

Prospects for further research we see in the consideration of factors and determination of pedagogical conditions which influence prospective teachers' positive I-concept formation in the process of their professional training.

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SOCIOCULTURAL COMPETENCE IN DEVELOPING SKILLS OF WRITTEN TRANSLATION

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Abstract. *This paper provides an analysis of main translation competences and focuses on the importance of developing students’ sociocultural awareness. Sociocultural competence is regarded as an integral part of translators’ professional training and as a necessary condition for further development of other translators’ professional skills and competences.*

It outlines methodological approaches to selection texts for translation, differentiates specific features of texts for written translation and studies the influence of extra-linguistic factors on developing skills of written translation

Keywords: *translation competences, sociocultural competence, text selection, written translation, higher education*

The problem of teaching written translation as part of translator professional training has traditionally been given much attention at Ukrainian universities. In

this respect, the scientists and educators address the issues which deal both with development of general principles and special methods/techniques of teaching translation, keeping the main translation competences in mind.

Translation competences reflect the translator's multiple skills necessary to transfer the idea from source language into a context of target language. It is "the ability to successfully meet complex demands in a particular context through the mobilisation of knowledge, cognitive skills but also practical skills, as well as social and behaviour components such as attitudes, emotions, and values and motivations." [6, p. 3].

Translation is considered to be far more than a matter of linguistics. While transferring a message from one language to another a translator deals with two different cultures at the same time, so besides profound language knowledge, which comprises a basic linguistic competence, good translators must have other competences as well.

According to Neubert there are five translation competences: language competence; textual competence; subject competence; cultural competence; transfer competence [4, p.4]. All these competences interact with each other and define translation from other areas of communication.

Language competence includes a system of linguistic knowledge and reflects the ability to use it for communication and intellectual activity.

Textual competence represents abilities to define textual features in different genres and text types.

Subject competence stems from textual competence and includes knowledge about the world and knowledge in specialist areas.

Transfer competence is an ability to transfer message from source language to target language.

Cultural competence is of special importance for our study as it deals with concern that any information expressed in the text is full of social conventions and cultural identity. Cultural competence along with sociocultural competence as one of its components refers to the areas which on the one hand deal with linguistics and on the other hand with cultural and social awareness concerning the questions how and when to use utterances appropriately.

The analysis of publications and researches on the subject matter has shown that scientists have widely considered the correlation between education and culture which forms an educational and cultural paradigm developed by prominent Russian scholars Mikhail Bakhtin and Vladimir Bibler.

Claire Kramsch also focused her attention on the debate about the relationship between language and culture.

Victoria Safonova and Svetlana Ter-Minasova investigated a problem of languages of international communication in the context of dialogue of cultures, recognizing the fact that language is becoming a means of intercultural communication in the modern world.

The development of sociocultural competence in the English language classroom was studied by I. Bim, M. Byram, N. Halskova, O. Kolominova, O. Leontovich, V. Milrud, E. Passov, A. Pym, P. Sysoev, S. Zainurrahman and others.

T. Ganicheva, L. Latyshev, A. Yakimchuk examined a sociocultural component as an integral part of translators professional training.

Although the different aspects of sociocultural competence have been considered in sufficient detail, we note the lack knowledge how to apply the theoretical prospects into practice of teaching written translation. *The aim of this study* is to explore sociocultural awareness as a ground for development of skills of written translation.

Formation of sociocultural competence is among the main objectives in translator training practice. Its peculiarity is in the fact that sociocultural competence is an integral part of translators' professional training and at the same time it provides foundations for further development of other translators' professional skills and competences.

Sociocultural competence is a complex phenomenon enabling translation trainees "to interpret and bring different cultural systems into relation with one another, to interpret socially distinctive variations within a foreign cultural system, and to manage the dysfunctions and resistances peculiar to intercultural communication" [7, p. 13]. In this way translators transfer messages from one language to another, while preserving the underlying cultural and discourse ideas and values.

Sociocultural competence reflects person's theoretical and practical readiness for sociocultural activity, it is an ability to conduct interpersonal and international communication putting knowledge of culture into use.

According to V. Furmanova, one of the components of sociocultural competence belongs to language area [2]. From this point of view language is a means to express culture that is why culture of the language studied should be learned on the authentic examples with vocabulary of social and cultural orientation.

Educators mention that "one of the most important points to consider in the act of translation is understanding the value of the source text within the framework of the source-language discourse" [5], in this respect a choice of appropriate texts for teaching translation is a significant methodological problem whereas any text serves two functions: it can be both an object of translation and a means of teaching translation. Factually any text can become an object of translation, but not any texts can be used for teaching purposes.

There are some studies devoted to the methodological problem of choosing texts for reading and translation (I. Zaykova, N. Kondrasheva). According to them texts should meet specific requirements and reflect certain principles.

Principle of authenticity. It means that for the purposes of translation it is necessary to select texts which “native-speakers produce for native speakers, i.e. authentic texts created for real-life conditions rather than for teaching” [3, p. 193].

Principle of professional orientation supposes choosing typical texts for professional activities to teach translation of texts in different fields.

Principle of communicative value holds that a choice of texts should be guided by their value for certain situations of intercultural communication [7, p. 10].

Principle of situationality is similar to the previous one but is more specific and assumes correlation of the selected texts with particular situations of communication.

The texts offered for translation should also:

- provide factual information that refers to a particular sphere of communication or specific situations of communication;
- contain actual information on the subject matter;
- contribute the enrichment of students’ professional thesaurus;
- be relevant to the topics provided in the curriculum;
- have all texts inherent characteristics;
- refer to different genres and styles;
- correspond to a peculiar type of reading [9, p. 168].

Although all the principles mentioned above have been developed to select texts for oral translation, the same requirements are fully in line with factors of linguodidactics that determine a process of choosing texts for teaching written translation. Respectively, while choosing texts for written translation a teacher should bear in mind some features specific for written translation.

According to the principle of authenticity, using texts from authentic sources for written translation is didactically appropriate for development of students’ sociocultural competence, as far as they reflect realia and culture-bound items encourage comparison of unique features of different cultures and serve pragmatic task of vocabulary enrichment and its activation. Despite numerous and unconditional advantages of using authentic texts for translation, there are some problems that occur in the English language class.

One problem is that too long texts need to be shortened to the appropriate size for students to work with. In this case, text reduction should neither have a negative impact on lexical and grammatical structure of the text nor clash with its perceptual unity.

The next problem of texts selection for written translation is that they should have language structures appropriate for written texts (specific structure, composition, form of narration etc). Moreover, each text should have the features of contextual and sense completeness, have appropriate vocabulary and

contain number of terms (for special purpose texts translation), have constructions that constitute difficulties for translation and take into account students' level of language proficiency.

While teaching translation of specialized texts it is worth to adhere to the principle of genres and styles diversity that implies choosing texts from different sources, e.g. to teach peculiarities of translation of political and social text student should be given all types of texts from all possible authentic sources: newspapers, journals, reports, books, charters, official documents etc. As mentioned above, linguistic parameters of the text (syntax, semantics, pragmatics) are very important for development skills of translation. But scholars confirm that "translation cannot be learnt just by translating texts" [1, p.944]. Here arises importance of cultural and sociocultural awareness again, that is why extra-linguistic parameters of the text are of special concern.

Extra-linguistic factors (culture, society and ideology) provide the grounds for discourse analysis done during written translation. The true meaning of a sentence can't be assigned by its only linguistic construction but it largely depends on reference (meaning in relation to exterior world), sense (meaning in relation to linguistic system) and force (meaning in relation to situational context).

Texts chosen for translation serve as a part of specific discourse (social, political, legal, economic etc.) and thus texts should have some social, language and culture markers that promote comparison of extra-linguistic factors and their correlation with norms, traditions, convictions and values in students' native culture.

Translators deal with words, phrases and discourse that are attached to the source but the problem is that this source may not have the same concept in different cultures. In this case with the help of reconciliation and distinction of different concepts the implementation of a principle of dialogue of cultures takes place.

During the pre-translation analysis students should realize the language difficulties caused by extra-linguistic factors and find the ways of their translation using the skills of sociocultural competence.

Conclusions. Thus, to become a successful translator it is necessary to be familiar with target-language culture in detail apart from having a good command of language. Without that a translator will fail to determine things of cultural significance in the texts and will not reflect them correctly in translation.

In translator training practice much attention should be paid to adaptation of future professionals to foreign culture. The process of adaptation can be facilitated with appropriately chosen texts for written translation and thereafter it will encourage development of students' sociocultural competence.

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