

TRAINING TOUR GUIDES AND TRANSLATORS USING AUTHENTIC VIDEO MATERIALS

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Abstract: This article explores the methodology of training tour guides and translators through the use of authentic video materials. The relevance of this study is underscored by the growing demands for quality services in the tourism industry and the necessity for enhancing the professional skills of translators in the context of globalization. The article analyzes the advantages of using video as an educational resource, describes various types of authentic materials, and their impact on the development of linguistic and cultural competencies among students. Furthermore, it discusses successful practices of integrating video into the educational process and provides recommendations for creating effective training programs. In conclusion, the article summarizes the findings and outlines prospects for further research in this area.

Key words: Translators, video materials, guides, context, globalization, teaching tools.

INTRODUCTION. Education in the field of tourism and translation requires constant updating of methods and approaches to training. In the context of globalization and increasing tourist flows, it is essential not only to know the language but also to understand cultural nuances, traditions, and customs. Tour guides and translators play a crucial role in creating a positive image of a country; therefore, their training must be of high quality. Utilizing authentic video materials as a teaching tool can significantly enhance the quality of preparing professionals.

Tour guides and translators are specialists who not only possess language skills but also have deep knowledge about the culture, history, and attractions of their country. Their task involves not just translating information but interpreting it for foreign audiences. This requires high communicative skills, quick adaptability, and a profound understanding of context.

Modern training methods emphasize active student engagement in the learning process. Traditional lectures are being replaced by interactive sessions, project-based activities, and the use of multimedia resources. Authentic video materials have become an essential tool for creating a realistic linguistic environment. Authentic video materials are audiovisual content produced for native speakers in real-world situations, encompassing films, documentaries, interviews, news reports, travel vlogs, and other media. These materials provide natural language exposure, allowing learners to hear everyday speech, idiomatic expressions, and regional accents while

observing cultural nuances and social interactions. Engaging with authentic videos enhances listening skills, comprehension, and adaptability to different speaking styles, which is crucial for language learners and professionals like guide-interpreters. Unlike scripted educational content, authentic videos immerse learners in spontaneous dialogues, helping them understand real-life communication and improving their ability to process information quickly. They also foster cultural awareness by showcasing traditions, customs, and etiquette, enabling learners to develop intercultural competence essential for effective communication. Authentic materials increase motivation and engagement, making language learning more dynamic and enjoyable compared to conventional textbooks or artificial dialogues. However, they can pose challenges, especially for learners unfamiliar with rapid speech, slang, or specialized terminology. Selecting appropriate content according to proficiency levels is essential to ensure accessibility and effectiveness. Educators can enhance learning outcomes by incorporating structured activities such as pre-viewing discussions, guided listening exercises, comprehension checks, and interpretation tasks. These strategies help learners extract key information, understand context, and refine their speaking abilities through summarization, role-playing, and real-time translation practice. Authentic video materials bridge the gap between theoretical knowledge and practical application, preparing learners for real-world conversations by building confidence, fluency, and cultural understanding. Their integration into language training programs provides a valuable resource for developing linguistic proficiency and professional skills, especially for roles requiring verbal dexterity and cultural sensitivity. Thoughtfully selected and effectively implemented, these materials create an engaging, immersive learning environment that fosters deeper language acquisition and cross-cultural communication abilities. They may include documentaries, reports, interviews, advertisements, and other formats. Such materials help students immerse themselves in a real linguistic environment and understand cultural contexts.

The use of authentic video materials in training tour guides and translators offers several advantages:

- Improved Language Perception: Students learn to perceive language in context, which fosters better understanding.
- Cultural Competence Development: Videos allow students to witness real-life situations, aiding their comprehension of culture.
- Motivation: Interesting and diverse materials increase students' motivation to learn.
- Critical Thinking Development: Analyzing videos fosters analytical skills.

Authentic video materials can be classified into several types:

- Documentaries: Provide deeper insights into cultural and historical aspects.
- Reports: Offer timely coverage of events and phenomena, helping to keep up with current topics.
- Interviews with Experts: Allow students to hear opinions from specialists.
- Advertisements: Introduce marketing strategies and approaches.

When choosing authentic video materials, it is crucial to consider the students' proficiency level, interests, and learning objectives. It is advisable to use diverse formats, ranging from short clips to full-length documentaries.

Working with authentic video materials can involve several stages:

1. Preliminary Preparation: Discussing the video's topic, key vocabulary, and phrases.
2. Viewing: The first viewing without interruptions for general understanding.
3. Analysis: A second viewing focusing on details, discussing cultural aspects.
4. Practice: Role-playing or simulations based on the viewed material.
5. Feedback: Discussing difficulties and successes, analyzing errors.

Some educational institutions have already integrated authentic video materials into their programs. For instance, a course titled "Cultural Aspects of Translation" includes studying documentaries about various peoples' traditions, helping students better understand their working context.

Assessment Methods

Various methods can be used to evaluate training effectiveness:

- Testing: Assessing knowledge based on studied material.
- Practical Assignments: Evaluating translation and interpretation skills.
- Student Feedback: Surveys on course perception.

Studies show that students using authentic video materials demonstrate higher performance compared to those trained through traditional methods.

Technical Problems

One major issue is the availability of necessary technologies and equipment for viewing videos. Some students may encounter difficulties in perceiving cultural aspects presented in videos. For effective use of authentic video materials, teachers must be well-prepared and experienced in working with such resources.

Training tour guides and translators using authentic video materials represents an effective approach that promotes the development of linguistic and cultural competencies among students. Integrating this method into the educational process allows for the preparation of highly qualified specialists capable of working in a globalized world. Further research may focus on developing specific methodological recommendations for integrating authentic video materials into training programs for tour guides and translators, as well as studying the impact of various video formats on learning outcomes.

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