



LINGUODIDACTIC FOUNDATIONS OF TRAINING GUIDE INTERPRETERS

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Abstract. The growing development of international tourism and intercultural communication has increased the demand for highly qualified guide-interpreters. Modern guide-interpreters are expected not only to possess linguistic knowledge but also to communicate effectively with representatives of different cultures and provide accurate information about historical, cultural, and social aspects of their country. Therefore, the training of guide-interpreters requires a strong linguodidactic foundation that integrates communicative competence, intercultural awareness, and innovative educational technologies. This article examines the main linguodidactic principles of guide-interpreter education and highlights the importance of communicative methods, cultural education, and practical training in developing professional competence.

Keywords: guide-interpreter, linguodidactics, communicative competence, tourism, innovative technologies, professional training.

Introduction

The rapid expansion of globalization, international cooperation, and tourism has transformed the role of guide-interpreters in modern society. Today, guide-interpreters serve as mediators between cultures, facilitating communication



between tourists and local communities. Their professional responsibilities require not only language proficiency but also cultural knowledge, communication skills, and professional flexibility. As a result, the education of guide-interpreters has become an important field of linguodidactic research. Linguodidactics focuses on the principles and methods of language teaching and learning aiming to develop learners' communicative competence.

Discussion

One of the fundamental principles of guide-interpreter education is the communicative approach. Unlike traditional grammar-oriented methods, communicative language teaching emphasizes the practical use of language in real-life situations. The primary objective is the formation of communicative competence, which enables learners to communicate effectively and appropriately in various social and professional contexts. Communicative competence includes linguistic, sociolinguistic, discourse, strategic, and pragmatic competences. Linguistic competence involves knowledge of grammar, vocabulary, pronunciation, and language structures necessary for communication. Guide-interpreters must possess strong linguistic competence because they are expected to explain historical monuments, cultural traditions, and tourism-related information in foreign languages [Komissarov 1990, 143]. Sociolinguistic competence is equally important because communication occurs within specific social and cultural contexts. Guide-interpreters interact with tourists from different countries and backgrounds; therefore, they must adapt their communication style according to cultural expectations and social situations. Discourse competence allows them to organize information logically and coherently during excursions and presentations. Strategic competence enables guide-interpreters to overcome communication difficulties through paraphrasing, clarification, and other



communication strategies. Pragmatic competence helps them select appropriate language forms according to communicative goals and professional contexts [Al-Musawi 2014, 211]. Role-playing, simulations, discussions, and project-based learning are among the most effective communicative methods used in guide-interpreter education. These activities create authentic communicative environments and help students develop speaking fluency, confidence, and professional communication skills. In modern tourism, successful communication depends not only on language proficiency but also on intercultural competence. Guide-interpreters constantly interact with representatives of different cultures and therefore require a deep understanding of cultural diversity, communication norms, traditions, and values. Intercultural competence refers to the ability to communicate effectively and appropriately with people from different cultural backgrounds. It includes cultural awareness, tolerance, empathy, adaptability, and intercultural communication skills. According to modern educational approaches, guide-interpreters should understand both their native culture and foreign cultures in order to facilitate successful intercultural dialogue. Cultural education plays a central role in developing intercultural competence. Students should acquire knowledge of history, literature, art, religion, traditions, customs, and national heritage. Such knowledge allows guide-interpreters to present cultural information accurately and professionally to international visitors. Uzbekistan possesses a rich cultural heritage represented by historical cities such as Samarkand, Bukhara, and Khiva. These destinations attract thousands of international tourists every year. Therefore, future guide-interpreters must be capable of explaining historical events, architectural monuments, cultural traditions, and national values in a clear and engaging manner. Authentic materials such as documentaries, travel guides, museum catalogues, interviews, and tourism websites contribute significantly to cultural education. Through comparative cultural analysis and intercultural



communication activities, students develop tolerance, empathy, and respect for cultural diversity [Jurayeva 2019, 90].

The integration of innovative technologies has significantly transformed guide-interpreter education. Modern educational technologies provide opportunities for interactive learning, authentic communication practice, and professional skill development. Multimedia technologies combine text, audio, video, graphics, and animation into educational resources that enhance learning effectiveness. Audiovisual materials expose students to authentic speech patterns, pronunciation, and communication styles. They also help improve listening comprehension, vocabulary acquisition, and intercultural awareness.

Virtual excursions represent one of the most innovative tools in guide-interpreter training. Through virtual tours, students can explore museums, historical monuments, and cultural heritage sites while practicing excursion presentations and interpretation skills. Such technologies create realistic professional situations and contribute to practical language development.

Online learning platforms and video conferencing technologies provide opportunities for communication with international students, native speakers, and foreign experts. These interactions help learners improve speaking fluency, listening comprehension, and intercultural competence.

Artificial intelligence technologies have also become increasingly important in language education. Speech recognition systems, automated translation tools, pronunciation analysis programs, and intelligent tutoring systems support language learning and communication practice. Although such technologies cannot replace professional interpreters, they provide valuable assistance in the educational process. Despite technological advancements,



practical training remains an essential component of guide-interpreter education. Internships, museum practice, excursions, tourism projects, and communication with foreign visitors provide students with real professional experience. Practical activities strengthen theoretical knowledge and develop confidence, responsibility, and communication flexibility.

Conclusion

In conclusion, the linguodidactic foundations of training guide-interpreters are based on the integration of communicative competence, intercultural education, innovative technologies, and practical training. Modern guide-interpreters require not only linguistic knowledge but also the ability to communicate effectively in multicultural environments and represent their national culture professionally. Communicative methods, cultural education, multimedia technologies, virtual excursions, and practical experience contribute significantly to the development of professional competence. Therefore, the application of linguodidactic principles in guide-interpreter education creates favorable conditions for preparing highly qualified specialists capable of functioning successfully in modern international tourism and intercultural communication.

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