

тавсифларни, шунингдек расмий иш услубида ёзилган матнларни таржима қилишда энг яхши сифатга эришиш мумкин. Тарих ва маданиятга оид бадий адабиётлар ва матнларни таржима қилишда қутилган натижага эришиш мушкул. Электрон таржимон асл нусхадаги бадий муҳитни, унинг муаллифлик услубини, ҳиссий ранг беришини, сўзларни, айниқса, фразеологик жараёнларни таржима қилишда хатоликларга йўл қўяди.

Матнни тўлиқ тушунтириш учун талабаларни тил бирликлари (сўз ва сўз бирлашмалари) маъносини аниқлашга ўргатиш зарур. Таржимон дастурларнинг муаммоларидан бири баъзи сўзлар таржимасининг ноаниқ бўлишидир, шу сабабли таржима ноаниқ [3].

Хорижий тилни ўрганувчиларга шунини таъкидлаб ўтиш керакки, таржима жараёнини амалга оширишда илмий-техник сўзларни ва ахборот технологияларига оид терминларни тўғри таржима қилиш уларни таржима қилинаётган матннинг мазму моҳияти билан боғлаш ҳамда электрон таржимонлар билан ишлаш ва улар ёрдамида амалга оширилган таржимани тўғри таҳрирлаш усуллари ўрганиш.

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APPLYING ICT IN TEACHING INTERPRETERS

***Abstract.** This article is intended to analyze the current status of ICT in the professional training of translators and to make an overview of modern means and promising areas of e-education in relation to teaching interpretation. Skills of working with electronic resources and ICT are necessary for an interpreter, first of all, for high-quality self-preparation for meetings, conferences and working meetings. Thus, the relevance of the introduction of ICT tools in the teaching process of oral consecutive and simultaneous interpreting is explained by the expansion of the range of educational goals that these tools allow to fulfill.*

In the modern world, the development of information technology is rapidly moving upward. In the near future, according to some forecasts, technological progress will begin to develop so rapidly that an ordinary person will not be able to keep track of how the world and the information space around it is changing.

It follows from this that many specialties have to be adapted to modern conditions. It follows from this that in modern realities, a translator-specialist, in addition to translation competencies, also needs to master the competencies necessary for effective work within the information society. Based on this, when teaching translation, these factors should be taken into account, which will be discussed in this work. The future development of cloud technologies will allow the development of such a direction of translation activities as collective translation. The development of neural networks is likely to allow in the near future to limit the role of the translator to editing the text and checking the coherence of the translated material.

It's not a secret for anyone that over the past 30 years, ICTs have become firmly established not only in our daily life, but also in the educational process, in particular, in the training of translators [3], but this is mainly about teaching translation (working with electronic dictionaries, translation memory bases and machine translation systems) [2; 4; 5], while teaching interpretation is still lagging behind in this respect. The development of the ICT competence of interpreters is spoken of in terms of content (awareness) rather than in the functional aspect (operational focus) [6, p. 67].

At the same time, in the context of teaching interpretation as a special type of cognitive activity proceeding in an interactive mode, the introduction of ICT in the educational process is not only quite appropriate, but also very productive, since they allow us to outline new prospects for the formation of a whole range of professional competencies, from the language itself. to technological. Therefore, since the early 2000s, more or less active attempts have been made in the world to use ICT in translation education. A new impetus to these works was given by the widespread distribution of such a type of interpretation as distance / remote interpreting of video and audio conferences, since the very technical conditions and the situation of its implementation presuppose the use of computer tools (IP telephony).

Among the first are programs that combine the functionality of video players and digital audio recorders (recorders), such as SCICrec™ 2.1. This software product is indispensable for optimizing the independent work of students of interpreting, since a special interface allows them (provided that a two-channel headset is connected) to download video files from different sources, view and stop video recording, and then perform consecutive (in pauses) or simultaneous translation of the sounding text. The speech of the future translator is recorded digitally in a separate audio file, and then can be automatically synchronized with the original file. When listening, audio signals from the two indicated sources are fed in parallel to the right and left audio channels, respectively. Such programs can be successfully used in classroom lessons under the guidance of a teacher, especially when teaching simultaneous translation, since they allow you to practice the skills of conditional synchronization of translation with the original speech due to the oscillography display of both audio signals in different sections of the same dialog box.

Among the software of the second group, it is impossible to ignore the most widespread audio and video communications software based on IP telephony (Zoom, Skype, Google Hangout, Adobe Connect, etc.). The relevance of their integration into the process of training interpreters is justified by at least two factors. Firstly, software clients of this type act as technical means in organizing joint training sessions and translation conferences with partner universities with the participation of third-party, including foreign, specialists, in the local educational process without interrupting their main work and without involving significant funding associated with the need to move them. Secondly, the acquisition of skills in working with such software tools is a necessary condition for the formation of relevant technological competence in relation to such a form of future professional activity as remote translation of audio and video conferencing, meetings and negotiations, which are increasingly popular on the translation services market, especially in the field of management, and business [1].

Of course, today we cannot fail to mention the Zoom service, which has become an important part of the lives of many people during the pandemic. It is used daily by companies, educational institutions and even government agencies. Zoom users were among the first to have the opportunity to connect translators to participate in a conference or webinar. The function is available only for users using the "Business" or "Enterprise" tariff plans, as well as the "Professional" tariff plan, but subject to the additional purchase of the "Video Webinar" option.

Zoom is currently the only popular application that offers simultaneous translation. Previously, this could only be done using specialized services such as Interprefy, Kudo, Voiceboxer, Interactio, Verspeak. Unlike Zoom, such systems provide the translator with a more convenient workplace with the ability to transfer the shift to colleagues and work according to the "relay" scheme (translation through a third language). It is possible that in the near future other developers

of video conferencing systems (Microsoft Teams, GoToMeeting, Cisco WebEx) will also implement the function of remote translation. Zoom training should be incorporated into the translator training program, as the service has its own peculiarities and some technical difficulties, which the translator should be aware of - on the one hand. On the other hand, the skill of remote translation should be trained, as mentioned above, because such translation is in some sense different from “live” translation - the translator often does not see the speakers and participants of the event, there may be technical problems that increase the level of stress.

This work demonstrates how modern digital technologies are already changing the understanding of translation activities. It becomes obvious that in order to remain competitive in the translation market, the presence of the competence in the possession of digital means of translation becomes a necessity. Technological progress will continue to change a person's life, from which it follows that a specialist already today needs to adapt to new, constantly changing conditions. The technologies of data in the cloud and deep neural networks can soon transform the profession of a translator beyond recognition, which dictates the need for the widespread introduction of training in translation education to work with the technologies described in this paper.

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**АБДУЖАМИЛОВ А.Т., АБДИГАПИРОВ А.А. –
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ОЛИЙ ТАЪЛИМ ТИЗИМИДА ЭЛЕКТРОН ТАЪЛИМНИНГ ЎРНИ ВА АСОСИЙ МУАММОЛАР

***Аннотация.** Мақолада олий таълим тизимидаги таълим сифатига оид муаммолар, электрон таълим тизимининг таълим сифатини оширишидаги ўрни ва аҳамияти, бу тизимнинг кенг қўлланилишига таъсир кўрсатувчи омиллар ўрганилди. Электрон таълимни тадбиқ қилишининг истиқболлари, муаммолари, атамалардаги ноаниқликлар кўриб чиқилди.*

Бугунги кунда таълим сифати устувор геосиёсий фактор бўлиб қолмоқда. Йигирма биринчи асрни кўп ҳолларда “сифат асри” деб номламоқдалар. Сифат тушунчаси – кенгайиб