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SIMULTANEOUS TRANSLATION AS A TYPE OF TRANSLATION ACTIVITY

Berdibayeva Ulbosin Niyetbayevna

O‘zbekiston davlat jahon tillari universiteti
Tarjimonlik fakulteti Sinxron tarjima (ingliz tili) mutaxassisligi
1-kurs magistranti

Saidova Gulyora Abduhakimovna

O‘zbekiston davlat jahon tillari universiteti
Tarjimonlik fakulteti, Ingliz tili tarjima nazariyasi kafedra katta o‘qituvchisi

Abstract

Globalization, characterized by the interconnectedness and interdependency of the world's economies, cultures, and peoples, has profound implications for language contact. This article examines the multifaceted nature of language contact in the era of globalization, exploring its linguistic, sociocultural, and pedagogical consequences.

Keywords: Language contact, Globalization, Simultaneous translation, Linguistic diversity, Multilingualism, Cultural identity, Social cohesion, Economic opportunities, Language pedagogy

Language contact, the interaction between two or more languages, has long been a driving force in linguistic change. However, globalization has accelerated and intensified language contact, leading to unprecedented levels of linguistic diversity and multilingualism.

Globalization, characterized by the interconnectedness and interdependency of the world's economies, cultures, and peoples, has had a profound impact on language. Increased mobility, communication, and trade have brought speakers of different languages into closer contact, creating new opportunities for language interaction and exchange.

As Saidova G.A said: “Simultaneous translation involves trained professionals called interpreters who listen to the speaker’s words through headphones and simultaneously translate them into the target language. They deliver the translations through microphones to the listeners who also wear headphones.”

Globalization has facilitated a range of linguistic consequences, including:

Language mixing: Contact between languages often results in the creation of



new lexical items, grammatical structures, and pronunciation patterns. This process is known as language mixing or code-switching. For example, the English word “spanglish” refers to a blend of Spanish and English that is commonly spoken in some parts of the United States. Other examples of language mixing include:

Lexical borrowing: Adopting words from another language, such as the Japanese word “sushi” which is now used in English.

Calques: Translating a phrase or idiom from one language into another word-for-word, such as the English phrase “skyscraper” which is a calque of the German word “Wolkenkratzer.” (Blommaert, J, 2010)

Hybrid languages: The creation of new languages that combine elements from two or more existing languages, such as Michif, a language spoken in Canada that blends Cree and French.

Language shift: Extended contact between languages can lead to one language becoming dominant and the other declining or disappearing. This process is known as language shift. Language shift is often driven by economic, political, and social factors. For example, the dominance of English as a global language has led to the decline of many indigenous languages around the world.

Language revitalization: Globalization has also sparked efforts to revive and preserve endangered languages. These efforts are often driven by a desire to maintain cultural heritage and linguistic diversity. Language revitalization involves documenting, teaching, and promoting the use of endangered languages. For example, the Maori language in New Zealand has been experiencing a revival in recent years thanks to efforts by Maori communities and the New Zealand government. (John, D, 2003)

The linguistic consequences of language contact in the era of globalization are complex and multifaceted. They challenge traditional notions of linguistic purity and raise questions about the future of linguistic diversity in a globalized world.

Language contact in the context of globalization has significant sociocultural effects, including:



Cultural identity: Language is an integral part of cultural identity. It shapes how we see ourselves and the world around us. When languages come into contact, they can influence and reshape each other, leading to the creation of new cultural narratives. For example, the widespread use of English as a global language has led to the adoption of English words and phrases into many other languages. This process can have a profound impact on the cultural identity of speakers of those languages.

Social cohesion: Bilingualism and multilingualism can contribute to social cohesion by fostering communication and understanding between different linguistic groups. In societies where multiple languages are spoken, bilingualism and multilingualism can help to bridge cultural divides and promote social harmony. For example, in Switzerland, the use of multiple national languages (German, French, Italian, and Romansh) has contributed to the country's social cohesion and political stability.

Need for multilingualism: Globalization requires individuals to develop proficiency in multiple languages to participate effectively in global communication. This means that language educators need to prepare students to become multilingual and to develop intercultural competence. (Fishman, J. A, 2001)

Pedagogies of language contact: Educators need to incorporate strategies into their teaching that foster language mixing and promote awareness of language variation. This can help students to develop the skills they need to communicate effectively in a globalized world. For example, educators can use code-switching and language mixing in the classroom to help students develop fluency and flexibility in their language use.

Assessment of multilingualism: Assessing multilingualism in the context of globalization requires new methodologies and frameworks. Traditional assessment methods often focus on monolingual proficiency, which is no longer sufficient in a globalized world. Educators need to develop new assessment tools that can measure multilingual competence and intercultural communicative ability.

The sociocultural and pedagogical implications of language contact in the era



of globalization are complex and multifaceted. They challenge traditional notions of language and culture and require language educators to adapt their teaching practices to meet the needs of a globalized world.

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CULTURAL AND LINGUISTIC FOUNDATIONS OF ENGLISH AS A FOREIGN LANGUAGE INSTRUCTION

Chorieva Asila
Student

Uzbekistan state world languages university
3rd faculty of the English language

Scientific advisor: Dalieva Madina

Uzbekistan state world languages university
Associate professor (PhD) department of teaching
English methodology №3

Abstract

This article examines the dual facets of Teaching English as a Foreign Language (EFL), focusing on the integration of linguistic and cultural aspects in educational settings. It highlights the importance of addressing both English language structure – including phonetics, phonology, syntax, and semantics – and the cultural nuances associated with English-speaking communities. Through a critical analysis of educational methodologies, the paper emphasizes the need for EFL teachers to not only impart language skills but also facilitate an understanding of cultural contexts to enhance communicative competence and intercultural awareness. The discussion includes the challenges and opportunities of integrating linguistic precision with cultural understanding, proposing that such a