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The Role of Guide Translators in Intercultural Communication

¹ Alimova Kamola Tursunovna

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¹ Lecturer at the Department of Theory of the English Language at the Faculty of Translation at the Uzbek State World Language University (USWLU)

Abstract: This article discusses the role of intercultural guides in intercultural communication. The guide-interpreter presented as a professionally trained person who is able to perform professional tasks and withstand the risks of professional activity. The relevance of our study explained by the growing demand for guide-interpreters in intercultural communication and the need to modernize the existing system of their training.

Key words: guide-interpreter, professional activity, international cooperation, international communication, discourse.

Introduction. The rapid development of international cooperation and the increase in the number of interethnic contacts is reflected in the expansion of cultural space. The scale of tourist practices is determined by the cognitive and behavioral strategies of the participants in the tourist discourse, which determine the nature of intercultural communication [2].

The growing indicators of inbound tourism in recent years (the total number of inbound tourist trips to Uzbekistan increased by 2.4% in 2021, according to the Ministry of Tourism and Cultural Heritage of the Republic of Uzbekistan) is explained by the growing interest in learning about culture, establishing relationships, including professional ones, exchange of socio-cultural and business experience. The observed strengthening of communication links between representatives of different cultures is accompanied by a growing scientific interest in the study of the professional training of tourism specialists as professionals contributing to the enrichment of the spiritual potential of the individual and society, including guide-interpreters.

A guide-interpreter is a professionally trained person who has a certain set of strategies, the implementation of which contributes to effective international and intercultural communication. The need to fulfill the social order for a competent guide-interpreter led to an orientation towards existing quality standards: quality standards for tourist services. The study of the existing quality standards of tourist services revealed a contradiction associated with the existing need to form the operational competence of guide-interpreters and the lack of means for its formation, which led to the problem of training guide-interpreters.

Purpose of the article. This study aims to present the results of the training of guide-interpreters for intercultural communication as part of the training program of the special course "Excursion around the Surkhandarya region in a foreign language".

Literature review. The study of the professional training of guide-interpreters is associated with the study of a professional personality, which manifests itself in the synergy of the language personality of the guide and the language personality of the interpreter. Which is explained by the need to analyze the unity of the discursive characteristics of a professional guide and the professional competencies of a cultural mediator [3].

The problems of forming the professional personality of a guide-interpreter should be considered from the standpoint of the object-subject area not only of pedagogical, but also of "language" sciences, which will allow taking into account the scientific results obtained in related fields. As A. Nurmatov notes, "new tasks require rethinking and clarification of the object and subject of each science, one way or another connected with the study of the language" [5].

To this end, we turn to the paradigmatic space of linguodidactics and professional pedagogy, summarizing the experience of specifying the content, methods and means of teaching foreign languages and the principles for identifying and developing indicators of the structure of the effective characteristics of the professional training of guide-interpreters [4].

The guide-interpreter mediates in intercultural communication not only to convey relevant content, but also to stimulate the processing of perceived information in the minds of tourists, thereby encouraging them to independently search and study the interpreted information. Since communication between speakers of different cultures takes place in order to familiarize and further study a foreign culture, the language concepts exchanged by the participants in communication acquire new characteristics and associative meanings, which necessitates referring to the discursive context of intercultural communication and exploring the text not only from the point of view of informative, but also meaningful. Thus, discourse, being a condition for the professional activity of guide-interpreters, seems to be a verbalized speech-thinking activity from the standpoint of the unity of the process and result in linguistic and extra linguistic terms. Modern professional reality reflects the dominant position of the communicative component in the context of professional communication [1].

As a form of activity, tourist discourse is a means of creating and transmitting social and cultural meanings, which produces the interchange and mutual enrichment of these meanings as conditions for successful intercultural communication [3].

Research methods. As a theoretical and methodological basis of the study, the fundamental works of domestic and foreign specialists were considered, reflecting the problems of psychology and pedagogy, which are an important methodological basis for linguodidactic research.

- The solution of practical problems was facilitated by the use of theoretical ones (analysis of psychological, didactic, linguistic, methodological literature of domestic and foreign authors on the research topic;
- analysis of advanced training programs for guide-interpreters;
- study and generalization of pedagogical experience in metropolitan and regional specialized centers for advanced training);
- diagnostic (questionnaires for teachers and students; conversations with teachers;
- direct and indirect observation, as well as generalization of pedagogical experience);
- experimental (testing; conducting sections; analysis of written and oral work of students);

- mathematical (quantitative and qualitative analysis of experimental data;
- ranking;
- mathematical methods for processing training data on special courses for guide-interpreters and their visual representation) methods.

Results and discussion. The generalization of research experience, reflecting the existing principles of professional pedagogy, linguomethodology and linguodidactics, was associated with the study of pedagogical experience in solving practical issues in the preparation of guide-interpreters. The study of pedagogical processes aimed at the formation of professionally significant personality characteristics of guide-interpreters was carried out based on an analysis of the programs of specialized centers for advanced training of tourism specialists (Travel School, Tashkent; Avia Tour-Expert, Samarkand; Hotel and Tourist Association, city of Khorezm). Modern guide-interpreter training programs are aimed at combining the formation of competencies necessary for guide-interpreters to effectively carry out their professional activities, with the mastery of strategies that provide the ability to minimize possible professional errors, which corresponds to the logic and structure of operational competence.

The professional training of guide-interpreters is determined by didactic principles (principle of focusing on students, the principle of professional autonomy, the principle of cooperation, the principle of integrity, the principle of professional orientation) and the integrated components of the model of professional training (targeted, meaningful, technological, evaluative and effective). The methodological aspects of the training of guide-interpreters are determined by the developed methodology, the basis of which is the dialogic concept of improving a foreign language, based on interaction and joint creative search in solving professional problems. There is an involvement in the process of professional training of active and interactive methods of teaching foreign languages, specialized teaching aids for guides-translators, tasks involving the modeling of professional situations.

The existing paradigms of the theory and methodology of vocational education and professional pedagogy require an appeal to the functions of the professional activities of guide-interpreters (analytical, reflective and information-intermediary) in order to identify them with the components in the structure of operational competence and determine indicators that are the ability to perform professional tasks.

The conducted research, due to the development of a system for the formation of operational competence, is expressed by the following provisions:

- ✓ focus on the implementation of the professional activities of guide-interpreters;
- ✓ domestic and foreign experience of research and pedagogical work on the issues of professional training of guide-interpreters;
- ✓ focus on a set of methodological approaches and principles;
- ✓ interactive teaching methods as a means of forming a set of professionally significant abilities of guide-interpreters.

The design of the educational process in the preparation of guide-interpreters carried out with a focus on creating such conditions, which take into account the advantage of open communication between the trained guide-interpreters and the teacher who supervises their training, and is a condition for success and effectiveness [1].

The developed set of diagnostic materials, which represents the monitoring of the results of professional training and the formation of the operational competence of guide-interpreters, is determined by the use of the following diagnostic materials: questioning, expert assessment of the practical application of the knowledge gained during the special course. Professional training of guide-interpreters on the basis of the

Ministry of Tourism and Cultural Heritage of the Republic of Uzbekistan took place within the framework of the professional retraining program "Translator in the field of professional communication" and the special course "Excursion around the Surkhandarya region in a foreign language". The classroom form of classes (practical exercises under the guidance of a teacher, joint activities in conditions of cooperation and co-creation) was used to master professionally important information, as well as to practice the operations necessary for the successful activity of guide-interpreters. Extracurricular activity (autonomous creative activity) was expressed by a research search in order to prepare for classroom work, as well as to carry out project activities in order to study, comprehend and apply the material.

In the course of experimental work, it was necessary to solve the following research tasks:

- conducting a pilot experiment among members of excursion groups in order to identify the basic requirements for the professional training of guide-interpreters;
- planning an experiment among guide-interpreters (ascertaining - CE and formative stages - PE);
- development and approbation of a special course aimed at developing personal characteristics that contribute to improving the indicators of the formation of the operational competence of guide-interpreters;
- assessment of the quality of preparation for the professional activity of guide-interpreters.

The sample consisted of 44 students of the International University of Tourism "Silk Road". In the course of the ascertaining experiment, second-year students who attended 1 year of the "Tour Guide" course were invited to take a test - the defense of a project-excursion in a foreign language. The expert commission consisted of three teachers of the Department of Foreign Languages and Russian as a Foreign Language and four first-year students acting as members of the excursion group. The teachers assessed the formation of each of the considered set of abilities according to the proposed 10-point scale from 1 - "unsatisfactory" to 10 - "excellent". The members of the tour group took a survey presented in the form of statements that allow them to evaluate a specific ability, which they needed to confirm or refute. In order to average the obtained scores, a key was used, suggesting the following correspondence: the answer "Yes, that's right" - 10 points; the answer "I find it difficult to answer" - 5 points, the answer "No, it is not true" - 1 point. The final mark is determined by the average mark of the teachers and the average mark given by the members of the excursion group with entry coefficients of 0.6 and 0.4, respectively. Two samples were studied: 21 people - control sample, 23 - experimental - table 1.

TABLE 1. The results of the training of guide-interpreters within the framework of the special course "Excursion around the Surkhandarya region in a foreign language"

Description	Control group			Experimental group		
	CE	PE	%	CE	PE	%
Cognitive component	5,409	6,275	15,77%	5,530	6,915	24,27%
Control and evaluation component	5,594	6,540	16,77%	5,763	6,987	20,90%
Communicative component	3,939	4,417	11,94%	3,940	4,419	12,09%

The study showed that the indicators of the formation of the components of the operational competence of the students of the experimental group increased more significantly compared to the students of the control group. As part of the cognitive component, the greatest growth was noted in the indicators of the formation of the ability to think critically and the ability to social perception (35.46% and 35.29% in the experimental group, respectively); as part of the control and evaluation component - in indicators of the ability to self-assessment and the ability to make decisions (32.94% and 30.64%); as part of the communicative component, the greatest growth was seen in the indicators of the ability to summarize and to continuously transmit information (15.56% and 13.35%).

Thus, the training of guide-interpreters for intercultural communication can be considered effective if it is aimed at the formation of operational competence and professionally significant abilities included in it.

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