

EDUCATING INTERPRETERS ON HOW TO COMMUNICATE EFFECTIVELY IN PROFESSIONAL SETTINGS

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Annotation

This article explores specific elements of communication and their importance in teaching the Uzbek language to English-speaking students. The writer presents various activities aimed at enhancing intercultural skills, highlighting the significance of differentiating communicative behavior in foreign language instruction, and understanding the communication norms prevalent in specific cultural and linguistic environments for effective intercultural interaction.

Keywords: waves, communication, linguodidactics, grammar, phonetics, and intonation, physical gestures.

Today, the education of translators is geared towards equipping them for actual cross-cultural communication, ensuring triumph not only through proficiency in grammar, vocabulary, and phonetics but also by teaching communicative conduct. This is an essential element in developing intercultural prowess, which includes the ability to comprehend and navigate cultural differences. Being able to effectively interact with individuals from diverse cultures involves not only comprehending the constraints of one's language and culture but also adapting to the unique behavioral standards of other cultures. With the evolution of the higher education system, greater emphasis is now placed on the practical application of language education rather than solely language comprehension, which was the previous focus of linguodidactics. Consequently, instead of emphasizing language training, the focus has shifted to communication and behavior in language, which forms the basis of the term "foreign language communicative behavior" in language education theories.



The way individuals communicate is deeply influenced by their ethnocultural identity and shaped by national mentalities, cultural norms, customs, and traditions. Lack of knowledge regarding the unique communication patterns of various ethnocultural groups can result in negative evaluations and descriptions, as well as the development of ethnic biases and presuppositions that impede comprehension and productive interaction. Communication in various ethnic cultures is governed by prevailing cultural norms and values that dictate specific behavior for people belonging to various social groups in different situations. Each social role is associated with distinct forms of communication. In summary, social roles influence both the communication scenario and the level of social proximity or distance exhibited by social groups. This can be symmetric if the communicators have comparable social attributes, and asymmetric if they differ in at least one characteristic. Not practicing social distancing could lead to a negative response from others, and may be interpreted as impolite, ill-mannered, or impolite behavior. This could result in a breakdown of communication between individuals from different cultures, leading to conflicts and misunderstandings. To promote successful communication among representatives from diverse ethnocultures, it is crucial to impart knowledge about the ethnocultural attributes of both verbal and non-verbal forms of communication. In spoken communication, these characteristics are demonstrated through the utilization of different linguistic forms to convey intentions (such as being straightforward or subtle, brief or detailed, emotive or objective), the level of formality displayed, the ability to directly impact the listener, and the selection and preference of particular linguistic tools. Nonverbal communication can be influenced by cultural backgrounds and include various forms of communication such as social symbols, body movements, spatial distance, touch, and vocal expressions.

While there are certain shared traits, the communicative conduct of Englishes differs significantly from that of Uzbeks. To facilitate students' understanding of these distinctions, it is crucial to cultivate a genuine ambiance in the classroom that closely mirrors the Uzbek approach to communication. Examining some useful workouts that can be employed while elucidating Uzbek grammar to students who speak English. Teaching finger counting in the Uzbek method, where fingers are straightened instead of bent like in the English method, is highly beneficial. Knowing how to react in the classroom, how to gain attention, and other similar



skills can be beneficial. It is advisable to incorporate films and comics in-class activities as they enhance the student's visual memory, which has significantly progressed due to the influence of TV and advertising. These sources possess the ability to furnish us with abundant educational content. By employing Uzbek movies such as those featuring Verdone, Benini, or Celentano, one can observe numerous unmistakably Uzbek hand movements or those exclusive to a certain Uzbek locality. It's feasible to display silent movie clips during early classes and quiz students on the dialogue's content, profanity usage, and other related details. To gain comprehension of nonverbal communication, practice can be categorized into three groups: - activities that reinforce grammar, phonetics, and intonation; - activities aimed at interpreting movements; - activities that focus on applying gestures. Previously, we discussed how the contrasting nonverbal communication patterns of Englishs and Uzbeks are mainly evident in physical gestures, countenances, and proximity to others. Hence, while instructing English-speaking learners in the Uzbek language, it is essential to be mindful of specific categories of hand movements. During the preliminary stage of instruction, hand gestures that substitute for speech must be emphasized, whereas, during the middle and advanced stages of instruction, it is crucial to incorporate reinforcing gestures alongside verbal expressions, exclamations, or introductory phrases. It is essential for the teacher to not only identify the gestures but also provide an in-depth explanation of their significance and facilitate their independent application by students in various scenarios such as an Uzbek dialogue during class. Making use of diverse methods and techniques, and incorporating gestures, in different exercises can enhance the learning experience by rendering it more engaging and effortless. When explaining Uzbek grammar to English-speaking students, it's important to identify the exercises that yield the best outcomes. Using physical movements such as mimicking "waves" or demonstrating rising and falling intonation patterns, as well as prompting students to imitate, can aid in enhancing both intonation and pace. Furthermore, non-verbal cues such as facial expressions and visual aids assist us in elucidating language and phrases. In the beginning phase, students can substitute verbal expressions with non-linguistic icons and signals. One effective physical activity for students is attempting to communicate the meaning of a term written on the board to a classmate who cannot read it by utilizing nonverbal cues. It is feasible to examine the Uzbek hand movements that

have been acquired by students. By tapping the beat, students can enhance their ability to produce accurate intonation and comprehend its characteristics. This is beneficial for students who possess a music talent. Upon viewing the movies, make a record of the era it represents, the geographical origins of the lead roles, their social strata, the prevalence of gestures among males or females, and other significant details. At the start of the interaction, request that pupils demonstrate a variety of emotions, including fear, happiness, shock, disapproval, dissatisfaction, sarcasm, and apathy.

It is customary for Uzbek people to greet each other by giving a handshake along with two kisses, regardless of gender. The teacher ought to provide clarification on the appropriate range of space that should be maintained between individuals conversing based on their degree of acquaintance. Following that, you can partake in a practice session where you learn the nuances of greeting various individuals such as friends, partners, neighbors, family members, managers, coworkers, and so on. The responsibility of an Uzbek language instructor goes beyond just imparting linguistic skills; they also focus on teaching essential communication techniques that are crucial in the development of translators. Typically, the identity of the translator is determined through successful business deliberations. Researchers have cautioned that individuals tend to be forgiving of mistakes in pronunciation, vocabulary, and grammar when communicating with individuals from foreign countries, attributing them to a possible lack of linguistic expertise or inadequate development of communication abilities. However, they can be sensitive to deviations from typical etiquettes and behaviors, as they perceive these as intentional violations. Regarding this matter, Ter-Minasova points out that errors in speech can result in mockery and damage to an individual's standing, whereas errors in cultural customs have the potential to incite ethnic tensions, aggression, and even loss of life.

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