

FEATURES OF TRAINING GUIDE-TRANSLATORS

Nazarova Nodira Gulomjonovna

Teacher of Fergana Polytechnic Institute

Abstract:

The article analyzes the competencies that a guide-translator should have in order to carry out professional activities, highlights the professional and linguistic competence, which is a feature of teaching this profession. The features of the excursion text are also considered, in which there is a large number of epithets, outdated words, stylistically marked vocabulary, non-equivalent vocabulary. So, to conduct an excursion from a guide-translator, preparation and good language skills are required.

Keywords: *guide-translator, competence, professional activity, profession, excursion, vocabulary, lack of equivalence, language knowledge.*

Introduction

By excursion we mean "a visual process of human cognition of the surrounding world, built on pre-selected objects located in natural conditions or located in the premises of enterprises, laboratories, research institutes, etc." In this regard, qualified guides and interpreters are required. Under the concept of a guide-translator, we mean "a professionally trained person fluent in a foreign language, knowledge of which is necessary for translation and implementation of activities to familiarize excursionists (tourists) with the objects of display in the country (place) of temporary stay." In Uzbekistan, a competency-based approach is used to train a qualified specialist of an appropriate level and profile in vocational education. The competence-based approach is "a priority orientation towards the goals of education: learning, self-determination (self-determination), self-actualization, socialization and individual development." Within the framework of this approach, two large groups of competencies were identified that a qualified guide-interpreter should have namely general cultural competences and professional competencies. General cultural competence implies "a level of education sufficient for self-education, self-knowledge, independent and well-grounded judgments about phenomena in various fields of culture, dialogue with representatives of other cultures." Professional competence is understood as "the ability of future specialists for successful professional activity, knowledge of the basics of the profession." The last group is subdivided into competencies in the field

- Excursion activities;
- Provision of services for accompanying tourists;
- Ensuring the safety of tourists;

- Organizational and management activities;
- Professional and linguistic.

A feature of mastering the profession of a guide-interpreter is the acquisition of professional and linguistic competencies. The linguistic and professional competence of a guide-translator is understood as "the ability to carry out professional activities based on the knowledge of vocabulary determined by a certain professional area, the ability to operate with this vocabulary and the ability to communicate in a foreign language within the current situation on a relevant professionally significant topic." Today in Uzbekistan there are educational programs in the specialties of linguistics, translation and translation studies, service and tourism, recreation and sports and health tourism. This suggests that work is underway to train personnel to work with foreign tourists. Let's consider the professional and linguistic competence of a guide-translator. All this is the basis of knowledge of a person who speaks a foreign language. These points are not aimed at a specific route, region, display object or a specific tourist group. Thus, there is a need for targeted training of English-speaking guides-translators in accordance with the specifics of the country's tourism resources.

By self-education, we mean "specially organized purposeful systematic cognitive activity, completely controlled by the individual himself and aimed at achieving certain personally and socially significant educational goals (improving education, continuing general and professional education), as well as the spiritual development of a person." It follows from the definition that self-education is characterized by independence in choosing the goal, content, conditions and means of teaching. Also, the peculiarity of the training of guide-translators lies in the very product of the activities of the people of this profession, that is, the text of the excursion. Scientists note the lexical originality of the excursion text, namely, the presence of a large number of epithets:

An epithet is "an expressive means based on highlighting a quality, a feature of the described phenomenon, which is formed in the form of attributive words or phrases that characterize this phenomenon from the point of view of the individual perception of this phenomenon."

- Epithets;
- Obsolete words;
- Stylistically marked vocabulary;
- Non-equivalent vocabulary.

Among obsolete words, it is customary to distinguish two types: historicisms and archaisms. Historicisms are "outdated words that have come out of the active vocabulary, since those objects and phenomena that they designated have gone from the life of society." Archaisms are "outdated words that came out of the active vocabulary, unable to compete with more common words denoting the same objects, actions, signs."

Stylistically marked vocabulary is "vocabulary that is used in specific functional styles." The stylistic originality of the text of the excursion lies in the combination of official business,

popular science and colloquial styles. Popular science style implies the presence of terms. The text of the tour may use terms from the spheres of architecture, painting, art, religion, geography, etc. The greatest difficulty for translation is the so-called non-equivalent vocabulary, which can be defined as "special vocabulary that does not have an exact semantic match in other languages." Non-equivalent vocabulary is usually subdivided into:

- Proper names, geographical names, names of institutions and organizations;
- Realities (words denoting concepts that do not exist in the practical experience of speakers of another language);
- Lacunae (lexemes that do not match in the vocabulary of another language).

Having considered the originality of the text of the excursion, we can conclude that its preparation requires good language knowledge from the future guide-translator. So, the presence of already collected vocabulary on various topics, highlighting the main attractions of the country, exercises for somatization, development and application of this vocabulary could, firstly, to facilitate the preparation of texts for excursions for novice guides-translators, and secondly, to increase the level of excursions, since uniformity in the translation of this vocabulary can reduce the search for necessary information by tourists on the Internet, guidebooks, books and other resources, as well as prevent possible distortions in the understanding of information. The above is confirmed by the opinion of Fergana guides and translators. It was identified using a questionnaire. In total, 7 guides-translators were interviewed (4 active and 3 previously worked). For 6 of them the foreign language is English, and for 1 German. 6 respondents have a linguistic education. Exactly half of them studied the profession of a guide-translator on their own, the other half attended guide courses. Only one respondent attended a guide-interpreter course. Most of the respondents expressed the opinion that it is necessary to study the profession of a guide-interpreter if you already know a foreign language at the B2 level and higher and you can study on your own if there are special materials for training. It also turned out that there is an insufficient amount of methodological support for guides-translators in Fergana, and the respondents could not name a single guide-interpreter manuals developed for Fergana and their foreign language. In addition, the guides-translators mentioned the difficulties in relation to the language when preparing the excursion. In the first place was the correct lexical design. The most difficult part is translating non-equivalent and stylistically marked vocabulary and obsolete words. The respondents expressed the opinion that they would use a thematic glossary and a textbook on the formation of the lexical skills of guides-translators in Fergana for their foreign language. The guides-translators themselves assessed the level of the excursions in Fergana as average and suggested that the development of materials for guides-translators in Fergana in a foreign language could raise the level of excursions.

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