SOCIO-CULTURAL APPROACH IN TRAINING STUDENT-TRANSLATORS

Narzikulova Sitora Zoyir kizi

Graduate of the Master's degree in Education and Innovation at Webster University in Tashkent

Abstract. *This thesis discusses the content of the professional training of future linguists-translators based on a sociocultural approach, which is aimed at developing indicators in the structure of readiness for translation activities through the use of certain types of exercises.*

Keywords: *sociocultural competence, student-future translator, authentic text, sociocultural approach, translation activity, professional activity.*

INTRODUCTION

The selection of curricula of the most significant disciplines read to students - future translators of the "Translation and Translation Studies" profile, as well as personal experience in teaching the practice of speaking English gives us the opportunity to outline the necessary set of pedagogical conditions that allow us to form the readiness of students - future linguists for a profession. - physical activity against the background of the socio-cultural approach. Such conditions include interdisciplinary integration in the course of teaching English, taking into account the sociocultural approach (the interconnection and influence of the English language and a set of cultural and humanitarian subjects), the use of a certain method of individualized learning, the interconnection of all members of the process learning (subject-subject type of relationship, learning in small teams), as well as the multi-subject fullness of the learning environment1 (authentic sources, audio and video authentic programs with exercises that reflect the specifics of the language, way of life, history, culture of the country of the studied language) [1].

MATERIALS AND METHODS

The statement about the inseparability of mastering the English language from the parallel study by students - future translators of the culture of the country of the language being studied, its history and today's life seems to be generally accepted. If earlier it was enough to transfer specific knowledge to students and develop related skills and abilities, today this is not enough, which is proved by the conducted theoretical and practical research. Thanks to this, the process of training students - future translators in the field of "Translation and Translation Studies" according to the updated state standard covers such necessary academic subjects as world art culture, history and literature of the countries of the language being studied, cultural studies, country studies [2].

RESULTS AND DISCUSSION

The implementation of the above set of pedagogical conditions contributes to the preparation of students - future translators for professional activities using a socio-cultural approach.
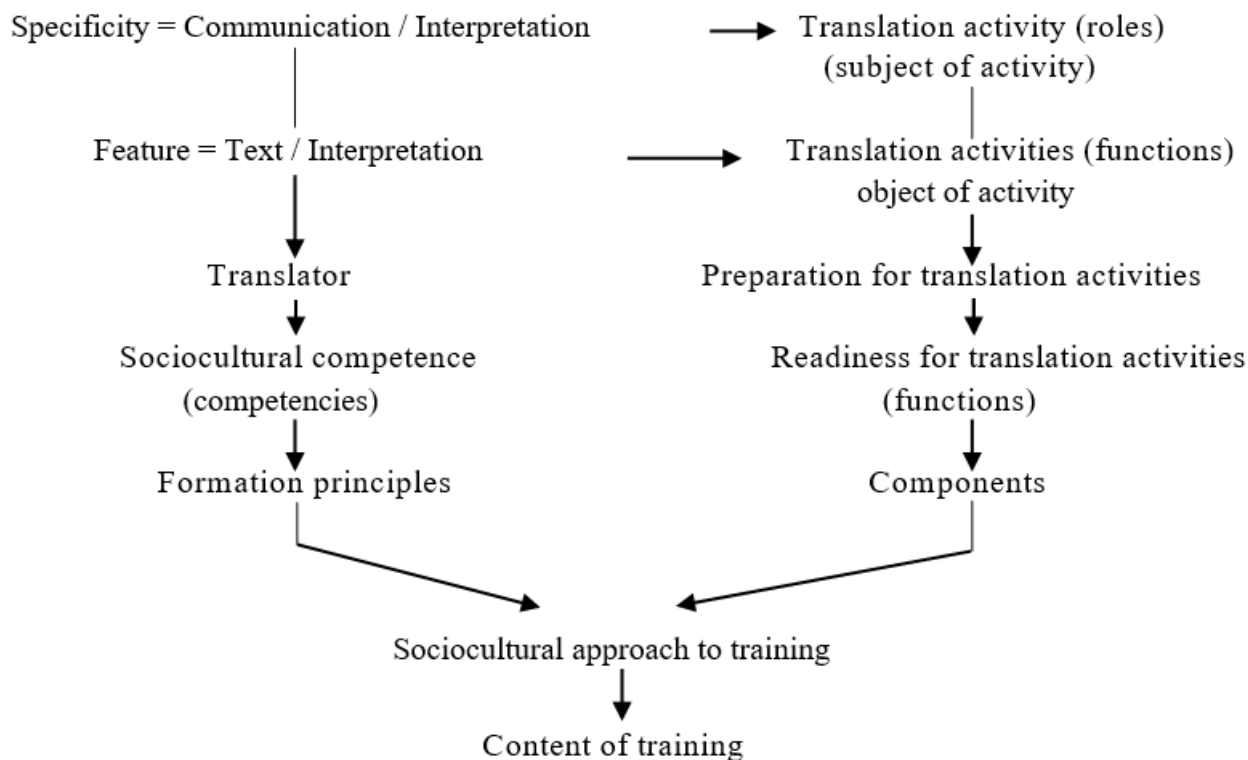
Specificity = Communication / Interpretation ——→ Translation activity (roles) (subject of activity)

Feature = Text / Interpretation ——→ Translation activities (functions) object of activity

Translator → Preparation for translation activities

Sociocultural competence (competencies) → Readiness for translation activities (functions)

Formation principles → Components

Sociocultural approach to training

Content of training

Fig.1. Conceptual logic of determining the problem of readiness for professional activity of future linguists-translators [3]

The research process indicates that the specificity and peculiarity determine the content of preparation for translation activities by identifying the elements of sociocultural competence and the principles of the sociocultural approach, which has a certain impact on the development of the content of professional training of linguistic students (Fig. 1). Since the translator realizes his activity in society in the context of a dialogue of cultures, he appears to be the owner of different cultures, therefore, socio-cultural competence is presented by special indicators in the content of preparing linguists for professional activities.

The content of the professional training of linguistic students using a socio-cultural approach is carried out by means of a foreign language as part of the entire system of professional training. This is acceptable when the content element of the readiness of linguistic students for professional activity consists of usual (usus - the norm of speech) speech forms that show the most important categories of linguistic and regional studies, background, connotative and non-equivalent vocabulary, speech forms and speech samples, types speech and non-speech behavior of the owners of a foreign culture, which contributes to the fruitful development of socio-cultural competence of linguistic students. The implementation of the sociocultural approach is permissible in the course of using authentic

materials that contribute to the development of sociocultural competence, which is the basis for the professional training of linguistic students.
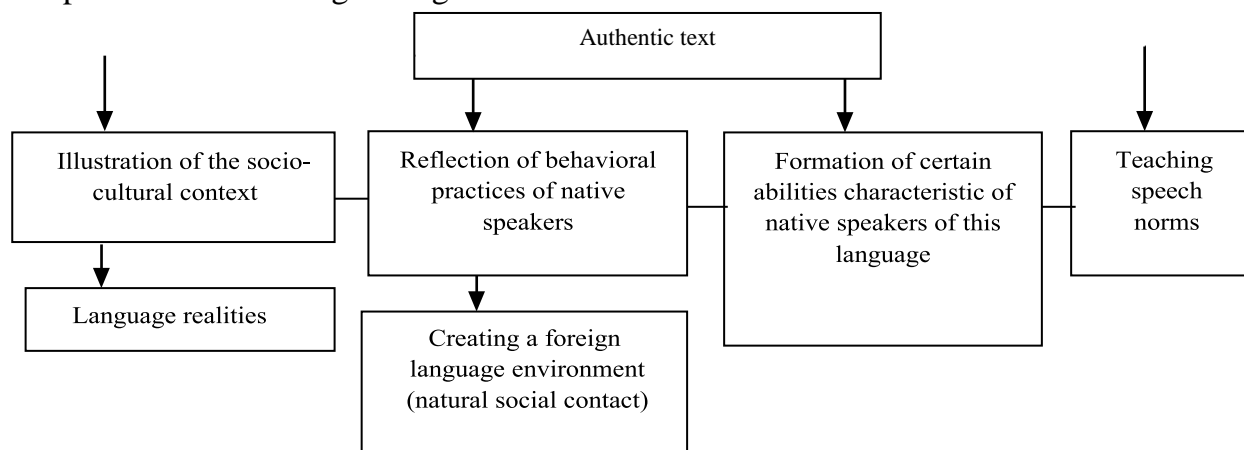

Fig 2. Authentic text functions [4]

Authentic is material that was not originally designed for use in the process of teaching students - future translators and is considered as "a wide range of written and oral messages created by native speakers for native speakers, produced by a native speaker in order to convey information, to show personal reaction to the information received". Authentic material is considered to be sources taken from the communicative experience of representatives of a foreign culture. Such materials are characterized by liveliness and brightness of style, imagery of language, accuracy and intelligibility of statements. In addition, authentic texts consist of a significant amount of background vocabulary, realities, information messages, which contributes to the development of competence of future translators.

CONCLUSION

The artistic appearance of authentic material is mastered with the help of communicative-cognitive, search-creative, cultural-comparative, cultural-study-communicative tasks against the background of the principle of cultural conformity and the principle of multiculturalism, which makes it possible to develop the cognitive and value-motivational components of the readiness of future linguists - translators to professional activities.

REFERENCES

1. Rudneva, T.I. Pedagogy of professionalism: educational allowance / T.I. Rudneva. - Samara: Publishing House "Samara University", 2012. - 220 p.

2. Kashina, E.G. Communication-activity-communication in the professional training of a foreign language teacher / E.G. Kashina // Pragmatics of forms of speech communication: interuniversity. Sat. scientific Art. - Samara: Publishing House "Samara University", 2011. - P. 193 - 201.

3. Galskova, N.D. Theory of teaching a foreign language. Linguistics and methodology: a textbook for students of linguistic universities and faculties of foreign languages of higher pedagogical educational institutions / N.D. Galskova, N.I. Gez. - M.: Publishing Center "Academy", 2014. - 336 p.

4. Verbitskaya, M.V. Oral translation. English / M.V. Verbitskaya. 1 course. 2nd ed. – M.: Glossa-Press; Rostov n / a: Phoenix, 2019. - 383 p. – S. 200.