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M.G. Bolshakova*Севастопольский национальный технический университет**ул. Университетская, 33, г. Севастополь, Украина, 99053**E-mail: marie-mary@yandex.ru***DEVELOPING CULTURAL AND MOTIVATIONAL COMPONENTS
OF THE LINGUO-CULTURAL COMPETENCE**

The article deals with the analysis of linguo-cultural competence and its cultural and motivational components. A system of forms and methods to use in the course of interpreter professional training is provided.

Keywords: *linguo-cultural competence, motivation, culture, interpreter training, higher school.*

Introduction of the Subject Matter. Nowadays the level of the knowledge acquired by graduates is decisive for the state. The competence of graduates influences the level of country's development as well as establishing relations with other countries. That is why professional training should correspond to a high standard and meet the current requirements. The problem of improving the higher education system and raising the quality of vocational training in Ukraine is the most important socio-cultural challenge that can only occur if education correlates with new socio-economic needs of the market economy.

Today the linguistic education experiences the mainstreaming of culture. Cultural peculiarities become essential when teaching foreign languages; the purpose of interpreter training is not teaching writing, reading or speaking, but teaching how to become a member of the foreign language culture. Researchers and methodologists follow a new paradigm: culture is a target, language is a tool. Moreover, there is no development without motivation. Foreign culture should also become a motivating factor. Such a paradigm and such a new perspective of higher education require reorganization of the educational process by searching for new effective methods of developing linguo-cultural competence – systematically organized set of intellectual, reflective, communicative and moral principles that help to work in broader cultural, social and economic contexts.

Analysis of the Most Recent Publications and Highlighting Unsolved Problems. The analysis of recent researches has shown that scientists widely consider the modernization process of professional language training taking into account the new cultural paradigm. At the beginning of the 20th century Sergius Hessen defined education as the value-target object of culture. The concept of cultural appropriateness of education was mentioned by such well-known educators as Friedrich Adolph Wilhelm Diesterweg, Konstantine Ushinsky, Vasilii Sukhomlinsky and many others. Education and culture correlation is the subject of a number of special researches that determines the development of the educational cultural paradigm. Mikhail Bakhtin [1] and Vladimir Bibler developed an interactive concept of culture and education, according to which a dialogue of people belonging to different cultures is the main form of culture and the didactic unit of education. Vadim Kalinin is considering the developing of future EFL teachers' professional competence by means of cultural dialogue. Irina Zakiryanova considers the essence of the socio-cultural competence phenomenon and its role in the foreign language teacher training. Lyudmila Novikova explores pedagogical conditions for the development of students' intercultural competence through the use of ICT in the educational process. Tatiyana Moroz highlights the general cultural component as a means of aesthetic education of future foreign language teachers. Olga Voloshina analyzes the socio-cultural component of primary school teachers training in the UK. However, issues of interpreters training are not widely discussed. The analysis of the interpreter training issue in Ukrainian universities showed that language training is the priority, and other aspects are not systematically considered.

Problems of creating and improving student motivation were studied by such scholars as: Mikhail Ovchinnikov, who considered the problem of identifying the characteristics and methods of developing motivation of teaching department students, Irina Delgas, who studied principles and a set of pedagogical tools for creating a positive professional motivation of pedagogical college students through the competence-based approach, and Svetlana Yaroshenko, who analysed the factors encouraging students for studying. These works explore students' motives; the influence of motivation on the educational process is determined. Ivan Sechenov, William James and Lev Vygotsky note in their works that motivation development is a complex and multistep process.

Although the issues of culture and motivation are considered in sufficient detail, we note the lack of systematic knowledge about them; there is no interpreter training program meeting modern standards for competitive specialists in the field of translation and interpretation. Therefore, **the aim** of our study is to examine the structure of the cultural and motivation components of linguo-cultural competence and analyze possible methods and forms of their development.

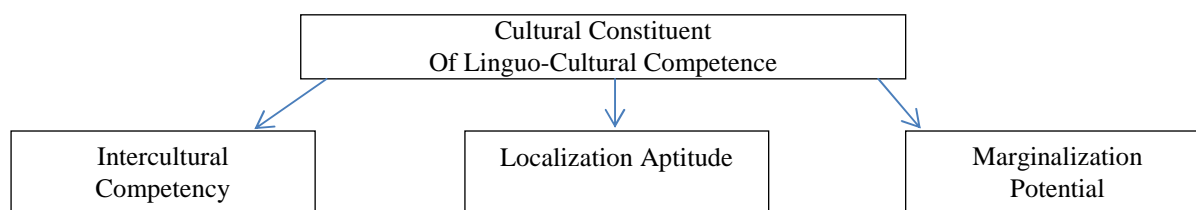
Main Part. In today's world, when a global unification of European countries, the strengthening of international relations and the strengthening of integration processes take place, when the socio-political situation is changing towards the expansion of business and cultural contacts, there is a need for professionally trained specialists who speak one or more foreign languages. The profession of interpreter has become popular and prestigious, and institutions where interpreters can be trained are widespread now. The professionalism of

the interpreter and his ability to understand and interpret the information are often the groundwork of successfully established international contacts, so the interpreter training should be carried out systematically, efficiently and comply with the modern world requirements.

We have taken the psychocompetitisation model of the present-day graduate's personality composed by Svetlana Motornaya [2] as a basis of our study. Having analyzed it, we determined the most relevant components of the interpreter's personality. The formation of each component includes elements of linguo-cultural competence – basic competence necessary for the competitiveness of the interpreter, which contains professional, cultural, leadership and motivational constituents [3]. Let us dwell on the study of cultural and motivational components, as well as on the possibilities of their development.

The cultural component includes studying culture and cultural characteristics of the target language country. The main purpose of teaching translation is to prepare an interpreter as a "secondary language person". This understanding of the training process implies both mastering the "technique" of translation and acquisition of extra-linguistic information of linguo-cultural character. Currently, "a professional interpreter is not an assistant, but rather a central figure in the international dialogue and mutual understanding" [4, p.64]. When interpreting he has to take into account two language views of the world, as well as to compare and adapt the conceptual pictures of the world of two linguistic cultures.

The structure of cultural constituent is presented in the picture 1.



Picture 1 – The Structure Of Cultural Constituent Of Linguo-Cultural Competence

So a linguo-culturally competent interpreter should not only know the linguistic units of interacting languages, but also be aware of the lifestyle of interacting societies. Thus, the cultural component is characterized by the level of intercultural competence that means that the interpreter knows:

- major historical events of the foreign language country;
- national holidays;
- traditions and customs;
- psychological and behavioral characteristics of native speakers;
- cultural realia;
- proverbs, sayings, etc.

In addition, if intercultural competence is not developed, we consider it appropriate to talk about the cultural marginality of the interpreter as a person who enters a new cultural environment at the beginning of his career. Being unaware of the target language culture intricacies, but not losing his identity, the interpreter converts and modifies the values of his native culture instead of perceiving new cultural norms.

The interpreter who was trained under certain conditions, mastered certain values, norms and traditions that have consolidated since he was born, turns to be alarmed and anxious about his success when finds himself in an alien socio-cultural environment. Cultural marginality occurs if the interpreter can't resist the life difficulties, if he is disorganized, anxious, strained, isolated and unable to reflect. Thus, we single out such indicator of linguo-cultural competence as marginalization potential.

A professional interpreter should be able to understand when it is necessary to translate or interpret the text as accurately as possible (for example, when dealing with legal documents), or when it is possible to deviate from the original and try to reach the goal of the text by other means (for example, in the marketing and advertising, where, along with the term "translation" there is a term "adaptation" or "localization"). Consequently, the cultural component is also characterized by localization aptitudes, which, in our opinion, imply profound knowledge of the target language culture, flexibility, creativity, and the ability to find the best options for the translation of texts that need to be localized. Localization aptitudes are the ability to work with the text and to carry out its linguistic transformation – globalization, internationalization and localization taking into account cultural peculiarities, traditions and customs of different countries.

During our research, we considered two possible ways of educational programme development: intensive and extensive. Extensive method involves changing the structure of the curriculum by increasing the number of hours of training and adding new disciplines and specialized courses. Intensive method involves qualitative change in training, reorganization of the educational process, introduction of new training methods, ways of teaching and tools. A detailed study of these techniques allowed us to conclude that the extensive method is not relevant for the linguo-cultural competence development, since its main purpose is to increase the load of both students and teachers. As a result, students do not have time to learn the new material in a proper way, become tired and less encouraged. In

its turn, intensive approach has several advantages: due to the integration of different areas of knowledge, the students' outlook, professional culture and skills are developed. According to Irina Zakiryanova [5], the intensive method involves the use of educational, moral, creative, social and cultural potential of academic subjects that means, in fact, the reorientation of training from the subject focus to the professional one. We believe that the efficient linguo-cultural competence development can only be changed with the intensive changing of the educational process. Next we will analyze the ways how to change the training process to make it meet present-day standards.

The analysis of existing teaching ESL methods has helped us to identify the audio-visual method as one of the most effective for the development of cultural component of linguo-cultural competence. This method was first used in France. It is based on the psychological theory of behaviorism and the notion that the language is a sign system. When learning the language, the consolidation of reactions to the presented stimuli leads to the formation of speech automatism, which is the basis of language acquisition. The theoretical basis of the audiovisual method is expounded in the works of such scholars as Petar Guberina, Paul Rivenc, Georges Gougenheim, René Michéa etc.

Audiovisual method helps students learn the language in a short time on a limited lexical and grammatical material that is one of the challenges teachers usually face. However, this method has the main advantage: using it, teachers develop in their students the ability of cross-cultural communication and localization aptitudes. As the primary means of semantization and enhance of the educational material, authentic materials (visual and aural means, i.e. video) are used. According to Elena Solovova [6], who considered this issue, authentic video represent feature films, music videos, commercials, cartoons, TV programs. These teaching tools are to provide visual and auditory synthesis that significantly increases the efficiency of the educational process. In addition, as a rule, the materials used in this method, are filmed on the territory of a foreign language speaking country and reflect its cultural identity.

The research of the chosen method revealed its advantages. Due to the fact that sentence is the unit of studying in the audiovisual method, and its perception and reproduction are holistic in nature, we mark the global nature of this method. In addition, the studying process is based on a "listening - speaking - reading - writing" scheme; the speaking course here is much longer, suggesting such a concept of audio-visual methods as an "oral advance". A distinctive feature of the audio-visual method is its situational character, i.e. teacher introduces the material, using the typical situations of everyday communication. We note that the development of speaking skills is the basis for an interpreter. Through speaking one can affect thoughts, feelings, consciousness and behavior of other people. Teaching speaking means teaching how to become a member of a certain culture. It is due to the ability in adequate responding to the real situation of intercultural communication, interpreter can avoid cultural shock in the beginning of his career. Cultural shock is a stressful impact of the new culture on a person (a term introduced by Karl Oberg in 1954). Thus marginalization potential develops, i.e. the interpreter can resist cultural changes around him and does not feel discomfort, getting into a new cultural environment.

The audiovisual method involves complete elimination of the native language of the studying process. Native language can be used only in rare cases to control the students. This principle allows to focus on the assimilation of new cultural material and get immersed in a foreign environment, thereby increasing the level of knowledge and understanding of another culture. Foreign culture is the aim of training, because in society it has communicative, cognitive, humanistic, and regulatory functions. The audiovisual method helps to ensure knowledge and language skills, and generates cultural background, without which knowledge is useless.

As we have noted above, in the audio-visual method, the teacher uses visual methods, which act as the primary means of semantization, consolidate, and enhance the material. Tools and training materials contribute to the development of various aspects of students' mental activity, and attention and memory above all. When you work with audio-visual materials in the classroom there is the atmosphere of joint cognitive activity. Working with such materials requires concentration, involuntary attention switches to an arbitrary, and the intensity of attention affects the training process. The use of different information channels (auditory and visual channels, motor perception) has a positive effect on memorizing of cultural material and promotes the development of cultural component of linguo-cultural competence.

Videos have quite a strong emotional impact on students, affect the development of personal relation to what they have watched. Another advantage is depicting of reality: a special way of communication between the audience and the host (if broadcast or television show is used), the use of close-up, unobtrusive presentation of information, colorfulness, and background music. In case of contact with what is happening on the screen, the conditions most close to natural are created, i.e. the life, history, culture and traditions of native speakers are reflected. We agree with Ivanna Ganzhara, who believes that unlike audio or written text, which is highly informative, educational, and developing, videos combine different aspects of communication. In addition to the substantive aspect of communication, video contains visual information, showing where the event takes place, how the interlocutors look, and what non-verbal means they use in a particular situation.

Aleksandr Shchukin [7] proposed a model of teaching within the audiovisual method that involves several stages. At the first stage, the material is perceived by students in a general intuitive way. Than students analyze visual and audio components (illustrations or movie frames). The teacher asks to study completely the material presented. Teacher's explanation is followed by consolidation that means developing

of speaking automatisms and performing activities using visual data. The last stage is development. At this stage, basing on previously got knowledge and skills students acquire speaking skills completing some tasks and exercises.

Let us consider the way of working with music videos on the example of H       S       music video «Humaine». The main theme of this clip is moral values. Therefore, before demonstration of the video the teacher and students can discuss what moral qualities and values are the most important for a person in the present-day world. The activities can be as follows [8]:

1. The teacher asks students to identify the criteria for evaluating the video and explain their choices. Exemplary video quality criteria are: quality of the image, quality of shooting, music, idea, script, costumes, performance.

2. The teacher divides students into small groups and asks them to think about the components of the video, such as: the scene, the main characters, etc.

3. The teacher provides students with a list of words and asks to choose those which, in their opinion, best describe the proposed video (clear - dark, colorful - black and white, fast - slow, beautiful - ugly).

4. The teacher shows the video without sound and after watching student guess what song it is and what it is about. This exercise can be done vice versa – listen to a song without video. Students are to assume what the video is like.

5. The teacher asks students to write a letter to the video director to express their opinion about it.

Here are some examples of activities we used.

1. The class is divided into two groups. Watch the music video. Group 1 describes the nature and answers the questions:

- What is the role of nature?
- Why did the director choose this scenery?

Group 2 describes Helene Segara's dress, the sets in which she is singing and answers the questions:

- Why did the director choose this setting and these clothes?
- Do you like balls; do you think that this dressing allows her to be another person?

2. Watch the video for the second time and say what is the role of sepia images? What is the atmosphere of the clip? What color illustrates best the life, relationships, emotions?

3. Look through the words of the song. Match the sepia pictures and words.

4. Search verbs in the subjunctive: write them in the infinitive and rewrite the lyrics (by modifying the structure of the sentence if necessary). What is the tense used? Why?

5. To ensure the subjunctive mood write to a friend who has just passed a test important for his professional life or a friend who has just got married. Formulate wishes for the future.

6. Summarize in a few adjectives human values after Helene Segara.

7. Choose two wishes and give one illustration of them. For you, what is the biggest wish? The least important? Explain your choice.

8. Do you agree with the video shot to this song? Do you consider it successful? Explain your answer.

9. Write your own script. What are the differences between your script and the original?

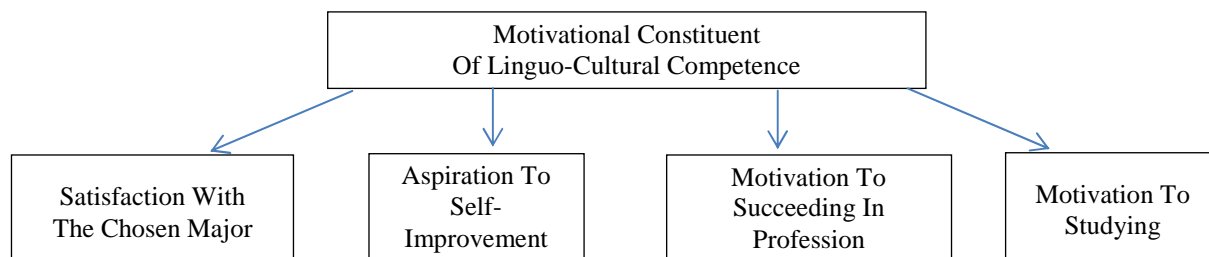
10. Think what is the main idea of the song?

This kind of work contributes to the development of cultural component of linguo-cultural competence, because it broadens the students' knowledge about the culture of the target language speaking country, introduces the national characteristics to students and develops their moral values. In addition, activities involving authentic materials are always interesting for students, they increase their motivation to learning, and thus develop a motivational component.

Besides, we note that the use of video in the classroom can enhance the motivational factor, create a favorable atmosphere, improve the efficiency of training activities, since, as a rule, the material used is not created specially for learning. This attracts the students' attention, thus increasing their level of motivation. Moreover, due to the harmonious combination of sound and image dynamics video is considered an effective means to stimulate spontaneous speech. Obviously, watching the video influences greatly students' emotions, and prompts them to a more thorough job. Thus, the audiovisual method promotes developing of not only cultural component but motivation as well.

Let us consider the motivational constituent of linguo-cultural competence, the structure of which is shown in the picture 2. It includes motivation for work, for self-development and self-learning, as well as the desire for something new. It is characterized by satisfaction with the chosen major, aspiration to self-improvement, motivation to succeeding in profession and motivation to studying.

The problem of developing learning motivation is an important aspect of modern education. Teacher pays attention not only to the way his student studies, but also the way his personality is developed. Encouraging is cultivating students' ideals, philosophical values of our society, outlook and a proactive stance.



Picture 2 – The Structure of Motivational Constituent of Linguo-Cultural Competence

Motivation can be defined as a set of internal and external forces that motivate people to activities, determine the way people work and push them towards their goal. The impact of motivation on human behavior is associated with a number of circumstances; it is mostly individual and can change in response to feedback from human activities.

In the concept of motivation the following aspects are of great importance:

- defining what part of activities is directly related to the motivational impact;
- identifying the ratio of internal and external forces;
- relating with the results of human activity [9].

When talking about student's studying, the following aspects are directly related to the motivational effects: a) the level of knowledge and skills presented in the students' academic achievements; b) the quality of acquisition; c) reducing the time to achieve educational objectives; d) facilitating learning process; e) reducing the learning difficulties; e) satisfaction with studying; g) attitude to the learning process. It is already proved that the effect of need-motivational sphere of students influences the effectiveness of their learning activities in a differential, specific and sufficiently intense way. This is governed by the following needs: the need for achievement, affiliation, dominance, and knowledge.

According to Aelita Markova [10], it is much more complicated to control the studying motives than to form actions and operations. In this regard, before motivating students, teachers themselves should understand what motivation is. Aelita Markova states that the process of creating motivation is not just an increase of the positive or decrease of negative attitude to learning: it is making motivational sphere and its constituents more intricate. In her opinion, the most effective methods of exploring motivation are:

- 1) observing students behavior during classes and after them;
- 2) analyzing students' public, educational, organizational activities, the nature of interpersonal communication;
- 3) using and analyzing examples of real life situations, which may also be included to a test;
- 4) organizing individual interviews with students, suggesting the answers to direct and indirect questions about motives and learning objectives of each student;
- 5) carrying out surveys to collect material for the analysis of students' attitudes to learning as quickly as possible [9].

According to Nina Bordovskaya, abilities and motivation are in dialectical unity and each affects in some way the level of achievements. Studies carried out in universities, showed that students with high and low grades could have the same intellectual level, but their motivation was different. If the student is aware of the profession he has chosen and considers it worthwhile and socially meaningful, his studying will be more effective. Studies carried out in colleges and universities, fully prove this statement. Therefore, the teacher's aim is to familiarize students with all the details of their future profession and explain all the benefits of the chosen major. These issues should be paid attention to in the course of training, because the level of motivation to work influences the quality of knowledge obtained. In addition, the satisfaction with the chosen major impacts on the mental health that can be also preserved if the level of professionalism is high and a specialist can easily overcome stress.

Aspiration to self-improvement is another characteristic of motivational constituent. Self-development is a deliberate human activity aimed to self-actualization; it is a form of cultivation of his own uniqueness through self-empowerment. Self-development requires a clear understanding of goals, ideals and attitudes, and involves two stages: self-knowledge and self-transformation. Despite the fact that recently the training process has been being constantly modernized, it is not enough just to revise the content and forms of learning; knowledge obtained in high school is often not enough for the job. Hence, aspiration to self-improvement is a necessary condition of succeeding.

For the development of inner aspiration to self-improvement three sets of conditions are required:

- Awareness of individual goals, challenges and opportunities of development and self-development.
- Participation of the individual in creative activities, some experience of success and achievements coaching.
- Adequate style and methods of external teaching influences: the conditions of training and education and way of living.

The organization of the conditions for the student's self-development involves a new approach to the construction of the educational environment in which the student ceases to be an object of teachers' professional activity, and all components of the educational environment become means to achieve the only goal - an active, harmonious, comprehensive student's development and self-development.

The motivational constituent should be developed along with other components. The forms and methods of work aimed at developing professional skills and personal qualities should always be chosen taking into account the interests of the students, that is, motivate them to educational and professional activities.

Conclusions and Prospects of Further Research. In our research, we examined the cultural and motivational constituents of linguo-cultural competence, and analyzed the possible forms of work aimed at their development. The most effective way to do this, in our opinion, is to use the audio-visual method. Due to the video sequence new cultural characteristics of the foreign language speaking country are introduced; due to the focus on speaking the communication skills and localization aptitudes needed for the interpreter are developed. Working with video or illustrations, future interpreters learn to notice realia that require localization. Moreover, the use of authentic video is a motivating factor and contributes to the development of students' cognitive independence. However, despite the fact that the proposed method is evidently effective for the development of cultural and motivational constituents, it has several drawbacks when used for teaching foreign language to future interpreters. The main disadvantage is that translation is not used at all, and teaching translation is one of the main goals of training. Therefore, in order to develop linguo-cultural competence it is necessary to use a combination of methods, each of which is aimed at developing one or another component.

The prospect of our research is to develop training programs for interpreters, which will include the forms, methods and means of teaching aimed at developing linguo-cultural competence.

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Большакова М.Г. Формування культурологічної та мотиваційної складової лінгвокультурологічної компетенції

Проаналізовано культурологічну і мотиваційну складові лінгвокультурологічної компетенції. Представлено комплекс методів і форм роботи, спрямований на їх формування.

Ключові слова: лінгвокультурологічна компетенція, мотивація, культура, підготовка перекладача, вища освіта.

Большакова М.Г. Формирование культурологической и мотивационной составляющей лингвокультурологической компетенции

Проанализированы культурологическая и мотивационная составляющие лингвокультурологической компетенции. Представлен комплекс методов и форм работы, направленный на их формирование.

Ключевые слова: лингвокультурологическая компетенция, мотивация, культура, подготовка переводчика, высшее образование.