

## COMPARATIVE ANALYSIS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF TRANSLATORS IN UZBEKISTAN AND FOREIGN EXPERIENCE

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### ABSTRACT

This article examines the pedagogical foundations of developing linguistic and communicative competence of future translators and the importance of interactive teaching methods in the formation of intercultural dialogue. The main goal of the study is to develop the oral speech of students of the translation department, prepare them for effective communication in different cultural environments, and identify effective pedagogical mechanisms for the formation of linguistic and cultural competence.

The research methodology was based on communicative, linguistic, person-oriented and active approaches. During the study, interactive methods based on pedagogical observation, comparative analysis, seminar sessions, discussions, work in small groups and problem questions were used. In particular, discussions on the topic “The 21st century - intercultural dialogue or conflict?”, conversations on moral and religious tolerance, and assignments on intercultural communication served to increase the communicative activity of students.

The scientific and practical significance of the research is determined by the fact that it serves to improve innovative pedagogical approaches aimed at developing linguocultural and communicative competence in the process of training future translators, to increase the effectiveness of seminar sessions, and to develop methodological recommendations based on intercultural dialogue in foreign language teaching.

Keywords: Linguocultural, competence, communicative, intercultural dialogue, translator, interactive methods, group work, culture of tolerance, communicative approach, seminar, session, linguocultural approach, cultural, pedagogical technologies, problem-based learning, oral speech, intercultural communication.

### INTRODUCTION

Developing the oral skills of students in the field of translation requires starting with the simultaneous teaching of the language and culture of the country being studied. Any translation process is a dialogue between two languages - two cultures, and along with the correct and impartial interpretation of intercultural dialogue, a great deal of importance is given to the study of intercultural dialogue. Also, the linguocultural problems of translator training require the study of the role of intercultural dialogue, cases of cultural adaptation in translation, and the foreign language lesson as a crossroads of intercultural encounters.

When forming small groups of students in a group:

1. Groups are determined by the teacher.
2. Students who can lead the group and group members are clearly defined in advance.
3. An attempt is made to distribute intelligent and capable and more fluent students into each group, as evenly as possible. Groups are filled with suitable members and tasks are assigned.
4. The group leader and members are explained their tasks.



5. Each group must sit in a circle, with each member of the group facing each other.

6. During the work process, attention is paid to the activities and ideas of each group. Those with good ideas are encouraged.

Before organizing such groups: make sure that future translators have sufficient knowledge and skills to perform this work; provide clear instructions to the groups; allocate sufficient time for the task to be completed; be ready to ensure the employment of a group that has completed its task ahead of time; expand the number of group members when the task is complex; prepare for the impact of the evaluation and reward process on group members; reward strong groups; think about and communicate ways to present the results of the work done; it is necessary to create opportunities for the freedom of the team.

Attention was paid to increasing the content of the pedagogical system for developing the linguocultural and communicative competence of future translators, and the following tasks were implemented.

- various educational and educational events were organized aimed at developing the linguocultural and communicative competence of future translators. In particular: a column of debates on intercultural dialogue was organized: a debate was held on the topic "Is the 21st century intercultural dialogue or conflict?" The purpose of the debate was to form conclusions about the content, essence and social significance of the concepts of intercultural dialogue or intercultural conflict among future translators.

- a discussion on moral and religious tolerance is organized among students. The purpose of the discussion: to develop a culture of moral and religious tolerance in students, thereby developing communication skills with people of different nationalities, cultures, religions or social backgrounds.

In the seminar sessions, the following problematic questions can be used to develop the linguistic and communicative competence of future translators and thereby create a discussion environment:

why do people feel the need to communicate with each other?

what qualities should a person have in order to be able to listen carefully to the opinions of others?

in what situations does it become difficult for you to listen to the opinion of your interlocutor?

why can people with different cultural characteristics and views not accept opinions that do not coincide with each other's?

do they necessarily have to think or have the same views in order to be friends?

What do you think is the most important thing in intercultural communication?

In the pedagogical process aimed at developing the linguistic and cultural and communicative competence of future translators, it is possible to develop high communicative skills and a system of knowledge in them by raising the following problematic questions and creating an atmosphere for their discussion:

In what aspects is the universal significance of national culture manifested?

Does cultural diversity have a positive or negative characteristic?

Is it possible to accept subculture as a value?

In classes related to the formation of interethnic tolerance, it is possible to organize a debate among students using the Socratic method of debate:

- Why should we treat representatives of other nationalities with respect?

- What is the need to learn the language, culture, and customs of representatives of other nationalities and be able to accept them?

- What consequences does national isolation lead to?



- In what ways can great-state chauvinism manifest itself?

Through the method of debate, it is possible to develop communicative competence in future translators based on a free discussion of an issue that requires discussion. Such questions are asked to students in seminar sessions and they are asked to explain their approach and exchange ideas. They exchange ideas with each other, trying to prove that the opinion of others is wrong in order to defend their point of view. This shows effective results in training.

It turned out that the following methods and techniques are most effective in developing the linguocultural and communicative competence of future translators:

In linguistic education, in the pedagogical process aimed at training future translators, the exercise method is considered the most effective.

Also, interactive conversations, discussions and lessons focused on the analysis of problem situations are effective in developing the qualities of interethnic and intercultural communication in future translators based on linguocultural knowledge and skills.

Discussions on the topics "The essence of intercultural and interethnic dialogue and their role in the understanding of national identity" and "How to form intercultural communication competence in a person?" were mainly organized in groups. For example, using the methods "Work in small groups", "Decision tree", "Thought peak" and "Cluster", students share their thoughts on the essence of linguocultural and communicative competence and its manifestation in a person with their peers.

Questions addressed to students:

1. What do you understand by intercultural dialogue?
2. In your opinion, what is intercultural dialogue?
3. Is the culture of intercultural communication an assessment of one's own worth as a person? What do you think about this?
4. What kind of person can be said to have intercultural communication competence?

"How can linguocultural and communicative competence be developed in future translators?" The conversation on the topic also reflected a general goal, as well as a specific goal. That is, the goal of the conversation was determined as: to identify the factors that contribute to the development of linguistic and cultural and communicative competence in students and to focus their attention on these factors.

The conversation on the topic "How to develop linguocultural and communicative competence in future translators?" reflected a general goal, as well as a specific goal. That is, the goal of the conversation was determined as: to know the factors that contribute to the development of linguocultural and communicative competence in students and to focus their attention on these factors.

Questions addressed to the students:

1. What are the factors that contribute to the development of linguocultural and communicative competence in future translators?
2. In your opinion, does having knowledge about different cultures contribute to the development of linguocultural and communicative competence?
3. How do you assess the importance of national values in the development of intercultural communication competence in students? Substantiate your opinion with evidence.
4. How effective is intercultural communication in today's dangerous times?
5. In your opinion, what is the role of historical architectural monuments of different nationalities in developing intercultural communication competence in students?

Conversation process:



Stage 1: Students are given information about the general essence of the conversation process and the rules for working with interactive methods such as “Thinking Peak” and “Case Study”.

Stage 2: Students are divided into six groups. Each group is asked one question and discussions are organized based on their answers.

Stage 3: Students are again divided into 5 groups. In this process, cards with symbols typical of different nationalities and cultures can be used. The number of cards is equal to the total number of students. Each group is assigned the task of preparing a small magazine on the following topics:

- I. “National and universal values and youth education”.
- II. “Problems in the formation of linguistic and cultural tolerance”.
- III. “The role of linguistic tolerant dialogue in the development of national statehood”.
- IV. "Tolerance in Linguistic and Cultural Dialogue".
- V. "Historical Monuments - Expressions of Intercultural Dialogue".

Stage 4: Students are introduced to the main ideas of articles published in periodicals on intercultural dialogue and its specific features.

Stage 5: The interview was concluded with a short question-and-answer session.

The use of debates in the development of linguistic and cultural and communicative competence in future translators also gives positive results. Taking this idea into account, during the experimental work, debates on the topics “Has the culture of intercultural communication been formed among students?” and “What should a modern Uzbek person be like?” were organized. During the debate, attention was paid to ensuring that the initiative was fully “in the hands” of the students, and the ideas put forward in this regard were strictly adhered to.

The purpose of the debates: to encourage students to develop linguistic and cultural and communicative competence in today's students and to create an opportunity for self-assessment.

The basic concepts to be covered in the discussions are: the essence of linguistic communication, the activity of young people in cultural relations, self-sacrifice, national and universal heroes, self-awareness, self-assessment.

The following questions were brought to the attention of the students for the discussion:

1. What do you think, do today's youth have communicative skills?
2. How correct are tolerant relations in conditions of intercultural conflicts?
3. What kind of person can we call tolerant?
4. What are tolerant intercultural relations like in the modern world?
5. Can you consider yourself a tolerant person in linguistic and cultural relations?

Substantiate your opinion with evidence.

6. What do you think: what do you lack to develop linguistic and cultural competence?

The discussions were organized in the following stages:

Stage 1: The participants of the discussion were informed about the purpose of organizing the discussion and the tasks to be carried out.

Stage 2: In general, the students were asked the following question - "What do you think, do today's youth have the skills of linguocultural communication?"

Stage 3: Using the "Brainstorming" method, the students collectively tried to find a solution to the question "What will linguocultural tolerant relations look like in the modern world?"

During the experimental work, it was found that the use of the following methods is effective in developing the linguistic and cultural and communicative competence of future translators:

The interview method - helps to understand the possession of certain skills of future translators in linguistic and cultural and communicative competence, to study their opinions on



the development of this skill in young people, and to ensure their free, independent thinking on the problem.

The question-and-answer method - serves to determine the personal opinions and views of future translators about linguistic and cultural and communicative competence. The clear, concise and correct formulation of questions allows students to think logically.

The lecture method is aimed at explaining to the participants of the experiment the essence of communicative competence, correctly explaining its lexical meaning, providing information about the factors, conditions and pedagogical possibilities of forming the feeling of being spoken in a person.

The explanation method is aimed at forming an attitude of future translators towards the theoretical essence of linguistic and cultural and communicative competence and the social significance of its possession.

The method of practicing in activity (practical exercises) is aimed at creating conditions for the development of intercultural communication in students on the basis of intellectual training.

Interactive methods are aimed at developing the skills and competence of students to think freely and independently about intercultural communication, to organize discussions, to free students from standard thinking, and also to collect diverse ideas regarding the solution to the problem under discussion.

Expert assessment method - helps to ensure an impartial, objective, comprehensive and correct assessment of the activities of participants (respondents) of the events by peers or a specially appointed group of experts.

1. The method of creating problem situations - provides future translators with the ability to think critically about the research problem and the basic concepts that illuminate its essence, to use existing intellectual opportunities to find a solution to the problem.

2. The method of working with sources - helps students to correctly and fully understand the essence of the concept of linguistic and cultural and communicative competence, to acquire the skills and qualifications to organize small research activities on the questions and problem situations that are brought to their attention.

3. Demonstration method - creates the necessary conditions for students to consolidate the theoretical information being mastered, fully understand the essence of linguistic, cultural and communicative skills, and develop the skills of applying knowledge in practice.

4. Practical experience (research) method - helps students develop the skills and abilities to think logically on the topics presented to them, put forward their personal opinions, justify and defend their views, and convince their peers, while also creating the necessary conditions for them to deeply understand the essence of the problem.

## CONCLUSION

The qualification requirements for communicative competence in translator training should cover all types of speech activity. The clear definition of oral and written speech, interactive communication, oratory, contextual translation and mediation skills in the qualification requirements creates a scientific and methodological basis. These requirements should be aligned with the international CEFR, Tuning Project and EMT (European Master's in Translation) criteria. The integrative nature of the requirements comprehensively develops the linguistic, cognitive and sociocultural preparation of the translator.

International educational standards indicate a competency-based teaching model as the main direction in the training of translators. CEFR, UNESCO and European translation standards require reflective thinking, self-assessment, the use of communicative strategies and the development of skills appropriate to real-life situations in the educational process. These



standards serve to form a global communicative culture in students. Programs and technologies that are suitable for their interpretation ensure the stability of the quality of education.

The content of the pedagogical process organization should be redesigned based on the components of linguocultural competence. The content of education should cover the theory of intercultural communication, national-cultural realities, discourse analysis, pragmatic compatibility and cognitive foundations of translation. In this case, the educational materials are enriched with real-life communicative situations, authentic texts and sociocultural situations. Reconstruction of the content based on competence increases the flexibility of translator training to meet real market requirements.

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