



System of Training of Student-Translators for Translation Activity on the Basis of a Socio-Cultural Approach

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Abstract: *This article discusses the content of the professional training of future linguists-translators based on a sociocultural approach, which is aimed at developing indicators in the structure of readiness for translation activities through the use of certain types of exercises.*

Key words: *sociocultural competence, student-future translator, authentic text, sociocultural approach, translation activity, professional activity.*

INTRODUCTION

The selection of curricula of the most significant disciplines read to students - future translators of the "Translation and Translation Studies" profile, as well as personal experience in teaching the practice of speaking English gives us the opportunity to outline the necessary set of pedagogical conditions that allow us to form the readiness of students - future linguists for a profession. - Physical activity against the background of the socio-cultural approach. Such conditions include interdisciplinary integration in the course of teaching English, taking into account the sociocultural approach (the interconnection and influence of the English language and a set of cultural and humanitarian subjects), the use of a certain method of individualized learning, the interconnection of all members of the process learning (subject-subject type of relationship, learning in small teams), as well as the multi-subject fullness of the learning environment¹ (authentic sources, audio and video authentic programs with exercises that reflect the specifics of the language, way of life, history, culture of the country of the studied language) [1].

MATERIALS AND METHODS

The statement about the inseparability of mastering the English language from the parallel study by students - future translators of the culture of the country of the language being studied, its history and today's life seems to be generally accepted. If earlier it was enough to transfer specific knowledge to students and develop related skills and abilities, today this is not enough, which is proved by the

conducted theoretical and practical research. Thanks to this, the process of training students - future translators in the field of "Translation and Translation Studies" according to the updated state standard covers such necessary academic subjects as world art culture, history and literature of the countries of the language being studied, cultural studies, country studies [2].

RESULTS AND DISCUSSION

The implementation of the above set of pedagogical conditions contributes to the preparation of students - future translators for professional activities using a socio-cultural approach.

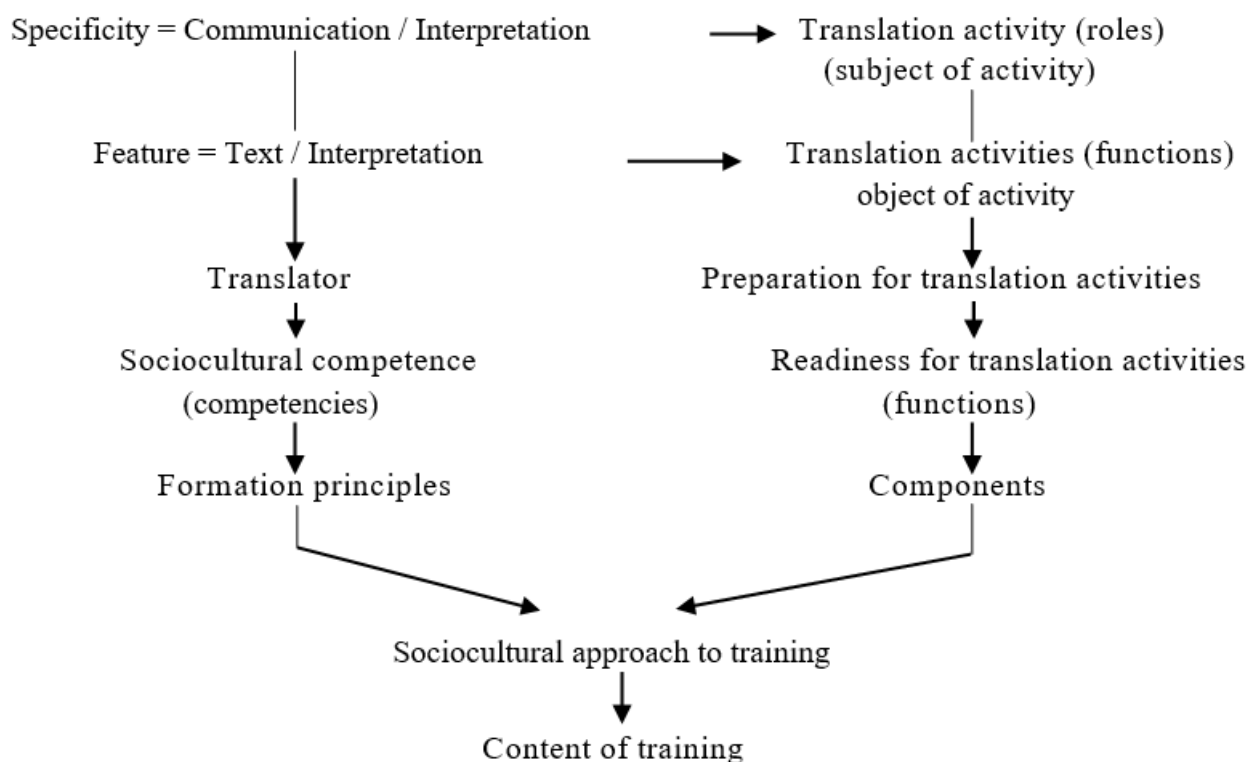


Fig.1. Conceptual logic of determining the problem of readiness for professional activity of future linguists-translators [3]

The research process indicates that the specificity and peculiarity determine the content of preparation for translation activities by identifying the elements of sociocultural competence and the principles of the sociocultural approach, which has a certain impact on the development of the content of professional training of linguistic students (Fig. 1). Since the translator realizes his activity in society in the context of a dialogue of cultures, he appears to be the owner of different cultures, therefore, socio-cultural competence is presented by special indicators in the content of preparing linguists for professional activities.

The content of the professional training of linguistic students using a socio-cultural approach is carried out by means of a foreign language as part of the entire system of professional training. This is acceptable when the content element of the readiness of linguistic students for professional activity consists of usual (usus - the norm of speech) speech forms that show the most important categories of linguistic and regional studies, background, connotative and non-equivalent vocabulary, speech forms and speech samples, types speech and non-speech behavior of the owners of a foreign culture, which contributes to the fruitful development of socio-cultural competence of linguistic students. The

implementation of the sociocultural approach is permissible in the course of using authentic materials that contribute to the development of sociocultural competence, which is the basis for the professional training of linguistic students.

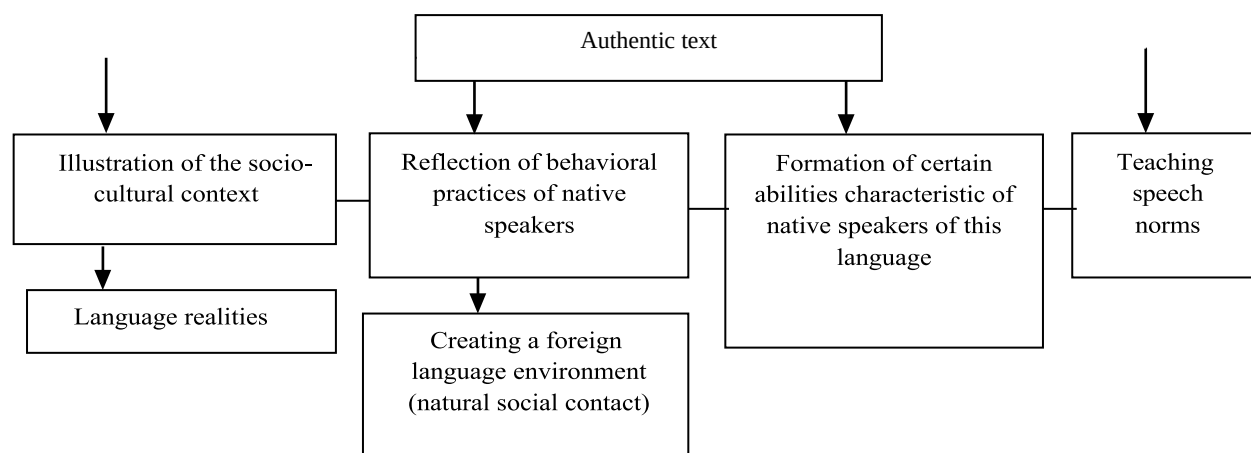


Fig 2. Authentic text functions [4]

Authentic is material that was not originally designed for use in the process of teaching students - future translators and is considered as "a wide range of written and oral messages created by native speakers for native speakers, produced by a native speaker in order to convey information, to show personal reaction to the information received". Authentic material is considered to be sources taken from the communicative experience of representatives of a foreign culture. Such materials are characterized by liveliness and brightness of style, imagery of language, accuracy and intelligibility of statements. In addition, authentic texts consist of a significant amount of background vocabulary, realities, information messages, which contribute to the development of competence of future translators.

The research process allowed us to identify the necessary types of authentic materials: pragmatic (functional); epistolary (personal and business letters, postcards); artistic (poems, stories, essays); informational (publications from periodicals). Future translators need to present all kinds of authentic materials so that they can not only understand the styles and genres of the English language, but also assimilate the socio-cultural information that is so detailed in the relevant materials.

It is worth emphasizing that the use of authentic materials, which include a significant amount of sociocultural information, contributes to the creation of a fruitful learning process for the preparation of future linguists-translators using a sociocultural approach that contributes to the preparation of students - future translators to professional activities [5].

Therefore, it is worth noting that authentic materials are of great importance in the system of professional training of future linguists-translators for translation activities. Authentic materials have specific purposes, they perform special functions: they include socio-cultural information (linguistic realities); allow you to feel the foreign language environment in which a direct social relationship is carried out (practice of native speakers), eventually the linguistic consciousness of the future linguist-translator develops; involves mastering special skills possessed by representatives of a foreign culture; teach speech norms (Fig. 2). At the same time, authentic materials show the functioning of the language in the form in which it is characteristic of its representatives, in direct social contact.

The content element of the system of professional training of future linguists-translators is represented by the English language; the content of the English language is chosen taking into account the principle of authenticity, which implies the existence of specific socio-cultural information that makes it possible to participate in situations of real communication and develop socio-cultural competence. Thus, the content of the training of future linguist-translators for professional activities is a complex of certain types of educational materials that were selected according to the functions of authentic material, compared by us with the accompanying principles of the sociocultural approach. The epistolary type of authentic material is worked out in the course of work with anticipatory, cognitive-search, search-creative, cultural studies-comparative, cultural-study-communicative tasks against the background of the principle of dialogue of cultures and the principle of cultural conformity, which makes it possible to form a cognitive and value-motivational components of the readiness of future linguists-translators for professional activities.

CONCLUSION

The artistic appearance of authentic material is mastered with the help of communicative-cognitive, search-creative, cultural-comparative, cultural-study-communicative tasks against the background of the principle of cultural conformity and the principle of multiculturalism, which makes it possible to develop the cognitive and value-motivational components of the readiness of future linguists - translators to professional activities. The pragmatic view of authentic material is acquired in the course of work with communicative-cognitive, cognitive-comparative tasks using the principle of multiculturalism and the principle of interdisciplinary integration, which makes it possible to form the technological and evaluative components of the readiness of future linguists - re- drivers to professional activities. The informational type of authentic material is worked out through the use of communicative-cognitive, cognitive-comparative tasks using the principle of dialogue of cultures and the principle of interdisciplinary integration, which makes it possible to develop the reflective component of the readiness of future linguists-translators to professional activity.

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