



Interactive Learning for Guide-Interpreters' Training

Akhmedjanova Nigora Tohirovna

Teacher of Samarkand State Institute of Foreign Languages

Abstract: In this article, the author analyzes the problem of the use of a competency-based approach to high-quality training of guides-interpreters. The competencies of the guide-interpreter are also described.

Key words: guide-interpreter, operational competence, professional training, additional professional education, interactive learning.

The language in the field of excursion service is, first of all, a means of transmitting information about the object of the excursion display. For quality excursions, the guide needs to have not only general cultural (the ability for intellectual self-development, ability to analyze, readiness to comply with ethical and legal norms), professional activity (knowledge of the content of excursions, method of conducting excursions) and personal (curiosity, responsibility, active life position, organizational skills) competencies, but also linguistic and communicative ones. The latter include both the ability of a guide to easily win over tourists and achieve complete understanding with them, as well as mastery of the art of speech, the ability to beautifully and easily talk about the objects of the show.

But at the same time, the language in work with tourists can be used in a different quality and dimension. When it comes to the excursion accompaniment of foreigners, the set of competencies required by the guide expands, and he himself becomes a guide-interpreter. In order to designate the expanded competencies of a guide-interpreter, it is necessary to understand what the distinguishing features of this profession are.

The profession of a guide-interpreter requires an even wider range of competencies than the profession of a tour guide. The scope of his activity is absolutely full-fledged, requiring from a specialist a large amount of a wide variety of knowledge, skills and abilities.

However, the following situation is very often observed: both among professional guides and among professional interpreters, the guide-interpreter is perceived as “half-breed”, countrymen who do not have any special knowledge, and therefore do not deserve a respectful, serious attitude towards themselves.

The study of the specifics of the professional activity of a guide-interpreter, expressed in the accompaniment of the interaction of tourists with objects of the surrounding reality, allows us to formulate a representation of operational competence [1; 2]. Operational competence, acting as a performance characteristic of guide-interpreters, integrates the following competencies:

professional and activity (associated with the implementation of professional duties),

professional and personal (representing the necessary characteristics of the personality of guide-interpreters),

cross-cultural (manifested in understanding of a culture that is not native to the guide-translators),

general cultural,

communicative (determining the support of intercultural communication)

linguistic (allowing the guide-translator to operate with vocabulary during the excursion).

We believe that interactive learning (from the English interaction - interaction, impact on each other) will contribute to the formation of the operational competence of interpreter guides, as it involves co-education, learning in conditions of interaction and cooperation [3]. Let us turn to the concept of "interactive learning", which is understood as [4]: learning, the basis of which is the psychology of human relationships; learning that forms a new experience of theoretical understanding through the application of knowledge; learning, in which the acquisition of knowledge is carried out through dialogue, polylogue; learning realized through the impact of the learning environment on the student in order to provide him with a real area of practical experience. We understand interactive learning as a means of professional training that contributes to the assimilation and consolidation of the acquired knowledge, which determines the necessary level of training of guide-interpreters and mastering the strategies required for the implementation of their professional activities.

We will determine the expediency of using interactive learning methods by referring to its functions: educational and cognitive (related directly to the subject being studied); communication-developing (associated with the general, emotional and intellectual background of the process of cognition); social orientation (associated with the overall harmonious development of the student) [5–7]. We single out the functions of the activity of a guide-interpreter according to the components of his professional activity: informational and analytical (expressing the design of the text of the excursion and the image of the translated text); intermediary (defining linguistic mediation in the form of recoding information and constructing a new text in the target language); organizational (expressed in the organization of the course of the excursion); interpersonal- communicative (contributing to the conduct of excursion communication); reflexive function (manifested in the necessary analysis when exercising control of the excursion group). Thus, we will correlate the functions of interactive learning with the functions of the activity of a guide-interpreter.

The use of the discussion method determines the preparation of students for communication in their native and foreign languages (communicative, organizational, constructive, design, gnostic components of the activity of a guide-translator). In the course of an organized discussion (among the students, the teacher determines the leader and participants), the following questions are discussed: "what is the activity of a guide-interpreter?", "what is the difference between the activity of a guide-interpreter and the activity of a tour guide / ka?", "Are there mechanisms for algorithmization of the activities of interpreter guides?" (Module 1. Section 1. "Activity of a guide-interpreter"). The main requirements for the speech of the guide-interpreter, the features of conducting excursions in the museum / in moving transport / in nature / in the city are identified (Module 2. Section 2. "Basic requirements for the excursion text"; Module 3. Section 2 "Peculiarities of conducting an excursion in a museum" Module 4. Section 1. "Peculiarities of conducting an excursion in a moving vehicle" Module 4. Section 3. "Peculiarities of conducting a walking tour in nature / in the city"). Possible difficulties are identified during the excursion communication and interaction with other industry workers (Module 5. Section 1. "Possible problems during the excursion communication and their solution. Handling complaints"; Module 5. Section 2. "Interaction with other employees of the tourism industry"). The above exercises allow students to develop knowledge of special vocabulary and the ability to operate with it during the excursion (language competence); the ability to clearly, accurately, competently express one's thoughts in oral and written speech, understand the meaning of the task, build arguments, give arguments and counterarguments (communicative competence). The readiness and ability for self-development and self-education is formed on the basis of motivation for learning and cognition, the ability to analyze (general cultural competence); critical thinking, possession of primary skills of analysis and evaluation of one's own activity and the activity of others, responsible attitude to learning, to independent, creative and responsible activity (professional and personal competence); understanding the features of the development of the modern world (cross-cultural competence). As a result, students master the methodology of conducting excursions; skills of conducting oral and

written translation; the ability to develop new types of excursion products based on the use of local tourist resources (professional and activity competence). It should be noted that the teacher pre-assigns the topic of discussion, after which the students carry out independent preparation for the lesson.

Interactive learning methods are actually aimed at solving problems with incomplete information and are devoid of methodological guidelines for filling in missing or hidden data. As recommendations to the teacher on the use of interactive learning methods, it is necessary: a combination of various methods of interactive learning; a combination of interactive learning with the presentation of academic material; focusing on the quality of achieving the goal, rather than on the method of achieving it; stimulation of students' motivation for independent creative search in order to solve the set problems [9].

The work of a guide-interpreter is due to frequent and long business trips around the country and abroad, diverse and rapidly changing requirements and tasks. The dynamism of the work of guide-interpreters necessitates prompt decision-making in difficult situations. Possession of operational competence allows the guide-interpreter to use predetermined operations and strategies in order to eliminate possible errors in the work. Interactive teaching aids for guide-interpreters contribute to the formation of the operational competence of guide-interpreters, as they are aimed at an active independent search for ways to solve problems focused on real professional situations and the development of the necessary operations that make up their professional activity.

REFERENCES:

1. Branislav , Tourist Guides in Contemporary Tourism, International conference on tourism and environment Sarajevo, March, 4–5, 2010;
2. The National Standard Guide for Community Interpreting Services, Language Industry Association, Healthcare Interpretation Network – HIN Toronto, Canada, 2007
3. Жолтикова Н.В. Обучение в сотрудничестве на уроках английского языка как средство формирования коммуникативной компетенции // Концепт. Киров, Изд-во «Межрегиональный центр инновационных технологий в образовании», 2014. No2. С.136–140.
4. Панина Т.С., Вавилова, Л.Н. Современные способы активизации обучения: учебное пособие. М., Изд-во «Академия», 2007. No6.С. 32–41
5. Двучичанская Н.Н. Интерактивные методы обучения как средство формирования ключевых компетенций // Наука и образование: научное издание МГТУ им. Н.Э. Баумана, 2011. No04. С.13.
6. Летин А.И. Дидактические свойства и функции интерактивных методов обучения и воспитания в развитии по- ликультурных умений школьников при обучении иностранному языку // Rhema. Рема. М., Изд-во «Московский педагогический государственный университет», 2014. No3. С.108–114.
7. Коротаяева Е.В. Обучающие технологии в познавательной деятельности школьников. М., Изд-во «Сентябрь», 2003. 103 с.
8. Шаповалов Р. Г., Рыбинская Т.А. Применение элементов интерактивного обучения в совершенствовании методов приобретения знаний студентами вуза // Научный альманах. Тамбов, Изд-во «Юком», 2015. No12-1(14). С. 653–656.
9. Лаврентьев С.Ю., Крылов Д.А. Современные методы обучения как средство активизации познавательной активности студентов вуза // Вестник Марийского государственного университета. Йошкар-Ола, Изд-во «Марийский государственный университет», 2013. No12. С. 108–111; Смолянинова, О.Г. Инновационные технологии обучения студентов на основе метода CaseStudy // Сборник «Инновации в российском образовании», М., Изд-во «ВПО», 2000: <http://ipps.sfu-kras.ru/sites/ipps.institute.sfukras.ru/files/publications/57.pdf>

10. Abdirashidovna, C. N., & Nasimovna, A. K. (2021). The Problems of Translation When Translating Into Uzbek Languages. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 1(2), 207-209.
11. Kizi, I. Y. N. Organization of Modular Training in Education.
12. Росстальная, М. Л., Якубович, А. И., Порсохонова, Д. Ф., Абидов, А. М., & Исмадова, Ю. Н. научные обзоры. *ЖУРНАЛ*, 5.
13. Yulduz, I., & Dilorom, J. PROBLEMS OF TRANSLATING POETRY TEXTS AND USING OF SYMBOLS. *Zbiór artykułów naukowych recenzowanych.*, 65.
14. Исмадова, Ю. Н., & Худойбердиева, А. Х. ФАКТОРЫ, ВЛИЯЮЩИЕ НА ПРОИСХОЖДЕНИЕ ПЕРЕВОДА. *Zbiór artykułów naukowych recenzowanych.*, 62.
15. ДАВРОНОВА, М. И. (2018). SOME REFLECTIONS ON CONTENT AND GENRE. *Иностранные языки в Узбекистане*, (1), 249-255.