

ЛІТЕРАТУРА

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ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Проаналізовано проблему соціокультурної компетентності перекладачів. Вивчено основні стадії формування цієї компетентності, встановлено необхідність її формування починаючи із доперекладознавчої стадії і протягом усього процесу вивчення іноземної мови. Вказано основні компоненти соціокультурних знань. Представлено основні способи перевірки сформованості соціокультурної компетентності, а також запропоновано методичні прийоми її формування і способи покращення.

Ключові слова: соціокультурна компетентність, переклад, перекладачі, культура, методи формування, стадії формування.

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ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕРЕВОДЧИКОВ

Проанализирована проблема социокультурной компетентности переводчиков. Изучены основные стадии формирования этой компетентности, установлена необходимость ее формирования начиная с предпереводческой стадии и на протяжении всего процесса изучения иностранного языка. Указаны основные компоненты социокультурных знаний. Представлены главные способы проверки сформированности социокультурной компетентности, а также предложены методические приемы ее формирования и способы ее совершенствования.

Ключевые слова: социокультурная компетентность, перевод, переводчики, культура, методы формирования, стадии формирования.

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THE FORMATION OF SOCIOCULTURAL COMPETENCE OF THE FUTURE INTERPRETERS

The problem of sociocultural competence of the interpreters is investigated, the main stages of sociocultural competence formation of a future interpreter are analyzed, the necessity of sociocultural competence formation from the stage of pre translation training and during the whole process of studying of a foreign language is shown, the list of the main components of sociocultural knowledge is given, some ways of

estimation of sociocultural knowledge formation are presented and methodical techniques of its formation and the ways of its improvement have been suggested.

Keywords: *sociocultural competence, translation, culture, methods of formation, stages of formation interpreters.*

Travel and trade between countries have increased dramatically in recent years with the introduction of the Internet and high-speed transport links. Communication between nations is vital and has led to a burgeoning demand for translating and interpreting services. This is reflected in the increasing demand of translators and interpreters

Translation is not merely an interlinguistic process. It is more complex than replacing source language text with target language text and includes cultural and educational nuances that can shape the options and attitudes of recipients. Translations are never produced in a cultural or political vacuum and cannot be isolated from the context in which the texts are embedded [4, p.3]. As David Katan in *Translating Cultures* puts it: ‘...the translator is a bilingual mediating agent between monolingual communication participants in two different language communities’ [4, p. 16]. Therefore translators not only have to be intermediaries between different language systems, but also have to be intercultural mediators – or as it has been stated by Aniela Korzeniowska and Piotr Kuhluczak in *Successful Polish-English Translation Tricks of the Trade* – they have to be both ‘bilingual and bicultural’ [7, p. 71]. Thus, translation performs a crucial role in our understanding of the cultural ‘other’.

Translations are never a product of a cultural void and there is a general agreement between translation scholars that ‘in seeking to transport words (and sentences and texts) from one language to another, the translator cannot merely search for equivalent words in the target language to render the meaning of the source’ [4, p. 3]. The role of the translator in mediating source ideas across cultural and national boundaries places him or her in a unique position in particular for understanding a range of development issues.

To the problems of professional training of the future interpreters were dedicated the works of Grabovsky N. K., Gurevych L. O., Dianova G. A., Komisarov V. N., Latyshev L. K. and others. And to the problems of sociocultural competence formation Emelianova Y. B., Litvinova L. D., Safonova V. V. and others.

During the last decades the traditional notion about translation activity have changed, the professional model of translator has become more complicated: "a professional translator as a specialist of interlinguocultural communication is not a subordinate but a central figure of international communication and mutual understanding, and each defect in the process of teaching of translators utterly turns out into the defect of communication and lack of mutual understanding between the nations. So, the main task of teaching of a foreign language today is to form active subject of intercultural communication which possesses the second picture of the world.

Thus the goal of this article is to investigate the problem of sociocultural competence of the interpreters, the main stages of sociocultural competence formation of a future interpreter, to analyze the necessity of sociocultural competence formation from the stage of pre translation training and during the whole process of studying of a foreign language to give the list of the main components of sociocultural knowledge, to show some ways of estimation of sociocultural knowledge formation, to suggest methodical techniques of its formation and the ways of its improvement.

The term «intercultural communicative competence» deliberately maintains a link with recent traditions in foreign language teaching, but extends the concept of communicative competence in significant ways. Generally, it has been identified by many foreign researchers (Kim, 1991; Schinitzer, 1995; Byram, 1997; Byram et al 2001; Byrnes, 1991; Krasnick, 1984; Baxter, 1983; Hyde, 1998; Meyer, 1991) as the ability to interact with people from another country and culture in a foreign language. More precisely, it is defined as «the overall internal capacity of an individual to manage key challenging features of intercultural communication» [6, p. 259], to efficiently “negotiate a mode of communication and interaction” by ability to use and adapt language use appropriately in culturally different contexts.

Sociocultural competence of an interpreter lies in well-developed ability to mobilize the system of sociocultural knowledge, professional communicative skills which are necessary for decoding and adequate interpretation of the meaning of verbal and nonverbal behavior of different cultures representatives and ability to orient in sociocultural context of particular communicative situations.

In the article the main stages of sociocultural competence formation of a future interpreter are shown:

- monocultural sociocultural communicative competence (monoculture) is characterized by the fact that before studying of the foreign linguoculture only native linguoculture is the main guideline in communicative behavior;
- interfere sociocultural communicative competence (interference) is characterized by a high extent of interference of native culture in the process of adaptation of the student to the foreign communicative culture;
- differential/identificational sociocultural communicative competence assumes acknowledgement and acquiring of linguocultural differences and a try accordingly to build one's communicative behavior;
- synergistic sociocultural communicative competence shows itself within the native as well as within the foreign indicates the high level of acculturation from the one side and the broadening the communicative horizons and communicative "growth" of an interpreter from the other one. Only having acknowledged all the importance of cultural development of one's own nation it is possible to start to form sociocultural competence within the scope of the foreign culture using the principle of permanent interaction with material and spiritual values of the native culture.

The system of sociocultural knowledge is a necessary component of studying on the stage of pretranslation training. In the process of acquiring these knowledge the sociocultural competence of the students is formed. The system of sociocultural knowledge is laid in the process of pretranslation training is enriched during the whole process of studying and further in the course of the whole professional activity of an interpreter. This system assumes concentric accumulation and broadening one's knowledge:

- of vocabulary, grammar and phonetics of the studied language, which reflect the peculiarities of the language picture of the world in corresponding culture;
- national and cultural peculiarities of equivalent and non-equivalent language units: realia, background and connotative lexis, phraseological units, aphorisms;
- nonverbal signs of both cultures;
- usual language tools, which serve for expression of some particular communicative intension;
- linguistic lacunas (conceptual, lexical, grammatical, lexico-grammatical, associational, usual etc.), which reflect conceptual differences of the studied cultures;
- different types of a discourse and rules of their formation in native and studied cultures;
- different models of social behavior of people in the studied linguocultural societies;
- factors which are able to hinder intercultural communication and the ways of overcoming the incipient communicative difficulties.

Not less important component of the content of studying of the foreign language on the stage of pretranslation training are sociocultural professional communicative skills of the studied, which promote the acquiring sociocultural knowledge. On the stage of pretranslation training the students have to be able :

- to broaden their knowledge about the language picture of the native speaker's world of the studied language and culture using different sources: fiction and reference literature, mass media information, different informational systems;
- to compare the meaning of the language units of native and foreign languages;
- to reveal on one's own nationally marked lexis, to comment language units, which are nationally specified;
- to establish cause-and-effect relations between cultural phenomena and their reflection in language units;
- to study cultural phenomena fully, integrating the knowledge of different disciplines;
- to use in speech the language units, which are socio-culturally specified;
- to build communicative strategies of verbal and non-verbal behavior according to communicative conditions.

Thus, the tasks of the stage of pre translation training is not only to acquire the particular knowledge and skills of language proficiency but also the formation of professional skills and also professional thinking of the future interpreter. For reaching the mentioned tasks of studying the

process of training of the future interpreters should be optimized on the stage of pretranslation training, the methods of formation of socio-cultural competence of the future interpreters should be improved, because it is an integral beginning in the structure of professional foreign communicative competence of the future professionals in the sphere of intercultural communication.

The improvement of the methods of sociocultural competence formation of the future interpreters may be carried out by means of transfer of great amount of teaching information to the studied during unchanged duration of learning with no decreased demands to the quality of knowledge by means of intensification of the process of studying on the stage of pretranslation training are:

1) the formation of the steady motives while mastering the foreign language as a «tool» of the future professional activity of the students, which allows to increase considerably the level of deliberateness of the learning and the level of their individual creative activity in all the spheres of teaching work;

2) fine planning of the whole process of studying according to the aims of teaching; methodically thought out the organization of each lesson;

3) rational organization of the activity of each student, which is possible under the condition of combination of individual forms of activity with pair, group and frontal ones;

4) wide usage of modern audiovisual technical tools, which should inherently be included into the process of teaching in those cases, when they can give more effect in comparison with non-technical tools;

5) systematic development of self work of the students during the classroom and out-of-school training, implementation into the practice of teaching the elements of programming in all the cases where they may intensify and individualize the teaching.

For estimation the level of sociocultural competence of the studied language descriptions are found throughout the literature on intercultural effectiveness. Baxter summarizes these, suggesting that an effective cross-cultural communicator needs not only to tolerate ambiguity well but also be able to adapt to «new social conventions and behaviour demands» [3, p. 307], and then understand his or her own cultural roots and the effect of other cultures on personal behaviour. Similarly, Gudykunst also sees the effectiveness of intercultural communication being determined by our «ability to mindfully manage our anxiety and reduce our uncertainty about ourselves and the people with whom we are communicating» [5, p. 37].

The block testing system can also be used. But the range of the theme of the questions is considerably narrowed for the students to point out and explain the peculiarities of this or that cultural phenomenon. The examples of these blocks of the tests taken from the course of linguoculturestudying are the following:

Cuisine

1. What dishes are traditional for all the constituent parts of Great Britain?:

- a) What is haggies?
- b) Where is the soda bread traditionally baked?
- c) Why did the leeks become the symbol of Wales?

2. Which drinks have a British origin?

3. Which dishes are traditionally cooked for Christmas?

Religion

1. Who are the patron saints of each constituent part of the United Kingdom?

2. Why is a shamrock considered to be a religious symbol of Ireland?

3. What King established the Anglican church and what were the reasons for it?

Nationalsymbols

1. What are the flower symbols of each constituent part of the United Kingdom?

2. How is the national flag of the United Kingdom called?

3. Which country is not represented on the flag of the United Kingdom?

Nationalsportgames

1. Where was golf originated?

2. What is hurley?

3. What is traditional sport game which was originated in Wales and became popular all over the world?

In many cases, teaching culture has meant focusing only a few lessons on holidays, customary clothing, folk songs, and food. While these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight—especially if a goal of language instruction is to enable students to function effectively in another language and society. Understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments are also very important components of sociocultural competence of an interpreter.

Using authentic sources from the native speech community helps to engage students in authentic cultural experiences. Sources can include films, news broadcasts, and television shows; Web sites; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students. For example, even beginning language students can watch and listen to video clips taken from a television show in the target language and focus on such cultural conventions as greetings. The teacher might supply students with a detailed translation or give them a chart, diagram, or outline to complete while they listen to a dialogue or watch a video. After the class has viewed the relevant segments, the teacher can engage the students in discussion of the cultural norms represented in the segments and what these norms might say about the values of the culture. Discussion topics might include nonverbal behaviors (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviors they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language.

In many regards, culture is taught implicitly, imbedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied. For example, an English as a second language teacher could help students understand socially appropriate communication, such as making requests that show respect; for example, «Hey you, come here» may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms.

During the formation of sociocultural competence the student's interest is intensified by the wide usage of audiovisual tools which also helps to fix their knowledge. During the lectures all the information is followed by the detailed Power Point presentations. And after the end of the course all the students prepare their own Power Point presentations about different cultural objects of the United Kingdom. This activity of looking for the information for their presentations helps to broaden their cultural horizons. While presenting their projects the other students get more information about this or that cultural object and they are free to ask any question they are interested in.

With the help of audio materials the students are able to listen to the national anthem of the country and different national music of each constituent part of the United Kingdom. They are also presented with different regional dialects spoken on different territories of the country (for example the Cockney accent of London or the Scottish variant of English) and what is more interesting they get the opportunity to listen to the survived Cymrian language of the Celtic origin which is spoken on the territory of Wales and is one of their official language besides English.

For sociocultural competence formation of the future interpreters the topics of investigation for diploma and master papers play an essential role. For example, when the student investigates the problems of translation of non-equivalent lexis, cultural realia, allusions or humor he or she not only studies the methods of translation which were used but also makes the comparative analysis of the source and target cultures.

Inviting foreigners is also very effective means of formation of sociocultural communicative competence. People from other cultures and people who are recently returned expatriates are invited into the class to talk about their culture or their experience. This activity is useful in helping students experience real life intercultural interactions. However, this type of activity can be considered optional because it is not always easy to invite people from other cultures to come to class. It is possible that the teacher encourages students to interact with foreigners and recall their experience. Each activity described has some merits, and it seems likely that a combination of activities would be the most effective.

Thus, the development of sociocultural competence together with the other competences of the future interpreters increases their inner motivation of learning a foreign language, activates their cognitive activity and helps to form a multicultural personality.

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ЗАСТОСУВАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ФОРМУВАННЯ ТОЛЕРАНТНОСТІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Обґрунтовано необхідність формування толерантності майбутніх перекладачів як невід'ємної складової перекладацької професійної компетентності та ознаки професійності. Розкрито сутність понять «толерантність» та «інтерактивні технології». Запропоновано власне авторське визначення поняття «толерантність майбутніх перекладачів». Визначено особливості професії перекладача. Досліджено ефективність застосування інтерактивних технологій формування толерантності майбутніх перекладачів у процесі професійної підготовки.

Ключові слова: толерантність, толерантність майбутніх перекладачів, майбутні перекладачі, професійна підготовка, інтерактивні технології.

О. И. КУЦАЯ

ПРИМЕНЕНИЕ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ФОРМИРОВАНИЯ ТОЛЕРАНТНОСТИ БУДУЩИХ ПЕРЕВОДЧИКОВ

Обосновано необходимость формирования толерантности будущих переводчиков как неотъемлемой сопоставляющей переводческой профессиональной компетентности и признака профессиональности. Раскрыто сущность понятий «толерантность» и «интерактивные технологии». Предложена собственная авторская дефиниция понятия «толерантность будущих переводчиков». Раскрыты особенности профессии переводчика. Исследована эффективность применения интерактивных технологий формирования толерантности будущих переводчиков в процессе профессиональной подготовки.