

CONCEPTUAL BASIS OF TRAINING FUTURE TEACHERS-TRANSLATORS

Sevinch Bakhtiyorova
Student of Chirchik State Pedagogical University

Abstract:

The article discusses the conceptual foundations of training future pedagogues-translators in the process of higher pedagogical education and presents the author's individual approaches to the issue.

Keywords: pedagogue and translator, higher education and training, English and teacher, conceptual framework, purpose and scope.

BO‘LAJAK PEDAGOG-TARJIMONLARNI TAYYORLASHNING KONSEPTUAL ASOSLARI

Baxtiyorova Sevinch Elyor qizi
Chirchiq davlat pedagogika universiteti talabasi

Annotatsiya:

Maqolada bo‘lajak pedagog-tarjimonlarni oliy pedagogik ta‘lim jarayonida tayyorlashning konseptual asoslari to‘g‘risida fikr yuritilgan va masalaga doir muallifning individual yondashuvlari taqdim qilingan.

Tayanch tushunchalar: pedagog va tarjimon, oliy ta‘lim va tayyorgarlik, ingliz tili va o‘qituvchi, konseptual asos, maqsad va muddao.

Introduction

The foundations of the new era of development in Uzbekistan have been defined, and one of its most important directions is the task of raising a generation of professionally and socially mature personnel [1]. In this regard, in the process of higher pedagogical education, providing future English language teachers with additional specialists or classifiers is also of great practical importance in developing the professional and social maturity skills of future English language teachers. Here, we draw your attention to the analysis of the most important conceptual foundations of training future English language teachers as pedagogues-translators.

Theoretical conceptual basis of training of pedagogues-interpreters. In the process of higher pedagogical education, it is necessary to develop theoretical conceptual frameworks for the training of future English language teachers as pedagogic-interpreter personnel. According to our approach, the following are the foundations of this theoretical conceptual framework:



- 1) justification of the need to train pedagogues-interpreters;
- 2) determining the most important sources of training of pedagogues-interpreters;
- 3) development of mechanisms for harmonious use of national and foreign experiences of training pedagogues-interpreters.

The need to train English language teachers as pedagogues-translators is based on the fact that today in our country, efforts are being made to provide pedagogues with additional specialists and classifiers and to adapt them to the changing conditions of the labor market. Therefore, with the preparation of pedagogues-translators as specialists of the new generation, they will have the opportunity to prepare future English language teachers for the environment of professional competition in the labor market. This professional and social necessity is in line with the needs of our modern society.

In the process of higher pedagogical education, it is also important to determine the main sources of training future English language teachers as pedagogues-translators. According to our approach, the most important of such resources are the vocabulary of free and formal communication, awareness of the basics of official business, the official and orthographic rules of English as one of the official working languages of the United Nations, and the individual competence of future English teachers. experiences. The training of pedagogues-interpreters with the help of these resources provides opportunities for convenient and expected implementation. In this regard, it is appropriate for pedagogues-translators to equip future English language teachers with the basics of professional skills when training new specialists. The harmonious use of national and foreign experiences in the training of future English language teachers as pedagogues-translators is one of the theoretical and conceptual foundations of this issue. According to him, it is important to implement the national experience of training translators at the State University of World Languages of Uzbekistan and the University of World Economy and Diplomacy in higher educational institutions. In this case, it is necessary to pay priority attention only to the pedagogical and psychological laws of training pedagogues-interpreters. It is also important to creatively adopt the experience of foreign countries, such as the United Kingdom and the United States, to train translators in a rapid way, and introduce them to the training of pedagogues-translators in the higher pedagogical educational institutions of our country. (it should be mentioned that the experience of training translators has passed the practical test.

If attention is paid, it is urgent to conduct research on the theoretical conceptual bases of training of pedagogues-translators in the process of higher pedagogical education.

Methodological conceptual bases of training pedagogues-interpreters. From the process of higher pedagogical education, it is necessary to determine the methodological conceptual bases of training future English language teachers as pedagogues-translators. Our approaches in this matter are as follows, and their implementation will give the expected effect:

- 1) development of typical educational programs;
- 2) introduction of the most modern educational literature;
- 3) to put into practice the system of training pedagogues-interpreters in a short period of time.



In the process of higher pedagogical education, it is important to develop variable training programs in the methodological conceptual basis of training future English language teachers as pedagogues-translators.) and free (5-month) term educational programs and their implementation will give the expected effect. Because students of languages (English) are at different levels of mastering this language. Therefore, based on the indicators of their knowledge and skills in the English language, it is appropriate to base them on various training programs as pedagogues-translators. For example, it should be mentioned that students with IELTS certificate have the opportunity to learn the basics of pedagogy and translation based on 3-month training programs.

One of the methodological conceptual bases of training future English language teachers as pedagogues-translators in the process of higher pedagogical education is to rely on the most modern educational literature. implementation is urgent. It is recommended to prepare different forms of such literature based on variability. For example, the goal is to create electronic textbooks aimed at training future English language teachers as pedagogues-translators and place them in programs of information and communication tools such as computers, TVs, tablets, laptops, which allow to use them day and night. will be compatible. Therefore, it is urgent to carry out centralized scientific and methodical research in this regard.

Another methodological and conceptual basis for training future English language teachers as pedagogues-translators in the process of higher pedagogical education is to establish a unique system. According to him, the higher pedagogical educational institutions of our country follow unified curricula and programs, educational literature, unified criteria and approaches, teaching methods and technologies, and unified indicators of their orientation to professional activities in the training of pedagogues-interpreters. it is recommended to do. Such a system creates a standardized system of training pedagogues-interpreters in our country. Therefore, it is necessary to mention that it is urgent to create a set of practical and methodological studies in this matter.

It should be noted that in the process of higher pedagogical education, it is necessary to improve the important research work on the methodological conceptual bases of training future English language teachers as pedagogues-translators.

Conceptual basis of practice of training pedagogues-interpreters. In the process of higher pedagogical education, it is also recommended to determine the practical conceptual bases of training pedagogues-interpreters. In this sense, in our opinion, it is appropriate to rely on the following mechanisms in this example:

- 1) optimal organization of training sessions for pedagogues-interpreters;
- 2) introduction of special practice of pedagogues-interpreters;
- 3) establishing a single register of pedagogues-interpreters.

In the process of higher pedagogical education, it is important to organize training sessions in optimal ways to train future English language teachers as pedagogues-translators. Accordingly, these exercises should be carried out without affecting the schedule of the auditorium and practical exercises. In this case, it would be appropriate to base on the mechanism of organization of pedagogic-interpreting classes during the day, taking into account the



capabilities of the students. Therefore, the harmonious use of offline, online and distance education forms of training from these trainings will give the expected practical effect. Also, in this regard, it would be appropriate to use the possibilities of individual training with each student.

One of the important practical conceptual bases is the organization of their special practice in the training of future English language teachers as pedagogues-translators in the process of higher pedagogical education. According to him, it would be appropriate for future pedagogues-translators to do internship in organizations, centers and production enterprises where translation work is carried out directly. In this, the main attention should be focused on finding a harmonious composition of their oral and written translation skills. It is also recommended that they be equipped with the fundamentals of translation ethics in the process of practice. All this shows the urgency of organizational and practical work.

In the process of higher pedagogical education, one of the main practical conceptual bases is the establishment of a new Register of training future English language teachers as pedagogues-translators. In the course of years, the amount of training of this category of specialists will be increased according to the needs of the regions. As a result of this, the wide effectiveness of having pedagogue-interpreter specialists in the regions of our country will be achieved. Therefore, it is urgent to develop the basics of maintaining the Register by higher pedagogical educational institutions, which are designated as a basis in this matter.

It should be noted that in the process of higher pedagogical education, the implementation of organizational work in the practical conceptual foundations of the training of future English language teachers as pedagogues-translators occupies an important place and is considered one of the most urgent issues [2].

Thus, in the process of higher pedagogical education, one of the important tasks is to understand the conceptual basis of training future pedagogues-interpreters and to develop mechanisms for its implementation. Consistent work on this issue is recommended.

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