

REQUIREMENTS FOR THE PROFESSIONAL COMPETENCIES OF AN INTERPRETER IN EDUCATIONAL INSTITUTIONS

Absamatova Gulkhayo Bakhodirovna

*Teacher of Kimyo International University
in Tashkent, branch of Samarkand*

Annotation: this article is dedicated to the specific features of translating the speech of people with hearing and speaking disabilities. Features of the development of a person with hearing impairment depend on a number of factors: the time of hearing loss, the degree of hearing loss, the level of intellectual development, family relationships, and the formation of interpersonal relationships. The lag in mastering speech leads to the limited social contacts of deaf children, the appearance of frustration in them and their parents. Difficulties in discussing life plans, describing the events of inner life leads to restrictions on social interactions.

Key words: interpretation, simultaneous, consecutive, sign language, pedagogy, defectology, deafness

Considering the competencies of an interpreter regarding work in an educational sphere, we cannot help but dwell on the general qualification requirements for a sign language interpreter

“Responsibilities. Performs direct interpretation of oral speech (simultaneous, consecutive) by means of Sign Language for persons with hearing impairments who speak Sign Language. Performs reverse translation (simultaneous, sequential) of Sign Language into oral speech for hearing citizens. Performs reliable translation (direct and reverse) by means of Sign Language to persons with hearing impairments and hearing citizens, ensuring mutual understanding between them. Ensures the exact correspondence of the translation of oral speech into Sign Language in terms of semantic content, compliance with established scientific, technical and other terms and definitions. Accompanies persons with hearing impairments who speak Sign Language to various organizations (social protection agencies, polyclinics, etc.). Works to clarify and unify the translation of new terms, concepts and definitions found in the Uzbek language. Must know: laws and other regulatory legal acts of that country, regulatory and methodological documents in the direction of the field of activity in which translation is carried out using Sign Language, and also relating to the rights of the hearing impaired; Sign Language as a linguistic system; Russian language as a linguistic system; dialects and styles of Sign Language; terminology corresponding to the scope of Sign Language; fundamentals of deaf pedagogy, defectology, deafness; psychological characteristics of persons with hearing impairment; basics of

organizational and managerial activity; medical and social expertise; rehabilitation work with persons with hearing impairment; professional ethics; fundamentals of labor legislation; internal labor regulations; rules on labor protection and fire safety”.

The activity of translating Sign Language is diverse and the scope of activity determines those competencies that, along with the main ones, should be included in the list of specialist competencies. Let us first consider the historical context of educational activity, which determines the functions of a translator at the present time:

Throughout Europe until the 70s of the 20th century, most children and adolescents with severe hearing impairments were educated in specialized institutions from childhood - mainly in special schools, which often operated kindergartens that accepted children from a very early age . Around the end of the 70s, an integration trend began to develop (at least in some European countries and, above all, in the UK), as a result of which children with severe hearing impairment, partially or completely, integrated into the general social environment as in preschool age, as well as during schooling. This acted as a catalyst for change, and over the past 30 years has become a common practice, confirmed by positive experience. Gradually, integration developed towards a more radical concept of inclusion. It is important to understand the difference between integration and inclusion, as many so-called inclusive programs are in fact integrated.

Essentially, integration meant that the child had to adapt to an already existing system, while inclusion meant that the system had to adapt to the needs and developmental needs of the child. Inclusion, whose philosophy is based on the issue of human rights, individual freedom, choice and access, has a much deeper impact than integration. However, inclusion is often replaced by integration. It is very easy to claim that parenting is inclusive when in fact it is integrated. As stated above, there is a fundamental difference between the two, and understanding this difference will help to understand what is really meant by inclusive practice.

Inclusive education is recognized by the entire world community as the most humane. Therefore, this direction is becoming one of the most important in Russian educational policy. The provisions of inclusive education are enshrined in the national doctrine of education of the Russian Federation until 2025.

Significant differences between these concepts are reflected in the table:

Many colleges train the deaf, somewhere there are separate groups for the deaf, somewhere inclusive education programs are being implemented, where deaf students study together with hearing people. The situation is similar in the system of higher education. Groups for deaf students have been set up in several universities across the country. Some universities have gone even further - deaf students are enrolled in groups with hearing students.

It is important that the role of a sign language interpreter changes dramatically depending on the type of training¹.

In integrated learning, when the goal of the process is to ensure that a deaf student is in a group and masters the educational material, the function of an interpreter is reduced to professional translation, conveying information from the teacher to the student.

With inclusive education, the role functionality is significantly expanded. The translator must not only convey information to the deaf student, but also organize the process of his interaction with the rest of the group. Interactions not only in the classroom, but also outside of it. With the inclusion of the requirement for mandatory interactive classes in modern educational standards, the tasks of a sign language interpreter have changed significantly.

For example, during a round table or discussion, an interpreter must not only convey the information that sounds during the discussion, convey the intonation, with which the speakers speak (to convey the general atmosphere of the event, which is important for full inclusion), but also to organize a feedback process - to create conditions for the painless inclusion of a deaf participant in the discussion process, which can be very difficult to do because of the not always healthy, friendly atmosphere formed in the course of such events. This function lies precisely with the interpreter, and not with the organizer of the event, since a deaf participant often automatically expresses his opinion, judgment to the interpreter, and he, in turn, must either express this opinion during the debate, or stop the discussion, and give an opportunity for a deaf participant to speak. Thus, the translator acts as a moderator in the discussion process.

Very often, hearing group members in informal relationships shun deaf people due to lack of information about the features of this type of restriction. They do not have information on how to communicate with the deaf, often the leading role in shaping attitudes towards the deaf is played by stereotypes about the imbalance, unpredictability, and inadequacy of deaf people. The role of an interpreter in this case is to show an example of the possibility of full communication with a hearing impaired person. Due to the difficulties in communicating with the deaf, hearing people often do not want to include deaf people in teams, collectives, and do not convey the necessary information to them. The interpreter must ensure the maximum level of awareness of the hearing impaired, and also work with a group of children so that the rights of the deaf participant are not infringed in any way.

Often, teachers who are not fully familiar with the problem of deafness and the reflection of deafness on the personal characteristics of the hearing impaired, inaction due to lack of information is perceived as a student's unwillingness to work, study, lack of effort. Firstly, the interpreter must ensure maximum awareness, which we talked

about above, and secondly, teach the deaf to show independence and initiative in order to obtain information, which is not always easy, because education in residential institutions leaves an imprint on the hearing impaired (“They will do everything for me”, “they will warn me”, “they won’t leave without me”, etc.), thirdly, to work with teachers, to explain that “nodding” the head does not mean understanding what was said, that not everyone deaf people can read lips, especially at a high rate of speech.

Thus, in the list of competencies of a sign language interpreter in professional educational organizations and educational institutions of higher education in the process of developing inclusive education, the following competencies come to the fore: organizing the interaction of deaf citizens with environment; protection of the rights of citizens with hearing impairment; socio-pedagogical work with a group in which a hearing impaired student is studying; with deaf students who need to be prepared for learning in an inclusive education environment; education of teachers about the psychological, pedagogical, social characteristics of deaf students. All these competencies require additional professional development of sign language interpreters, the introduction of new disciplines in educational programs.

LITERATURE

1. Алексеева И. С. Введение в перевод введение: Учеб. пособие для студ. филол. и лингв, фак. высш. учеб. заведений. — СПб.: Филологи чешкий факультет СПбГУ; М.: Издательский центр «Академия», 2004. - 352 с.
2. Боскис Р.М. Глухие и слабослышащие дети. — М.: Советский спорт, 2004. — 304 с: ил. — (Золотые страницы сурдопедагогики).
3. Даминов Н. К. СИНХРОН ТАРЖИМАНИНГ АСОСИЙ ХУСУСИЯТЛАРИ //PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI. – 2023. – Т. 1. – №. 1. – С. 66-69.
4. Bakhodirovna, Absamatova Gulkhayo. "Sign Interpreting as a Necessary Condition for Quality Communication." INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS 2.3 (2023): 22-25.
5. Bakhodirovna A. G. Sociolinguistic features of translation in different context //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 350-354.
6. Daminov N. SCIENTIFIC VARIETIES OF TRANSLATION STRATEGIES //Конференция: Союз Науки и Образования. – 2023. – Т. 5. – №. 1. – С. 25-28.
7. Daminov N. K. SIMULTANEOUS TRANSLATION INTERPRETING AS A MODERN TYPE OF TRANSLATION //Academic research in educational sciences. – 2023. – Т. 4. – №. 2. – С. 77-81.
8. KUDRATOVNA D. N. Improving the pedagogical content of professional socialization of youth and students in the context of globalization //ISJ Theoretical & Applied Science. – 2022.
9. KUDRATOVNA D. N. ГЛОБАЛИЗАЦИЯ КАК ФАКТОР ПРОФЕССИОНАЛЬНОЙ СОЦИАЛИЗАЦИИ ЛИЧНОСТИ //Zamonaviy dunyoda pedagogika va psixologiya: Nazariy va amaliy izlanishlar. – 2022.
10. Kurashevna A. K. et al. Psycholinguistic Peculiarities Of Oral Interpreting //Turkish Journal of Computer and Mathematics Education (TURCOMAT). – 2021. – Т. 12. – №. 13. – С. 3348-3352.
11. Атоева Х. К. МЕТОДИКА ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА И ЕЕ ОПТИМАЛЬНЫЕ РЕШЕНИЯ //Вестник современной науки. – 2015. – №. 5. – С. 116-119.
12. Sukhrovovna N. T. АХБОРОТ ТЕХНОЛОГИЯЛАРДА МАТНЛАРНИНГ ГРАММАТИК ХУСУСИЯТЛАРИ //Gospodarka i Innowacje. – 2022. – Т. 24. – С. 1087-1090.