

## **FIELD TRANSLATION IN THE AREA OF INTERCULTURAL COMMUNICATION AND TEACHING**

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Foreign language teaching is traditionally of an applied nature and is carried out in the form of practical classes. Translation differs from other aspects in teaching a foreign language not only in that it combines listening and speaking or reading and writing, but also in that it is carried out in a bilingual environment. When studying foreign languages, there is a conscious development and understanding of values, behavioral norms, and preferences accepted in a foreign language culture. If in the process of mastering the native culture, inculturation occurs, i.e. the cultural identity of the individual is formed, then when mastering a foreign culture, acculturation occurs, i.e. the process of understanding and accepting/rejecting a foreign culture in the course of intercultural communication. Intercultural communication is a phenomenon different from communication. When communicating in their native language, communicators have the same code for encoding and decoding messages. In the process of intercultural communication, the code is a foreign language, it is the same for the interlocutors, and the systems of meaning of linguistic and speech forms are different, since they are determined by the cultural background of the interlocutors. In the course of intercultural communication, it is not the transfer of meaning that occurs, but its creation. Thus, intercultural communication is the process of jointly developing a common meaning for all participants in communication for all actions and motives. Along with linguistic competence, intercultural competence is the main competence in the structure of a translator's professional competence. The formation of intercultural competence of a future translator includes training in social skills and abilities with the help of which he can successfully communicate with representatives of other cultures in a professional context. Intercultural competence in its most general form can be defined as a stable ability to communicate effectively in intercultural situations with representatives of other cultures, which manifests intercultural sensitivity and intercultural sensitivity. The formation of intercultural competence is impossible without taking into account such concepts as foreignness, ethnocentrism, and tolerance. Intercultural training stimulates the development of the internal culture of the translator's linguistic personality, capable of intercultural dialogue; develops his ability to perceive, understand, interpret the phenomena of another culture and the ability to compare, find differences and commonality with his native culture. The above approaches determined the choice of principles of intercultural learning, which are divided into general didactic and methodological.