

*Soroka T. V.,
PhD (in Philology),
Associate Professor of the Department of English Philology
Izmail State University of Humanities*

WAYS OF FORMING TRANSLATOR'S LINGUOCULTURAL COMPETENCE IN THE SPHERE OF BUSINESS COMMUNICATION

Summary. An important component of the competence sphere of the translator's linguistic personality is a linguocultural competence, manifested in the translator's ability to perform one of the most important professional functions – to convey culturally-specific meanings in the process of intercultural business communication. The creation of a didactic model of the linguocultural competence of a translator in the sphere of business communication is of primary necessity. The analysis and critical comprehension of the conceptual statements of linguocultural studies, translation studies, cognitology, psycholinguistics, discourse theory, the theory of intercultural communications, linguodidactics allowed to present the translator's LCC in the field of business communication in a static plan as the ability to transmit culturally-marked information of the translation process, in a dynamic plan – as the functioning of a complex mental mechanism that ensures the allocation of culturally-labeled information contained in business discourse, with its subsequent interpretation through the cognitive structures existing in consciousness, and its further transmission to the parties of the translation process. The organization of the pedagogical process for the formation of the competence sphere of the participant of intercultural communication assumes the requirement of structural development of the simulated object, in accordance with which, in the structural plan, the translator's LCC is presented as a synchronously functioning synergetic mechanism consisting of discursive, strategic and rhetorical competencies that are in constant interaction. Each of the mentioned competencies includes informational (as an arsenal of linguistic and extralinguistic knowledge) block. The expediency of allocating an operational component is due to the need to determine a set of skills and abilities. The operational block contributes to the implementation of translation activities for the transformation of culturally-marked linguistic units of the source text by adequate means of the target language.

Key words: translator's linguistic personality, discursive competence, strategic competence, rhetorical competence, business communication.

Problem statement. Entering into intercultural communication, an individual manifests oneself in accordance with the national-cultural specifics of the system of values characteristic of a given community, and respectively, the linguistic personality as a participant in intercultural communication, acting as a carrier of a nationally-determined linguistic consciousness, is a "nationally-specific type of communicant". When considering the key competencies of a translator's linguistic personality, the emphasis is often placed on professional competence and its components: linguistic, speech, socio-cultural, discursive, translation competencies.

Recognition of the importance of translation of culturally-marked information in the business translation procedure leads to the idea of the need for purposeful formation in the learning process of one of the most important aspects of the translator's linguistic personality – linguocultural competence (LCC). In this study, the translator's LCC in the field of business communication is defined as the ability to solve the tasks of conveying culturally-labeled information in situations of intercultural business communication based on a certain set of knowledge and communicative skills that ensure the extraction of culturally specific meanings from the verbal and nonverbal means of communicative behaviour of the parties involved in business interaction, and subsequent transmission of culturally-marked information to the other side of the translation process.

Analysis of recent research and publications. The process of forming a LCC in the field of business communication among future translators involves the creation of its model which should give an idea of what results must be achieved in the educational process. The modeling method is one of the most popular in modern research literature. In particular, it is widely used in pedagogy, manifesting itself in the development of various teaching models in a particular pedagogical field. As Yu.D. Desheriev notes, the essence of the modeling method is that a certain sequence of abstract schemes is created. They are designed to reflect one or another side of the object under study. The model characterizes the main features of this object, the most important laws of its functioning and development. At the same time, it is important to emphasize that the model is not a copy of the modeled object [1, p. 129]. It schematically presents the main features and properties. Models are the working images of the future system; they are normative in nature and play the role of a standard, a sample. In the process of cognitive activity there is a deepening, development of the model; the function of modeling as a process of generating a new reality is clearly revealed [2]. Thus, the model, on the one hand, is a "cast" of the original, on the other one – the transformation of reality. We add that the model should reflect the characteristics of the object under study, which are the most relevant in terms of solving research problems, within the framework of which this or that model is created.

The purpose of the article. The aim of the study is to use linguistic (descriptive) modeling. According to the nature of the original object, the model of translator's linguocultural competence in the sphere of business communication will be presented in the description of its components from the viewpoint of their structure and content [3]. The LCC model developed in this study is represented by an ideal (mental) object that gives an idea

of the professional qualities of the translator's linguistic personality that are necessary for adequate translation of cultural-specific meanings in the process of intercultural business communication. The LCC model developed in this study is represented by an ideal (mental) object that gives an idea of those professional qualities of a translator's linguistic personality that are necessary for an adequate conveying culturally-specific meanings in the process of intercultural business communication [4].

Research course. The translator's LCC model in the sphere of business communication was built taking into account the basic requirements put forward for it. The starting point was the main characteristics of the model identified by the researchers, namely: coherence, that is, compliance with the environment in which it has to function; simplicity of the structure, which allows operating freely with it; adequacy, that is, to be sufficiently complete and accurate and ensure the achievement of the result. The content of the translator's LCC model was built on the basis of a number of theoretical concepts in accordance with which the knowledge and skills were highlighted. They underlie the translator's abilities to broadcast culturally-marked information of intercultural business communication. The content of the translator's LCC was selected on the basis of the theoretical statements of linguocultural studies, translation studies, cognitology, psycholinguistics, discourse theory, the theory of intercultural communications, linguodidactics. When selecting the content of the translator's LCC, the normative requirements for the source text traditionally allocated in translation studies were taken into account: the standard of translation equivalence; genre and stylistic norm; the norm of translation speech; pragmatic translation norm; conventional translation norm. In the structure of the LCC, three main components are identified: *discourse*, *strategic* and *rhetorical* competence, the interpretation of which is built in accordance with their understanding in linguodidactic literature [5]. In the content of the *discourse competence*, researchers distinguish the following components: knowledge of ways to combine grammatical forms and semantic content in order to create a coherent oral or written text; verbal and paralinguistic knowledge underlying the ability to properly organize the semantic content of an oral and written text; the ability to combine sentences into fragments of discourse and to structure a semantic whole from a series of statements. Researchers assign an important role in the discourse competence to the knowledge of sociolinguistic conditions that help to understand the meaning of linguistic forms. These conditions include the conceptual universe of communication participants, their socio-cultural characteristics and interactive strategies. *Strategic competence* is defined as the ability to convey a certain semantic content by manipulating linguistic means in order to achieve communicative goals. This involves the skills of paraphrase, language guessing, repetition, register shifts and style. The basis of the *rhetorical component* of the LCC is the pragmatic aspect of linguistic competence highlighted by researchers. At the same time, communication is considered as a combination of communicative acts designed to produce a certain effect both in understanding and in producing an utterance, respectively, the illocutionary power of the used linguistic means is emphasized.

In terms of content, the components of a translator's LCC in the sphere of business communication can be defined as follows: *discourse competence* is a set of knowledge, speech and communication skills underlying the ability to structure

a semantic whole from individual utterances, providing compositional and semantic organization of the translation text; *strategic competence* includes knowledge, speech and communication skills that make up the ability to variable usage of language tools to ensure the structural and semantic organization of the translation text; rhetorical competence includes knowledge, speech and communication skills that form the basis of the ability to use linguistic means for constructing speech acts in order to achieve the necessary effect of utterance.

Each of the designated competencies (discourse, strategic and rhetorical) has informational and operational blocks in its structure. The informational component of the competencies highlighted in the LCC structure is a set of concepts, the meaning of which reflects the complex of knowledge of the culturally marked layer of business discourse [6].

The informational block of the discourse competence includes the following varieties of knowledge: knowledge of the specifics of genre forms of business discourse; knowledge of features of the logico-compositional construction of the business discourse of contacting linguocultures in the translation process (ways of ensuring the logicity and consistency of introduction, development and completion of the main topic of the statement; ways of deploying macro and micro themes; ways of developing the thought of the key sentence in a series of follow-up sentences); knowledge of formal means of ensuring coherence of discourse (words and phrases expressing sequence, spatial, temporal, causative-consecutive coordinations); knowledge of lexical (repetitions, variable substitutions, paraphrase, etc.); grammatical (conjunctions, conjunctive words, syntactic structures); stylistic (parallelisms, metaphorical and metonymic reinterpretation, etc.) means of cohesion.

The informational block of the strategic competence includes: knowledge of the culturally-marked layer of terminological and special vocabulary of the business lexicon (vocabulary with emotive/evaluative connotation; vocabulary formed on the basis of imaginative reinterpretation; "euphemized" terminological units; abbreviated terms; professional jargon; phraseological units of various types); knowledge of the main ways of transmitting culturally-marked terminological business lexicon in the translation language; knowledge of regular correspondences of the terminological and special vocabulary of the business lexicon in the translation language; knowledge of the main types of business terms correspondences in the translation language (translation transcription and transliteration; calques; semi-calques; cross-cultural analogues; lexical substitutions; descriptive translation); knowledge of the international transcription system; knowledge of culturally-marked grammatical units of English business discourse (word-formation models; compatibility of nouns with verbs in singular and plural; syntactic structures with formal subject; attributive structures; theme and rheme organization of utterance, etc.); knowledge of grammatical translation transformations on the morphological level (functional substitution, null translation, antonymic translation, conversion, etc.) and syntactic level (addition, reduction, rearrangement of elements, functional substitution on the level of phrases and unification, sentence division, rearrangement of sentence members, etc.).

The informational block of rhetorical competence includes: knowledge of the specifics of the most frequent speech tactics and communication strategies used in the business discourse

of linguocultures which are in contact in business communication; knowledge of speech acts implementing communicative strategies of business discourse in English and native languages; knowledge of textual stylistic features of professional, academic and public business discourse in English and target languages; knowledge of stylistic transformations (emphatization, neutralization, replacement or modification of the image, rejection of stylistic techniques, etc.); knowledge of the national and cultural specifics of communicative and speech etiquette (topics, etiquette formulas, time frames, communication priorities, etc.).

Along with the knowledge listed above, reflecting the verbal side of communication, the informational block of discourse, strategic and rhetorical competencies also include knowledge of non-verbal communicative behaviour of participants of intercultural business communication. However, it is not possible to attribute this knowledge to any one of the competencies, even exclusively for research purposes, since the same knowledge of nonverbal behaviour is included simultaneously in the content of all three competencies. Making up the nonverbal background of speech communication, this knowledge can contribute to the interpretation of any aspect of verbal communicative behaviour.

Nonverbal means of communication included in the informational block of discursive, strategic and rhetorical competencies constitute knowledge of the national and cultural specifics of etiquette norms of business communication: knowledge of the specifics of artifacts that formalize the space of business communication; knowledge of cultural traditions in wearing clothes and jewelry; knowledge of the specifics of spatial and temporal relations in high- and low-contextual cultures; knowledge of distance zones in situations of official and unofficial business communication; knowledge of the rules for exchanging business cards, gifts, souvenirs; knowledge of the specifics of greetings, gestures, national symbolism, colour symbols, external manifestations of feelings and emotions, gender relations.

Along with the informational blocks, there are also operational blocks of discursive, strategic and rhetorical competencies, the functioning of which is necessary in order to "make work" all the varieties of knowledge forming the content of informational blocks, and thus to generate necessary translator's abilities for conveying culturally-marked information of the translation process in situations of intercultural business communication.

The content of the operational blocks of the three competencies is a cognitive mechanism through which professional translation skills and abilities function. They allow a translator to carry out an adequate translation of culturally-specific word-meanings of intercultural business communication on the basis of possession of a certain set of knowledge.

From a cognitive point of view, the process of transferring the meaning of a culturally-marked language unit takes place in several stages. At the first stage, the concept verbalized through a certain language unit is isolated in the speech stream. At the next stage, further mental processing of this unit takes place – there are two ways: either the correlation of the perceived language unit with the concept already existing in the mental sphere by the similarity of some characteristics, or the formation of a new concept, if such a correlation is not possible due to the lack of similar characteristics of mental structures. Next, there is a verbalization of the concept that has undergone cognitive processing by means of the target language. Here again, two ways are possible: either a combination

of elements already existing in the native language to explicate the meaning of an "external cultural" language unit (calque translation, functional replacement, semantic development, etc.), or the formation of a new language unit based on the use of phonetic or graphical means of the source language, as a rule, with adaptation to the norms of the target language. During the passage of all these cognitive operations, a whole complex of specific translation skills and abilities is involved. It provides the ability to translate culturally-marked meanings expressed with the help of verbal means of communication. The register of speech skills and abilities included in the content of operational blocks is presented in the form of a hierarchically organized multicomponential complex, in which each of the main components branches into constituents, which, in turn, is a combination of a number of sub-components. The possession of the translator's LCC in the field of business communication presupposes the formation of the following abilities: the ability to correctly interpret and transmit by means of the translation language the compositionally-notional organization of the source text, taking into account the rhetorical traditions of the target linguoculture; ability to correctly interpret and transmit the structurally-semantic organization of the source text by means of the source language; the ability to rhetorically-correct organizing business discourse.

Each of these abilities is based on a set of speech skills. *The compositionally-notional correctness* of the discourse is achieved by mastering the following communicative skills: to build a clear logically-compositional text structure; to ensure the coherence of the text; to correctly introduce, develop and complete textual micro- and macro-themes. *The structurally-semantic correctness* of the discourse is ensured on the basis of possession of the following communicative skills: to ensure the correct choice of adequate means of transmitting the cultural semantics of lexical units; to ensure the correct choice of adequate means of transmitting cultural semantics of grammatical units of morphological and syntactic levels; to ensure the choice of adequate means for the correct thematic organization of the target text. *The rhetorical correctness* of the discourse is achieved on the basis of possession of the following communicative skills: to choose the correct speech act for the implementation of the communicative strategy of business discourse; to construct correctly speech tactics and communication strategies; to convey adequately the stylistic characteristics of the texts of business communication [7].

Each of the designated communicative skills ensuring the formation of abilities to achieve compositionally-notional, structural-semantic and rhetorical correctness of discourse in business communication situations is based on a private skills cluster. In this regard, when constructing a translator's LCC model it is advisable to present a set of skills as a hierarchically-organized structure consisting of basic and particular skills. For example, the ability of conveying cultural semantics of lexical units, which is a basic skill and one of the main components of structural-semantic discourse correctness, provides for the following particular skills: the ability to distinguish in the flow of information a cultural concept verbalized by a definite lexical unit; the ability to correlate the selected cultural concept with a similar mental structure designated by the unit of the target language; the ability to interpret the cultural semantics of the concept; the ability to determine which component of the semantic structure contains cultural information – in denotative or connotative; the ability to analyze

the extralinguistic context by means of background knowledge; the ability to analyze the linguistic context with the lexical units, through which this concept is verbalized; the ability to choose a translation transformation; the ability to build a synonymous series of lexical correspondences to a given unit of the source text by means of the target language; the ability to make a choice between synonymous correspondences; the ability to variatively use synonymous correspondences.

Concluding remarks. The conducted research allows to formulate the following conclusions. An important component of the competence sphere of the translator's linguistic personality is a linguocultural competence, manifested in the translator's ability to perform one of the most important professional functions – to convey culturally-specific meanings in the process of intercultural business communication. The creation of a didactic model of the linguocultural competence of a translator in the sphere of business communication is of primary necessity. The analysis and critical comprehension of the conceptual statements of linguocultural studies, translation studies, cognitology, psycholinguistics, discourse theory, the theory of intercultural communications, linguodidactics allowed to present the translator's LCC in the field of business communication in a static plan as the ability to transmit culturally-marked information of the translation process, in a dynamic plan – as the functioning of a complex mental mechanism that ensures the allocation of culturally-labeled information contained in business discourse, with its subsequent interpretation through the cognitive structures existing in consciousness, and its further transmission to the parties of the translation process. The organization of the pedagogical process for the formation of the competence sphere of the participant of intercultural communication assumes the requirement of structural development of the simulated object, in accordance with which, in the structural plan, the translator's LCC is presented as a synchronously functioning synergetic mechanism consisting of discursive, strategic and rhetorical competencies that are in constant interaction. Each of the mentioned competencies includes informational (as an arsenal of linguistic and extralinguistic knowledge) block. The expediency of allocating an operational component is due to the need to determine a set of skills and abilities. The operational block contributes to the implementation of translation activities for the transformation of culturally-marked linguistic units of the source text by adequate means of the translation language.

Further research. The prospect of research is to investigate the creative cognition approach to the formation of translator's linguocultural competence in the sphere of business communication.

References:

1. Дешериев Ю.Д. О моделировании отражения культуры в языке. К.: УМК ВО, 1988. 104 с.
2. Бахрушин В. Компетентності і результати навчання у нових стандартах вищої освіти. URL: <http://education-ua.org/ua/>
3. Байденко В.И., Оскарссон Б. Базовые навыки (ключевые компетенции) как интегрирующий фактор образовательного процесса. Профессиональное образование и формирование личности специалиста : науч. метод. сборник. Москва, 2002. С. 22–46.

4. Долинський С.В. Модель формування комунікативної компетентності майбутніх перекладачів в процесі дистанційного навчання. Вісник Національного університету оборони України : зб. наук. праць. 2011. № 6 (25). С. 34–39.
5. Задорожна О.І. Сутність поняття стратегічної компетентності в сучасній лінгводидактиці. Науковий вісник Ужгородського університету. 2017. Вип. 2 (41). Серія «Педагогіка. Соціальна робота». С. 105–109.
6. Компетентнісний підхід у вищій освіті: світовий досвід / Антонюк Л.Л. та ін. Київ : Ін-т вищої освіти КНЕУ ім. Вадима Гетьмана, 2016. 66 с
7. Hymes D. Vers la competence de communication. Paris: Hetier, 1984. 219 p

Сорока Т. Шляхи формування лінгвокультурологічної компетентності перекладача у сфері ділового спілкування

Анотація. Важливою складовою частиною компетентнісної сфери мовної особистості перекладача є лінгвокультурна компетентність (ЛКК), що виявляється у здатності перекладача виконувати одну з найважливіших професійних функцій – передавати культурно-специфічні смисли у процесі міжкультурного ділового спілкування. Створення дидактичної моделі лінгвокультурної компетентності перекладача у сфері ділового спілкування є першорядною необхідністю. Аналіз і критичне осмислення концептуальних положень лінгвокультурології, перекладознавства, когнітології, психолінгвістики, теорії дискурсу, теорії міжкультурних комунікацій, лінгводидактики дали змогу представити ЛКК перекладача у сфері ділового спілкування у статичному плані як здатність передавати культурно-марковану інформацію процесу перекладу, у динамічному плані – як функціонування складного ментального механізму, що забезпечує виділення культурно-маркованої інформації, що міститься у діловому дискурсі, з подальшою її інтерпретацією через наявні у свідомості когнітивні структури і її передачу учасникам процесу перекладу. Організація педагогічного процесу формування компетентнісної сфери учасника міжкультурного спілкування вимагає структурного розвитку модельованого об'єкта, відповідно до якого ЛКК перекладача представляється як синхронно функціонуючий синергетичний механізм, що складається з дискурсивної, стратегічної і риторичної компетенцій, які знаходяться у постійній взаємодії. Кожна із зазначених компетенцій включає інформаційний блок як арсенал лінгвістичних та екстралінгвістичних знань. Доцільність виділення операційного компонента зумовлена необхідністю визначення набору умінь і навичок. Операційний блок сприяє здійсненню перекладацької діяльності щодо перетворення культурно-маркованих мовних одиниць вихідного тексту адекватними засобами мови перекладу. Оскільки трансляція культурно-специфічних смислів стає можливою за наявності достатнього когнітивного досвіду і здатності до нестандартних творчих рішень, передбачається побудова навчання з метою формування ЛКК перекладача на основі креативно-когнітивного підходу.

Ключові слова: мовна особистість перекладача, дискурсивна компетенція, стратегічна компетенція, риторична компетенція, ділова комунікація.