

TRANSLATORS' COMMUNICATIVE COMPETENCE IN DIGITAL TECHNOLOGIES

Sapaeva Barno Shanazarovna

Associate Professor, PhD

Department of Western Languages and Literature
Mamun University

Annotation: Translators' communicative competence is interpreted as a multifaceted professional capacity that goes beyond linguistic knowledge and incorporates intercultural communication skills, speech strategies, and digital literacy. The study highlights the role of modern technologies such as artificial intelligence systems, machine translation tools, online translation platforms, and virtual learning environments in shaping and enhancing translators' communicative competence. 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).

Following G. Bateson (1956), metacommunication denotes the capacity to understand and regulate contextual, nonverbal, and relational signals during interaction. As a competence, it underpins team effectiveness, leadership, and stress management in military and broader public safety settings. Contemporary research suggests that gender may shape the development and expression of metacommunicative competence through biological, social, and cultural pathways. Stereotypically, men are described as favoring agentic (directive, task-oriented) styles, while women prioritize

communal (relationship-oriented) styles, potentially producing hierarchical differences in military communication. Within Tannen's genderlect framework (1990), men tend toward a 'report' style (facts, status), whereas women tend toward a 'rapport' style (empathy, cooperation)—patterns that surface at the metacommunicative level via nonverbal cues (gesture, facial expression, prosody). These findings suggest that, overall, conflict style is only weakly associated with gender and is more sensitive to experiential, socio-cultural, and hierarchical factors. The non-significant effects also temper gender-stereotyped expectations in officer training, steering doctrine toward individualized skill building.

Most dimensions showed no significant differences, indicating broadly similar levels of attentional engagement, reception of feedback, assertive request-making, boundary setting, and initiation/acceptance of contact across genders. Significant effects emerged for three dimensions: Empathy/Support Provision (higher in women; $U=12385$, $p<0.05$), Submissive Style (higher in women; $U=13238$, $p<0.01$), and Aggressive Style (higher in men; $U=13839$, $p<0.01$). This profile reflects modest, role-consistent tendencies without undermining the overarching parity in core social-communicative operations relevant to public safety training.

Taken together, the data indicate limited gender-linked divergence in conflict-handling and social-skills profiles. Two patterns recur: (a) a male advantage on Adaptability/Flexibility within conflict handling; and (b) higher female scores on Empathy/Support and Submissive style, juxtaposed with higher male Aggressive style. Within public safety teams, these differences should be treated as small effects nested within a larger equivalence of core communicative operations. Training should therefore emphasize metacommunicative micro-skills—decoding and encoding nonverbal/paraverbal cues, context framing, and reflexive self-monitoring while using individualized coaching to calibrate assertiveness, boundary-setting, and de-escalation across roles and ranks.

Practically, we recommend a competency-based curriculum that layers: (1) cognitive modules on metacommunication theory (Bateson; Watzlawick), (2) pragmatic drills targeting turn-taking, prosody control, gesture-speech alignment, and rapid context reframing under stress, (3) reflective protocols (video-assisted after-action reviews), and (4) didactic transfer via peer micro-teaching. These align with SoTL-style implementations in officer education and are adaptable for multinational operations where cultural variability in nonverbal codes is consequential. Conceptually, results accord with social-cognitive accounts (Bandura) and role-theoretic perspectives (Goffman): institutional norms, hierarchical scripts, and collective discipline attenuate gender-based variance, elevating learned, context-sensitive metacommunicative behavior over trait-like predispositions.

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.

Significant gender differences were also recorded on the "Submissive" scale, where female participants showed higher scores ($U=13238$; $p<0.01$). This can be explained by gender-specific mental characteristics particularly adaptability, receptivity, and the ability to maintain subordination during interaction. The "Submissive" scale reflects social conformity, communicative flexibility, and respect for hierarchical order. The higher scores observed among women are associated with socialized behavioral patterns emphasizing attentive listening, compliance with authority, and deference to senior opinion. From a psychological perspective, this pattern corresponds to social learning theory, which posits that women are often socialized through values such as "listening attentively," "following instructions," and "respecting authority." Consequently, in military communication, female officers tend to demonstrate attentive listening, shared understanding, and accurate reception of commands, thereby adopting a reflexive receptive stance rather than a passive one. They actively form their own positions based on others' viewpoints. Hence, "submissiveness" in this context should not be interpreted as psychological weakness but rather as an expression of emotional sensitivity and social adaptability.

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.

Conversely, male participants exhibited higher results on the "Aggressiveness" scale ($U=13389$; $p<0.01$). This finding corresponds to masculine behavioral tendencies such as firmness, reactivity, dominance, and the inclination to assert strength through physical or verbal intensity. From a biopsychological perspective, elevated testosterone levels in men enhance reactivity and competitiveness, making them more likely to respond actively, assertively, and sometimes impulsively in conflict situations. This pattern aligns with Sigmund Freud's concept of aggression as "the external expression of psychic energy," suggesting that male aggression is often a form of outwardly directed energy release manifested in assertive or dominant behavior.

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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