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TA'LIMDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH
ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ
USE OF INFORMATION TECHNOLOGIES IN EDUCATION

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Annotatsiya

Ushbu maqola ta'lim tizimida AKTdan foydalanish ko'nikmalariga, ta'limda zamonaviy, ilg'or pedagogik texnologiyalar asosida yondashuvga bag'ishlangan va ulardan foydalanish qobiliyati tarjima kompetensiyasining ajralmas qismidir, ya'ni ular tarjimonning axborot kompetensiyasining bir qismidir. Shuningdek, sinxron tarjimoni o'rgatish bo'yicha mashqlarni tayyorlash va bajarishda AKTdan foydalanish zarur, chunki o'qituvchilar har xil turdagi real matnlarni, kerakli ovozi yozuvlarni (mashqlar uchun) topish uchun (tadqiqotda keltirilgan yoki mustaqil topilgan) internet resurslaridan foydalanadilar. Talabalar onlayn lug'atlar va mustaqil ta'lim resurslaridan foydalanishlari kerak. Sinxron tarjima mashg'ulotlarini tashkil etish jarayonida mashqlar orqali erishilgan maqsadlarga rioya qilish kerak. Bizning metodologiyamizning maqsadi sinxron talabaning tarjima kompetensiyasini shakllantirishdir, shuning uchun o'quv jarayonida qo'llaniladigan mashqlar to'plami ushbu kompetensiyaning barcha tarkibiy qismlarini rivojlantirish va takomillashtirishga qaratilgan.

Аннотация

Данная статья посвящена тому, что навыки использования ИКТ и умение использовать их в своей работе являются составной частью переводческой компетенции, то есть входят в состав информационной компетенции переводчика. Также использование ИКТ необходимо при подготовке и выполнении упражнений по обучению синхронному переводу, т. к. преподаватели используют интернет-ресурсы (указанные в исследованиях или найденные самостоятельно) для поиска разных типов реальных текстов, необходимых голосовых записей (для таких упражнений, как следует использовать затенение). Студенты должны использовать онлайн-словари, глоссарии и ресурсы для самостоятельного изучения. В процессе организации обучения синхронному переводу необходимо следовать целям, достигаемым упражнениями. Целью нашей методики является формирование переводческой компетенции переводчика-синхрониста, поэтому комплекс упражнений, используемых в процессе обучения, направлен на развитие и совершенствование всех компонентов этой компетенции.

Abstract

This article is devoted to the skills of using ICT and the ability to use them in their work are an integral part of the competence of translation, that is, they are part of the information competence of the students. Also, the use of ICT is necessary in the preparation and execution of exercises for teaching simultaneous translation, because teachers use Internet resources (listed in research or found independently) to find different types of real texts, the necessary voice recordings (for exercises such as shadowing) should be used. Students should use online dictionaries, glossaries, and self-study resources. In the process of organizing simultaneous translation training, it is necessary to follow the goals achieved by the exercises. The goal of our methodology is to build the translation competence of a simultaneous interpreter, so the set of exercises used in the training process is aimed at developing and improving all components of this competence.

Kalit so'zlar: bashoratlar, lingvistik ma'lumotlar, ehtimollik bashoratlari, og'zaki talqin, til.

Ключевые слова: прогнозы, лингвистическая информация, вероятностные прогнозы, устный перевод, язык.

Key words: predictions, linguistic information, probabilistic predictions, oral interpretation, language.

INTRODUCTION

Graduates need to develop not just language and literacy abilities but also ICT-related skills and experience utilizing contemporary electronic translation and translation technologies in order to be prepared for the real working world. Additionally, ICT should be integrated throughout the entire educational process to increase its effectiveness and practicality.

Graduates are anticipated to possess in-depth theoretical knowledge in linguistics, including translation studies, professional terminology knowledge in both their native and target languages, translation and interpretation abilities, strong communication abilities, and the ability to work internationally in the community. We believe that the inclusion of ICT in the curriculum will contribute to the development of competent students.[3].

ICT is primarily used in translation classes to provide students with relevant texts in various languages for translation practice as well as translation and interpretation tools like CAT (computer-assisted translation), online dictionaries, dictionaries and databases, search engines, communication tools, etc. In actuality, there is debate concerning the usage of machine translation techniques and Internet translation technology. The use of these devices in solo study and translation sessions is opposed by many teachers. They contend that it is imperative to impart the knowledge, vocabulary, abilities, and intelligence necessary for pupils to translate texts accurately. They contend that the use of electronic tools, online translators, and CAT prevents students from mastering effective translation techniques. But the undeniable truth is that the rapid development of online translation tools like Google Translate has already changed the world.

REVIEW OF THE LITERATURE

Teaching challenges stem from the fact that students need to learn new skills to meet the demands and conditions of modern life as well as the effects of globalization. The proliferation of new technology is one of the most significant concerns in this area, particularly in light of Bologna's standards for higher education. These advancements demonstrate how new technologies will not only raise the professional level of our graduates, including the learning of fundamental skills like self-study[5] and the use of databases and the Internet as a source of information, but also how to acquire more advanced skills like translation and co-teaching. Virtual worlds are becoming increasingly significant in this setting tools. Nevertheless, teachers must learn how to integrate them adequately into education: it is not enough to upload traditional teaching material to a virtual download platform. The great benefits of simultaneous interpreting and collaborative learning enable the development of blended learning models and student-centered courses. There are also tools to help students manage their learning.

Our advice for using ICT in simultaneous translation training to create realistic conditions is to start by giving students real texts from the Internet or texts made for translation jobs. This is based on the information provided above. It's crucial to focus on the composition's quality (for instance, no spelling or grammar mistakes, aside from for pedagogical objectives) and to employ the right text type and amount of complexity for educational purposes[7]. Parallel texts, references, bibliographies, and other supporting materials should also be prepared at this stage, as well as resources such specialized dictionaries and websites. In addition to offering content, tools, and resources, we also provide exercises to aid students in achieving their objectives. As for training skills, the following should be distinguished:

- deepening of linguistic knowledge;
- increasing cultural knowledge;
- improvement of research methods, especially technological methods;
- practicing translation methods;
- learning professional aspects of translation, such as working under time pressure, stress
- tolerance, customer relations (acquisition of customers, customer relations and the financial side of the assignment);
- revising the translation to ensure quality;
- management of terminology;
- increase students' independence and motivation for independent learning and self-evaluation.

Also, the use of an ICT course in the training of interpreters allows students to show the best practices of consecutive and simultaneous (conference) interpreting, as well as to give examples of "bad practice" (failures of interpreters).

RESEARCH PROBLEM

Online resources also provide excellent audio and video materials for developing translation skills. It is recommended that listeners use speeches instead of reading or writing for translation exercises, as the teacher must listen to the students' speech and monitor and correct possible errors or omissions in pronunciation. We recommend the use of web resources such as Simple English News (<http://www.simpleenglishnews.com> / or News in Easy English (<http://newsineasyenglish.com/>)) and others to improve translation skills in the final stage of interpreting simultaneous interpretation training. Independent education should also be noted, simultaneous interpreters today include video lessons for simultaneous translation, video and

audio, texts for translation, speech depositories, as well as exercises for teaching translation cursive. There are a number of websites.

CONCLUSION

These technologies are now used by practically everyone who speaks a foreign language, including translators. Since students already utilize these devices in their practice, it seems unfair to forbid their use in the classroom. To help readers get the most of these resources, we occasionally advise referring to them. Students will learn about the advantages and disadvantages of machine translation, for instance, through activities with GoogleTranslate and its translation, translator, tools, and translator tools. A comparable task can help students "feel the similarities and differences between the mother tongue and the target language," according to American researcher K. Beer, which is unquestionably helpful for aspiring translators. To help pupils understand the benefits and drawbacks of internet translation resources, you can ask them to translate text using only dictionaries. Then they translate the same text using GoogleTranslate. Students then compare the two translations and find the strengths and weaknesses of the human and computer-generated target texts.

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