

TRANSLATORS' COMMUNICATIVE COMPETENCE IN DIGITAL SPHERE

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Annotation: Particular attention is paid to the integration of digital tools into translation education as a means of developing translators' adaptability, critical thinking, and professional communication skills in a globalized digital environment.

Keywords: digital literacy, intercultural communication, virtual education, language competence, translation process.

Various theoretical approaches exist for conceptualizing and classifying socio-communicative competence, and their main characteristics are extensively discussed in the scientific literature. Analytical results regarding the formation and development of this competence are reflected in the works of F.Batsevych, L.Nasylenko, V.Rozova, O.Semenoh, O.Timofeeva, A.Tokarska, L.Frankiv, and other researchers (Batsevych, 2015; Nasylenko, 2018; Rozova et al., 2020). The phenomenon of social competence has also been studied by O. Bodalov, S.Makarov, S.Nikitina, V.Tsvetkov, I.Zimnyaya, V.Kunitsyna, G.Bilytska, V.Maslennikova, L.Shabatura, and L.Svirska (Bodalov, 2009; Makarov & Nikitina, 2012; Zimnyaya, 2017).

Furthermore, certain aspects of the professional competence formation of law-enforcement officers have been explored by I.Zarubinska, V.Romek, M.Doktorovich, E.Koblyanska, P.Damogray, O.Didenko, O.Duka, and O.Sheremeta, among others (Zarubinska, 2016; Romek et al., 2019; Doktorovich, 2021). Particular attention should be given to the scholars who consider foreign-language training as an integral element of communicative competence; among them, the research of M. Karpushina, I. Bloschynskyi, V. Zhelyaskov, V. Chymshyr, O. Kolmykova, and O. Timofeeva is of special relevance (Karpushina, 2014; Bloschynskyi et al., 2017; Timofeeva, 2022). The competency-based approach to training penitentiary system personnel has been highlighted by V. Barkovskiy (formation of communicative culture among future criminal-police officers), I. Radomskiy (development of professional communication culture among cadets of the Ministry of Internal Affairs of Ukraine), and O. Togochnskyi (formation of socio-economic competence among future penitentiary specialists) (Barkovskiy, 2013; Radomskiy, 2015; Togochnskyi, 2018).

Communication is one of the most fundamental forms of social activity in human society, through which information, ideas, and emotions are exchanged. In the modern world, the ability to communicate effectively referred to as communicative competence has become a key factor in social adaptation, professional success, and personal development. At the same time, profiling methods aimed at analyzing individuals' psychological and behavioral characteristics provide valuable insights into communication processes and human interaction.

The concept of communicative competence has been extensively studied in linguistics, sociology, and psychology. H.Hymes (1972) introduced the term to describe a set of abilities that enable individuals to use language appropriately within a given social context. Communicative competence extends beyond grammatical accuracy and includes the ability to apply language in socially and culturally appropriate ways.

The core components of communicative competence include:

- **Linguistic competence** – knowledge and correct application of language rules;
- **Sociolinguistic competence** – the ability to select language forms appropriate to context and social norms;
- **Discourse competence** – the capacity to construct coherent and cohesive communication;
- **Strategic competence** – the use of strategies to overcome communication breakdowns and barriers.

Communicative competence plays a crucial role in intercultural communication, helping to reduce misunderstandings and foster mutual understanding among representatives of different cultures.

Sabri Ahmed (2020), in his study *“From Communicative Competence to Communication Proficiency: A Theoretical Study,”* emphasizes the theoretical foundations of communicative competence and highlights its central role in the educational process. According to Ahmed, effective language learning requires systematic development of communicative competence through diverse methods and strategies. Profiling refers to a set of methods used to analyze an individual’s behavior, personality traits, and psychological characteristics in order to construct a comprehensive personal profile. Profiling techniques are widely applied in psychology, cybersecurity, law enforcement, human resource management, marketing, and education.

The main types of profiling include:

- **Cognitive profiling** – analysis of thinking styles and decision-making processes;
- **Behavioral profiling** – examination of observable behavioral patterns;
- **Personality profiling** – identification of individual psychological traits;
- **Digital profiling** – analysis of online behavior and social media activity.

Profiling results help identify a person’s communicative style, emotional responses, and typical interaction patterns, which are essential for effective communication.

Anissa Fiziya (2016), in *“From Communicative Competence to Pragmatic Competence: What Impact on FL Teaching and Learning?”*, highlights the connection between profiling and communicative competence, emphasizing its role in language learning and pragmatic adaptation.

The interaction between communicative competence and profiling is manifested in several key dimensions:

1. **Understanding personality and selecting communication strategies.** Profiling enables the identification of individual psychological traits, emotional states, and cognitive styles, allowing for personalized communication approaches that enhance communicative competence.
2. **Behavior prediction and conflict prevention.** Based on profiling data, potential communication barriers, misunderstandings, and conflicts can be anticipated and addressed proactively through appropriate communicative strategies.
3. **Adaptation in intercultural communication.** Profiling facilitates the recognition of culturally conditioned communication styles, thereby improving adaptability and effectiveness in intercultural interactions.

Furthermore, profiling data serve as a foundation for designing communicative training programs, workshops, and professional development initiatives aimed at improving interaction skills.

According to the results, female military personnel demonstrated higher scores on the “Empathy and Support Provision” scale. This indicates that within their service activity, the emotional component of communication is expressed more distinctly, vividly, and affectively compared to their male counterparts. From a psychological standpoint, this phenomenon is associated with empathy the ability to perceive, understand, and respond appropriately to the emotional states of others.

Empirical findings by Eisenberg (2000) and Davis (1994) confirm that women tend to exhibit higher levels of affective empathy and nurturing-oriented behavior, which strengthen their role as emotional supporters in social relations. Among female military personnel, this quality performs a positive adaptive function in socio-psychological adjustment: it fosters mutual trust within the group, enhances sensitivity to colleagues' emotional conditions, and ensures stability in communication. Such behavior serves as an important psychological safety and emotional cohesion factor, reducing stress levels and increasing morale in military teams. Male service members, in contrast, tend to express empathy in a more instrumental form, through practical assistance, organizational solutions, or shared responsibility ($U=12385$; $p<0.01$). Therefore, their support style is primarily rational, while women's is emotional-affective. Psychologically, this difference aligns with social role theory (Eagly, 1987), according to which women are more inclined to adopt cooperative and socially supportive roles, whereas men more frequently exhibit independence and instrumental efficiency. Within the military context, such divergence contributes positively to professional psychological balance: the emotional sensitivity and compassion of women reinforce psychological integration and trust, while the rational approach of men enhances task efficiency. Consequently, these two tendencies function as complementary mechanisms within the team.

In the military environment, these traits possess a positive functional significance. The ability of female service members to "listen" and "accept viewpoints" represents the cognitive component of metacommunicative competence, contributing to effective communication within command-subordinate systems, clear understanding of orders, and collective harmony. Thus, higher scores on the "Submissive" scale in female military personnel indicate the development of voluntary self-regulation, emotional restraint, and balanced social conformity, reflecting a high level of communicative culture and psychological flexibility.

Within the military context, such qualities when regulated and constructively channeled play an essential role in decisiveness, rapid decision-making, and leadership effectiveness. However, these traits require metacommunicative reflection to maintain equilibrium between assertiveness and empathy, ensuring effective communication, team cohesion, and psychological resilience in high-pressure operational environments.

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