

of these were well established in British English: curry, toddy, veranda, cheroot. Others were more specialized and had retained connotations of their origin: pukka, mahout, nautch. The compilers were further interested in new senses of English words acquired in the region: bearer, cot, belly-band, col-legepheasant, chopper, summer-hand, eagle wood, jackass-cop, bobbery.

In Singapore, government action has discouraged the recognition of a distinctive Singaporean English. Nonetheless, an edition of the Chambers Dictionary designed for Malaysia and Singapore contains an appendix of borrowed words in common use (for instance, angmoh, Mat Salleh, orang putih, all three expressions used to designate a Caucasian person). Within the main alphabet there is a category for Singapore-Malaysian English 'informal English', as shown in this entry: (2) lamp post². (SME informal) You might be called a lamp post if you are in the company of two people who would rather be alone together. Wei Ming, I don't want a lamp post around when Mei Ling comes afterwards, all right (Seaton 2002, s.v. lamp post). These varieties – known as Manglish and Singlish – are as revealing of their history as any of the other national kinds of English. Thus go stan 'move backwards, go slow' is derived from go astern and zap 'to photocopy' from international English. Only very recently has the power of the Internet allowed word enthusiasts, despite official indifference, to create ambitious citation dictionaries designed on historical principles.

The List Of Used Literature:

1. Report of the President of the Republic of Uzbekistan on the results of 2015 and the most important priority areas of the economic program for 2016 "Our main goal is, despite the difficulties, to go ahead decisively, consistently continuing ongoing reforms, structural transformations in the economy, creating even greater opportunities for the development of private property, entrepreneurship and small business" True East, January 16, 2016, № 11 (28217).
2. The Law of the Republic of Uzbekistan "On the National Program for the Training of Personnel", T., 1997.
3. Oxford History of English Lexicography, ed. by A.P. Cowie, Clarendon Press, 2009, p. 551.
4. Tom McArthur. Guides to tomorrow's. English.
5. English today. Cambridge University Press, 1998, p. 21–23.
6. Quine W.V.O. Word and Object. Cambridge, Mass, "MIT Press", 2004, p. 464.

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PROFESSIONAL SKILLS OF A GUIDE-TRANSLATOR**

Аннотация. Ушбу мақолада гид-таржимон ва таржимон касбий фаолиятнинг икки тури таъсири остида мутахассисни шакллантириш хусусиятлари ўрганилади. Мақолада экскурсия дискурсининг туристик фаолиятда тутган ўрни ва гид-таржимоннинг шахс сифатидаги фаолияти баён этилган.

Аннотация. В настоящей работе рассматриваются особенности формирования профессиональной личности гида-переводчика под воздействием двух видов профессиональной деятельности как экскурсовода и переводчика. Характеризуется роль экскурсионного дискурса в туристической деятельности и деятельности гида-переводчика как профессиональной личности.

Annotation. This article examines the features of the formation of a professional personality of a guide-translator under the influence of two types of professional activity as a guide and translator. The article describes the role of excursion discourse in tourist activities and the activity of a guide-translator as a professional person.

Калит сўзлар: экскурсия дискурси, гид-таржимон, таржимон, экскурсиялар, экскурсия таржимасида таржима стратегияси.

Ключевые слова: экскурсионный дискурс, гид-переводчик, перевод экскурсии, переводческие стратегии в переводе экскурсии.

Key words: cultural discourse, guide-interpreter, translation, excursions, translation strategy in the translation of the tour.

The active development of tourism activity causes an increased interest of tourists to the objects of tourism not only in their own country, but also, above all, in a foreign country as an object of a different culture, a different language and other traditions. The task of effectively transmitting qualitatively new

information about another culture, as well as the task of forming a correct and positive idea of another culture in tourists, is usually performed by representatives of the excursion discourse. Excursion discourse contributes to a greater extent than other types of tourist communication to the formation of ethno-cultural, inter – and transcultural competence, cultural self-identification of a person, being determined by the cultural values of representatives of their “and/or” someone else’s” culture.

Every profession is a type of work that requires a person to have certain knowledge and work skills. This knowledge and skills are acquired through General or special education and in the course of the employee’s daily practical activities.

Requirements of the profession. For those who have chosen the profession of a guide, it imposes a number of requirements. Among them: a tendency to participate in cultural and educational work; understanding the significance of excursions and their role in the process of education; a sense of duty; good diction, certain knowledge on one or more excursion topics; intransigence to shortcomings, lack of culture, remnants of the past in the minds and behavior of people; continuous replenishment and improvement of their knowledge; a sense of new things; initiative and creative search in work; deep study of the interests and requests of tourists; differentiated approach to serving different groups of the population; good breeding, high culture in work and behavior, politeness, tact in dealing with tourists; knowledge of the methods of conducting excursions; love for their profession.

Each guide must have knowledge not only of their specialty, but also of the basics of pedagogy and psychology. It is also very important that the guide can analyze their work, be able to give an objective assessment of the tour, and be principled and demanding of them.

The profession of a tour guide involves the possession of a certain range of practical skills. These skills allow them to select, formulate, and effectively communicate their knowledge to a wide audience. Each employee who has chosen the profession of a guide should be able to: select the necessary factual material, study it, prepare an individual text of the tour on a specific topic, make a methodological development, apply methodological techniques in practice, use visual materials of the “guide’s portfolio”, listen to guides in their field of knowledge and help them, participate in the promotion of excursion opportunities of the region.

Practical knowledge and skills serve as the basis for the participation of the guide in the methodological work, allow you to manage the methodological section, the methodological office, conduct classes at training and advanced training courses for guides, heads of tourist groups, travel agencies, and provide assistance to novice guides. Possession of practical knowledge and skills is a solid Foundation of the guide’s skill.

The tour is of interest for scientific study not only because of its inherent nature in the field of tourism, but also because of its specificity as a polyphonic discourse, where the professional discourse of the guide comes first. Thus, the excursion discourse is a special professional discourse of the guide, where the language personality of the guide is realized in excursion texts of various genres.

Often the guide does not know a foreign language and the basics of intercultural communication, but does not have the appropriate skills and competencies to meet these needs of tourists. In this regard, a special role in the formation of their own guide, not knowing a foreign language and knowledge of the basics of intercultural communication, does not have the appropriate skills and competencies to meet these needs of tourists. In this regard, a special role in shaping the actual cultural and especially in ocular picture of the world belongs to the guide-translator, his discursive-conditioned professional activity. The success of communication and excursions for foreign tourists is dictated by the formation of appropriate competencies of the guide-translator both as a guide and translator, which in turn allow you to choose adequate translation strategies and conduct the tour. Part of the cultural and especially in ocular picture of the world belongs to the guide-translator, his discursive-conditioned professional activity. The success of communication and excursions for foreign tourists is dictated by the formation of appropriate competencies of the guide-translator both as a guide and translator, which in turn allow you to choose adequate translation strategies and conduct the tour.

Thus, a guide-translator is a professional language person who has a certain set of actions, strategies and competencies for implementing cross-cultural communication in the process of getting acquainted with the cultural realities of another country. This type of language personality reveals the synergy of the guide's language personality and the translator's language personality. This synergy is due to a combination of the discursive characteristics of a professional guide and the professional competence of a

cultural intermediary who is able to carry out both communications in a foreign language and translation activities.

The guide-translator «experiences the professionalization of the language personality and turns into a communicative and active person who owns standard and special registers and the necessary professional stock of discursive abilities, who has his own professional picture of the world and a set of professional language features. At the same time, the guide resorts to a number of professionally and discursively significant and pragmatically adequate strategies for conducting an excursion when implementing a communicative program of action. The choice of language means also takes place within the framework of the strategies and types of communicative actions taken by the guide.

The guide develops special abilities under the influence of practical activities. Abilities are defined as individual personality traits that are subjective conditions for the successful implementation of a certain type of activity. They are found in the speed, depth and strength of mastering the methods and techniques of any activity.

Human abilities are divided into two groups: General and special. General abilities necessary for mastering all types of activities (mental activity, hard work, observation, perseverance, speed of orientation, focused attention). Special abilities are the basis for mastering the skills and abilities of a particular profession, and ensure the achievement of high results in a particular field of activity. These are features – musical, literary, artistic, mathematical, technical, etc.

Everything that positively characterizes the guide (knowledge, skills) is primarily based on his ability to perform the work assigned to him. Whatever it is about-developing a new topic, preparing an abstract, lecturing on courses, listening to excursions on the route, selecting methodological techniques – the methodologist and the head of the methodological section proceed from whether this guide will be able to perform this work efficiently, i.e. take into account the presence of certain abilities that are necessary for this. An important part of the guide's work is preparing and conducting the next tour.

Preparation of the tour is divided into three parts:

1. Repetition of the individual text.
2. Remembering the requirements of methodological development.
3. Restore the route to memory.

For a guide, as well as for a teacher, four types of abilities are characteristic: constructive, organizational, communicative and analytical.

The guide's self-assessment of the results achieved is a comparison of their activities and the work process itself with certain standards that are established by instructions, regulations, methodological developments and other policy documents. The guide's self-assessment of their activities should be based on a comparison of the results achieved by them with the results of other experienced employees. At the same time, it is important to avoid overestimating the results of your activities, since such an assessment leads to high self-esteem and arrogance, and an intolerant attitude to criticism of your shortcomings. Each guide needs to strengthen the sense of interest in identifying their shortcomings in the process of preparing and conducting excursions and activities included in the individual plan. They should not only see the existing shortcomings and mistakes in their daily work, but also identify and eliminate their causes, thereby contributing to the improvement of their individual skills.

Constructive abilities are expressed in the ability to select and correctly arrange the excursion material, clearly and convincingly present it, and if necessary, rearrange the plan of the tour, the scheme of using the methodological technique. This type of ability serves as the basis of the guide's mental activity.

Organizational skills are expressed in the ability to manage the tour group, direct the attention of tourists to the necessary objects, as well as in the ability to ensure the implementation of the program of tourists and tourists who arrived from another city.

Communication skills are expressed in the ability to establish business relations with the group, maintain them for the entire period of communication with tourists, correctly build relationships with the bus driver on the route, employees of the Museum, exhibitions visited by tourists, with the methodologists of the Bureau, the head of the methodological section, other guides, heads of tourist groups, travel and excursion organizers.

Analytical skills are the basis for self-critical analysis of their work, objective assessment of the quality of the tour, the effectiveness of the use of methodological techniques. Not all guides are equally proficient in these abilities.

An important role in the development of the guide's abilities is played by studying at courses, working in methodological sections, independent classes near objects, and deep assimilation of the methods and techniques of conducting excursions.

The guide's bias. An essential quality of a guide as a person is conviction. When conducting an excursion, presenting the topic, the guide must be biased: clearly and purposefully formulate thoughts, correctly, from the position of science, reveal events and phenomena, and persevere in their interpretation. The guide's bias is a clear orientation in his views and actions, the desire to bring his point of view to the tourists and not only bring it, but also convince them of its correctness. It helps tourists to see what they see themselves, persistently directs their attention to those aspects of events and phenomena that should be reflected in their minds. The guide's conviction plays an important role in this. It is based on his knowledge, idealism and active life position. His conviction is a firm belief in the truth of the reported knowledge, confidence in the correctness of their interpretation and the correctness of the chosen path to the goal.

The authority of the guide – this question is directly related to the problem of personality. The guide's authority is based on their knowledge, skills, moral values, and practical experience. This authority is a combination of several aspects:

- a) the authority of the position, which is determined by the fact that the guide is the head of the tour, leads a group of tourists and directs their activities;
- b) the authority of his knowledge. In the vast majority of cases, he knows the topic of the tour more deeply than any of its participants. And this strengthens its authority;
- c) the authority of the skill. It is created by the guide's experience in conducting excursions (skills in using the methods and techniques of conducting them);
- d) one of the important foundations of the guide's authority is the culture of speech and extra-verbal means of influence;
- e) relationships with tourists, the ability to create the right microclimate in the group. The basis of the guide's authority in this regard is a high culture of behavior and speech.

Consideration of issues related to the guide as a person occupies a large place in tour management. This is especially important because in the activities of some excursion institutions, the guide is not considered as a creative, initiative, original person by the nature of their activities and the set of features that characterize this person. Therefore, the practicality that prevails in the relationship between the heads of excursion institutions and guides, methodological services and guides causes significant harm to the excursion business. Underestimating the approach to the guide as the Central figure of the excursion business has an impact on the selection of personnel in this category. That is why tour guides appear on tour routes that do not have the properties and qualities necessary for this profession. They lack the personality traits that distinguish experienced guides.

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