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#### PROFESSIONAL TRAINING IN IMPROVING THE COMMUNICATIVE COMPETENCE OF FUTURE TRANSLATORS

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**Annotation:** This article highlights the relevance of communicative competence in the preparation of translators for their profession. The purpose of the research is that communicative competence includes a person's ability to effectively communicate with others, as well as his ability to express his thoughts and needs through language and non-language means. The development of competence in research methods, especially the important aspects of translation studies education, were studied. Because in this field, it is necessary not only to know the language, but also to effectively organize intercultural communication, to deliver information in different languages in a clear and understandable manner. The article also analyzes theoretically different points of view of future specialists for the development of communicative competence. The results of the research show that communicative competence is important in the personal and professional development of translators. Communicative competence is presented as a criterion for successful communication and social relations.

**Key words:** communicative competence, communicative activity, professional activity, communication, competence.

**Introduction.** Nowadays, one of the main goals of modern education is to train individuals who are comprehensively developed, capable of socially adapting to labor activities, engaged in research in their field, and able to introduce new ideas into their professional work for the benefit of society and the state. Therefore, in training well-rounded translators, a high level of communicative competence is essential. In the professional activity of a modern specialist, the ability to implement innovations and new methodologies, and to increase the level of communicative competence, is considered one of the key issues in socio-political, economic, and cultural contexts.

During the study and analysis of professional activities, the following approach was taken:

**Professional activity** refers to a person's execution of tasks within their chosen specialty, and includes organizing their needs, interests, the object of activity, motives, goals of professional activity, and the methods and means of achieving them.

The word "**communication**" is one of the commonly used and active terms in many world languages. It originates from the Latin word "*communico*", which means "to share, to connect, to communicate." Therefore, the phrase "to communicate" is considered closest in meaning to the original term.

Various new words have been derived from "communication," for example:

- "**Communicability**" – means "the ability to communicate."
- "**Communicable**" – is used in the sense of "sociable, friendly."
- "**Communicative**" – means "related to communication."

**Literature review and methods.** Numerous scientific directions have been developed by well-known scholars of the Republic of Uzbekistan, which can serve as a theoretical foundation for

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developing communicative competence in future specialists. This issue has been studied from various perspectives by Uzbek pedagogical and psychological scholars such as N.A. Muslimov, M.H. Usmonboeva, D.M. Sayfurov, A.B. Turaev, R.Kh. Juraev, O. Musurmonova, U.Sh. Begimqulov, A.A. Abduqodirov, N.N. Azizkhojaeva, M.G. Davletshin, M. Ochilov, and others.

Communication is primarily a method of activity that demonstrates a person's adaptation to interpersonal interaction [5, p. 342]. Communicative activity can be seen as a unique exchange process that ensures cooperation and the coordination of complex actions. Communication can also be described as a structural component of relationships.

According to Ye.N. Zaretskaya, communicative activity can be imagined as a consistent system of actions, in which each action performs a specific function and serves as a "step" toward achieving the goal of communication [1, p. 287].

Based on A.N. Leontyev's concept [2, pp. 112–113], it can be concluded that communicative activity has clearly defined structural components. These include:

1. Subject of communicative activity – the main object in the communication process.
2. Communicative motives – the reasons driving interaction.
3. Communicative tasks – actions aimed at achieving the goals of communication.
4. Outcome of communicative activity – the moral or material result produced by communication.
5. Need for communication – a person's process of self-awareness and self-evaluation through understanding and evaluating others.
6. Communicative actions – actions performed during communication, divided into initiatory and responsive types.
7. Communicative tools – mechanisms used to carry out communication.

Researchers distinguish between verbal communication (spoken words) and nonverbal communication (symbols, gestures, expressions), each with its own influence.

**Results and discussion.** It is well known that speech is the most universal tool of communication. When information is conveyed through speech, its meaning is least likely to be lost. It enables effective engagement in dialogue and appropriate reception of information. A communicator (the one conveying information) can only know that their message is understood once communicative roles switch—that is, when the speaker and listener trade roles.

The importance of speech as a universal means of communication lies in its dual function: it serves not only as a source of information but also as a tool for influencing the interlocutor. However, to fully understand the communication process, it is not enough to know only the structure of a communicative act. One must also thoroughly analyze both participants' motives, goals, and tasks. Additionally, the system of non-verbal signs (intonation, gestures, facial expressions, etc.) plays a crucial role.

Research shows that in everyday communication:

- Words account for 7% of the impact,
- Voice and intonation for 38%,
- Non-verbal cues for 53% [3, p. 538].

Linguists define communicative competence as a system of speech behavior formed on the basis of linguistic and speech culture, applicable in various communicative contexts and situations. This includes:

- Communicative roles (speaker and listener),

- Social roles,
- Speech strategies and tactics,
- Ethical and moral norms.

These norms define acceptable ways of interacting with members of a specific cultural group under different circumstances (T.V. Matveeva).

In the UK, school competencies are grouped into six main areas, divided into two categories:

1. **Core competencies:**

Communication: The ability to communicate effectively and correctly.

Numeracy: Mathematical literacy and practical calculation.

Information literacy: Searching for, analyzing, and using information.

2. **Broader foundational competencies:**

Working with others: Teamwork and organizing interpersonal relationships.

Learning and self-improvement: Independent learning and personal growth.

Problem-solving: Analyzing, using innovative approaches, and making decisions.

In conclusion, the competency-based approaches in Austria and the UK are tailored to their respective socio-economic and cultural needs. Austria focuses on personal and field-specific development, while the UK emphasizes practical communication, information use, and problem-solving. Both aim to prepare students for effective participation in modern society.

**Distinction Between "Competence" and "Competency":**

Though closely related, these terms differ:

- **Competence** refers to a system of knowledge, skills, and abilities relevant to a specific field or activity. Competences provide tools necessary for achieving successful outcomes in an activity.
- **Competency** describes a person's ability to apply those competences effectively in practice. It reflects meaningful and productive engagement with one's work.

According to A.V. Khutorsky, competence includes a person's interrelated knowledge, abilities, and skills relevant to their activities. These must manifest effectively in performance. Competency, then, refers to a person possessing and utilizing the appropriate competences for their work.

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**Importance of Communicative Competence in Translation Studies:**

1. **Working with Language Tools:**

- Translators must understand not only the lexical and grammatical aspects but also cultural and stylistic nuances.
- Communicative competence ensures logical, clear, and impactful expression in both languages.

2. **Intercultural Communication:**

- Translation acts as a bridge between cultures.
- Communicative competence helps translators manage cultural differences appropriately.

3. **Emotional Intelligence:**

- Translators require not only technical knowledge but also social and emotional sensitivity.
- Communicative competence supports understanding nuanced human interactions.

4. **Expressive Ability:**

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○ One of the most critical tasks of a translator is to convey ideas clearly and concisely without losing meaning.

#### 5. **Social Relevance:**

○ On a broader level, communicative competence enhances interpersonal relationships in society.

○ It is crucial for international relations, business, research, and education.

**Conclusion.** Based on the points discussed above, the importance and development of communicative competence—particularly its role in the education of future translators and its relevance at the current stages of societal development—are clearly evident. Communicative competence encompasses an individual's ability to engage in effective interaction with others, as well as their ability to express thoughts, needs, concerns, and offers of help through both verbal and non-verbal means. The development of this competence is of central importance in translation studies education, as well as in facilitating meaningful interactions and relationships within broader society.

Thus, the formation and development of communicative competence is not only crucial in translator training but also plays a significant role in improving the quality of interpersonal relations in a global society.

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