

DEVELOPMENT OF THE METHODOLOGY FOR DEVELOPING THE COMMUNICATIVE COMPETENCE OF FUTURE TRANSLATORS BASED ON INTERDISCIPLINARITY

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Abstract

In this article, the improvement of the methodology of training future translators in the higher education system, the development of didactic and methodical training of students based on advanced foreign experiences, the creation of electronic information educational resources, the improvement of the educational process based on creative models, modern Issues and studies such as the development of the use of information and communication technologies are considered and represented by experiences and strategies. Today, every future student translator is trained on the basis of a curriculum formed on the basis of pedagogical and communicative competence in educational programs, and the main task of today is to prepare them as scientists of many fields who can educate the next generation. Especially in the training of translators, Interdisciplinarity and a high level of vocabulary are the roots of this field. In this article, aspects related to these directions are considered.

Keywords: Creation of Pedagogical Mechanisms for Optimization of the Educational Process, Interdisciplinarity, Problem-Based Learning, Synthesis of Knowledge, Improvement of Didactic Training Data System, Communicative Competence, Pedagogical Competence.

INTRODUCTION

In our country, the problems of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas knowing a foreign language, and to develop their oral and written speech in a foreign language are being promoted. Cooperation with organizations such as UNESCO, UNICEF, Association of European Universities, European Network for Quality Assurance of Higher Education is being carried out in order to develop students' ability to think in a foreign language, to realize free speech, to carry out their intellectual activities, and to assess their readiness. The ongoing reforms and changes in the foreign policy of our country served the expansion of international relations, as a result, the need for highly educated personnel increased. It was reflected in the normative documents defining the leading directions of increasing language literacy in our country. Also, in our society, speech activity is of special importance for the interaction of different cultures, their communication and mutual enrichment. In the general trends of this issue, the formation of foreign language skills in the young generation, especially English, has gained great importance.

Today, it has become the demand of the time for learners not only to acquire deep knowledge, but also to develop communicative competence through careful acquisition of skills. Professional education, especially at the stage of training graduates of academic lyceums, i.e., future specialists, along with the implementation of the universally recognized international standards of the Council of Europe "European Competences for Foreign Language Acquisition:

Learning, Teaching and Assessment" (CEFR - Common European Framework of Reference) In the continuous education system of the Republic of Uzbekistan, the requirements for learning foreign languages, the rules for assessing the level of mastery have been developed.

Graduates of educational fields not specializing in teaching a foreign language are required to acquire B1 level at the end of their studies in professional education, and the requirements for professional training of students of educational institutions not specializing in language have also changed in the qualification requirements. After all, the adoption of the Decree of the President of the Republic of Uzbekistan on January 28, 2022 "On the Development Strategy of New Uzbekistan", reforming every stage of continuous education, creating all modern opportunities for young people to study, organizing an education system in accordance with international standards, new approaches, it was emphasized that the main foundation of our society is to raise the young generation to become mature specialists through the effective organization of classes based on foreign models. As a result, issues such as development of students' ability to think in a foreign language, to think, to speak freely, to form their intellectual potential, and to assess their readiness were put forward. These issues serve to improve not only creative but also speaking skills of students. It should be noted that in the process of organizing professional education, the issue of identifying talented students and further improving their talents was considered. As a result, the decision of the President of the Republic of Uzbekistan on December 3, 2020 "On measures to improve the system of selecting talented young people and the activities of academic lyceums" aimed at the systematic implementation of reforms to develop the interest of the young generation in science. In the decision, 4 requirements were set for the forms and methods of organizing training for the preparation of young people competent in English in professional education: The forms and methods of organizing training should help students learn the content of education, raise a competent generation, and instill the ideas of national independence into the minds of young people.

Helping the student to equip the student with the appropriate knowledge, skills and abilities so that they can apply the knowledge that they have consciously mastered the basics of science. The forms and methods of organizing education should be suitable for the age characteristics of students, the subjects of study should be selected taking into account their specific characteristics and should be diverse. Forms and methods of organizing education should increase the activity of independent thinking of students, instill in them scientific outlook, faith, spiritual and moral qualities. Based on the requirements, analyzing the foreign models, the goal was to introduce the competence approach to foreign language teaching in our country at every stage of education, especially in professional education, because the role of communicative competence in successfully learning the four aspects of the English language is incomparable. efficiency of information delivery, rich vocabulary, speech culture, determining the correct selection of language tools, as well as the ability to manage the regulation of one's personal spiritual and moral situation in the process of communication with other people, but English language classes in professional education areas are brought up to international standards through innovative pedagogical technologies it was found that the issue of proper teaching and development of students' communicative competence has not been fully explored.

MATERIAL AND METHODS

It is necessary to organize classes that will create an opportunity for future translators to learn English quickly and accurately through free communication in practice, and thereby improve their communicative competence. The existence of modern gadgets creates conditions for translators to use the components of linguistic and speech competence in an eclectic manner to successfully communicate in a foreign language, mainly in English, and for them to learn English not only in the course of the lesson, but also outside of the lesson with the help of various sources. Among the sources, authentic materials play an important role in the development of students' speaking skills and their communicative competence based on real-life situations.

Creating a good English environment with the help of authentic materials and encouraging students to work independently, achieve good results, and create a foundation for students to communicate not only with their friends in classes, but also with family members and relatives outside of class. These materials are selected according to the needs, interest and level of knowledge of the students. As a result, students' motivation to learn the language increases. As their motivation increases, their participation in the lesson will undoubtedly increase. Several scientists have conducted research on the effective development of students' communication using authentic materials. Research scientist Huang argues that authentic materials are used in English classes to reduce the differences between the language learned and the language used in life. Another research scientist, Burns & Erickson, says that these materials are not used to teach the language, but to teach how to use it in everyday life, like English. Because the authentic materials are relevant to students' lives, they carefully complete the assignments, and the acquisition of the language in different situations leads to their effortless use in everyday life. The active involvement of the teacher in the process of continuous education is the main condition for the development of his creative potential, competence and pedagogical skills, social and professional mobility, his civic position and professionally important qualities. Experts believe that interdisciplinary connections play a major role in this field of activity. The need to implement interdisciplinary connections as a didactic condition for improving the quality of students' knowledge and the role of teaching in the development of dialectical thinking of students is shown in psychological and pedagogical literature and research. A large number of studies have shown that the programs of natural-mathematical sciences are not mutually compatible, there is no general interpretation of concepts, laws, theories for natural-mathematical sciences, as well as there is no consistency in their formation; the connections between natural phenomena are weakly reflected in them, the knowledge acquired by students in natural and scientific sciences remains scattered.

They do not have the ability to scientifically understand the laws of the development of the environment, to apply the knowledge gained in the study of the basics of natural sciences. In the traditional system of learning the basics of natural-mathematical science at school, the role of interdisciplinary connections is great in eliminating these shortcomings. However, our observations and literature analysis showed that if the issues of interdisciplinarity were researched to one degree or another and determined in relation to secondary general education,

pedagogy would help future teachers in higher education institutions. issues of professional-pedagogical and methodical preparation for organizing and conducting such activities in secondary school are not sufficiently researched and illuminated today. Future teachers are not sufficiently prepared for the implementation of interdisciplinary communication in general secondary education during the period of studying at the higher educational institution of pedagogy. They have insufficiently developed knowledge, skills and abilities to organize and conduct lessons and extracurricular activities with schoolchildren, taking into account the elements of interconnection of subjects. Approaches to determining the essence of the didactic categories of interdisciplinary connections and their types are very different. The scientific positions of researchers in understanding the nature of interdisciplinary connections and their types into classes, concrete pedagogical tasks of research that are solved on the basis of interdisciplinary connections, the studied aspects of interdisciplinary connection problems and the level of their resolution, as well as distinguishing concrete connections factors determine. As long as the didactic foundations of interdisciplinary connections are expressed in the integration of educational knowledge, which implies the integration of various elements of the curriculum, it follows that it requires the exclusion of contradictions in the interpretation of a single phenomenon. and compliance with one is a necessary didactic condition for the successful development of the methodology of each of the educational subjects of the natural-mathematical series. That is why didactics believes that the development of the methodology of a specific educational subject is directly related to the coordination of the methodology of other educational subjects, and that is why he taught interdisciplinary communication in the higher pedagogical school. Is the true essence of education.

And also plus this the definition of interpreter's discourse competence uses the same notions, however there are aspects reflecting interpreting/translation activity, existence of foreign and sociocultural elements of an interpreting context. N.N. Gavrilenko includes the discourse competence into a special component of the professional competence of an interpreter and defines it as the "readiness and ability to understand various genres of a foreign-language special discourse and to create the target text according to the author's plan, a communicative situation and sociocultural norms of communication accepted in Russia" [7, 8]. N.N. Gavrilenko presents the concept of the discourse competence in translation within the academic program Translation in the field of professional communication", where translation takes place in one direction only: from the foreign into Russian language. Another interesting aspect is interpreting (oral translation) when the interpreter operates at least two languages and cultures. In this respect, there is a need to reflect the bilingual and bicultural profile of DC definition. The discourse competence of an interpreter is understood as readiness and ability to perceive and understand oral and speaking discourse of the subjects of communication, belonging to different cultures, thus combining all components (speaking, nonverbal, personal, genre, communicative, interactive, sociocultural, eventive) to identify the main thought, based on context, and to transmit the message according to the situation of communication, its national and cultural features, structuring, realization (choice of appropriate linguistic and extra linguistic means within a genre, functional style and register of communication) provided it is adjusted to the receiving culture.

RESULTS

Translation is the process of conveying the original information to the reader in an understandable way, the reader becomes the recipient of the information after reading the text, and a certain attitude towards the information expressed in the text is formed. This attitude is called pragmatic attitude. Such relations can be different, that is, they can consist of information that is not interesting for the reader or has a strong emotional impact on him. This communicative effect of the text on the recipient of information is called the communicative aspect or potential of the text. The pragmatic potential of the text is formed by means of language expression chosen by the author: lexical, syntactic and stylistic units. The original text selects language tools that make the information effective in accordance with its communicative purpose. As a result, the text created for this purpose will have a certain pragmatic potential and it will have a communicative effect on the receiver of information.

The pragmatic potential of the text is expressed by the content and form of the information, they are the means of expression already present in the language, and the author uses them appropriately. The reader's pragmatic attitude toward information depends not only on the text, but also on his personality, life experiences, knowledge, and mental state. The pragmatic and communicative impact of the text is determined by its impact on people at different levels. Therefore, the establishment of a pragmatic attitude corresponding to the original depends on the choice of language tools of the translator. In the process of translation, young translators try to recreate the original events through language tools that are understandable to the reader on the basis of interdisciplinarity. In doing so, he should not forget that the reader belongs to a completely different language compared to the original, is a representative of a different culture and history.

Therefore, it describes the social, cultural lifestyle, clothes, food, etc. belonging to this nation. When the translator begins to translate such a work, he has to take into account such inconsistencies in the original language and the translated language, and add changes and additions in appropriate places. How well the pragmatic potential is reflected in the translation is determined by the influence of the literary work on the reader, its artistic value, and its ability to attract many readers. The pragmatic task of the translation of such a text is to create a text that can create an artistic and aesthetic effect on the reader in the same way as in the original text. Therefore, it is important to reflect the pragmatic potential in the translation. It depends more on the translator's ability to use appropriate lexical syntactic units in the right places.

Mastering the language at a professional level and working as a translator is almost not covered widely, it is unique and quite sensitive. Interpreting is one of the most creative professions in the world. Very little is written (said) about translators in the media. That is why, as a rule, everyone has different, in most cases, wrong ideas about this profession. Translation takes on a variety of forms, ranging from advertising text to medical terminology, from the philosophical musings of a scientist to an international field hockey argument, and so on. will come. This requires a professional translator to have knowledge not only of language, but also of oral speech. Perhaps this profession is not as romantic as, say, a geologist or a test pilot, but it is no less interesting than an engineer or an architect. No profession gives you the opportunity to

observe from presidents to ordinary peasants in situations ranging from war to scientific seminars, to visit many countries, to get acquainted with the customs, traditions and principles of so many peoples.

Despite the emergence of automatic translation systems based on artificial intelligence technologies, translation has always been and remains a creative activity. If a person knows the basic minimum of necessary information about translation, he can ease the solution of the task facing the translation, because this minimum gives the translator the opportunity to fully understand the task and correctly determine his real ability to translate. For this, it is necessary to master the skills and methods developed by professional translators, as well as to make effective use of the services of translation bureaus. The manner, meaning, form and style of the presentation of the material are also important. Thanks to the work of skilled translators, our ancestors were able to enjoy the works created by the great poets and writers of the world, and now we are enjoying them together with our children.

A person who does not have knowledge of a language, without having knowledge of a specific specialty and experience accumulated over the years, will never be a good translator, even if he knows a foreign language well. A professional translator must know not only a foreign language, but also to speak and write correctly in his native language, to have pedagogical and communicative competence skills, he not only has a vocabulary, but also from this wealth he should know how to use it skillfully, he should be able to express the speech of a specific person to be translated in the required level. After all, in many cases, the living language of foreigners is translated into the language of the book, not into the non-literary Uzbek language. It should not be forgotten that in order to translate the text correctly, the translator must have a clear enough idea of what is being said, and must have knowledge of the subject, even if not deep. That's why it is necessary to have general perfection, knowledge, and a wide level - qualities formed in the nature of a good translator. A person's knowledge of his specialty is a factor in his ability to translate relevant texts if he is trained and has enough experience as a translator.

The profession of translation has long been recognized as one of the most prestigious and necessary professions. The first translators appeared in ancient Egypt and were among the most respected people from those ancient times. In ancient Greece, which had close ties with Eastern countries, people who knew a foreign language had a special position. If it were not for them, many books of the Bible, which are considered the cultural wealth of the peoples of the world, would not have been possible. It is known that most of the Torah has survived only in Greek translation. In ancient Rus (Russia), translators-monks were recognized as highly educated people, and Napoleon Bonaparte noted that "A soldier who knows two languages replaces two warriors." Today, international relations are progressing so rapidly that the number of documents to be translated (volume of originals) is increasing day by day. In recent years, the volume of both interpretation and translation has increased significantly. The number of translators has increased. The increase in the number of people who want to learn about foreign languages and linguistics indicates that the demand for the profession of translators is still relevant.

DISCUSSION

The deep penetration of translation into the essence of the didactic category of interdisciplinary connections leads to conclusions about their semi-functionality, mobility, relative importance of meaning in the general organization of the teaching process. In the unity of methodological, constructive and formative tasks, interdisciplinary connections create a modern didactic (interdisciplinary) approach to the construction and externalization of the content of the science teaching process in terms of the general principles of systematicity and complexity. Interdisciplinary connections appear as a teaching principle. The interaction between the activities of the teacher and students is the subject of didactics. At the level of didactic categories, interdisciplinary connections ensure the effectiveness of such interaction in teaching practice? Teaching principles are one such category.

Interdisciplinarity, as an independent principle, can determine their target direction, subordinating all other principles to the scientific worldview, the integrated system of knowledge about nature, technology and solving the tasks of society. And in that case, demonstration, systematicity, individual approach, teamwork, connection with practice, activation of teaching become a means of implementation of the principle of Interdisciplinarity. Interdisciplinarity plays its constructive role as an independent principle: it affects the structure of the curriculum, programs, textbooks, the choice of content, methods and forms of teaching. Interdisciplinarity, as well as other principles of didactics, have a general character. Their influence extends to all academic subjects, and the study of each academic subject may involve some form of connection with other academic subjects.

Interdisciplinarity has a comprehensive effect on all functions of education: the formation of the system of scientific knowledge, general knowledge skills, interest in wide knowledge, beliefs about the worldview of students can be carried out without the goal-oriented actions of the teacher. it's not. Interdisciplinarity as a teaching principle imposes specific requirements on all components of the teaching process. The application, development, strengthening and generalization of the knowledge and skills of students from other educational subjects should be reflected in the formation of tasks related to the academic subject, educational topic, and lessons. In the content of the educational material, it is important to distinguish the questions that require relying on the knowledge learned from other subjects, and to specify the questions that will be developed later in the study of other subjects.

In each educational topic, it is necessary to distinguish the concepts related to the science and the concepts that are more extensive, common to a number of disciplines, which are developed with the help of interdisciplinary communication. With the help of interdisciplinary connections, it is of great educational value to determine the worldview ideas that can be formed in the study of each subject or a series of subjects in general lessons. Interdisciplinary connections in teaching methods foster creative inquiry in applying knowledge from other courses. This strengthens the thinking of learners, encourages them to analyze, synthesize, and generalize knowledge from various disciplines into a system of various theories and concepts.

Conversation Practice is aimed to develop and improve professional communication culture implying the ability to use a foreign language as means of foreign cross-cultural communication for specific purposes (namely, in economic discourse) taking into account typical situations of interaction and cultural behavior. Throughout this discipline in particular, students master their skills and abilities of professional crosscultural communication in a foreign language that contribute to social and professional contacts between representatives of different cultures. Besides, students improve their abilities to use basic compositional and speech forms and learn to make statements, comments, explanations, proofs, opinions, and arguments. Various authentic situations of communication, role-plays and business games are aimed to master fundamentals of communicative etiquette.

Official business communication is the main functional style within this discipline. However, students also learn such monologic genres as self-presentation and sales or company presentation, and such dialogic genres as sales negotiations, employment interviews, presentation of information, company, product, and conference talks. Oral Consecutive Interpreting of the First and Second Language is aimed to develop students' understanding of basic and special professional competences of an interpreter, readiness for mediation and mediative activity in the field of professional and everyday conversations to ensure information exchange and interaction between representatives of different countries and cultures. Throughout this discipline, students master various skills and abilities, namely judgment, understanding and transmission of functional dominating ideas of various speech genres, compositional and speech forms, etiquette formulas and patterns of communicative behavior accepted in a particular culture within a specific situation of semi-official and official communication. The objective of Speaking and Listening in Interpreting is to develop listening and speaking skills and abilities to comply with interpreter's ethical standards of verbal and nonverbal behavior thus ensuring efficiency of information exchange and interaction between representatives of different countries and cultures in various communication domains. The disciplinary part of the discourse competence is presented as the ability to perceive and understand an utterance in terms of its transmission to participants of communication and to generate a coherent statement thus preserving functionality of speech genres, ethical standards, and ritual aspects of nonverbal behavior with respect to interpreter's behavioral standards applicable for a particular situation.

Listening comprehension implies perception and detailed understanding of the entire information, consideration of all components of a discursive context, bilingual and bicultural actions of an interpreter when the latter one is focused on the subject matter discussed between participants of a conversation. Interpreter's speaking skills are defined as the ability to transmit monological statements of participants into another language thus preserving its functional and genre aspects and comply with ritual forms of verbal and nonverbal behavior with respect to interpreter's behavioral standards applicable for a particular situation. These genres are used to develop interpreter's listening skills: audio and video reports, briefings, talk shows. Development of interpreter's speaking skills is ensured through conference talks, round table discussions, master classes, excursions, and negotiations.

CONCLUSION

In our opinion, rhetoric is the art of influencing the listeners, attracting them to the topic, interesting them and encouraging them to fight for meritorious deeds by being able to express this idea expressively, meaningfully and effectively. Rhetoric requires the ability of the speaker to lead, follow, convince his audience, to influence his mind and behavior without leaving the cultural sphere. Rhetoric requires the ability of the speaker to lead, follow, convince his audience, to influence his mind and behavior without leaving the cultural sphere.

According to Rozhdestvensky, today's rhetoric includes the rules of writing and maintaining documents, expressing monologues and dialogues, discussion, polemics. This article examines the features of rhetoric in ordinary speech, that is, dialogues. In the rhetorical aspect, it is observed that swearing also has its own importance in convincing a person of an idea and encouraging him to do a certain work.

The word oath is interpreted as a responsible word, an oath, which is said by taking the name of someone in one's mouth to confirm one's truth, the correctness of one's word, and the like, to convince others. When the speaker swears, he tries to prove that his words are true, so that the listeners do not doubt him. In this, it is observed that people, objects, and divine powers who are closest and dearest to him swear an oath.

As a result, the listener's doubts about the speaker are reduced and feelings of trust are increased.

In conclusion it should be noted that the development of the discourse competence of future interpreters predetermines the need for the interdisciplinary approach and the monitoring of its further implementation. With regard to didactics, it is important to consider the following components of a curriculum:

- 1) Knowledge of a concept of discourse and its types;
- 2) Use of authentic video records in training;
- 3) Simulation of discursive events, communicative situations and interpreting scenarios;
- 4) Knowledge of genres of oral discourse;
- 5) Knowledge of a component structure of extra linguistic context of communication and its consideration in understanding and extracting the main idea of an utterance.

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