

INTEGRATIVE APPROACH TO TRAINING INTERPRETERS

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Annotation: The article describes the essence of integrative education in the training of interpreters as a constructive synthesis of contradictions. The methodological basis of this training is integration, the task of which is the dialectical solution of the contradictions between the contradictions, on the basis of which the learning process and the creative development of each of its participants is ensured. The basic rules of integrative education have been formed, their content has been disclosed.

Keywords: integration, integrative education in the training of interpreters, holistic human, constructive synthesis, hermeneutics, technology of the educational process.

In today's world, the gradual progress from national isolation to cooperation and mutual understanding is increasingly manifested as a trend towards the formation of the world community as a whole. and in the exchange of spiritual values, it serves the interests of states and peoples, meets the needs of the individual. , helped them to specialize professionally and subjectively, which had an impact on the training system. Translators are now not only on the basis of the State Education Standard of Higher Education in the specialty 620100 - Linguistics and Intercultural Communication (qualification - linguist, translator), but in 1997 the specialty of Higher Education in 1997 "Linguistics and Intercultural

Communication" It is also carried out on the basis of state requirements. Minimum content and level of preparation of the graduate for the additional qualification "Interpreter in the field of professional communication". also includes professional-subject competence.

Integration in education in the training of interpreters is the establishment of links between the components of the content within a particular educational system to form a holistic view of the world aimed at the development of the child's personality and self-development. The integration of disciplines in the modern school is one of the directions of active search for new pedagogical solutions, the development of creative potential of pedagogical teams to effectively and reasonably influence students. local and foreign pedagogical sciences have rich experience in studying the problems of integration. The problem of using interdisciplinary connections in the educational process at different times was raised by Ya.A. Comenius, I.G. Pestalozzi, J.-J. Russo, L.N. Tolstoy, K.D. Ushinsky.

The integration process requires the fulfillment of certain conditions: the objects of study are compatible or close enough; the same or similar research methods are used in integrated sciences; They are based on general laws and theoretical concepts. For example, in the process of teaching English to primary school students, it is advisable to establish links between Russian, French and other foreign languages. does not become a holistic lesson. We need a leading idea that ensures the coherence and integrity of the lesson.

Contributes to the development of a systemic worldview, the harmonization of students' personalities. Diversification decreases, interdisciplinary connections expand and deepen, and more learning opportunities are created. The integrated approach requires a teacher with a high level of pedagogical skills and the universality of his or her teaching.

Disadvantages include: increased lesson intensity, lack of detail, and in some cases more time spent preparing for the lesson.

Listing the pros and cons of integrated education, we can conclude that in addition to integration, there are other technologies that allow our children to get a real-life education. The advantage of integration in training is to create the necessary conditions for the formation of a creative person who is not a narrowly educated specialist, but who understands the world as a whole and can be active in the social and professional spheres. The education system implements and places more and more demands on the person, and therefore on the quality of education, and the task of the teacher is to strive to improve the quality of teaching, the quality of knowledge imparted and interdependence.

In practice, things are not as easy as in theory. There are different sciences, they look at the world from different angles and use many tools. Therefore, education integration is not easy. All this should be done by experienced people. Also, good professionals need to educate students. And this is where the main problem of integration in education - the lack of the necessary staff - arises. It should be noted that the younger generation of teachers does not always have a sufficiently high level of knowledge. A person who combines different objects must take into account the existing contradictions. So far, integration in vocational education cannot boast of anything important.

In short, an integrated approach to the training of interpreters - the humanization of the modern school helps to increase and complicate the differences in the level and profile of education in accordance with the aptitudes, interests, capabilities and abilities of students.

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