



THE SPEECH OF THE GUIDE-TRANSLATOR IN THE INTERPRETATION OF SCIENTISTS

Alimova Kamola Tursunovna

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

Abstract

Every day the needs of modern people are increasing and in connection with this, competition has increased. Today, in any field, not just specialists are needed, but competent, hardened personalities who bring novelty, quality and professional service to modern society.

This article deals with the speech of the guide-translator in the interpretation of scientists. So, guide-translators are the title page, representing both the cultural-historical and modern aspects of their state.

Keywords: guide-translator, competence, interpretation, professionalism, speech, modern society, scientists.

Introduction

The growing interethnic contacts and the broad development of international cooperation necessitate the improvement of personnel training in modern society. A key figure in the process of foreign tourists learning about the country, its culture, historical past, everyday life is a guide-translator. The professional activity of a guide-translator is a complex set of actions determined by his competence and ability to implement.

The competency-based approach includes two key concepts "Translator competence" and "Guide competence". Many scholars define these terms differently. L.O. Filatova singled out the basis of the competency-based approach as follows: "Competence combines the intellectual and skill components of education; the concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral ones; it includes learning outcomes (knowledge and skills), system, habits, value orientations, etc.; competence means the ability to mobilize the acquired knowledge, skills, experience, ways of behavior in a specific situation, specific activity; the concept of competence contains the ideology of interpreting the content of education...".

J. Raven defines competence as a specific ability necessary to effectively perform a specific action in a specific subject area and includes highly specialized knowledge, a





special kind of subject skills, ways of thinking, as well as an understanding of responsibility for one's actions. Along with the concept of "Competence", the concept of "Competence of Guide" is also used, which also has a variable description in various sources.

N.A. Fomenko in his article "Competence and Competence of Guide: Concept and Essence" expresses the following opinion: "Since the concept of competence is associated with professional activity, the concept of "key competencies" is actively used in pedagogical literature. In most publications, key professional competencies are considered as competencies common to all professions and specialties. Key competencies can be called those that, firstly, every member of society should possess and, secondly, could be applied in a variety of situations. Core competencies are thus universal and applicable in different situations. It is impossible to give an unambiguous answer to the question of which competencies should be considered as key competencies, this issue is subject to public discussion".

The essential features of the guide- translator's competence include the level determined by a combination of the following criteria:

- Level of assimilation of knowledge and skills (quality of knowledge and skills);
- Range and breadth of knowledge and skills;
- Ability to perform special tasks;
- The ability to rationally organize and plan one's work;
- The ability to use knowledge in non-standard situations (quickly adapt to changes in equipment, technology, organization and working conditions).

The next step will be to study the profession of "guide-translator", what skills a specialist of this profile should have. Guide-translator - a person whose competence is confirmed by a special certificate, who owns special information about the place of stay, display objects, provides excursion and information, organizational services and qualified assistance to tour participants. He is an intermediary in the transfer and receipt of information between the tourist and the reality of interest to him. To do this, the guide- translator uses knowledge of a foreign language and knowledge related to the information of interest.

For successful activity, the guide-translator needs to use a complex of knowledge in psychology, pedagogy, ethics, local history, regional studies, skills (communicative, interactive, organizational) and translation and documentation skills, his personal qualities. The main goal of the guide is: "To do everything possible so that guests get the most pleasant travel experience". F. Kinast writes that "the guide is that element of the journey that can make the journey a real event. To do this, it is not enough to know the country and its culture well and be able to make good messages on the





subject of excursions. A good guide can make a trip unforgettable in many ways: organizing entertainment, having conversations, helping tourists in different situations, providing contact with other people, helping to overcome the barrier of languages and cultures. At the same time, he himself remains invariably friendly and never allows guests to notice that his work is hard work. The guide-translator is constantly with the tourist group. Even before the arrival of the group, he finds out the preparedness of the places in the hotel, the availability of transport, orders the menu in the restaurant. Upon arrival of tourists, the guide- translator ensures timely loading of luggage, and on the way to the hotel introduces them to the program of stay in the country. After accommodation in a hotel, the group usually goes on a sightseeing tour of the city, and the guide- translator continues to act as an intermediary between tourists and everything that is to be met. He also accompanies the group for lunch and evening.

The guide-translator must be proficient in the vocabulary of art history and history, it will be needed when conducting various excursions to museums and historical monuments. In addition, political and economic vocabulary is important; people who come to the country for the first time, as a rule, have many questions related to the political and economic situation in the country. The guide- translator should answer the questions of foreign guests as fully as possible.

The necessary components of the training of guide-translators is the formation of both professional and linguistic competence. Therefore, the presentation of different points of view on foreign language communicative competence and its types, described in domestic and foreign literature, made it possible to substantiate the need to single out linguoprofessional and linguistic competencies in the structure of foreign language communicative competence. The formation of linguoprofessional competence of guide-translators is understood as knowledge of the vocabulary of a certain professional field, the ability to operate with such vocabulary in the conditions of professional activity and to communicate in English and Russian for communication on professionally significant topics, covering two areas of activity: everyday life and excursion. The model for the formation of linguoprofessional competence of future guide-translators is based on the following components: target, reflecting the desire of students to achieve results; meaningful, based on professionally oriented educational material and the content of activities that simulate the conditions of real communication; technological, determining the forms, methods and means of forming linguoprofessional competence; evaluative and effective, based on the selection of diagnostic methods.





Professional competence is understood as the ability of future specialists for successful professional activity, knowledge of the basics of the profession. The professional competence of a guide-translator is orientation within the framework of the current professionally significant topics provided for by the current situation. Therefore, the professional competencies of a guide and guide-translator include the following competencies:

- Be able to effectively implement the current tasks of the state cultural policy in the process of organizing excursion activities;
- Be ready to use technologies for organizing excursion services for conducting information and educational work, organizing leisure activities for the population, providing conditions for the implementation of patriotic education;
- Be ready to carry out pedagogical management and programming of developing forms of excursion activities for all age groups of the population, organize excursion services in accordance with the cultural needs of various groups of the population;
- Know the legal documents on the content of excursion services and their design;
- Be able to develop new excursions and excursion programs;
- Be capable of developing technological documentation for excursions of various types and forms;
- Be ready to organize information and methodological support for excursion activities;
- Be able to generalize the best practices of excursion institutions in the implementation of the tasks of federal and regional cultural policy;
- Be ready to use innovative methods for organizing and conducting excursions of various classification groups;
- Be ready to carry out applied scientific research within the framework of historical, literary, ethnographic local history, to create a resource base for organizing excursion activities;
- Be ready to participate in the testing and implementation of new technologies for excursion activities;
- Be able to design excursion activities based on the study of requests, interests, taking into account age, education, social, national differences of population groups;
- Be capable of a comprehensive assessment of excursions and excursion programs.

The professional activity of a guide-translator puts forward high demands on such properties of the psyche as memory, attention, imagination, thinking, and intellect. Professional intuition should be mentioned among the professional qualities of a guide-translator. It can be defined as the ability to anticipate the course of events in a professional situation and, if necessary, correct their development. The guide-





translator must not only have knowledge of the history, traditions and way of life of those peoples with whom he comes into contact, he must feel and understand the difference in cultures and draw a line between cultural differences so that he himself does not notice it, but does it on a subconscious level. This is the professionalism of the guide-translator, who enjoys his kind of activity.

Particular attention should be paid to the role played by a correct understanding of intercultural communications, since the guide-translator directly cooperates with people of other traditions, lifestyles, thinking, different faiths and nationalities. Intercultural communication is communication and communication between representatives of different cultures, which involves both direct contacts between people and their communities, and indirect forms of communication (including language, speech, writing, electronic communication).

Intercultural communication is the ratio of cultural studies, psychology, linguistics, ethnology, anthropology, sociology and ecology of the means of communication. Therefore, the interactions of different cultures not only presuppose each other, but can also be identical. I. Kant opposed the culture of skill to the culture of education. "He calls the external, "technical" type of culture a civilization," notes A.V. Gulyga. - Kant sees the rapid development of civilization and anxiously notes its separation from culture, the latter is also moving forward, but much more slowly. This disproportion is the cause of many of the ills of mankind."

As a representative of a particular state, guide-translators must not only show their professional skills in the field of language proficiency, but also prove that knowledge of the culture, traditions and way of life of this people is also very important in the culture of any society. Tolerance, forbearance, curiosity is not only appreciated by tourists, but also shows that you are exactly the specialist who, with his knowledge, knows how to entice, reveal, present not only the culture, history of his state, but also be able to easily explain what different features can be found between the peoples who live in close proximity. They are intermediaries in intercultural communication, "couriers of culture". On how professionally the guide-translator will be able to understand and use the term "intercultural communication" in his work practice, his future career depends. Intercultural competence consists in a highly developed ability to mobilize a system of knowledge and skills necessary for decoding and adequate interpretation of the meaning of verbal and non-verbal behavior of representatives of different cultures and orientation in the sociocultural context of a particular communicative situation.

Currently, museums, art galleries, various exhibitions, and photo presentations attract a lot of attention. In today's society, this kind of activity has become extremely





popular. Quite a lot of creative young people around the world want to visit places where you can see contemporary art. In this case, the main task of the guide-translator will be to convey the art presented to tourists as correctly as possible.

A striking example is the star paths of the Japanese sculptor M. Ogaki. He, in order to explore the cosmos, which, in his opinion, is hidden in every person, creates installations as part of a cycle called "The Milky Way - Breathing." With the help of blinding LEDs, the stooped figure explodes into a thousand stars. Judging by the name of the sculptural cycle, it can be assumed that Ogaki draws a parallel between the eternal flow of the Milky Way - the galaxy in which we live - and the process of human breathing. The fading people that Ogaki sculpts each occupy their own room as part of the exhibition. If you turn on the light in it, they will seem just realistic sculptures, no more and no less. It is worth turning it off - and the viewer will notice the crazy illumination, which is the essence of the project. Paradoxically, death in the dark, according to Ogaki, opens the way to the stars.

He also created the Milky Ways project, in which he reflected his ideas about life, death and rebirth. The project consists of sculptures in the form of figures of dying people projecting stars onto the surrounding space. They are made of carbon-fiber-reinforced plastic, inside of which LEDs are embedded.

So, the guide-translator who presents these works to tourists must not only speak English, but also carefully study both Japanese philosophies, the Japanese way of life, the values of the Japanese, and the inner world of the sculptor himself. And only this knowledge will allow the guide-translator to reveal the full meaning of M. Ogaki's exhibitions.

There are also some difficulties that the guide-translator may face, and this is not knowing certain terms related to the space world. It should be noted that if the guide-translator is a native speaker of Russian, and the language of translation will be English, it must also be taken into account that the terms that Russians will understand are not always clear to other tourists, despite the fact that the exhibition will refer to the Japanese style.

It is necessary to carefully study all the lexical innovations used by the sculptor. Next, you need to know in advance to which audience you will present your translation. A necessary condition is a deep understanding of the meaning of the exhibition, motivation, purpose, what is the originality and novelty of the exhibition. It is necessary to know all the details, since tourists who come to a cultural event of this nature are obviously extremely curious people, looking for creativity and having a craving for modernity.





The main task of the guide-translator is not to translate correctly, but to correctly explain the situation that is shown in the photo. In this case, intercultural communication plays a significant role. The modern way of thinking of children from different countries does not coincide, even if the children belong to the same age group.

Conclusion

It should be noted that a guide-translator in modern society not only fulfills his immediate duties, but a specialist in this field is also a psychologist, sociologist, and culturologist. Without knowledge in all these areas, it is impossible to perform their professional functions, namely, the combination of all these sciences gives the guide-translator the desired result and even more.

References

1. Avsharov A.G. Advertising text as an object of translation: ethnic and linguocultural aspects // Russian language and Culture in the Mirror of Translation: Proceedings of the II International Scientific and Practical Conference. M.: Higher school translation of Moscow State University, 2020 (in Rus).
2. Fomenko N.A. Competence and competence of guide: concept and essence. Bulletin of TVGU. Series: Philology (5). Tver, 2019 (in Rus).
3. Ivanova D.I., Mitrofanov K.R., Sokolova O.V. Competence approach in education. Problems. Concepts. Instructions. M.: MIR, 2020 (in Eng).
4. Kim, R. (2006). Use of Extralinguistic Knowledge in Translation. *Meta*, 51(2), 284–303. <https://doi.org/10.7202/013257ar> (in Eng).
5. Kolodin E. Guide-translator. General characteristics of the profession Krasilnikova E.V. Methodology for the formation of linguoprofessional competence in future guide- translators in the system of additional professional education: on the material French. Yaroslavl, 2021 (in Eng/Rus)
6. Nida E. A., Taber C. The theory and practice of translation. Leiden, 2018 (in Eng).
7. Omelianenko T.N. On linguistic and extralinguistic problems of translation: borrowings and quality of translation // Bulletin of TVGU. Series: Philology (5). Tver, 2019 (in Rus).
8. Raven J. Competence of guide-translator in modern society. Oxford University Press, 2021, (in Eng).
9. Watts Michael R. The Dissenters: Volume III: The Crisis and Conscience of Nonconformity. Oxford University Press, 2021 (in Eng).

