

FEATURES OF IMPROVING THE SOCIAL CULTURAL COMPETENCIES OF FUTURE TRANSLATORS ON THE BASIS OF INTERDISCIPLINARY COMMUNICATION

DJURAYEVA GAVKHAR NORMUROTOVNA

PhD vb Associate Professor, Doctor of philosophy in Pedagogical Sciences, Department of languages and global Studies, International University of Tourism and cultural heritage” Silk Road”

**Abstract:** sociocultural competencies of future translators in the aspect of intercultural communication, structural components of communicative competencies, linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetencies, communicative competence-linguistic (or linguistic) competence, knowledge of the language system, understanding of foreign language sentences and compilation, the studied foreign language provides information about skills and abilities that involve the possibility of speech and profanity communication with native speakers and mastering the information system about the language being studied.

**Keywords:** sociocultural competence, communicative competence, structural components, linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetencies, communicative competence-linguistic competence.

Introduction The decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 124 “on approval of the state educational standard on foreign languages of the system of continuing education” of May 2013 also provides for the development of students' skills for understanding and interpreting linguistic signals in ensuring consistency in oral or written speech. Socio-cultural competencies are part of intercultural communicative competencies[8]. Socio-cultural competence " it is considered necessary to dwell in detail on the components. First of all, let's dwell on the content of sociolinguistic organizers of socio-cultural competencies. Scientists define this organizer as the implementation of the correct choice of linguistic forms and methods of linguistic expression in accordance with the goals and conditions of the communication process (communication situations, aspirations and social roles of communication partners, etc.). [1

According to the researchers, socio-linguistic competence represents “the traditional rules for applying intercultural communication to its content, linguistic units and the nonverbal components of communication adopted in this socium, as well as a certain set of knowledge, subject, skills and qualifications that allow communication to be carried out according to a particular situation (sphere of activity, Conditions (place), topic, communicative goals and intentions of communicators According to the opinions of other scholars, socio-linguistic competence is defined as “the knowledge and skills necessary to use language in social content” [4]. To solve this research problem, we rely on the following definition of the concept of "socio-linguistic competence"

Hence, socio-linguistic competence is directed to the social norms of intercultural communication, affecting the effectiveness of communications among different cultures and social Representatives [2]. C.In his research work, Ziyaeva argues that sociolinguistic competence is understood as the ability to choose language tools in accordance with the conditions of communicative act, that is, in accordance with the “set of social rules that society also adheres to”, it is desirable to interpret it as autonomous (independent) competence of communicative competence, and not inclusion in

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-2

sociomadic competence. Sociolinguistic competence has a point adjacent to sociomadic competence, which, after all, "causes the formation of its own speech culture, helps the subject to choose tools taking into account not only the specifics of the National speech label, but also, accordingly, nonverbal tools" [8].

- is a separate independent component of communicative competence. Sociolinguistic competence as an independent component of communicative competence is understood as the use of knowledge, skills and skills of language forms and their transformation from the social roles of communication situations, communicative tasks, topics, the place of communication, speakers[5];

- sociolinguistic competence as a component of sociomadic competence, is an integral part of communicative competence. In such an interpretation, sociolinguistic competence is interpreted as linguistic characteristics of representatives of the social layer characteristic of different generations, gender, social group and dialects[3].

The goal of the formation of sociolinguistic and socio-cultural competencies is those below. The purpose of forming sociolinguistic competence is to study and master the dependence of the use of one or another language means on the social situation. Socio-cultural competence provides for the formation of knowledge, skills and qualifications from speakers on the correct use of national-cultural characteristics of language carriers in a social and colloquial State [2]. Thus, as a key factor indicating the similarity of the concepts of "socio-linguistic competence" and "socio-cultural competence", it can be shown that each of them contains a certain linguistic material – linguocultural. Linguoculturema can also manifest various aspects of its essence in connection with the speech situation, objective reality. The concepts of "word without equivalence" and "lacuna" are relevant to both disciplines. If a second language alternative to a word in a language is not found, it is considered a word without an equivalent, and the second language is spoken of as having a lacuna. Non-equivalent words usually represent something that refers to the culture of the nation (Ethnos) that owns that language. Such linguistic units are usually units of linguoculturology, which are called "linguoculturemes" [1].

The content of these competencies, including information about the country in which the language is studied, its geographical location, natural conditions, architectural monuments, national characteristics of the state structure, traditions, habits, culture and features of speech and non-speech behavior of the carriers of this language, is organized[6].

- Professional qualities of students the formation of knowledge about country studies serves to develop socio-cultural competence. Cultural studies, or knowledge of country studies, representing socio-cultural competence, in turn, is a complex integrity made up of certain parts. Possession of this information is essential for the implementation of intercultural communication goals. As such organizers of cultural studies competencies, the following are indicated[7]:

1. The acquisition of cultural information in the material under study, knowledge that implies an understanding of its deep meanings. The study of such knowledge aims to ensure that students understand the following[7]:

- the meaning of such basic concepts as "people's spirit, national character, language, culture, mentality, values, spirituality, conflict of cultures", considered actual for the humanities;

- « relations of language and culture: features of the " calculation of the Uzbek language of the Treasury and source of power of culture, the product of culture and its result, the condition and means of expressing culture; - cultural significance of language units, their meaning, emotional and

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-2

figurative completeness, features of the expression of words; - different aspects of national culture from other cultures. 2. In culturally oriented education, students' educational activities are expressed in the form of qualifications below: - knowledge of historical-cultural features that are linguistic; - obtaining cultural information in the language under study; - understanding, analyzing texts related to national culture - "compilation of texts in different genres and styles, the content of which is important works of national culture"; - disclosure of texts in accordance with the assigned educational task, correct assessment of cultural information contained in them<sup>3</sup>)

- a worldview that is formed in students' understanding of the world, in the process of culturally oriented teaching. The possibilities of the humanities in relation to understanding, emotional perception and assimilation of spiritual national values are important. The effectiveness of this component is expressed through: - confidence in the priority of spiritual values; - to understand the careful attitude towards language and other basic values of national culture, to preserve and convey them to subsequent generations;

In conclusion, the essence of socio-cultural competencies in this article consists in a causal attitude towards universal and national culture, and the task of these competencies is to know how to successfully implement communication with other peoples and cultures with the help of certain language tools. The concept of socio-linguistic competence refers to the acquisition of a set of linguistic tools and their ability to implement their choice on such elements as the main aspects of the content in which communication takes place, the universally accepted rules of language use corresponding to the traditions of a particular socium, as well as the specific situation of communication, namely communicative goals, aspirations,

#### List of literature used

1. The decision of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of the state educational standard on foreign languages of the system of Continuing Education" No. 124 of May 8, 2013
2. Sultanova I. V. formation of foreign language socio-cultural competence among psychology students (based on the material of the English language) / Abstract of the dissertation for the degree of Candidate of pedagogical Sciences. Pyatigorsk, 2007. 22 P.
3. Makhkamova G. T. The concept of intercultural communication formation 3. Ikonnikova S. N. Cultural studies in the system of humanities; interdisciplinary interactions /
4. S. N. Ikonnikova // Humanities. The yearbook. – St. Petersburg., 1995. - №1. - Pp. 78-82.
5. Isyanov R. G. and B. A. Technologies of metal processing by pressure. The monograph. - Tashkent, 2011. 72 P.
6. Kulboyeva D. (2020). Boshlang'ich sinf o'quvchilarining ijodiy qobiliyatini shakllantirishda texnologiya fanining ahamiyati. Boshlang'ich ta'limda innovatsiyalar
7. Kabidenova S.J. Innovative approaches in the system of professional development and as a factor in the growth of professional competence of teachers. Journal: Bulletin of "ORLEU" – KS. no.:3 (9). 2015, pp. 49-53 Russian Russian abroad. 2000. No.
8. On the strategy of compiling modern programs in Russian as a foreign language / E.L. Korchagina // Russian language abroad. – 2000. -No. 1. – pp. 79-85.