



## INTERCULTURAL TRAINING FOR GUIDE-TRANSLATORS BASED ON THE PROJECT

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<b>Received:</b> 28 <sup>th</sup> February 2021 <b>Accepted:</b> 7 <sup>th</sup> March 2021 <b>Published:</b> 28 <sup>th</sup> March 2021	This article examines project activity as one of the most important methods in the system of professional training of guide-translators in the process of teaching a foreign language. The main methods for the implementation of project activities in the educational process are system-activity and communicative methods. The project activity is implemented on the basis of compliance with a number of requirements and has a certain sequence of actions. The article presents the classification of projects, describes the main requirements for the implementation of projects.
<b>Keywords:</b> Project, intercultural competence, mediator, guide, communication, linguistics, translation, culture.	

In the modern era of globalization, the rapid convergence and development of the economy and tourism of Uzbekistan with other countries and cultures, foreign languages are becoming increasingly important, necessary for the successful implementation of communication at the interpersonal, interethnic and interstate levels. Of particular importance is the profession of a guide-translator as a mediator of cultures, who provides intercultural communication at a business or everyday level. Training of a guide-translator presupposes, first of all, the formation and development of translation competence among students.

The structure of the professional model of the guide-translator, in addition to the actual translation, linguistic and communicative competencies, also includes intercultural competence, determined by the role of the translator as an intermediary between languages and cultures. By intercultural competence, we mean a set of social skills and abilities, with the help of which an individual successfully communicates with partners from other cultures, both in a domestic and professional context. Intercultural competence in its most general form can be defined as a stable ability to effectively communicate in intercultural situations with representatives of other cultures, in which such characteristic properties as intercultural sensitivity, empathy, and tolerance are manifested [1, p. 48]. The course "Theory and Practice of Intercultural Communication" has recently entered the list of university disciplines required for the preparation of future guide-translators. The subject of the discipline "Intercultural Communication" is a comparative analysis of the respective cultures in order to identify differences and similarities in them in the chosen field of description; analysis of the types of interaction between representatives of different linguistic cultures; the study of factors that have both a positive and a negative impact on the result of communicative interaction.

The main tasks of teaching guides-interpreters in intercultural foreign language communication are:

- development by students of the necessary systemic complex of professional knowledge, skills and abilities in the field of tourism;
- encouraging constructive and critical thinking;
- familiarization of students with the practical activities of a guide at historical sites, hotels, restaurants, etc. ;
- students receive practical skills (decision-making, observation, analysis of situations) and the development of abilities (leadership, communication) that they will need in their future professional activities.

The experience of teaching "Intercultural Communication" shows that the most effective formation of intercultural competence in students occurs on the basis of the project method or practical project activities with representatives of the country of the target language and the studied culture. In Europe, this method is widely used in the process of teaching intercultural communication at the level of higher education. The method of intercultural projects, which began to be applied in these countries in the last decades of the last century, contributes to the strengthening of international relations at the level of higher education and is one of the most important practical means of developing intercultural competence. At the same time, an educational intercultural project is viewed as not only a teaching tool, but also an educational tool designed to ensure the development of a personality in the context of readiness for action in situations of both a professional and personal nature.

The essence of the project method is revealed by one of the leading theoretical scientists, E.S. Polat: "The project method presupposes a certain set of educational and cognitive techniques that allow you to solve a specific problem during independent actions with the obligatory presentation of the results. If we talk about the method of projects as a pedagogical technology, then it provides for a set of research problematic methods that are creative in

their activities "[4, p. 43]. Individualization of the educational process, the possibility of self-reliance in planning, organizing and controlling students' own activities determine the project method as an integrated teaching method [1, p. 40]. The implementation of any project requires the use of knowledge from various fields, aimed at solving a specific practical problem. This is the purpose of the project activity.

Currently, scientists who are engaged in the classification of educational projects, such as E.S. Polat, V.V. Chernykh, O.V. Teslin, distinguish the following classification [3, p. 9-10].

Classification of projects can be carried out according to the following criteria:

- the main type of activity in the project;
- subject-content component (interdisciplinary projects);
- type of project coordination (with open coordination or with hidden coordination);
- type of contacts (internal: students of a certain group, course, educational institution, region, country: and international: different countries);
- the number of project participants (individual, group, mass);
- the term of the project - short (1-2 lessons), medium-long (from a week to a month), long (several months) [3, p. 9-10].

One of the key differences between an intercultural project and a "classic" project is the intercultural component, which is the interaction of project participants in heterogeneous groups aimed at achieving a specific result in the field of intercultural communication.

Combines an intercultural project with a classic project by a number of parameters such as the possibility of combining various teaching aids to achieve the goal of the project, as well as the need to obtain a result during the project that could later be used in practice. As topics for the development of intercultural comparative projects, students can be offered the following topics: "Volunteering - Comparison", "Gastronomy", "Architecture and Construction", "History", "Customs and Traditions", "Great People of the Country".

The involvement of one or more native speakers in intercultural projects plays an important role in the development and improvement of their intercultural foreign language skills. The study of various aspects of the native culture on a comparative analysis with the "alien" culture takes place directly with the representatives of this culture, who, by their own example, can debunk certain prejudices and stereotypes.

Summarizing the above, it should also be noted that project activity, as a practical method of teaching intercultural communication in a foreign language, requires the teacher-project manager to carry out a lot of preparatory work, a high level of proficiency in a foreign language and the accepted norms of intercultural communication. Being a complex, but effective method of intercultural learning, project activity is not universal and is used especially successfully only in combination with other methods of teaching foreign languages and intercultural communication, since in itself it does not lay down the obligatory normative knowledge of a foreign language.

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