



Eldar GILYAZETDINOV,
O'zbekiston davlat jahon tillari universiteti katta o'qituvchisi
E-mail: eldar_85g@mail.ru

O'zDJTU professori, (DSc) O.S.Ahmedov taqrizi ostida

THE TECHNOLOGY OF INTERCULTURAL LEARNING OF THE ORGANIZATION OF SOCIO-POLITICAL DISCOURSE BASED ON AN INTEGRATED APPROACH

Annotation

This article is devoted to the analysis of the technology of intercultural learning in the context of the formation of socio-political discourse. Using an integrated approach, the author explores teaching methods and strategies that promote effective interaction between various cultural groups in the process of socio-political dialogue. Based on modern theories of communication and intercultural interaction, the article offers practical recommendations for the development of tasks and exercises aimed at developing the intercultural and professional competencies of future translators.

Key words: Authentic audio and video texts, communicative skills, exercises, intercultural contacts, linguistic and linguocultural features, translation process, socio-political discourse.

ТЕХНОЛОГИЯ МЕЖКУЛЬТУРНОГО ОБУЧЕНИЯ ОРГАНИЗАЦИИ СОЦИАЛЬНО-ПОЛИТИЧЕСКОГО ДИСКУРСА НА ОСНОВЕ КОМПЛЕКСНОГО ПОДХОДА

Аннотация

Данная статья посвящена анализу технологии межкультурного обучения в контексте формирования общественно-политического дискурса. Используя интегрированный подход, автор исследует методы и стратегии обучения, способствующие эффективному взаимодействию различных культурных групп в процессе общественно-политического диалога. Основываясь на современных теориях коммуникации и межкультурного взаимодействия, в статье предлагаются практические рекомендации по разработке заданий и упражнений направленных на развитие межкультурной профессиональных компетенций будущих переводчиков.

Ключевые слова: Аутентичные аудио- и видеотексты, коммуникативные навыки, упражнения, межкультурные контакты, лингвистические и лингвокультурологические особенности, процесс перевода, общественно-политический дискурс.

INTEGRATSIYALASHGAN YONDASHUV ASOSIDA IJTIMOY-SIYOSIY DISKURSNI TASHKIL ETISHNI MADANIYATLARARO O'RGANISH TEXNOLOGIYASI

Аннотация

Ushbu maqola ijtimoiy-siyosiy diskursni shakllantirish sharoitida madaniyatlararo ta'lim texnologiyasini tahlil qilishga bag'ishlangan. Integratsiyalashgan yondashuvdan foydalangan holda muallif ijtimoiy-siyosiy muloqot jarayonida turli madaniy guruhlarining samarali o'zaro ta'sirini rag'batlantiradigan o'qitish usullari va strategiyalarini o'rganadi. Zamonaviy kommunikativ va madaniyatlararo nazariyalariga asoslanib, maqolada bo'lajak tarjimonlarning madaniyatlararo va kasbiy kompetensiyalarini rivojlantirishga qaratilgan vazifalar va mashqlarni ishlab chiqish bo'yicha amaliy tavsiyalar berilgan.

Kalitli so'zlar: Autentik audio va video matnlar, kommunikativ ko'nikmalar, mashqlar, madaniyatlararo aloqalar, lingvistik va lingvomadaniy xususiyatlar, tarjima jarayoni, ijtimoiy-siyosiy diskurs.

Introduction. The integration processes taking place in the modern world lead to a significant increase in intercultural contacts. It is known that translators act as mediators in the implementation of intercultural communication, therefore, the intercultural context should be taken into account when preparing translators.

In teaching translation, a discursive approach is effective, which involves teaching the peculiarities of the organization of speech within the framework of a particular discourse. In the perspective of this study, the object of learning is socio-political discourse (hereinafter – SPD), the implementation of mediation and translation activities in the socio-political sphere of communication involves a comprehensive mastery of linguistic and linguocultural features of the language inherent in SPD, its various genres in structural and content terms, speech behavior for the implementation of monolingual and bilingual (translation) communication, as well as strategies, methods, and techniques for translating SPD.

Literature review. The model of intercultural learning for the purposes of monolingual and bilingual communication is based on an integrated approach. This approach involves the interrelated formation of communication skills and abilities in all types of speech activity, i.e. in listening, speaking, reading, writing and translation. According to this approach, these types of speech activity act both as a goal and as a means of learning in the field of SPD.

Let's describe the technology of intercultural learning based on an integrated approach. The unit of instruction is an authentic text, as a linguistic and informational basis for teaching SPD. Therefore, we have selected texts representing samples of various genres on socio-political topics and saturated with relevant information. On the basis of the text, both reproductive (listening, reading) and productive (speaking and writing) types of speech activity are taught, while translation acts as a reproductively productive type of speech activity from the position of text transformation.

Authentic video and audio texts, such as news reports in English, can be used for the purpose of integrated mastery of communicative skills and listening and interpretation skills. This choice is due to the fact that students have the opportunity to 1) familiarize themselves with the socio-political vocabulary and features of the structural and substantive organization of news reports; 2) hear the authentic use of language; 3) be aware of current events in the socio-political sphere and have a conversation on various issues; 4) record or reproduce the information received in writing; 5) orally translate authentic texts from language to language.

Speaking about the authenticity of the language, it should be noted that when listening, students have a real opportunity to hear different versions of the English language, and the live speech of native speakers as a sample will allow them to learn intonation models, various phonations of speech. Prosodic means

have their own national and cultural characteristics and often carry a certain meaning, incorrect intonation of an utterance according to the norms of the English language can lead to serious communication failures [2].

In general, learning to listen to authentic audio and video news materials will allow: 1) to improve pronunciation and rhythmic intonation skills, as well as to overcome intonation accent; 2) to form background knowledge; 3) to form the ability to identify a person/linguocultural type by voice and speech characteristics; 4) to improve anticipation and forecasting skills; 5) to form analytical skills for processing received information; 6) to form technical skills the transfer.

In addition, the extensive use of information and communication technology capabilities will allow you to demonstrate the real sound background (interference), various phonations of live speech, pauses, for example, during interviews with correspondents. This contributes to a better understanding of the events presented in the texts of socio-political topics, i.e., skills and abilities of perception and understanding of the text are formed against the background of various obstacles natural to real life [3].

As a constant process, there is a summary of the latest news release, and then the news is given in detail. After listening to the brief content of the news release, you can use the technique of "brainstorming" to generalize ideas, make associative connections, predict details, etc. It is also effective to determine the reliability or falsity of statements (true or false statements), or drawing up a news presentation plan, or defining keywords. At this stage, work on some lexical units and grammatical constructions may also be proposed. When working on language tools, special attention should be paid to their linguistic and cultural features: cultural semantics, cliché (compatibility and phraseological coherence), the design of stylistic tools and hidden quotations, false friends of the translator, as well as linguistic and cultural features of the organization of the SPD [4] [7].

Research Methodology. For educational purposes, the news is listened to at least twice, in the future, as the listening skills improve, the news should be listened to once. At the same time, it is necessary to teach students to ask clarifying questions. At the text stage, students are invited to listen to the news, where various communication tasks are set, for example: 1) listen to the news and fix certain facts/names, problems in this table; 2) listen to the news and highlight the keywords; 3) listen to the news and answer the questions; 5) listen to the news and pay attention to the pronunciation of anthroponyms and toponyms; 6) listen to the news and retell the key idea; 7) listen to the news and fix the information in the form of signs, etc.

The first, second and seventh exercises are aimed at mastering the technique of translation notation, i.e. fixing information in the form of words, symbols, etc. as a support for memorizing information and further translation.

At the post-text stage, communicative tasks in other types of speech activity are offered. For example: 1) discussion of the problem, or an analytical conversation of experts with elements of argumentation and evidence; 2) expansion of the information received or commenting on it; 3) reproduction of the listened news along the chain with elements of analysis; 4) information exchange; 5) writing an annotation on the listened news; 6) writing a news script by students, and then translating this script into the native language (translated from the leaflet); 7) or give a task to translate a short news report into your native language during its secondary reproduction. You can conduct a role-playing game based on the information received, where three announcers are involved: one announcer summarizes the news in English, another transmits its main content into Uzbek, and the third into Russian. But for this activity, it is necessary to practice translation at the level of words, sentences and paragraphs (a complete semantic block).

Analysis and results. As practice shows, at the beginning stage of working on SPD texts, there is difficulty in perceiving speech from both native speakers and non-native speakers, who often do not have standard English pronunciation. Difficulties also arise due to the fast pace of speech compared to Uzbek and Russian, the large amount of information that needs to be

presented in a limited amount of time, and natural interference. [5] To teach interpretation, and even more so simultaneous interpretation, it is necessary to form strong listening skills, therefore it is necessary to teach students to recognize and understand the utterance, both the key idea and the details. In the course of continuous work on listening, there are significant improvements in the perception and understanding of the SPD.

For teaching reading, texts are selected that are more complex in terms of language and structural content than for listening. Illustrative material (photographs of people/places of action, cartoons, tables, diagrams) gives credibility and persuasiveness to socio-political texts. Illustrative material is usually present in newspapers or in video texts.

Learning to read SPD also involves the pre-text, text and post-text stages. As a rule, at the pre-text stage, attention is focused on mastering the special vocabulary of the SPD, grammatical constructions. Speech compression and syntactic deployment exercises should be used here. Basically, the tasks we offer for teaching listening are duplicated when teaching reading. In this regard, we will not dwell on this issue, but consider only those that are directly integrated with the teaching of interpretation and translation. So, when working on a text, it is necessary to pay attention to developing the skill of pre-translation analysis. In this regard, at the pre-textual, textual and post-textual stages, tasks should be given for linguistic analysis at the level of words, phrases, and text. For example: 1) Review the text and determine its genre and addressee; 2) Read the text and highlight the stylistic figures of speech. Translate them into your native language.; 3) Read the text and determine what ideological charge it carries, illustrate your answer with language examples; 4) Review the text and find the real words, whether it is possible to find their equivalents in your native language; 5) Analyze the structure of the two texts. Tell me what are the similarities and differences between them.

Reading should be associated with the development of memory, therefore, it is imperative to provide material for memorization. These can be poems, songs, counting books, individual simple texts.

The authenticity of the design of socio-political audio, video and printed texts adjusts to a certain style of presentation of information, the way it is extracted, etc. Therefore, this side should also be involved in integrated teaching of understanding and production of speech in the form of rules and instructions. This is followed by an analysis of the SPD texts in order to identify the communicative style in the organization of the SPD in English and native languages[6].

Speaking training can be conducted in parallel with interpreting training. Since the translator acts as a mediator of cultures, he needs to master the norms, conventions and rules of speech behavior. To this end, students must master various communication strategies and tactics. So, at the stage of establishing contact, students should be taught to adequately greet native speakers, introduce themselves or someone, start a conversation, offer something for discussion, etc.

Teaching speech behavior involves teaching the following components: a) the culture of speech etiquette, manifested in the exact choice of the variety of communication formulas prescribed by society) appropriate for this communication partner; b) the culture of thinking, expressed in the definition and correction of communication tactics, in the ability to compare, isolate, draw conclusions, independently set a communicative task and choose adequate forms of their solution; c) the culture of the language, expressed in authenticity, linguistic norm and social context; d) the culture of speech, expressed in the precise verbalization of an utterance according to a given context; e) the culture of semantic communication, expressed in the ability to express an attitude towards a partner [8, 7].

Thus, by teaching speaking, we teach the culture of language, the culture of speech, the culture of thinking, the culture of communication and interaction. Therefore, it is necessary to focus on speech acts, the category of politeness, maxims of communication and many other things that affect the productivity of intercultural communication.

A very effective method of teaching speaking is the organization of round tables or an international student conference. During these tasks, we can combine work on the development and improvement of skills and abilities of dialogical and monological communication in English, as well as teach interpretation, which uses English, Uzbek and Russian languages. [10] It is possible to expand the range of languages – the second foreign language, which is studied by students.

When teaching proper interpretation and translation as a type of speech activity, one should use mnemonic techniques for memorizing words, techniques for working with various types of dictionaries, techniques and techniques of translation notation (interpretation), techniques and techniques for developing speech speed and interpreting [1].

Interpretation and translation training should also be combined with other types of speech activities. For example, the following techniques should be used as the basis for modeling situations involving students in translation activities: improvisation, role-playing, and techniques of psychotechnics. The situational coloring of tasks for teaching translation involves the synchronization of lexico-semantic, syntactic and behavioral content; correlations of the syntactic structure (speech patterns) with invariant units of logical and semantic content, as well as its transformation into the native language, respectively, social and situational context. For example: You are watching a television program about the political situation in the Middle East in English. You should translate the information and explain some facts/events/actions to your non-English speaking guests. Your guests have insufficient information awareness about these events,

so it is necessary to take this fact into account when translating. Record speech patterns in a notebook that will allow you to highlight the information you have seen and heard[9].

This exercise is aimed at selecting speech patterns in accordance with the situational and social context, at translating information using various translation strategies and techniques.

Conclusion and suggestions. This article examines an important aspect of modern translation studies and the methodology of training future translators at a language university – the technology of intercultural learning in the organization of SPD based on an integrated approach. Analyzing current trends, we have found that effective interaction between cultures requires not only an understanding of differences, but also the active inclusion of technologies that promote dialogue and cooperation. The integrated approach makes it possible to effectively combine various methods and tools, including multimedia resources, interactive platforms and intercultural trainings, to create a favorable environment for exchanging views and creating a constructive dialogue. It is important to note that the successful implementation of such technology requires not only technical means, but also a deep understanding of cultural characteristics and social contexts. Only through joint efforts and an open exchange of ideas will we be able to move forward in creating a more effective approach in the process of training a professional translator as a mediator of cultures.

Thus, in the course of continuous work comprehensively on all types of speech activity, students master the SPD from the position of understanding, producing and converting text from language to language.

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