

PEDAGOGICAL CONDITIONS FOR DEVELOPING LINGUOCULTURAL AND COMMUNICATIVE COMPETENCE IN FUTURE TRANSLATORS

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Abstract: *This article analyzes the pedagogical conditions for developing linguocultural and communicative competence in future translators and elaborates recommendations.*

Keywords: *pedagogue, linguocultural, communicative, system, improvement, competence, culture, linguoculture, pedagogy.*

INTRODUCTION

The tasks of improving the system for teaching the national language and culture of the target countries and preparing future translators for natural communication are becoming urgent by developing their linguocultural and communicative competence. This allows for the provision of information not only about the history and state structure of the target country but also about its national culture. On the other hand, it becomes possible to teach students to translate realia (culture-specific words), i.e., non-equivalent language units, phraseological collocations, and aphorisms encountered when reading foreign language texts, and to actively and freely use speech culture in verbal communication.

Literature Review and Methods : The issues of developing linguocultural and communicative competence in future translators have been studied by many scholars from the West, the CIS, and our country, and this process continues to be systematically implemented today. Issues of national identity, linguistic adequacy, linguocultural aspects, and communicativeness have been researched by Sh. Abdullayev, I. Vladimirova, M. Javbo'riyev, Sh. Isakova, N. Isamukhamedova, G. Salomov, I. Komilov, S. Mirzakulov, I. G'afurov, N. O'rmonova, Z. Sodiqov, R. Shirinova, Z. Isomiddinov, E. Ochilov, Z. Khudoyberganova, D. Ashurova, G. Ergasheva, H. Mustafayeva, and T. Madrakhimov.

Results and Discussion: Developing the speaking skills of students specializing in translation requires simultaneous instruction in the language and culture of the target country. Any translation process is an intercultural dialogue between two languages and two cultures. Therefore, significant emphasis is placed on ensuring that intercultural communication is interpreted correctly and objectively, alongside studying intercultural communication itself. Furthermore, the linguocultural problems in translator training necessitate the study of the role of intercultural communication, instances of cultural adaptation in translation, and the foreign language lesson as an intersection of intercultural encounters.

The concept of "integration"—which ensures interdisciplinary connections and the integrity of the methodological system as a rule for developing education—has given rise to principles for integrating person-oriented, activity-oriented, socio-cultural, and discursive linguodidactic approaches into the translation teaching system. To acquire such knowledge and skills, it is necessary to master the following general principles for organizing translator training:

- The principle of personal approach in translator training;
- The principle of activity-oriented approach in translator training;
- The principle of socio-cultural approach in translator training;
- The principle of discursive approach in translator training.

Linguocultural and communicative competence imply knowledge of various types of speech activities in foreign language practice, as well as independent language levels: phonetic, lexical, phraseological, grammatical (morphological and syntactic), and stylistic knowledge. This competence includes the process of being able to apply all knowledge related to listening comprehension, speaking, reading, writing, and skills related to phonetics, lexis, phraseology, and grammar in daily practice through various information about everyday life and the surrounding environment. The knowledge and skills acquired on the basis of these competencies can serve as a foundation for students of the field to independently use the English language in daily practical situations and special pedagogical activities.

Linguistic, pedagogical, psychological-psycholinguistic, and methodological principles in foreign language teaching actively contribute to developing the linguocultural competencies of students in the field. These principles are interconnected and serve as a program guide in achieving the established educational and methodological goals.

Attention was focused on determining the methods for teaching future translators and clarifying the extent to which learners can acquire skills through these methods. The sequence of methods used in the study included: Grammar-translation or classical method; direct, inductive or natural method; oral approach or situational language teaching method; audio-lingual or speech-based method; silent way; community language learning; and suggestopedia [1].

Levels of Linguocultural Competence Development: We concluded that there are four levels of developing linguocultural competence, and these are implemented over two academic years.

First Stage Level: Begins with the collection of empirical knowledge observations on the function of lexical units in various communicative contexts (oral and written) [6]. This stage involves the presentation of the semantization of new vocabulary, helping students acquire initial concepts about the sound and graphic

representation of the lexical unit and serving to create connections between the foreign word and its meaning.

Second Stage Level: Includes the task of forming students' skills to use the studied lexical units and establishing strong connections between lexical units and their meaning. Speech training helps reinforce primary skills in using words within a specific communicative context, consistently illustrating the scope of application of the studied lexical units and demonstrating their communicative potential.

Third Stage Level: Related to acquiring theoretical knowledge about the lexical system of the studied language, expanding students' linguistic conceptual understanding, thinking, and practical experience. This level aims to form students' skills in determining the form, structure, and meaning properties of a word.

Final Fourth Stage (Advanced Level): Includes developing the ability to use lexical units to solve various communicative tasks, allowing students to effectively use previously mastered linguistic means and individual speech experience in accordance with the conditions of communication.

Significant Pedagogical and Spiritual Factors:The following national-spiritual factors were determined to be significant in developing the linguocultural and communicative competence:

Setting the education of a socially active, well-rounded individual as the main goal, and focusing on the scientific, historical, and national aspects of the educational process.

Ensuring the interconnectedness of national and universal spiritual values.

Organizing the educational process based on democratic principles (freedom, transparency, equality).

Organizing the necessary pedagogical conditions and attracting students' attention to their role in civil society development.

Assisting students in acquiring the criteria for competitiveness, and achieving the active application of the principles of national self-awareness and multiculturalism.

The use of ethno-cultural materials about Uzbek culture and history served to form and improve students' empirical, visual, and emotional-sensory knowledge.

Effective Pedagogical Tools:The following pedagogical means were concluded to be effective:

Providing the educational process with interactive software tools (video, audio, multimedia) and IT technologies. The availability of specialized popular and scientific sources and their accessibility. The possibility of effectively utilizing factors of national values and national culture (discussions, meetings, museums, cinema, theatre). The possibility of organizing events with various foreign guests, such as ambassadors. The existence and extensive involvement of a contingent of native-speaking teachers. Creating opportunities for discussing life events through

dialogues with renowned individuals. The primary individual who implements the principle of continuity and consistency in foreign language teaching is the teacher. Therefore, organizing the teacher's pedagogical innovative activity is an important factor for increasing the prestige of pedagogical activity and ensuring its effectiveness [3,4].

Conclusion: In the preparation of future translators, the development of communicative competence alongside basic competencies in students is of great importance. The communicative factor implies teaching students how to conduct communication. The ultimate goal of foreign language teaching is equivalent to acquiring the knowledge, skills, and abilities to communicate freely in a foreign language environment. Teaching students to acquire knowledge and skills to master foreign languages at a conversational level, understand oral and written speech within the requirements of the curriculum, and express their thoughts in a foreign language is considered the main indicator of the teacher's professional activity. In the process of developing linguocultural competence, future translators master not only the language system but also the means of expressing their feelings, inner experiences, and desires. Thus, language serves as a tool for socialization and individualization, shaping the student's personal "self." The student's speech acts as a tool for communication and is realized in intrinsic connection with practical activity.

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