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Professionally Oriented Texts Translator's Staged Formation of Socio-Cultural Competency

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Abstract: The specific features of professionally-oriented texts translator's social-cultural competency are analyzed in the article. These features appear at all the stages of a translator's activity, that's why it is suggested that the given competency should be formed stage-by-stage on the basis of the integrative model for professionally-oriented translation training.

Key words: Professionally-oriented translation · Translator's social-cultural competency · Formation of the translator's socio-cultural competency · Special discourse · Specialized culture · Science and engineering social institute

INTRODUCTION

The concept "culture" has taken an important place in the conceptual construct of translation researchers since 90s of the last century. Providing the process of communication the translation helps to fulfill the interaction not only between two languages but also between two communities, two cultures. The given statement permitted researchers to consider translators' professional activity not only as inter-language but also as intercultural interaction [1,4].

The ability to understand the utterance of not only the other lingua-community common representative (in our case German one) but the representative of a certain professional team (geologists) is thought to be important for a professionally-oriented texts translator, so that later on the basis of the understood meaning to create the utterance in the native language for the Russian geologists who received education in Russia, which is different to a German one.

Socio-cultural Competency of Professionally-oriented Texts Translator: Analyzing the meaning of socio-cultural factors in the translator's activity, the translation researchers distinguish a socio-cultural competency (SCC) based on the knowledge of the cultural and historical heritage, modern society culture, public rules and norms of behavior [5, 6, 7]. It should be noted that SCC component of a professionally-oriented texts translator has not been much developed so far.

In our opinion, understanding the way of interpreting the phenomenon "translator's socio-cultural competency in the translation training theory would be rather difficult without considering the questions related to the origin of the given concept in a modern lingua-didactics. That's why we analyzed and compared competencies distinguished by lingua-didactics scholars and translation researchers to identify the part of the translator's professional competence reflecting to a greater degree social and cultural peculiarities of specialists' communication in the professional field of Russia and Germany.

Socio-cultural competency in lingua-didactics is considered as a tool of intercultural cooperation to solve the mankind global problems. The given competency includes:

- The knowledge of national-cultural specific features of the language speakers' social and speech behavior;
- The knowledge of social stereotypes, history and culture, as well as the methods of this knowledge application in the process of communication;

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- The knowledge of values, religions, behavioral patterns, customs, traditions, language, cultural achievements adherent to a certain society and characterizing it;
- Individual ability to perform an adequate inter-cultural communication;
- Ability to join the culture and traditions of the studied language country.

Formation of such competency is conducted together with the dialogue of cultures accounting the differences in a social-cultural perception of the world that assists to reach intercultural understanding among people and formation of "the secondary language personality".

We assumed that SCC being a part of the translator's professional competence will acquire a number of specific features and differ from a conventional social-cultural competency, which is formed while foreign languages training.

While translating the social-cultural knowledge is not considered to be important for the translator himself as a mediator who performs the transfer of information since the object for understanding is a foreign thought which is later on reproduced for other people" [8]. In this case, irrespectively of the translator's interest it is important for him to understand, interpret and maximum precisely impart all the social-cultural information of the source text and at that to correlate language means with the norms of speech patterns characteristic for the translation text recipient.

It should be noted that modern requirements to professionally-oriented texts translator are supposed to have two diplomas (in the field of translation and in a certain field of knowledge). That's why the students who receive the translation training today, as a rule, have the diploma of a specialist.

While forming SCC of the future professionally-oriented texts translator, it is considered to be important to use the students' formed knowledge in their main specialization as a support. Their subject and social-cultural knowledge of the Russian geologists' professional communication environment should be supplemented with social-cultural knowledge of the geologists' professional communication environment in the country of the language being studied. The future professionally-oriented texts translator should have this social-cognitive knowledge in his cognitive equipment, be able to compare it, analyze and adequately translate. Thus, the important aspect of professionally-oriented texts translator's SCC formation will be the integration of the subject and social-cultural knowledge in the process of education that will permit the translator to cope with the tasks confronting him at all the stages of his activity.

On the basis of the above-stated we can determine *social-cultural competency of the professionally-oriented texts translator as readiness and ability to understand, analyze social-cultural information in the source text (knowledge about rules and norms of interaction between individuals within the framework of science and technology social institution, in the professional field of communication in the country of the language being studied and in Russia), the ability to compare this knowledge with the knowledge of the translation text recipient and to use the adequate methods of translation to correctly render the foreign text.*

Special Discourse in Translator's Activity: To more correctly and completely understand the text, to professionally fulfill the translation the translator should account all the historical, social, cultural and situational factors which influenced the creation of the foreign text and to choose strategy for its translation into the Russian language for a new recipient in a new communicative situation [5, 9, 2].

With this aim the translator analyzes the text to distinguish and clarify the subject, socio-cultural, background and linguistic information. G.V. Kolshansky fairly noted that the translation is a complex interaction of all the components of communicative act in their dynamic development- from formation of separate utterances to a final text. The translation requires that the translator should understand such factors which are beyond the language ones, i.e. to account the situation, communicators' competencies, importance of source text background, knowledge of all its cultural and historical presuppositions [10]. Such consideration of the text is possible from the position of the "discourse, the concept which is presently used in the Russian linguistic literature along with the concept "text" and has not had a mono-semantic definition yet. Analyzing the present views on correlation of the text and discourse V.E. Chernyavskaya notes that the text being a formally completed structure, presents itself a basic component of the discourse. In its turn, the discourse – is " the language expression of public practice in its various communicative spheres; in a special way ordered and systemized application of the language behind which there is a special- socially-, ideologically-, culturally-, historically- stipulated

mentality" [11]. The given interpretation of the discourse is thought to be the best one to answer the aims of forming the translator's social-cultural competency because to completely understand the meaning of the text being translated the translator should consider the maximum number of factors which influenced its creation, i.e. to analyze the text from discursive positions. That's why the concept "discourse" is so important while translator's SCC forming, which permits him to understand the meaning of the text, the author's intention and to "go down" to the text level to analyze the means which the author used to reach the set goal.

In the process of his activity the professionally-oriented texts translator deals with the special discourse, which is formed while communicating in the professional scientific-technical field and is characterized from the position of a concrete subject and functions of communication, the sender's and recipient's professional status within the framework of a certain social institution, specific characteristics of communicative situation, the channel of the information transfer [5].

Professionally-oriented Texts Translator' Staged Formation of Social-cultural Competency: Formation of the translator's SCC calls for a special organization of training activity which involves interrelation and interaction of individual and pragmatic components. The integrative model for translation teaching designed by N.N.Gavrilenko [12] was taken as a model to realize the given approaches when forming translator's SCC, which includes four stages of training that correspond to the translator stages of activity:

- *Professionally-oriented stage* (receipt of the text for translation from an employer, preparing to the professional activity);
- *Analytical stage* (understanding, interpretation of the foreign text and choosing the strategy for translation);
- Synthesizing stage (search for language correspondences and rendering the understood text into the language of translation);
- *Correcting stage* (correction and presenting the translated text to the customer).

The analysis undertaken and translators' survey showed that *at professionally-oriented stage* the translator can and must receive the data on the source text sender and translation text recipient (professional status, membership of a certain professional group etc.). This socio-cultural knowledge considerably determines the strategy of the future translation.

The ability to understand and interpret the source text, to clarify the text sender's position is considered to be important for the professionally-oriented texts translator *at the analytical stage of training.* The information on the sender/ addresser can be of help which can be presented in an annotation, an introduction or conclusion to the given work in a special discourse, [5].

The special discourse sender, as a rule, is a specialist in a concrete field of knowledge and addresses the specialists of his professional group. The researchers note that the special discourse is oriented, as a rule, not to the individual but to the group addressee. While translating the special discourse such factors as profession, the kind of occupation, place and the subject of the work, the discourse sender's attitude to the subject of speech will be of great importance. E.S. Troyanskaya, the researcher considering the speech sender and recipient's characteristics points to the necessity to account a social status (including social position, education and profession) [13]. To understand the communicative partner's behavior in a certain socio-cultural context, the translator should know how he perceives the world, to see the given situation with his own eyes as well as to account the mentality and features of the national character. The researchers define the mentality "as a specific mode of perception and understanding the reality determined by a complex of consciousness cognitive stereotypes characteristic to a certain personality, social or ethnical group of people" [14]. People's mentality is demonstrated through actions, communicative behavior, their character.

The specialists in different fields of activity, including geology, present different cultures and differently approach one and the same scientific-technical problem. It is related to the difference in everyday culture of the text sender and recipient as well as to the initial knowledge, ideas, interpretative and behavioral patterns. The translator should account socio-cultural specific features, subject and background knowledge of the recipient. Being a member of intercultural communication the professionally-oriented texts translator should know the communication specificity of science and engineering representatives which is determined by a specialized culture presented by science and technology social institution regulating the communication in a professional field.

The activity at a specialized level has more rationalistic character in comparison with the everyday culture and takes place in rigid institutional limits. The specialized culture is a culture stipulated by public division of labor and availability of system-institutional fields of activity. The special education received in a boyhood, in youth helps a person to be involved into professional culture. [15]. That's why not only socio-cultural knowledge (county-studying, knowledge of history, traditions etc.) is so important for the translator but it is also important the knowledge of communicative specific features stipulated by the science and technology social institution, professional team of geologists-specialists. Actually any joint activity is institutionally stipulated. The institutions of various societies differ from each other and at the same time are the tools for social control as due to their normative character they make people comply with the norms and keep a relevant discipline. That's why the institution is understood to be the complex of norms and patterns of behavior, it establishes the order of rules and standardized patterns of behavior.

"Social institutions are an organized unions of people who fulfill definite socially important functions providing mutual achievement of goals on the basis of performing their social roles by their members which are regulated by social values, norms and patterns of behavior" [16].

The representatives of professional scientific-technical field in different countries have different systems of values and value orientations. The values are a particular network which covers all sides of our life, keeping certain objects and omitting the others; the values considerably stipulate all our perception of the reality: we behave according to our perception of the things [17]. Each culture has the fund of unbreakable values without which it is impossible for the society to survive. For example, the Germans highly appreciate education (Bildung) that is education and general culture. With great pleasure they demonstrate their knowledge, erudition, participate in cultural life of the nation and are proud of it.

The translation researchers distinguish the norms in deep layers of the culture along with the values and value orientations. The norms are understood to be concrete requirements and instructions for the texts; collectively understood rules to choose language means forming the basis for speech realization of the language system; the rules of the language situational use. [18, 19, 20].

The values and norms directly or indirectly expressed in the semantics of the language units and communicative activity of cultural-language community representatives [21]. At the stage of the German text understanding the translator should be able not only to understand the sense but to compare German norms and values with the Russian ones without giving his own evaluation as each professional team of Russian and German specialists-geologists use their own values and norms in a special discourse. At this stage the translation text recipient image is always invisibly present and the translator should determine the information that lacks in the recipient's cognitive equipment and will require the application of relevant translation devices. At that, the translator's task is to manifest tolerance, liberality, impartiality to the utterances of other cultures representatives, acknowledging and accepting the differences existing among the representatives of different cultures, as well as to understand and respect the other way of thinking. The researchers consider the tolerance to be the personality's ability to reach mutual understanding, acknowledgement of his own personal spiritual values and demonstration of value attitude to other people and their views, ability to change his point of view, attitude, policy, as well as ability to assist and cooperate, if objectively required [22]. The given statement is important for the translator as he creates the text of translation for a new recipient in a new communicative situation and at the same time he must neutrally perceive the information received from the sender.

The analytical stage of the translator's SCC forming is finalized with working out the strategy of the future translation.

The students learn to search terminology, to select equivalents in the native language and to create the text of translation at the third *synthesizing stage*.

At this stage the translation text recipient, a participant of communication, whom this text is addressed to, plays an important role. While translating professionally-oriented texts the translation text recipient, as a rule, is known to the translator and the latter will account the pragmatic potential of the recipient. If the translation text recipient is unknown, the translator will be oriented to an 'average" (V.N. Komissarov's term) recipient proceeding from his own idea about cultural, subject level of knowledge characteristic for a typical Russian representative of the professional group.

To create the text of translation the translator should select equivalents for socio-cultural information and to use the relevant translation devices which permit to create the text of translation on the basis of understood

utterance. It should be noted that when transferring socio-cultural specific features of a special discourse the translator should have certain creative skills, i.e. *creativity*, which is thought to be a demonstration of general creative abilities of a personality aimed at a productive activity in the set field and are actualized when it is required to solve a set task. Creativity is the quality which determines a productive thinking [23]. The translator's creativity is demonstrated at two levels: as an intuitive reproduction and actualization of knowledge as well as production of new knowledge and methods of using them [24]. The second level of creativity is more required when transferring socio-cultural information of the special discourse by the translator.

The future translators should be taught to verify the correctness of socio-cultural information transfer and to be able to defend the selected strategy of translation.

CONCLUSION

All the above-said determines the specificity of the translator's socio-cultural competency and the necessity of its formation when training professionally-oriented translation. SCC, being a part of professional competency of professionally-oriented texts translator will have not only a number of similar features with the socio-cultural competency of a common bi-linguist, but also different characteristics. As the conducted analysis showed, the socio-cultural competency of a translator will have a comparable character and to include not only certain abilities, knowledge and skills but also professionally important characteristics of a personality required for a future translator. The students' readiness to use the received knowledge and skills should be also formed. The given competency will be demonstrated at all the stages of this complicated professional activity: at the stage of preparing for translation, at the stage of understanding and interpreting of a foreign text, at the stage of creating the text of translation and at the final correcting stage. The future translator's socio-cultural competency should be formed gradually based on integrative socio-cultural knowledge received by the student in the process of training in the core specialization.

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