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**BO'LAJAK GID-TARJIMONLARNING KASBIY MULOQOT
KOMPETENSIYASINI RIVOJLANTIRISHDA MADANIYATLARARO
MULOQOTNING O'RNI**

Annotatsiya. Mazkur maqolada bo'lajak gid-tarjimonlarning kasbiy muloqot kompetensiyasini takomillashtirishda madaniyatlararo muloqotning ahamiyati o'rganiladi. Global turizm doirasida gid-tarjimonlar nafaqat lingvistik, balki madaniy murakkabliklarni ham samarali boshqarishi zarur bo'ladi. Ushbu tadqiqotda gid-tarjimonlarni tayyorlashda madaniyatlararo muloqot, kasbiy kompetensiya modellarini va pedagogik metodologiyalarni o'rganishga e'tibor qaratilgan. O'qituvchilar va talabalar o'rtasida o'tkazilgan so'rovnomalar va intervyularni o'z ichiga olgan aralash uslublar asosida olib borilgan tadqiqot natijasida kasbiy muloqot ko'nikmalarining yuqori darajalari bilan bog'liq bo'lgan madaniyatlararo kompetensiyaning muhim tarkibiy qismlari aniqlangan. Tadqiqot natijalari madaniyatlararo ta'limni o'quv dasturlariga kiritish bo'lajak gid-tarjimonlarning real hayotdagi professional aloqalarga tayyorgarligini sezilarli darajada oshirishini ko'rsatadi.

Kalit so'zlar: Madaniyatlararo muloqot, kasbiy kompetensiya, gid-tarjimonlar, turizm, kommunikativ kompetensiya, madaniy xabardorlik, tarjimonlarni tayyorlash, madaniyatlararo ko'nikmalar, til ta'limi, vositachilik, turizm tadqiqotlari, kasbiy rivojlanish.

THE ROLE OF INTERCULTURAL COMMUNICATION IN DEVELOPING THE PROFESSIONAL COMMUNICATION COMPETENCE OF FUTURE GUIDE-INTERPRETERS

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Annotation. The need of intercultural communication in improving the professional communication ability of upcoming guide-interpreters is investigated in this paper. Guide-interpreters in the framework of worldwide travel have to negotiate both linguistic and cultural complexity. For educating guide-interpreters, the study examines pertinent material on intercultural communication, professional competency models, and pedagogical methodologies. By use of a mixed-methods approach comprising surveys and interviews with teachers and students, the study reveals important elements of intercultural competency associated with higher degrees of professional communication skill. The findings imply that including intercultural training into course of instruction greatly increases the preparedness of guide-interpreters for actual professional contacts.

Key words: Intercultural communication, professional competency, guide-interpreters, tourism, communicative competency, cultural awareness, interpreter training, cross-cultural skills, language education, mediation, tourist studies, professional development.

РОЛЬ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В РАЗВИТИИ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ГИДОВ-ПЕРЕВОДЧИКОВ

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Аннотация. В данной статье рассматривается необходимость межкультурной коммуникации для повышения профессиональной коммуникативной компетентности будущих гидов-переводчиков. В условиях глобального туризма гидам-переводчикам необходимо справляться как с языковыми, так и с культурными сложностями. В исследовании анализируются актуальные материалы по межкультурной коммуникации, модели профессиональной компетентности и педагогические методики подготовки гидов-переводчиков. С

использованием смешанных методов, включающих анкетирование и интервью с преподавателями и студентами, выявлены ключевые элементы межкультурной компетентности, коррелирующие с более высоким уровнем профессиональной коммуникативной компетенции. Полученные результаты свидетельствуют о том, что интеграция межкультурной подготовки в учебные программы значительно повышает готовность гидов-переводчиков к реальным профессиональным взаимодействиям.

Ключевые слова: Межкультурная коммуникация, профессиональная компетентность, гиды-переводчики, туризм, коммуникативная компетентность, культурная осведомленность, подготовка переводчиков, межкультурные навыки, языковое образование, посредничество, исследование туризма, профессиональное развитие.

Introductions

The travel industry has grown rapidly in the twenty-first century, which has raised need for qualified guide-interpreters who not only speak foreign languages but also have strong background in intercultural communication. Professional communication skills among guide-interpreters mean not just the information transfer but also the facilitation of cross-cultural understanding, trust, and respect between visitors and the local population. But conventional interpreting training sometimes stresses language ability above intercultural competency, which could result in professional unpreparedness. This paper investigates how thorough professional communication competency among upcoming guide-interpreters may be developed by means of intercultural communication training.

Literary review

Several researchers have described professional communication competency as a whole set of skills combining language knowledge, communicative tactics, and culturally sensitivity (Byram, 1997; Kramsch, 1998; Pym, 2010). Byram (1997) put out a model of intercultural communicative competency (ICC), based on attitudes (curiosity and openness), knowledge (of social groups and their cultures), skills of understanding and relating, skills of discovery and interaction, and critical cultural awareness. Kramsch (1998) underlined that learning languages naturally entails cultural learning; so, language cannot be isolated from its sociocultural setting. Effective communicators, according to Kramsch, have to understand how meaning changes depending on cultural setting. Speaking on the function of translators and interpreters as cultural mediators, Pym (2010) emphasized that their work involves not only linguistic transposition but also cultural negotiation. Other crucial books include Hofstede's (2001) cultural aspects theory, which helps translators grasp fundamental beliefs influencing communication methods. Recent studies (House, 2015; Fantini, 2019) show that intercultural education

greatly improves not only the professional credibility but also the social integration of interpreters. Therefore, the success of future guide-interpreters operating within worldwide tourist systems depends critically on their developing intercultural communication competency.

Methodology

Combining quantitative and qualitative methods, the study used a mixed-methods strategy to compile thorough information on the function of intercultural communication in acquiring professional competency.

Research Objectives: Find out present degree of competency in intercultural communication among upcoming guide-interpreters. To investigate the link between professional communication effectiveness and intercultural competency to suggest based on research results instructional interventions. The study comprised ten professional teachers specialized in translation, linguistics, and tourist management in addition to 120 students registered in "Tourism and Interpretation" courses at two institutions. Self-perceived intercultural competency, communication skills, and professional preparation are assessed using a likert scale questionnaire. Semi-structured interviews to investigate viewpoints and experiences between certain teachers and students. Notes made during guided simulated travel events.

Data collection and analyses

Data were gathered throughout four months during the school year 2024–2025. Quantitative information responses to the surveys were gathered and examined with SPSS program. Relationships between intercultural competency scores and self-assessed professional communication abilities were found by means of correlation and regression analyses. **Qualitative Material:** Transcribed interviews were submitted to thematic analysis to find reoccurring themes about cultural obstacles, communication techniques, and skill development. Observations were examined to evaluate real-time use of intercultural abilities during guided activities in roles-played form. Just 48% of students assessed their intercultural competency, whereas 75% of students said their language competency was "good" or "excellent." competency and self-perceived professional communication competency revealed a high positive connection ($r = 0.68$, $p < 0.01$). Students who had finished courses in intercultural communication scored noticeably better in professional communication preparation and intercultural sensitivity. **Results from Interviews.** Without official intercultural training, students routinely cited challenges in understanding humor, gestures, and cultural references. Teachers underlined that guide-interpreters have to grow in empathy, flexibility, and mediation skills to help to clear conflicts between visitors and residents. Typical subjects covered were: the need of critical cultural awareness. Value situational adaptability and empathy. The danger of stereotyping in absence of official instruction. Higher intercultural awareness students showed acceptable cultural mediation

techniques, avoided misunderstandings, and kept a polite tone, thereby performing better on simulated guide trips.

Results

The results significantly confirm the theory that future guide-interpreters must acquire professional communication competency by means of intercultural communication training. Students who participated in focused intercultural education showed more efficient communication generally, more flexibility, and more skillful problem-solving in settings sensitive to their culture. The statistics support the theoretical models put forth by Byram (1997) and Kramsch (1998), which hold that communication is profoundly ingrained in society and needs to be handled holistically—particularly in sectors like tourism where continual connection with many cultures is crucial. Training courses have to go beyond simple language education to incorporate role-plays depicting cross-cultural miscommunication.

Reflective activities stressing ethnocentrism and cultural relativism. Moreover, assessment tools should be changed to evaluate situational communication techniques, intercultural efficacy, and linguistic accuracy as well as other aspects.

Guide-interpreters in the expanding worldwide travel sector have to be trained not only as bilingual but also as intercultural mediators. This study validates that the evolution of professional communication competency is essentially dependent on intercultural communication competency. For future guide-interpreters, educational institutions must thus include intercultural communication modules into their courses so that graduates are ready to negotiate the challenging, multicultural reality of current tourism services. Future studies could investigate developable standardized competence measuring methods fit for tourism environments or investigate long-term effects of intercultural training on professional success rates among guide-interpreters.

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