

# SCIENCE PROBLEMS.UZ

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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

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**2024**

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ S/2 (4) - 2024*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2024**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

#### 12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

#### 13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

#### 19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

#### 22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

#### 23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

### ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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#### Таҳририят манзили:

100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

#### Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

## **07.00.00 – ТАРИХ ФАНЛАРИ**

*Полвонов Козимбек*

ЎЗБЕКИСТОННИНГ ЖАНУБИЙ ШАҲАРЛАРИ ТОПОНИМИГА ОИД  
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*Умурзақова Мўътабархон Нодир қизи*

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### **09.00.00 - ФАЛСАФА ФАНЛАРИ**

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## CHALLENGES IN PREPARATION OF GUIDE TRANSLATORS

**Abstract.** This article examines the problems in the preparation of guide-translators. High-quality training of guides and interpreters requires a developed educational program that is oriented towards modern market requirements, a competency-based approach and is capable of eliminating these contradictions. It is expected to focus on the formation of the communicative competence of the guide-translator using a foreign language. It is concluded that the excursion game "I am a tour guide" with a real visit to the museum and the use of interactive teaching methods help prepare students for future professional activities.

**Keywords:** guide-translator, voice culture, tourist discourse, museum excursion, interactive methods, training, professionalism.

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## GID TARJIMORLARNI TAYYORLASHDAGI QIYINCHILIKLAR

**Annotatsiya.** Ushbu maqolada gid-tarjimonlarni tayyorlashdagi muammolar ko'rib chiqiladi. Gid va tarjimonlarni sifatli tayyorlash zamonaviy bozor talablariga yo'naltirilgan, malakaga asoslangan va bu qarama-qarshiliklarni bartaraf etishga qodir bo'lgan ishlab chiqilgan ta'lim dasturini talab qiladi. Chet tilidan foydalangan holda gid-tarjimonning kommunikativ kompetentsiyasini shakllantirishga e'tibor qaratilishi kutilmoqda. "Men ekskursiya gidman" ekskursiya o'yini muzeyga haqiqiy tashrif va interfaol o'qitish usullaridan foydalanish talabalarni kelajakdagi kasbiy faoliyatga tayyorlashga yordam beradi, degan xulosaga keldi.

**Kalit so'zlar:** gid-tarjimon, ovoz madaniyati, turistik nutq, muzey ekskursiyasi, interfaol usullar, trening, professionallik.

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## ПРОБЛЕМЫ ПОДГОТОВКИ ГИД-ПЕРЕВОДЧИКОВ

**Аннотация.** В данной статье рассматриваются проблемы подготовки гидов-переводчиков. Качественная подготовка гидов и переводчиков требует разработанной образовательной программы, ориентированной на современные требования рынка, компетентного подхода и способной устранить эти противоречия. Предполагается, что основное внимание будет уделено формированию коммуникативной компетенции гида-переводчика, использующего иностранный язык. Сделан вывод, что экскурсионная игра «Я – экскурсовод» с реальным посещением музея и использованием интерактивных методов обучения помогает подготовить студентов к будущей профессиональной деятельности.

**Ключевые слова:** гид-переводчик, голосовая культура, туристский дискурс, экскурсия музея, интерактивные методы, обучение, профессионализм.

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**Introduction.** Modern conditions of social, political and economic reality are characterized by an active growth in acts of intercultural interaction. The integration of the educational space of Russia, Europe, as well as Asia-Pacific countries determines the need for rapprochement and harmonization of the dialogue of cultures. There is a need for guides-translators who are ready and able to establish and maintain mutual understanding between the parties to intercultural communication. The need to study the patterns of professional training of guide-translators determines the identification of means that increase its effectiveness. According to the competency-based approach accepted for use today, the purpose of training is to develop the student's competence. Consideration of the theoretical and practical aspects of the professional training of guide-translators allows us to conclude that there are insufficient means of developing the operational competence of guide-translators, which allow the formation of professionally significant competencies, the mastery of which is determined by the use of certain strategies.

Studying the specifics of the professional activity of a guide-translator, expressed in accompanying the interaction of tourists with objects of the surrounding reality, allows us to formulate the idea of operational competence [1; 2]. Operational competence, which acts as an effective characteristic of guide-translators, integrates the following competencies: professional-activity (related to the implementation of professional duties), professional-personal (represented by the necessary characteristics of the personality of guide-translators), cross-cultural (manifested in the understanding of a non-native guide), cultural translators), general cultural (expressed in the desire for self-education and self-development), communicative (determining the support of intercultural communication) and linguistic (allowing the guide-translator to use vocabulary during the excursion).

The study of the professional training of guides-interpreters is associated with the study of a professional personality, manifested in the synergy of the linguistic personality of the guide and the linguistic personality of the translator, which is explained by the need to analyze the unity of the discursive characteristics of a professional guide and the professional competencies of a cultural intermediary [3]. The problems of forming the professional personality of a guide-translator should be considered from the perspective of the object-subject field of not only pedagogical, but also "linguistic" sciences, which will allow taking into account scientific results obtained in related fields. As G. Musaeva notes, "new tasks require rethinking and clarification of the object and subject of each science, one way or another related to the study of language" [4].

The guide-translator mediates intercultural communication not only with the aim of conveying relevant content, but also with the aim of stimulating the processing of perceived information in the minds of tourists, thereby encouraging them to independently search and study the interpreted information. Since communication between speakers of different cultures occurs for the purpose of familiarization and further study of a foreign culture, the linguistic concepts exchanged by the participants in communication acquire new characteristics and associative meanings, which necessitates the need to turn to the discursive context of intercultural communication and examine the text not only from the point of view informative, but also semantic meaning. Thus, discourse, being a condition for the professional activity of guides-translators, appears to be a verbalized speech-thinking activity from the position of the unity of process and result in linguistic and extralinguistic terms [5]. Modern professional

reality reflects the dominant position of the communicative component in the context of professional communication [1].

As a form of activity, tourist discourse is a means of creating and transmitting social and cultural meanings, which produces interchange and mutual enrichment of these meanings as conditions for successful intercultural communication [3].

**Materials and Methods.** As a theoretical and methodological basis for the study, the fundamental works of domestic and foreign specialists were considered, reflecting the problems of psychology and pedagogy, which are an important methodological basis for linguodidactic research; theories and methods of vocational education. The solution of practical problems was facilitated by the use of theoretical ones (analysis of psychological, didactic, linguistic, methodological literature by domestic and foreign authors on the research topic; analysis of advanced training programs for guides and interpreters; study and generalization of pedagogical experience in the capital and regional specialized centers for advanced training); diagnostic (questioning of teachers and students; conversations with teachers; direct and indirect observation, as well as generalization of teaching experience); experimental (testing; conducting cross-sections; analysis of written and oral work of students); mathematical (quantitative and qualitative analysis of experimental data; mathematical methods for processing training data on topics for guides-translators and their visual representation based on interactive teaching methods) methods.

**Results and Discussion.** The rapid pace of development of the tourism industry in Uzbekistan has led to the emergence of a large number of educational institutions involved in training personnel for tourism. However, despite this, there is a shortage of qualified personnel in the tourism vacancy market. Currently, the professional training of tour guides and guide interpreters is still the focus of public interest and scientific debate. Experts believe that one of the most important competencies of a modern guide-interpreter is mastering the culture of voice.

Voice culture can be considered formed if a student speaks with good diction, gives his speech an emotional coloring appropriate to the situation, uses logical stress, pauses where necessary, varies the strength of the voice and tempo to achieve expressiveness of speech and its dynamics, and rationally uses phonation breathing. All phonetic exercises to prepare for an excursion situation can be divided into analytical, reproductive and productive. At the analytical stage, students work on an orally generated excursion text in a foreign language (video recording): marking pauses for breathing, logical stresses. Then students read out the text of the excursion in parts, paying attention to diction and intonation. After this, the text of the excursion is learned, students reproduce fragments of the excursion by heart in compliance with the norms of articulation and intonation of a foreign language [1].

When conducting excursions for foreign tourists, it is necessary for the guide to be able to give explanations of the realities and names that he uses. Realia, undoubtedly, is an important part of culture and refers to the linguistic features of the excursion text, with the help of which one can draw conclusions about the important features of national and regional culture. When translating the realities of the source language, their originality, meaning and associations typical for native speakers should be conveyed, and redundancy of words should be avoided in the text of the excursion [2]. Linguistic research has helped to establish the specific parameters of tourism discourse texts. These texts are distinguished by the presence of architectural,

historical, art terms, as well as vocabulary related to professional activities in tourism. The difficulty for students is the nationally marked vocabulary contained in the texts, abbreviations, acronyms, and complex words. The main difficulty is that in oral professional discourse it is necessary to convey not only verbal, but also visual information contained in these texts. Informative verbal, iconic and creolized texts are used as the information basis for oral foreign language monologue discourse [3].

Thus, in order to prepare students for an excursion situation, it is necessary to develop specific skills in them:

- ✓ phonetic: drawing up a phonetic “scenario” for the excursion;
- ✓ lexical: the guide’s ability to give explanations of the realities and names that he uses;
- ✓ speech: the ability to convey in oral professional discourse not only verbal, but also visual information contained in verbal, iconic and creolized texts.

We consider the group game “I am a tour guide” to be effective for training students-future guides and translators. This form of work is used by university teachers in the process of teaching students. While visiting the museum of Amir Temur, each of the students talked about the descendants of the commander-Timurids: Jakhangir Mirza, Shahrukh Mirza, M. Ulugbek, Husain Baykara, Z.M. Babur and others and described their paintings. During preparation, students faced difficulties that are inevitable in the work of a guide: it was necessary to learn a text rich in art historical terms, dates, toponyms and anthroponyms. The second difficulty was carefully practicing pronunciation: adding accents, thinking through pauses and intonation, gestures and facial expressions, timing your speech.

In general, this game “I am a tour guide” contributes to the formation of linguistic and sociocultural foreign language competencies of students, their preparation for future professional activities and invariably evokes an emotional response among students.

We will also determine the appropriate use of interactive learning methods by referring to its functions:

- ✓ educational and cognitive (related directly to the subject being studied);
- ✓ communication and developmental (related to the general, emotional and intellectual background of the cognition process);
- ✓ social-orientation (related to the overall harmonious development of the student) [5].

Let us highlight the functions of a guide-translator according to the components of his professional activity:

- ✓ information-analytical (expressing the design of the excursion text and the image of the translated text);
- ✓ mediation (defining language mediation in the form of recoding information and constructing a new text in the target language);
- ✓ organizational (expressed in organizing the course of the excursion);
- ✓ interpersonal communication (facilitating excursion communication);
- ✓ reflexive function (manifested in the necessary analysis when monitoring the excursion group)[2].

Thus, let us correlate the functions of interactive learning with the functions of the activities of a guide translator. The formation of operational competence of guides-interpreters

is expected through mastering the topic “Excursion to the cities and museums of Uzbekistan” as part of the training of students in the additional education system. The content of the special course program gives an idea of Samarkand, Bukhara, Kharezmi and Shakhrisabz; develops professional translation skills for the purpose of mediation in intercultural communication; develops skills in annotating and summarizing various local history sources in order to compile excursion texts; develops skills in theoretical and practical work with original regional literature.

Training of guides-translators using the topic “Excursion to the cities and museums of Uzbekistan” involves the use of interactive teaching methods when studying the sections required by the work program: game method, discussion method, brainstorming method, project method, case method, research methods. The basic principles of this type of work are:

- ❖ interdependence of group members;
- ❖ personal responsibility of each group member for their own successes and the successes of their comrades;
- ❖ joint educational, cognitive, creative and other activities of students in a group;
- ❖ socialization of students' activities in groups;
- ❖ a general assessment of the group's work, consisting of an assessment of the form of communication of students in the group along with the academic results of the work [5].

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). During an organized discussion (the teacher determines the leader and participants among the students), the following issues are discussed:

- “What is the activity of a guide-translator?”,
- “What is the difference between the activities of a guide-translator and the activities of a tour guide/translator?”,
- “Are there mechanisms for algorithmizing the activities of guides and translators?”

The basic requirements for the speech of a guide-interpreter, the features of conducting excursions in a museum / in moving transport / in nature / in the city, are identified. Possible difficulties during excursion communication and interaction with other industry workers are identified. The given exercises allow students to develop knowledge of special vocabulary and the ability to operate with it during an excursion (linguistic competence); the ability to clearly, accurately, competently express one's thoughts in oral and written speech, understand the meaning of the task, build an argument, give arguments and counter-arguments (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 in analyzing and evaluating one's own activities and the activities of others, a responsible attitude to learning, to independent, creative and responsible activity (professional and personal competence); understanding of the development features of the modern world (cross-cultural competence).

As a result, students master the methodology of conducting excursions; skills in oral and written translation; the ability to develop new types of excursion products based on the use of

local tourism resources (professional competence). It should be noted that the teacher pre-assigns a discussion topic, after which students independently prepare for the lesson.

Research methods are implemented through solving the following problems: developing your own classification of requirements for excursion text; compiling a tour guide's portfolio based on the selection of possible types of excursions for the cities of Uzbekistan; selection of objects to show and tell for a self-selected excursion in one city of Uzbekistan. Students need to independently select objects to show and tell for their own excursion along one of the transport routes, along one of the walking routes; prepare your own excursion text. Note that tasks related to preparing for excursions are carried out in groups, which allows students to find themselves in interaction conditions already at the stage of heuristic search. Mastering these sections contributes to the formation of professional-activity and general cultural competencies, as well as skills: cognitive, educational, research and project activities, problem solving, readiness and ability to independently search for methods for solving practical problems and applying various methods of cognition; the ability to navigate various sources of information, critically evaluate and interpret information received from various sources; mastery of logical actions of defining concepts, generalization, establishing analogies, classification based on independent choice of grounds and criteria; the ability to establish cause-and-effect relationships, build reasoning, inferences and draw reasoned conclusions; which corresponds to the design component of the professional activity of a guide-translator.

The use of the brainstorming method in studying ensures the formation of professional and personal competence, as well as the formation of communicative competence. The gaming method is implemented through role-playing (the roles of a guide-translator and tourists are distributed) in order to reproduce a real excursion and is used in the following topics: "Preparation and conduct of an excursion in a museum"; "Preparation and conduct of excursions in moving Transport"; "Preparation and conduct of a walking excursion in nature/in the city"; "Interaction with other tourism industry workers."

The use of the game method makes it possible to prepare students for constructive, communicative, organizational and gnostic activities by developing communicative, linguistic, cross-cultural and professional-personal competence. The case method is implemented on the basis of the topic "Possible problems during excursion communication and their solutions. Dealing with complaints"; project method – "Interaction with other tourism industry workers."

Students are offered a certain practical situation, representing a set of erroneous actions of a guide translator. The students' task is to develop a program of actions leading to the resolution of existing difficulties. The use of the case method is aimed at developing communicative and professional-personal competencies (communicative, organizational and gnostic components of the professional activity of a guide translator).

The project method is used for a comprehensive test of knowledge, skills and abilities acquired by students during the development of the special course program "Excursion to the cities and museums of Uzbekistan" and represents a self-developed excursion on one of the studied types of excursions in the cities of Uzbekistan. Thus, the professional training of guides-translators for the purpose of forming an operational one is carried out using the following methods of interactive learning: game method, discussion method, brainstorming method, project method, case method, research methods. At the same time, it becomes possible to

develop professionally significant competencies of a guide-interpreter and master his professional functions

Interactive learning methods are actually aimed at solving problems with incomplete information and lack guidelines for filling in missing or hidden data. As recommendations for the teacher on the use of interactive teaching methods, it is necessary: a combination of various interactive teaching methods; 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; stimulating students' motivation for independent creative search in order to solve problems.

**Conclusion.** The work of a guide-translator is determined by frequent and long-term business trips around the country and abroad, diverse and rapidly changing requirements and tasks. The dynamic nature of the work of guides and translators necessitates the need to quickly make decisions in difficult situations. Possession of operational competence allows the guide-translator to use predetermined operations and strategies in order to eliminate possible errors in the work. Interactive training tools for guide-translators contribute to the formation of the operational competence of guide-translators, as they are aimed at an active independent search for ways to solve problems focused on real professional situations and practicing the necessary operations that make up their professional activities.

The professional competence of a guide-translator is expressed in communicative and linguistic competence combined with the ability to organize and conduct communication. The competence of a guide-translator lies in the professional implementation of job responsibilities, including: competent use of professionally oriented vocabulary and language norms; communication on the required topic, both in native and foreign languages; management of this communication and the group as a whole. Thus, one of the most important components of the professional competence of a guide-interpreter is communicative competence, which leads to the assumption that changes are necessary in the system for developing this competence.

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## ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

*№ S/2 (4) – 2024*

## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

## ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

**Ижтимоий-гуманитар фанларнинг долзарб муаммолари** электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

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