

Teaching Intercultural Competence in Translator Training at Educational Establishments

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Abstract: The current article deals with improving students' skills through memory training exercises according to stereotypes and culture. Translating as a modern profession has established its status in international communities. Translators help people overcome language barriers, dispel their suspicion and serve as a bridge in intercultural communication. But, to finish all these tasks, a translator should possess special talents and skills, and therefore translating skills have become one of the hot issues that received wide attention.

Keywords: stereotype, intercultural competence, translating skills, translators, international communities, intercultural communication, prime task.

Introduction: "The National Program of Personnel Training" is aimed at training a new generation of personnel that can be creative, sociable, and have the ability for problem-solving. To create a harmoniously developed, highly educated, modern-thinking young generation "On measures to improve foreign language learning system". We should take immediate actions which show visible changes and have been also made in the sphere of translation from English into Uzbek, teachers' and students' translation skills have increased.

Materials and methods: The development of science as a whole and linguistic science, in particular, is connected not only with the decision of actual scientific problems but also with features of the internal and foreign policy of the state, the maintenance of the state educational standards which are two generators of progress providing social economic society. It forms a society capable of quickly to adapt in the modern world.

Studying the features of lexical units from the viewpoint of translation has always been one of the most important disputable and interesting problems of investigation of English and Uzbek languages.

We will continue the state policy on the youth with resolve and consistency. We will not only continue, but we will raise this policy to the theatre level in line with the latest requirements as our top priority task. We will channel all available strength and capabilities of our state and society to raise our youth as happy and independently thinking people with high intellectual and spiritual potential, who stand not inferior in any sphere to their contemporaries in the world

Interpreting as a modern profession has established its status in intentional communities. Interpreters help people overcome languages, dispel their suspicion and serve as a bridge in intercultural communication.

Translating and Interpreting can be classified from at least four major perspectives: the language modality, the working modes, the social context, and the discourse type. The language modality helps us identify two types of translating:

- spoken-language translating (interpreting) or simply translating, which refers to the definition given to translating in the previous section, implying the conversion of a message from one spoken language into another spoken language;

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- Sign language translating, also known as translating for the deference the conveyance of a spoken message into the sign language of the language in which the speech is delivered.

Improving students' knowledge of intercultural competence in translating and interpreting courses. Learning stereotypes and the culture of foreign countries might help obtain skills of intercultural. Teaching inter intercultural for future translators and train training in oral translation classes will be helpful in the process of interpretation and translation. Translators can work in different situations and often can face uncomfortable processes: when a speaker's speech is fast and an interpreter with untrained memory and lacks the information on intercultural things. Some situations of interpretation can distract an interpreter's attention and if interpreters are maare to obtain some techniques such as dual-tasks at practical lessons of oral translation and are well informed about the culture and intercultural competence, they will overcome problems and concentrate easily.

This article aims to investigate effective tools and strategies for teaching intercultural competence in translator training, especially useful technique spoken-language interpreting techniques that can help students' translating skills and understanding of cultural awareness.

The following tasks have been set: to review all available comprehensive and online; online gate the approaches and methods of teaching translating to design effective tools and techniques and apply them in the translation classroom.

The current article reveals the teaching of Intercultural competence in Translator training: Approach Training and Techniques.

This work, practically, is that the findings of the investigation can be used in writing research papers and thesis projects on the theme of rendering different styles in the translation process to enhance the component skills of translating is presented. The materials which can be applied in practical classes of junior and senior courses of translation and consecutive interpretation are very beneficial for the student's future students the most general form of intercultural communication is an interaction of individuals, groups, or organizations belonging to different cultures. In this context, the decisive factor is the question of the importance of cultural differences, and the ability to recognize them, understand, and properly take them into account in the communication process. In order to achieve Toerstanding in this process there is a need for a certain set of knowledge and skills common to all communicants, which in the theory of intercultural communication is called intercultural competence. 'Intercultural competence' has figured very prominently in the debate about 'global citizenship' as a graduate attribute for many years. A great deal of research has been undertaken in the field, which has led to many different definitions and understandings. The purpose of this work supports colleagues in their efforts to prepare their students for global citizenship; we would like to propose a definition that can inform our debate about internationalizing the curriculum. Culture can be defined as "the sum of a way of life, including expected behavior, beliefs, values, language and living practices shared by members of society. Consists of both explicit and implicit rules through which experience is interpreted". Geert Hofstede, the most famous researcher in the field, refers to culture as a "programming of the mind". "Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions. However, in this structure of intercultural competence, there is no language and no cultural facts included, the diversity of cultural situations in which a person may be in the process of communication with representatives of other cultures is not taken into, in fact, the presence of these behavioral qualities only cannot ensure the formation of intercultural competence. But this does not mean that they cannot be considered as part of a general model of intercultural competence. Constituent elements of intercultural competence based on these characteristics, the scientist believes that intercultural competence is a set of knowledge, skills, and abilities, using which causes successful communication with partners from other cultures on an ordinary as well as on a professional level.

By the mid-80s Western science has developed the idea that intercultural competence can be learned by mastering the knowledge gained in the process of intercultural communication. Knowledge of this kind was divided into specific, defined as information about a particular culture in the traditional



aspects, and general, which includes possessing such communication skills as tolerance, active listening, and knowing common cultural universals.

Despite this division, intercultural competence is associated with both types of knowledge. Therefore, in the Western scientific literature, this phenomenon is considered, firstly, as the ability to form a cultural identity of someone else that involves learning much information about a different culture (up to the complete abandonment of the native cultural identity); secondly, as the ability to achieve success in contacts with representatives of different cultural communities, even in dim knowledge of the basic elements of the culture of their partners.

Result: It is possible to identify two approaches to the concept of intercultural competence, which have emerged in Western science:

- The first concept contains the idea of practical improvement of intercultural communication, coexistence and cooperation, and mutual misunderstanding; and this concept is aimed at the mutual misunderstanding of participants in the dialogue of culture.
- According to the second concept, intercultural competence should be self-sufficient, i.e., it is not just a problem of perception, respect, and recognition of the other cultures' representatives, but also the problem of identifying the differences between
- **Cultural self-awareness:** articulating how one's own culture has shaped one's identity and worldview
- **Culture-specific knowledge:** analyzing and explaining basic information about other cultures (history, values, politics, economics, communication styles, values, beliefs, and practices)
- **Sociolinguistic awareness:** acquiring basic local language skills, articulating differences in verbal/non-verbal communication, and adjusting one's speech to accommodate nationals from other cultures
- **Grasp of global issues and trends:** explaining the meaning and implications of globalization and relating local issues to global forces

Conclusion: The notion of «intercultural competence», is primarily associated with the amount and quality of information on the events and values of other cultures, which together with the techniques and methods that allow the communicants to achieve their goals, form the basis of intercultural competence, the main features of which are:

- openness to learning foreign cultures and perceiving psychological, social, and other cultural differences;
- psychological attitude towards cooperation with other cultures;
- the ability to distinguish between collective and individual in the communicative behavior of other cultures;
- the ability to overcome social, ethnic, and cultural stereotypes;
- working knowledge of a set of communication means and the ability to choose them correctly, depending on the situation of communication;
- observance of etiquette rules in the communication

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