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LINGUISTICS OF FUTURE TRANSLATORS AND PEDAGOGICAL CONTENT OF COMMUNICATIVE COMPETENCE DEVELOPMENT

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ABSTRACT

This article describes the opinion that the development of linguistic, cultural and communicative competence of future translators is an important factor in the development of pedagogical and psychological foundations.

KEYWORDS

Pedagogical-psychological, linguistic and cultural, modern outlook, social necessity, continuous education, individual qualities, economic development, educational standards, Education and training, scientific-methodical.

INTRODUCTION

The professional communication of the translator is determined by the fact that he is not only the owner of two languages, but also a person who divides into two cultural spaces at the same time, and is able to perceive the world from two different points of view at the same time. Naturally, psychoglossa as a unit of the translator's language consciousness can be a bilingual that captures the structures of two languages (mother tongue and foreign language) that are compatible with each other. However, bilingualism is not only communication in two languages, but in order to carry out the translator's professional activity, the translator must have a mechanism of recoding from the foreign

language to the native language and vice versa, outside of the psychoglossary. Thus, the main features of the translator's language consciousness are the complex of psychoglosses as components of biculturalism and literacy, the mechanism of recoding from the mother tongue to the foreign language and vice versa, the codification of the communication of cultures.

LITERATURE ANALYSIS AND METHODOLOGY

In particular, V. N. Komissarov said that in the process of intercultural communication, the translator performs the following functions: cognitive-communicative, planning, organizing, gnostic,

mediating, creative. According to I. Ya. Resker, A. D. Schweizer, the cognitive-communicative function is related to the process of receiving and transmitting information, encoding and decoding, which is carried out by means of signs. G.L. Lsilova does not communicate without speech, therefore, she recognizes that it is necessary to carry out speech activity at all stages: listening and understanding: understanding the speech of the listener and interlocutor, heard and broadcast speech, the main information in the listened text, radio and TV programs on current topics; listening: understanding yourself introducing, making a request, making an offer, accepting an offer, receiving and giving information, making a presentation within the given topic; reading: reading literary and artistic, popular materials related to the topic; writing: composing texts related to the topic and writing official documents. According to K.J.Riskulova, another special quality that determines the communicative competence of second language speakers is the ability to audit and listen. Good intuition, health of the hearing apparatus, stability of attention, sufficient volume of useful memory, properties of the nervous system, and the continuous delivery of information have a positive effect on the improvement of the audit process. loses Therefore, the psychosemantic structure of speech, the study of its linguistic and paralinguistic aspects is considered the main and important condition for the communicative competence of a second language owner.

According to V.V.Safonova, "the professional communication competence of the translator is a certain level of acquisition of language, speech and socio-cultural knowledge, skills and abilities, and it is communicatively appropriate and purposeful to the target, to the functional factors of bilingual communication that create the basis for the development of two cultures. allows you to change

your behavior. According to Ye.F. Tarasov, the dialogue of cultures plays a role in overcoming the intercultural gap in the translator's language consciousness. The owner of the national culture is not only the owner of a certain set of social and cultural knowledge, but also a person whose mental qualities have been formed as a result of receiving the knowledge of the native culture. These qualities mean images of consciousness (meaning) associated with "words used by communicators to form thoughts during the encoding and decoding of speech information." The real monologue of cultures takes place only in the mind of a specific culture owner who has achieved understanding of the mind (images) of another (foreign) culture. lexical-grammatical, social-cultural, speech-cultural components were distinguished in the structure of professional communication competence of the future translator.[1:54]

In higher educational institutions of the world, creative mechanisms for developing the professional and creative abilities of future translators-scholars have been implemented in the educational process. In the new concept of education until 2030 adopted by international organizations and UNESCO, it is recognized as "the main driving force of education and development and an important activity leading to the goals of sustainable development." In higher education institutions, special attention is paid to the development of professional creative abilities of future translators, modeling of the educational process, creation of electronic information and educational resources, use of modern pedagogical and information communication technologies, development of creative competence in students.

In the world, higher educational institutions and scientific research institutes are carrying out scientific research work on developing the professional and

creative abilities of translators, organizing the educational process on the basis of media technologies, and developing the pedagogical possibilities of developing professional and creative abilities. At the same time, special attention is paid to scientific research work on professional problems, testing scientific hypotheses, identifying professional problems, and determining educational strategies for independent thinking.

In particular, currently, in the higher education system, the search for ways to effectively prepare specialists is carried out on the basis of systematic, personal-active, cultural, polysubject, technological and other approaches. As the theoretical-methodological basis for the development of the system of formation of linguistic-communicative competence of future translators, we have chosen systematic-active and cultural studies approaches. Their application complementing each other ensures the organizational complexity of the process of forming the linguistic-communicative competence of future translators and the construction of a system that works effectively as an interlinguistic-cultural communication process.[2]

Therefore, the implementation of these rules allows to study the process of forming the linguistic and communicative competence of future translators from the point of view of a certain level of abstraction, because pedagogical interaction is seen as a source of self-development of the pedagogical system. In this, they do not reveal the essence of the process of interaction between the teacher and the students, in which competence is formed.

Taking into account the specificity of the researched process and the nature of the character being formed in future translators, we emphasize that both structural and functional features of the process of forming the linguistic-communicative competence of

future translators should be taken into account when building our system. Therefore, in order to ensure the effective formation of linguistic and communicative competence of future translators, we needed an approach that combines the aspects of systematic and active approaches. This is a systematic and active approach that requires the construction of an orderly and systematic preparation system for the linguistic-communicative competence of future translators in the context of modeling the speech activity of a foreign language in educational sessions.[4] The systematic-active approach envisages building a system of future translators' linguistic-communicative competence formation as a process of involving the student in interlinguistic communicative activity. [5:68] The cultural studies approach teaches the creation of a process of forming the linguistic-communicative competence of future translators as a dialogue of cultures. In this, the student takes an active position from the beginning and appears as a subject of interlinguistic, intercultural and interpersonal professional communication.

On the basis of systematic-active and cultural studies approaches, we have developed a communication-oriented system for the formation of linguistic-communicative competence of future translators, which can be considered a subsystem that works within the framework of the existing professional linguistic education system. Focusing on the goals, tasks, content, as well as methods and forms of professional training, it also has its own goals, tasks, content, methods, forms and is based on a system of certain principles.[6]

As a result of the theoretical analysis and generalization of the empirical material obtained during the research, we came up with the following system of principles: the principle of scientificity, the

principle of openness, the principle of communicativeness, the principle of technology, the principle of integrity, the principle of dynamism.

Scientific principle: in the process of forming the language-communicative competence of future translators, it is necessary to use modern scientific achievements in the fields of pedagogy, psychology, foreign language teaching methodology, linguistics, and translation studies. Outdated data can not only affect the working quality of the system, increase the time, intellectual, emotional, material and financial costs spent on its creation, and may lead to negative consequences during its operation.

Communicative principle: formation of linguistic and communicative competence of future translators, modeled in teaching and learning activities, learn a foreign language as a means of intercultural communication in an orderly, systematic and interdependent manner. should be implemented in the process of teaching. Creating an educational process as a communication model means modeling only the basic, essentially important parameters of communication, which include: personality characteristics of the subject's communicative activity, interaction of speech parameters and effect, situations as a form of communication, a meaningful basis of the intercultural communication process, mastery is a system of speech tools that ensures communicative activity in communication situations, a functional characteristic of the acquisition and use of speech tools, heuristics.

The principle of technologicalness: the process of forming the linguistic-communicative competence of future translators should be a system of sequential and interdependent actions that ensure that the initial state of this competence acquires a new quality. In this case, violation of the sequence of actions may lead to

unimaginable results. Implementation of this principle in the process of formation of linguistic-communicative competence ensures intensive delivery of material, active position in requirements and high level of independence, feedback in continuous development, achievement of specific actions and algorithmization.

Therefore, the formation of linguistic and communicative competence of translators can be effectively implemented only within the framework of a specially developed system that covers the theoretical and practical training of future specialists. The theoretical and methodological foundations of the formation of a communicatively oriented language-communicative competence system consist of systemic-active and cultural studies approaches. Systemic-active approach - focuses on studying in a systematic approach a set of interrelated features, methods and processes that are organized and necessary to create a targeted effect on the formation of the specialist's competence.

The cultural studies approach sees the student as a cultural subject that provides the correct perception, understanding and evaluation of other cultures.

The system of formation of linguistic-communicative competence of future translators is described by the orientation to the development of second-level linguistic characteristics of students, the dialogue of cultures, and three interrelated components (motivational-purpose, content-technological, evaluative). -resultative) and is carried out taking into account the principles of scientificity, communication, technology, integrity, openness, and dynamism.

The system-forming factor is the task of communicative dialogue, which is understood as a situation related to the goals and conditions of intercultural communication, when the subject's

knowledge of the subject of foreign language communication is insufficient and communicative activity works in dialog mode.

The structural components identified by us are in close interaction and form a communication-oriented system for the formation of linguistic and communicative competence of future translators, focusing on the development of students' second-level linguistic characteristics, focusing on the dialogue of cultures. and implemented taking into account the principles of scientificity, communication, technology, openness, integrity, religion.

CONCLUSION

The formation of linguistic and communicative competence of translators can only be effectively implemented within the framework of a specially developed system that covers the theoretical and practical training of future specialists;

The theoretical and methodological bases of the formation of a communicatively oriented language-communicative competence system are systematic-active and cultural studies approaches. Systematic-active approach - focusing on the systematic study of a set of interrelated features, methods and processes, which are organized to form the specialist's competence and necessary to create a targeted impact. points. The cultural studies approach sees the student as a subject of culture that provides the correct perception, understanding and evaluation of other cultures;

The system of formation of linguistic-communicative competence of future translators is characterized by the orientation to the development of students' second-level linguistic characteristics, the dialogue of cultures, and includes three interrelated components

(motivational-targeted, content-technological, evaluative-resultative). and is carried out taking into account the principles of scientificity, communicativeness, technology, integrity, openness, and dynamism.

The system-forming factor is the communicative-dialogue task, which is understood as a situation related to the goals and conditions of intercultural communication, when the subject's knowledge of the subject of foreign language communication is insufficient and the communicative activity is in the dialogue mode. works.

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