

**THEORETICAL FOUNDATIONS OF IMPROVING SOCIO-CULTURAL
COMPETENCIES IN THE ASPECT OF INTERCULTURAL COMMUNICATION OF
FUTURE TRANSLATORS**

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Annotation: Socio-cultural competencies of future translators in the aspect of intercultural communication, the structural components of communicative competencies, linguistic, socio-linguistic, discursive, socio-cultural, strategic and social subcompetents, communicative competence - linguistic (or linguistic) competence, knowledge of the language system, understanding and composing foreign language statements, allowing to carry out speech and non-speech communication with the carriers of the studied foreign language and skills and competencies are reported.

Keywords: socio-cultural competence, communicative competence, structural components, linguistic, socio-linguistic, discursive, socio-cultural, strategic and social subcompetences, communicative competence - linguistic competence.

Relations of representatives of different cultures, modern socio-economic situation, management, globalization processes of international relations (production, science, culture, education, etc.) require that the integration and internationalism activities of human life activities also be improved[2]. That is, a social order arose to qualitatively train specialists of various professions with the qualifications of written and oral communication in a foreign language. Currently, the development of the personality of a student who can and wants to participate in communication with the goal of teaching a foreign language can be seen in the work of Kuznesova, Musniskaya, Pavlova, covering the development of second-language personality qualities that make up a complex integrative integrity in the student, entering into socio-cultural competence.

The research work examined the interpretations of various researchers of the concept of “communicative competence”. K.J. In Riskulova's opinion, “communicative competence” means that the owner of one profession or another has the necessary professional connotations, requirements, co-ids, duty duties, as well as personal deontological norms. Competence, on the other hand, is defined by the skill of the individual to demonstrate the standards of competence in work experience on the basis of creativity, which arises from the requirements of society as a link to practical activities[2]. L.N. Based on Umarova's definition, in the concept of “communicative competence”, the ability of communication to generate statements that reflect the specific knowledge, skills and qualifications that provide it in accordance with its goals and objectives and the position of the interlocutor comes to the fore.

Such an interpretation understands communicative competence as the ability in each specific communicative act to fully realize the influence on the interlocutor in order to achieve the goals set in the process of using individual manifestations of speech activity, as a process that arises from his own (speech and writing in the form of reading, pronunciation, monologue and dialogue of different views)[4]. O.R.Musurmonova distinguished linguistic, socio-linguistic, social and other components in the composition of communicative competencies. Based on the problem of teaching a foreign language, the definition of the concept of “communicative competence” refers to “the opportunity for students to solve urgent tasks in educational, production and cultural life, the skills of students to use language and speech evidence for the implementation of communication goals, as well as the ability to carry out linguistic competence in various. It is" a certain level of linguistic, colloquial and socio-cultural knowledge, skills and competencies that allow the learner to change his speech behavior in accordance with the communicative purpose based on the dialogue situation", "the ability of a person to live in a multicultural society, achieve a successful understanding of representatives of other cultures and representatives of his own culture" Various researchers, as structural components of communicative competencies, distinguish linguistic, socio-linguistic, discursive, socio-cultural, strategic and social subcompetents[4]. The analyzes considered above made it possible to take as a basis the following points of view for this research work: communicative competence - linguistic (or linguistic) competence, knowledge of the language system, understanding and composing foreign language statements, allowing speech and non-speech communication with the carriers of the studied foreign language.

Communicative competence includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competencies. It provides for knowledge of the language system under study and skills in the application of linguistic means of communication. Socio - linguistic competence, which includes "the cognitive skills necessary for the effective application of language in social content", provides for the understanding and compilation of sentences in a foreign language; Pragmatic competence, knowledge, sentence construction, combining them in the text (in the discussion), rules, qualifications for the use of sentences for various communicative functions, form a set of qualifications for composing a sentence in a foreign language in accordance with the “features of the interaction of communicants”.

Socio-cultural competence refers to the knowledge of the socio-cultural identity of the country under study, strategic competence is expressed in the skills of using one's oratory foreign language experience to fill gaps in language proficiency[3]. Several authors define the concept of” intercultural communicative competence “as a person's ability to understand each other in intercultural communication with representatives of other cultures, the ability to achieve understanding in intercultural communication with verbal and nonverbal means of communication, as well as” adequate assessment of the communicative situation, effective use of verbal and nonverbal means, based on the study of intercultural communicative competencies, we can see that the above criteria are acquired in the form of certain knowledge, skills and qualifications [6]. The use of intercultural communicative competencies serves an effective intercultural dialogue. To achieve these goals, it is important that the communicant uses cultural evidence, rules and concepts that ensure the success of intercultural interactions. Also, the presence of intercultural communicative competencies in a person “allows you to choose the necessary means of speech and language in accordance with socio-cultural content in the process of intercultural communication, use socio-cultural means to generate discussions, choose communication strategies and tactics to achieve the goals set, and this will increase the efficiency of intercultural interaction” [2].

The content of the concept of "socio-cultural competence" envisages the development of the goal of the development of the student's personality, in which cooperation, mutual respect, respect for cultural differences, tolerance, readiness to participate in the dialogue of cultures based on the tamails of overcoming cultural barriers In the process of studying culture in a foreign language based on the dialogue of cultures, the future specialist relies on the knowledge-related tools of his culture to understand the tools of culture in a foreign language, new knowledge about it developed in the process of its study, and new knowledge about his own culture formed in the study of a foreign culture [5]. The following components of intercultural communicative competencies are indicated by the researchers:

-universal-awareness of the existing universal system of knowledge and values in different countries;

- mastering the skills of interpersonal verbal communication with representatives of a socio-cultural

– empty country, compliance with appropriate moral and colloquial standards;

-knowledge of linguistic-cultural, lexical and grammatical units characteristic of different countries, provides for the correct use of them in the communicative process.

In conclusion, the acquisition of foreign languages, which are considered vital for the implementation of intercultural communication in future translators, is associated with the improvement of socio-cultural competencies in Educators, which allows successful communication with foreign language carriers studied at the conclusion of a foreign language training course is considered significant.

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