

Characteristics of Forming Communicative Competence in Teaching Oral Interpretation to Students of Language Universities

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ABSTRACT

The study is devoted to the problem of the formation of translation competence among students of language universities. The subject of the study was the translation competence of the future interpreter. The necessity of forming this competence while studying at a university is substantiated, since the possession of translation skills is one of the key requirements for the successful professional activity of a modern specialist in the field of translation. It is concluded that the most important thing is the correspondence of the content of the translation course to the content of the foreign language course of the specialty, the emphasis on the study of specialized terminology and the formation of the ability to conduct information-reference and terminological searches in foreign and native languages. Particular attention should be paid to enhancing the work of students, increasing their motivation and internal readiness for the implementation of a professionally oriented translation.

KEYWORDS: *processes of integration, mutual understanding, training of translators, international experience, language training, language universities, subject of communication*

Recently, in connection with the processes of integration and globalization, the problem of mutual understanding and mutual influence of various states, peoples and cultures in the modern world has become increasingly important. The new social order of society, associated with the strengthening of international relations, is reflected in modern educational policy. It is focused on the training of translators who not only know a foreign language, but also actively use communication skills in their professional activities.

The realities of the modern world, globalization, and rapid changes in the requirements for professionals in various fields require the formation of a wide range of competencies among future specialists. So, today, specialists in the field of economics and management are required not only to have narrowly professional competencies, but also to speak at least one foreign language - and the knowledge is at a professional level, which implies the use of a foreign language to solve various problems, which includes the translation of texts of relevant genres and themes.

At the same time, no one doubts the need to communicate in the same language with a trading partner. According to P. Gemawat, the volume of trade in countries with a common language is 42% higher than in countries with different languages [2]. At the same time, today even multinational companies, as a rule, do not form an English-speaking

business environment (which is opposed by advocates of national languages in a number of countries), but operate in a multilingual landscape [3], which necessitates both translation of documents and in interpreting during negotiations, meetings, etc. Despite the fact that technology and artificial intelligence are constantly evolving and are getting better and better at translating standard documents, automatic translators who could understand the cultural, national and psychological nuances used people, not only in personal, but in business communication, continue to remain in the field of science fiction. To an even greater extent, this applies to interpretation, where the replacement of a human translator by a machine is possible only in the case of translating simple clichéd phrases, which is absolutely unrealistic in the process of business communication in the international economy. Accordingly, the formation of such competencies among specialists in the field of economics that would allow them to carry out both translation and interpretation in their professional activities is an urgent need.

As E.V. Meshcheryakova, E.A. Loktyushina, Yu.V. Kakichev, one of the features of the modern market is that graduates of non-linguistic specialties, first of all, take an active part in intensive international professional and business cooperation [2]. Accordingly, they need targeted training for this activity. Specialists in the field of international economics, by the nature of their professional activities, should work closely with specialized literature, replenish their professional baggage by studying modern international experience. As noted by T.A. Kostyukov.

A.L. Morozov, language training in language universities is aimed primarily at the development of foreign language communicative competence of students and is focused on the development of foreign language communicative skills [3]. At the same time, graduates of language specialties, including translators, should be able not only to communicate and read modern literature, but also to translate it for their colleagues in order to spread international experience and scientific knowledge, since it is one of the most rapidly developing areas as a business and science [4]. Thus, the training of a specialist in the field of economics at a university should also provide for the formation of translation competence among graduates, as one of the most important components of professional foreign language competence.

Communication is also seen as the exchange of information between two or more people. The main goal of communication is to ensure the understanding of the information that is the subject of communication, i.e. messages. However, the very fact of information exchange

does not guarantee the effectiveness of communication, in order to better understand the process of information exchange and the conditions for its effectiveness, future translators should be aware of the elements and stages of the process, which involves two or more people. The main elements of the communication process are: 1) the sender; 2) message; 3) transmission channel; 4) recipient. The stages of the communication process are: 1) development of ideas and selection of information; 2) information encoding and message formation; 3) choice of information transmission channel (telephone, telegraph, teletype, fax, etc.); 4) transfer of information; 5) message decoding; 6) forming a response and sending it to the sender.

Future translators should be ready for productive communication, to play the role of a communicator in coordinating the interests of subjects of international law, they are required to know modern languages of intercultural and international communication. These circumstances require high competence from modern translators both in the field of personal, corporate, intercultural communications, and international relations. Communicative competence, according to N.F. Rodichev, includes: practical skills of cooperative behavior, negotiation, tolerance for individual differences, the ability to make contact with other people who profess a different style of communication, express their desires to another person, adequately respond to his statements, plan communication, act rationally in conflict situations, avoiding the destruction of business relations, showing the ability to non-violence in resolving conflicts [2].

The communicative competence of a specialist translator is the possession of the necessary communicative competence, his ability to effectively interact in specific situations, the ability to successfully solve problems related to dialogical interpersonal and intercultural communication. Communicative competence in the negotiation process contributes to the strengthening of political, social and cultural interaction between the subjects of the world community, raising the status of Russia in the eyes of foreign citizens. At the same time, a specialist in the field of translation should have not only communicative knowledge, skills and abilities, but also certain personal qualities that contribute to effective adaptation in a foreign cultural environment and allow him to play the role of an intermediary at a high level in establishing closer international contacts and intercultural relationships. The communicative qualities of an interpreter's personality include: sociability, emotional expression, developed speech (correct pronunciation, logic, harmony of presentation of thoughts, etc.), the ability to "read" and convey the state of mind of the participants in the dialogue by facial expressions, facial expressions, gestures, posture, professional etiquette, a high level of general culture. In the modern world, translation is perceived not only as a process and means of overcoming the language barrier, but also as a process and means of intercultural communication.

M. Savile-Troike argued that communicative competence should be included in the concept of cultural competence as a general set of knowledge and skills that are used by speakers in a contact situation. "Interaction always requires the perception, selection, interpretation, certain features of the code used in natural communication, integrating them, with other cultural knowledge and skills, the ability to implement appropriate strategies to achieve communication goals" [3, p.

24]. Communicative competence through culture was first considered in his work on the ethnography of speaking D. Hymes [4]. He also emphasized that communicative competence includes knowledge and ability to perform appropriate actions in a certain intercultural and interpersonal context. Thus, communicative competence is interpreted as intercultural, when participants in intercultural contact identify themselves as representatives of different cultures. Therefore, it is important in the training of translators to develop intercultural communicative competence, since translators, by definition, are intermediaries in intercultural communication, "couriers of culture". With this approach, the main goal of developing the communicative competence of translators is to improve understanding, tolerance in accepting other cultures, which could ensure effective intercultural communication of communicants. For these purposes, communicative models are being developed that are of an applied nature and are aimed at creating a methodology for teaching translators effective interpersonal and intercultural communication in a specific context.

The formation of the communicative competence of translators should be carried out purposefully both in practical classes in a foreign language and the practice of translation, and in theoretical classes in the theory of translation, the theory and practice of intercultural communication, and other disciplines included in the curriculum for the training of translators. In accordance with the principles of the communicative approach to teaching, the teacher models situations in the educational process that are adequate to real communicative activity, which are aimed at ensuring that the interpreter masters one of the most difficult types of speech activity - listening, i.e. understanding foreign speech by ear. Listening in the process of translation can be complete (detailed), with an understanding of all the details of the text, selective (selective), when the listener is interested in individual, specific details of the text and understanding of the text as a whole (global), involving an understanding of the main theme and structure of the statement in the context of another culture. Applying the achievements of modern information technologies, the translator can improve the exchange of interpersonal or interstate information by creating a feedback system, regulating information flows, taking actions that contribute to better mutual understanding and the development of mechanisms for coordinating the interests of the subjects of interaction. For an interpreter, in the process of establishing contacts and closer interpersonal relationships, it is important to convey all the nuances and features of a particular communication style based on 1) friendly disposition; 2) on dedication to a joint business; 3) communication - distance; 4) communication - intimidation; 5) communication - flirting. One of the effective methods of developing the communicative competence of translators is a role-playing game, which is aimed at mastering and demonstrating various communication styles. In addition to the use of verbal symbols (words) in communications, which are the main means for encoding ideas intended for transmission, future translators also master non-verbal symbols.

Pedagogical practice shows that often students catch not what is said, but how it is said. Thus, for future translators it is important to convey not only the meaning of what is being said, but it is equally important to convey the intonations of

the interlocutors. Therefore, great importance in the process of language education is given to the mastery of non-verbal communication skills by students, which include: facial expressions (facial expressions, for example, a smile, eyebrows raised in bewilderment, etc.); pantomime (gestures, postures, gait, position of legs and feet); intonation; voice modulation; smoothness; speech rate; voice timbre; speed, volume of speech; articulation; features of laughter, etc.

This work on the formation of the communicative competence of translators is aimed at combining non-verbal and verbal communication, which can enhance or change the meaning of words. The students who receive the message seek to reconstruct the idea of the sender by interpreting the message as a whole. At the same time, special attention is paid to correct decoding - the ability to effectively listen to the interlocutor. The formation of the communicative competence of translators involves not only mastering the appropriate foreign language communication technique, but also the assimilation of extralinguistic information necessary for adequate communication and mutual understanding. For this, various methods are used aimed at developing the ability to mobilize a system of knowledge and skills necessary for decoding and adequate interpretation of the meaning of verbal and non-verbal behavior of representatives of different cultures and orientation in the

sociocultural context of a particular communicative situation. At the same time, the main thing in teaching translators a foreign language is to ensure readiness to adapt to new situations and understand the relationship between language and culture, the ability to interpret foreign cultural phenomena.

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