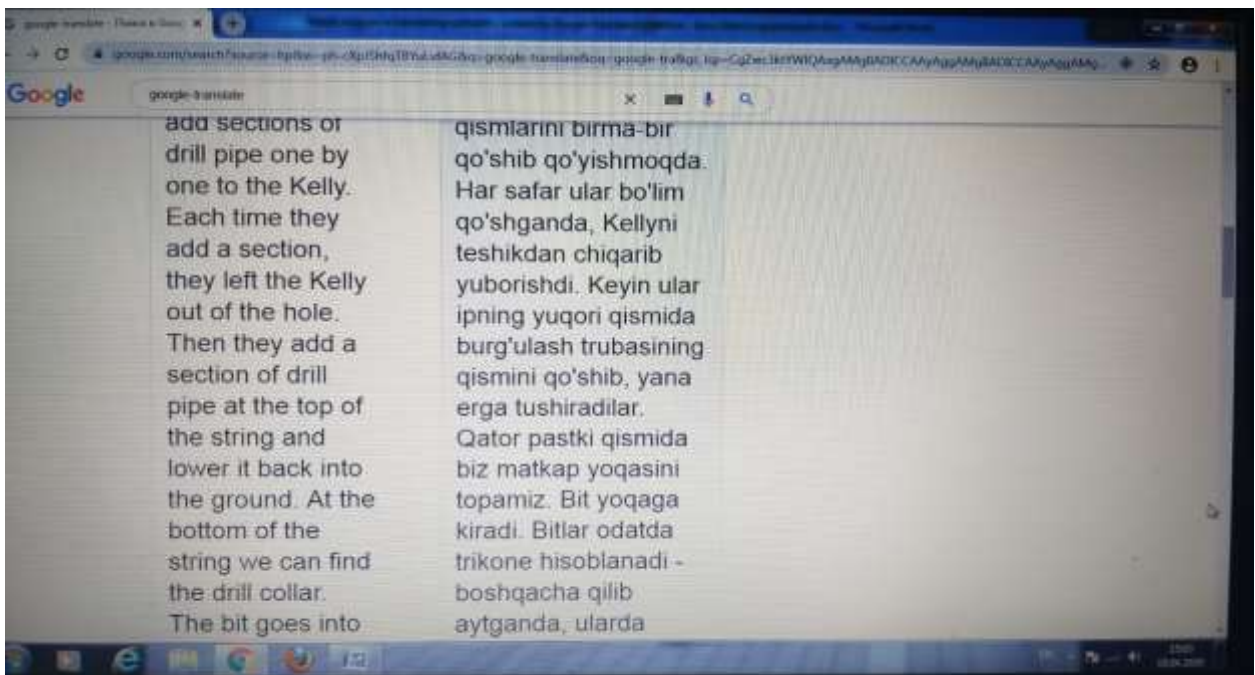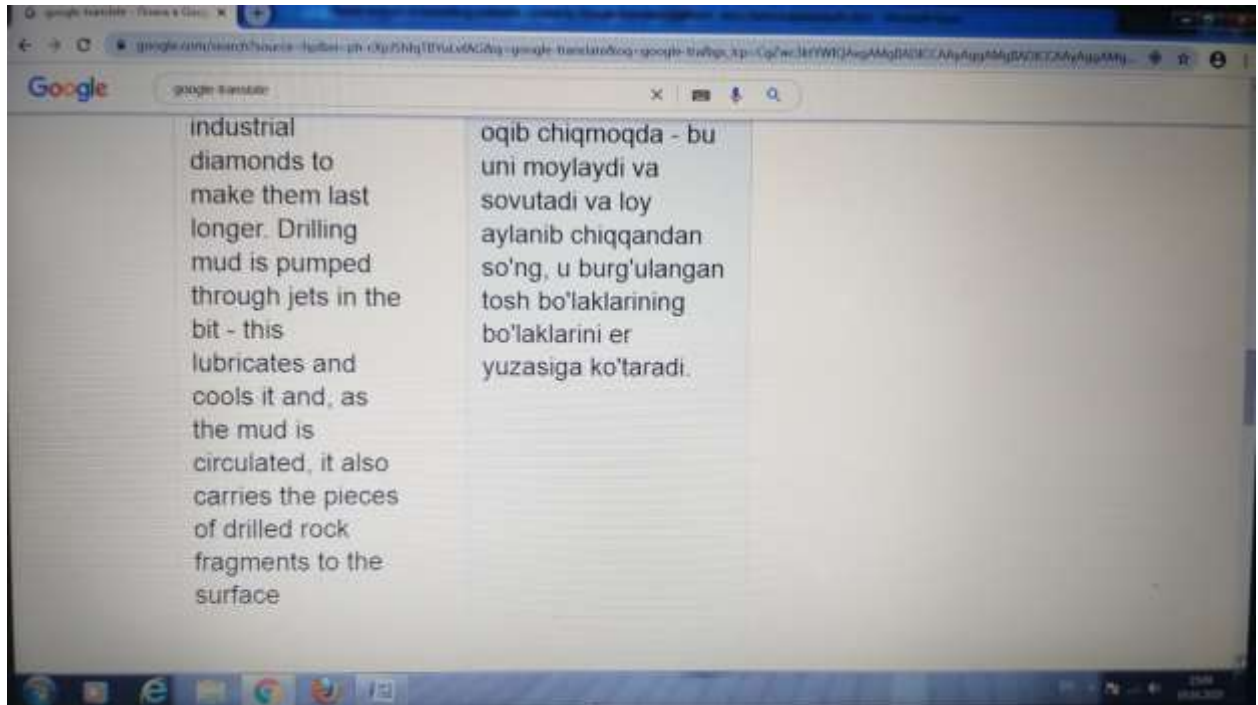
Figure 1

Figure 2

Figure 3

Figure 4

Translation was done with assistance of GT machine in written form (copied from images above);

Matkap Chizig'

Er ostidagi burg'ulash ishlari burg'ulash ipi bilan amalga oshiriladi. Matkap satri Kelly, qism yoki burg'ulash trubkasidan, burg'ulash yoqasidan va toshni burg'ulash uchun biroz iborat. Kelly har doim matkap satrining yuqori qismida joylashgan kuchli quvurdir. Uning to'rt yoki olti tomoni bor va aylanadigan stol orqali o'tadi (aylanadi). Aylanadigan stol matkap qavatida joylashgan. Kelly va burg'ulash yoqasi o'rtasida ko'plab uzunlikdagi burg'ulash quvurlari mavjud. Neftchilar Kellyga burg'ulash trubasining qismlarini birma-bir qo'shib qo'yishmoqda. Har safar ular bo'lim qo'shganda, Kellyni teshikdan chiqarib yuborishdi. Keyin ular ipning yuqori qismida burg'ulash trubasining qismini qo'shib, yana erga tushiradilar. Qator pastki qismida biz matkap yoqasini topamiz. Bit yoqaga kiradi. Bitlar odatda trikone hisoblanadi - boshqacha qilib aytganda, ularda uchta aylanadigan konus mavjud. O'rta teshigi bo'lgan dumaloq bit yadro namunalarini olish uchun ishlatiladi. Burg'ilash bitlari uzoqroq turishi uchun sanoat olmos bilan qoplanishi mumkin. Burg'ilash loyi bitdan oqib chiqmoqda - bu uni moylaydi va sovutadi va loy aylanib chiqqandan so'ng, u burg'ulangan tosh bo'laklarining bo'laklarini er yuzasiga ko'taradi.

Secondly, we translated above-mentioned context ourselves, and with the help of the staff from technical department;

Burg'ulash Tizmasi

Yer ostidagi burg'ulash ishlari burg'ulash tizmasi bilan amalga oshiriladi. Burg`ulash tizmasi kvadrat, burg`ulash quvurlari seksiya(svecha)lari, og`irlashtirilgan burg`ulash quvurlari(OBQ) va tog` jinsini burg`ilash uchun dolotadan tashkil topgan. Kvadrat bu har doim burg`ulash tizmasining yuqori qismida joylashgan mustahkam quvur. Uning to`rt yoki olti tomoni bor va atrofida aylanadigan rotor stoli orqali o`tadi. Rotor stoli burg`ulash poli ustida joylashgan. Kvadrat va og`irlashtirilgan burg`ulash quvuri(OBQ) o`rtasida ko`plab uzunlikdagi burg'ulash quvurlari mavjud. Neftchilar burg'ilash quvurlarining qismlarini birma-bir qo'shib boradilar. Har safar bir qism qo'shilganda, kvadratni quduqdan ko'taradilar.Keyin ular tizmaning yuqori qismiga burg'ulash quvurining qismini qo'shib, yana yerga tushiradilar. Tizmaning pastki qismida biz og`irlashtirilgan burg`ulash quvuri(OBQ)ni topamiz (uchratamiz, ko`rishimiz mumkin). Dolota(burg`u) OBQga mahkamlanadi. Dolotalar odatda uchkonuslibo`ladi - boshqacha qilib aytganda, ularda uchta aylanadigan konus mavjud.O'rta teshigi bo'lgan

dumaloq dolota namunalarini olish uchun ishlatiladi. Burg'ilash dolotalari uzoqroq ishlashi uchun sanoat olmos bilan qoplanishi mumkin. Burg`ulash eritmasi kuchli oqimli nasos bilan dolotaga haydaladi – bu uni moylaydi va sovutadi, va loy(burg`ulash eritmasi) aylanib turadi,u shuningdek burg'ulangan toshlarning bo'laklarini yer yuzasiga olib chiqadi(ko`tarib chiqadi).

As a result we made comparative analysis in translation of GT and human mind; those depicted in the table 1 and 2;

Table 1. **Translation from English into Uzbek by GT machine in comparing with translation of human mind was presented in the table**;

№	Translation made from English into Uzbek by Google-translator	morphological-syntactic errors	Lexicosemantic Errors	Orthographic errors	Translation by the author of present study
1	Er ostidagi burg'ulash ishlari burg'ulash ipi bilan amalga oshiriladi.	Noun	Ipi	Er	Yer ostidagi burg'ulash ishlari burg'ulash tizmasi bilan amalga oshiriladi.
2	Matkap satri Kelly, qism yoki burg'ulash trubkasidan, burg'ulash yoqasidan va toshni burg'ulash uchun biroz iborat	no subject-verb and subordinate – main clause agreement	(Matkap, Kelly (do not exist in Uzbek language), satri burg'ulash trubkasidan, burg'ulash yoqasidan, toshni burg'ulash uchun biroz iborat, chosen	Kelly	Burg`ulash tizmasi kvadrat, burg`ulash quvurlari seksiya(svecha)lari, og`irlashtirilgan burg`ulash quvurlari(OBQ) va tog` jinsini burg`ilash uchun dolotadan tashkil topgan.
3	Kelly har doim matkap satrining yuqori qismida joylashgan kuchli quvurdir.	Noun	Kelly, matkap, kuchli	Kelly	Kvadrat bu har doim burg`ulash tizmasining yuqori qismida joylashgan mustahkam quvur.
4	Uning to'rt yoki olti tomoni bor va aylanadigan stol orqali o'tadi (aylanadi).	No subject-verb and subordinate and main clause agreement	Omitting (atrofida and rotor)	No	Uning to`rt yoki olti tomoni bor va atrofida aylanadigan rotor stoli orqali o`tadi..
5	Aylanadigan stol matkap qavatida joylashgan.	No subject-verb agreement	Matkap(does not exist in Uzbek language) qavatida	Matkap	Rotor stoli burg`ulash poli ustida joylashgan
6	Kelly va burg'ulash yoqasi o'rtasida ko'plab uzunlikdagi burg'ulash quvurlari mavjud.	No adjective-noun agreement	Kelly-(does not exist in Uzbek language)burg'ulash yoqasi	Kelly	Kvadrat va og`irlashtirilgan burg`ulash quvuri(OBQ) o`rtasida ko`plab uzunlikdagi burg'ulash quvurlari mavjud.
7	Neftchilar Kellyga burg'ulash trubasining	No subject-verb agreement,	Kellyga-(does not exist in Uzbek language)	Kelly	Neftchilar burg'ilash quvurlarining

	qismlarini birma-bir qo'shib qo'yishmoqda				qismlarini birma-bir qo'shib boradilar
8	Har safar ular bo'lim qo'shganda, Kellyni teshikdan chiqarib yuborishdi.	Noun	Teshikdan chiqarib yuborishdi, Kellyni(does not exist in Uzbek language)	Yuborishdi (yuborishadi)	Har safar bir qism qo'shilganda, kvadratni quduqdan ko'taradilar.
9	Keyin ular ipning yuqori qismida burg'ulash trubasining qismini qo'shib, yana erga tushiradilar.	Noun	Ipning	Erga	Keyin ular tizmaning yuqori qismiga burg'ulash quvurining qismini qo'shib, yana yerga tushiradilar.
10	Qator pastki qismida biz matkap yoqasini topamiz.	No agreement between subordinative and main clause as well as no subect-verb agreement	Qator, matkap (matkap does not exist in Uzbek language)	Qator (qatorning)	Tizmaning pastki qismida biz og`irlashtirilgan burg`ulash quvuri(OBQ)ni topamiz (uchratamiz, ko`rishimiz mumkin).
11	Bit yoqaga kiradi.	No subject-verb agreement	Bit, yoqaga ((Bit does not exist in Uzbek langugae)	No	Dolota(burg`u) OBQga mahkamlanadi
12	Bitlar odatda trikone hisoblanadi - boshqacha qilib aytganda, ularda uchta aylanadigan konus mavjud	No subject-verb agreement	Bitlar, trikone (do not exist in Uzbek langauge)	No	Dolotalar odatda uchkonusli bo`ladi - boshqacha qilib aytganda, ularda uchta aylanadigan konus mavjud.
13	O'rta teshigi bo'lgan dumaloq bit yadro namunalarini olish uchun ishlatiladi.	Bit, no adjective and noun agreement	Bit (do not exist in uzbek language)	No	O'rta teshigi bo'lgan dumaloq dolota namunalarini olish uchun ishlatiladi.
14	Burg'ilash bitlari uzoqroq turishi uchun sanoat olmos bilan qoplanishi mumkin	Bitlari, no adjective-noun agreement	Bitlari (does not exist in Uzbek language)	Olmos (olmosi)	Burg'ilash dolotalari uzoqroq ishlashi uchun sanoat olmosi bilan qoplanishi mumkin
15	Burg'ilash loyi bitdan oqib chiqmoqda - bu uni moylaydi va sovutadi va loy aylanib chiqqandan so'ng, u burg'ulangan tosh bo'laklarining bo'laklarini er yuzasiga ko'taradi.	No subject-verb and adjective-noun and subordinative and main clause agreement	Bitlari (does not exist in Uzbek language)	er	Burg`ulash eritmasi kuchli oqimli nasos bilan dolotaga haydaladi – bu uni moylaydi va sovutadi, va loy(burg`ulash eritmasi) aylanib turadi,u shuningdek burg'ulangan toshlarning bo'laklarini yer yuzasiga olib

				chiqadi(ko`tarib chiqadi).

Table 2. **Differences in words or terminology between GT and human mind translation from English into Uzbek.**

№	Words of authentic context in English	Translated by GT machine with some Errors	Translated by Human Mind without errors
1	The drill String	Matkap Chizig'i	Burg'ulash Tizimi
2	Kelly	Kelly	Kvadrat
3	Sections or drill pipes	Qism yoki burg'ulash trubkasi	Burg'ulash quvrlari seksiya(svecha)lari
4	The drill collar	Burg'ulash yoqasi	og`irlashtirilgan burg`ulash quvurlari(OBQ)
5	A bit to drill the rock	Toshni burg'ilash uchun	Dolota
6	Rotary table	Aylanadigan stol	Aylanadigan rotor stoli
7	Drill floor	Matkap qavatida	burg`ulash poli
8	Lengths of drill pipe	Uzunlikdagi burg'ulash quvrlari	uzunlikdagi burg'ulash quvurlari
9	String	Ip	Tizma
10	Hole	Teshik	Teshik
11	Top	Yuqori	Yuqori
12	Lower	Pastki	Pastki
13	The bit	Bit	Dolota(burg`u)
14	Collar	Matkap yoqasi	OBQ
15	Tricone	Trikon	Uchkonusli
16	Rotating cones	Aylanadigan konus	aylanadigan konus
17	A circular bit	Dumbaloq bit	dumaloq dolota
18	Core samples	Yadro namunalari	Namunalarini
19	Drill bits	Burg'ulash bitlari	Burg'ilash dolotalari
20	Drilling mud	Burg'ulash loyi	Burg`ulash eritmasi
21	Jets	Bit	kuchli oqimli

Translation from English into Russian by the assistance of GT:

Работа по бурению под землей осуществляется бурильной колонной. Буровая колонна состоит из Келли, секций или бурильной трубы, бурильной трубы и долота для бурения породы. Келли - это прочная труба, которая всегда находится на вершине бурильной колонны. Он имеет четыре или шесть сторон и проходит через поворотный стол, который поворачивается (вращается). Поворотный стол находится на буровой площадке. Существует много отрезков бурильной трубы между Келли и буртиком. Нефтяники добавляют одну за другой бурильные трубы в Келли. Каждый раз, когда они добавляют раздел, они оставляли Келли из дыры. Затем они добавляют секцию бурильной трубы в верхней части колонны и опускают ее обратно в землю. В нижней части колонны мы можем найти бурильный воротник. Бит входит в воротник. Биты, как правило, триконные - иными словами, они имеют три вращающихся конуса. Круглый наконечник с отверстием посередине используется для отбора образцов керна. Сверла могут быть покрыты

промышленными алмазами, чтобы продлить срок их службы. Буровой раствор перекачивается через форсунки в долоте - это смазывает и охлаждает его, и, по мере циркуляции бурового раствора, он также переносит фрагменты просверленных фрагментов породы на поверхность.

There were not so much errors found in the translation in Russian by GT system.

While making comparatrive analysis on the issues of effective translation between GT machine and human mind, we found a lot of errors in the transltion of GT and they are; morphological-syntactic errors, lexicosemantic errors and orthographic errors were categorized in the table 1 and 2. Additionally, English language belongs to an indo-European language but Uzbek belongs to Turkish, that's why, word order in the sentences and sentence constructon are not the same. We felt ambiguity and inaccurancies in translated context by GT due to having a lot errors which may lead learners misunderstanding the whole context on engineering in FL.

Moreover, the result of comparative analysis revealed that translation by human mind is more accurate than translation of GT and no ambiguity because there is not any errors (morphological-syntactic errors, lexicosemantic errors and orthographic errors) detected. Likewise, we have to state that the content of authentic context translated with the assistance of human mind in present study was highly academic, very technical which per se makes a text more difficult to understand. If learners have not prior knowledge on profession in L1 and linguistic skills, they are unable to translate whole context even with the assistance of GT platform. According to fact, we sometimes must help our learners to translate contexts which are full of specific terminology because learners' level in English is not as high as expected to be, and they feel lack of defining the meaning of unknown words. Additionally, human mind translation showed that technical and semi-technical words were all translated correctly, with certain ideas, and the meaning was transferred from English into Uzbek in a way that produced an effective target language text, and this is because the machine cannot "decide" and "decipher"; fortunately, these remain prerogatives of the human brain. The above mentioned context contains subject-verb agreement, adjectival-noun agreement. In fact, we often encounter with the texts consisting of subordinate and main clauses agreement, concerning different tense forms. Besides, there are mono-semantic and poly-semantic words in English and Uzbek languages. In the process of comparative analysis we have found a lot of errors in translation of GT because this neural machine have chosen only mono-semantic translation of words directly as well as some words do not exist in Uzbek language, and also did not think about grammatical construction of sentences and orthographic rules. Moreover, we found construction of some sentences of the above-mentioned text wrongly because there is no subject-verb or adjective-noun or even subordinate and main clauses agreement in translation by GT in L1. On the other hand, GT is useful machine to show us a word translation in different meanings in L1.

We stated some features of GT and Human mind translation as followings;

Human mind translation;

- Is able to find appropriate word for translation in all cases;
- Translate sentences without errors;
- Is able to decide which word to select and why;
- Human mind translation, on the other hand, can produce well-constructed, no ambiguity translations of any kind texts;
- Present understandable context to readers;
- Chose the words semantically right;
- Can handle a range of text types those computers cannot;
- Is able to translate written contexts from a language to another without errors; morphological-syntactic, lexicosemantic and orthographic;
- Is able to define the meaning of the word without intervention of machine translation.

Google-translator;

- Is not a native speaker of a human language;
- Never surely know it the way learners know a language with its many levels and details;
- Do not learn in the same way learners do;
- Cannot translate like learners because it does not learn like them;
- Is unable to decide which terminology to use in translation;
- Have some errors; morphological-syntactic, lexicosemantic, and orthographic;

- Only chooses mono-semantic meaning of the word in translation;
- Is able to give synonymous of a word in L1.

Above all, in order to produce an effective, comprehensible translation for readers, learners must find acceptable words in other language because they have skill to distinguish between general and specialized uses of a word. Additionally, once it has been detected that a word is being used as a specialized term in a particular domain, learner chooses needful terminology for that area of study to find the standard translation. However, computers have much better memory than humans but computers are very bad at deciding which meaning of the word should be stored in the database. Even if learners translate the contexts with the assistance of GT machine, they have to make improvements to it, also need intervention of professor-teachers due to not being fully competent in FL.

V.   CONCLUSION

In reading comprehension learners are engaged in performing translation activities such as translating authentic contexts from English into Uzbek and from Russian into Uzbek languages in order to understand the meaning of the context. Today, information technology is advanced due to capability of human mind, and all learners are interested in using mobile phones with internet access and apps. Therefore, they prefer employing machine translation (GT) in reading activities because it is fast and offers a word with multiple meanings, enable learners to choose appropriate word for translation but learners sometimes find errors in translation such as morphological-syntactic errors, lexicosemantic errors, and even orthographic errors. In EFL activities students often need help of professor-teachers and other techniques such as dictionaries due to feeling lack of prior knowledge and experience in the area of expertise. Besides, we carried out two scientific analysis; statistical and comparative. While making statistical analysis we have found out how often machine translation was utilized by students and professor-teachers in the recent years; from 2007 till 2020. However, the result of comparative analysis on the issues of effective translation between GT and human mind indicated that there are a lot of errors; morphological-syntactic, lexicosemantic and orthographic in translation by GT in L1. Therefore, human mind translation is considered to be effective because human has a lot of choices to choose relevant words from the dictionaries or a staff at the technical department. On the contrary, GT has some limits in choosing the applicable words in translation from a language into another. They are no decision on choosing appropriate words, not fully competent in language as human is, calculates probability word distribution statistic from bilingual text corpus and covers 108 languages. To evaluate its value, we translated contexts as a comparison. Furthermore, we often translate textbooks on engineering because it is in great need for ESP students and for students who study engineering in Russian, and employees at the factories and organization such as Lukoil, Shurtan Oil and gas, Epsilon in Uzbekistan. However, this process also requires learners to work hard at translation from English into Uzbek because English is foreign language in our country, not daily in use. Those organizations also require every applicant to know Russian language. Usage of GT is popular among learners, especially, in language classes due to fact that students are not native speakers of that language, and are unable to understand whole language correctly and its richness. Besides, students' prior knowledge on particular topics may be not enough as well as the professional language may be not improved. Moreover, the present research assessed the performance of Google translator and human mind in translating authentic text from English into Uzbek and from English into Russian languages. Above-mentioned context is highly academic written in a language that is significantly different from standard language, since it is endowed with many peculiarities regarding grammar and linguistic structures. As a result, the findings of statistical analysis in the performance of GT among professor-teachers and learners were shown in the diagram 1 and 2 by Linear Scale. Apart from, comparative analysis indicated a lot of errors; morphological-syntactic, lexicosemantic and orthographic in translation by (GT) comparing with the translation by human mind. The result of comparative analysis is described extensively in the tables 1 and 2.

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