

TRANSLATION IN THE ASPECT OF INTERCULTURAL COMMUNICATION

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Abstract. The purpose of this study is to promote the efficient training of translators in Russian universities. Undoubtedly, it will accelerate the integration of Russia into a single global educational space.

The direct observation and analytical description, method of projects (including the organization of international projects), methods of pedagogical influence, way of pedagogical experiment were used as research methods.

We experimented with two groups of Ph.D. students (Russian and foreign post-graduate students had been studying together). At the same time, the communication with each other and with the teacher was more successful when the linguistic material containing elements of intercultural communication was separately 'presented' to them. Each foreign Ph.D. student had an assistant, the Russian post-graduate student. He had been assisting his/her foreign colleague to overcome difficulties in understanding, behaving, and avoiding the state of cultural shock. As a result, our foreign friends came into intercultural communication very quickly and effectively and got used to the Russian way of life and thinking. Besides, it has happened due to their participation in various international projects (including via the Internet), when all the participants in the experiment found many friends abroad. They specifically discussed with them emerging situations of 'misunderstanding' and conflicts that they successfully coped with them.

Translation activity is becoming increasingly considerable and social significance in the modern world. The profession of the translator has become widespread. Russia has established specialized educational institutions that train professional translators. Representatives of many other jobs are also engaged in translations in one form or another. The wide range of the public is interested in translation issues. A new scientific discipline "The Modern Translation Studies" has appeared based on numerous studies. Participation in international studies and organizations of international projects, including via the Internet, are new and promising areas of teaching and research activities in national education. They create the basis for the

integration of the educational system of Russia into a single global educational space.

At the heart of any project lies a problem requiring specific language tools on the part of students for its development and solution. It has a certain practical and theoretical cognitive significance.

In our opinion, the requirements for the use of the project methodology in teaching foreign languages and translation at the university are:

- 1) Existence of a personally significant problem in the research, creative plan (a task requiring integrated knowledge, search for its solution); organization of travel to different countries; family problems; the problem of free time among young people; the issue of relations between generations, etc.);
- 2) Practical, the theoretical significance of the expected results (for example, a joint project for simultaneous translation of an official event; an almanac with live commentary, etc.);
- 3) Independent (individual, pair, group) activity of students in the classroom and outside;
- 4) Structuring the content of the project (with the indication of the phased results and distribution of roles);
- 5) The use of research methods involving a certain sequence of actions; discussion of the ways of forming the final results (presentations, defense, creative reports, views, etc.); summing up, presentation of the results, their presentation; conclusions, the promotion of new research problems.

The creation of a dialogue of cultures in the process of students' foreign language speech activity is extremely important.

It seems to us that the active involvement of intercultural communication issues in modern translation studies will not only expand the possibilities for a more detailed description of their problems in translation theory and practice but will also allow them, over time, to take a rightful place in the theory of intercultural communication.

Keywords: translation activity; professional translator; modern translation studies

Introduction

Translation activity is becoming increasingly considerable and social significance in the modern world. The profession of the translator has become widespread. Russia has established specialized educational institutions that train professional translators. Representatives of many other jobs are also engaged in translations in one form or another. The wide range of the public is interested in translation issues. A new scientific discipline "The Modern Translation Studies" has appeared based on numerous studies.

Russia's entry into the European and world educational space poses new challenges for teachers of foreign languages and, in particular, the translation at the university. At the same time, it is essential to apply new technologies more widely. These are computer (including multimedia) technologies; participation in international research and organization of international projects; studying not only national but also dialectal features of a language; teaching intercultural communication.

The purpose of this study is to promote the efficient training of translators in Russian universities. Undoubtedly, it will accelerate the integration of Russia into a single global educational space.

Methodology

Participation in international research and the organization of international projects is a new and promising area of teaching and research activities in national education.

At the heart of any project lies a problem requiring specific language tools on the part of students for its development and solution. It has a certain practical and theoretical cognitive significance.

For example:

1. The system of higher education in Russia and the countries of the studied languages. (Problem: is it possible to build an academy of the future, taking all the positive things that exist in higher education in Russia, Great Britain, and the USA?)
2. Culture of Russia and the countries of the studied languages. (Problem: does knowledge of culture, traditions, and customs help to understand the national character better?).
3. Mass media. (Problem: Does the media influence the formation of our worldview?).
4. Environmental protection. (Problem: how does a democratic society solve ecological problems?).

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The remark of A.D. Schweitzer (1988) seems fair. He believes that a truly realistic picture of such a complex and multidimensional process as translation can be obtained only through the integration of different, complementary approaches to its study. Moreover, translation in the field of professional communication is the integration of various fields of science and technology, specialty languages, general and specialized culture.

In Russia, a linguistic model of translation (L. S. Barkhudarov (1975), I. I. Retsker (1974), A. D. Schweitzer (1988), etc.) has been developing since 1960. In early 1980 when describing the translation process, the researchers actively began to involve determining factors - the situation of

communication, the sender and recipient of the text, etc. The communicative approach to the translation process is reflected in the work of many Russian researchers. The method of translation is considered as a private and complicated act of communication, which has its specific features associated with the use of two languages (the number of participants in conversation, the specifics of the communicative activity of the translator/interpreter, the belonging of participants in communication to different cultural and linguistic groups, etc.). Exit to the situational and sociocultural context allowed researchers to significantly expand the conceptual apparatus of translation studies and consider translation as an act of interlingual and intercultural communication. It involves overcoming not only linguistic but also cultural barriers (V.N. Komissarov (1990, 1997, 2002), Z.D. Lvovskaya (1985, 2018), V.I. Khairullin (1995, 2010), I.I. Khaleeva (1989, 1996), A.D. Schweitzer (1988), etc.).

For the translation theory, translation aspects of intercultural communication have always been relevant, starting with the most general and earliest works on the problem of “cultural translatability/untranslatability” (for example, in the works of V. Von Humboldt). Besides, they were relevant ending with the cultural conditionality of the choice of texts for translation and translation strategies, assessment of adequacy and equivalence in translation, conventional translation standards and etiquette of the translator, etc.

Results of the experiment

We experimented with two groups of Ph.D. students (Russian and foreign post-graduate students had been studying together). At the same time, the communication with each other and with the teacher was more successful when the linguistic material containing elements of intercultural communication was separately 'presented' to them. Each foreign Ph.D. student had an assistant, the Russian post-graduate student. He had been assisting his/her foreign colleague to overcome difficulties in understanding, behaving, and avoiding the state of cultural shock. As a result, our foreign friends came into intercultural communication very quickly and effectively and got used to the Russian way of life and thinking. Besides, it has happened due to their participation in various international projects (including via the Internet), when all the participants in the experiment found many friends abroad. They specifically discussed with them emerging situations of 'misunderstanding' and conflicts that they successfully coped with them.

Discussion

In recent years, intercultural communication problems have acquired particular relevance for translation studies in connection with the “shift” of

the general linguistic, scientific paradigm from structural descriptive to anthropocentric, from the description of language as a system of forms to “language in action,” “language in a situation of communication.” The main object of research in the theory of translation is becoming the process of translation as an integral part of communication between speakers of different languages and cultures.

It seems to us that the active involvement of intercultural communication issues in modern translation studies will not only expand the possibilities for a more detailed description of their problems in translation theory and practice but will also allow them, over time, to take a rightful place in the theory of intercultural communication.

Translation as a means of interlanguage communication may not have complete identity with the original. The reasons why this identity is not always achieved are very diverse. The most common of them, generating lexical, and sometimes information incongruities, are:

1. Differences in language structure and cultural differences:
 - a) non-equivalent vocabulary;
 - b) problem of the correlation between explicitness and implicitness;
 - c) problem of a different division of the world picture.
2. The mismatch of genre and stylistic norms between languages.
3. Implementation of an individual translator’s task.

To identify the mechanisms of national-cultural adaptation, according to many experts in the field of intercultural translation, it is advisable to carry out using the terminological apparatus of the theory of lexical gaps (lacunae), or lacunology. In recent years, it has been one of the rapidly developing areas in Russian linguistics. It should be noted that Yu.A. Sorokin (2003), one of the leading researchers in this field, has repeatedly stressed the “complementarity” of lacunology and translation studies.

In ethno-psycholinguistics and lacunology, national-cultural adaptation in translation is identified as the process of lacunae elimination (semantic “gaps,” “holes”) in two main ways: filling and compensation. Filling intercultural lexical gaps is traditionally defined as the process of disclosing the meaning of a particular concept/word belonging to an unknown culture of the recipient. And compensation - as an introduction to the text in the form of the specific element of the recipient’s culture or a more common element of the original culture to remove national-specific barriers in the situation of contact between two cultures. The filling and compensation of intercultural lacunae within the framework of one language are discussed in the description of a foreign culture, or rather, some of its lacunary, from the point of recipient’s view, the text of the components.

Under this approach, under intercultural communication mediated by translation, the used translational transformations of almost all types can be further characterized in terms of the elimination's manner of existing intercultural / interlanguage gaps: the lacunae are filled with interpretations, explanatory translation, accompanied by additions of different kind and translation comments.

Lacunae compensation occurs using transcription/transliteration techniques, translation by analogy, tracing, specification, generalization, holistic transformation, etc., which can be used separately or can be combined (for example, *дача* - dacha, Russian country (summer) house). Although correlations between the different types of used translation transformations, the types of intercultural language gaps and the types of their elimination have already been touched upon in several works on the theory of lacunarity, it is hardly possible to speak of any generally accepted conclusions in this research area. We only note that in the framework of the current approaches in linguistics, it is impossible to reduce the intercultural language gaps to ethnographic, regional geographic realities, and the ways of their elimination during translation - only to borrowing (transcription/transliteration), translation by analogy, tracing and interpretation. The description of the mechanisms of intercultural adaptation during translation needs a more detailed analysis and a more thorough study of the research apparatus.

Research in this direction is associated with some difficulties, in particular, with discrepancies in the interpretation and use of the term "compensation." In lacunology, compensation is interpreted as one of the two types of lacunae elimination. In translation studies, compensation is understood as a method of translation in which the meaning of a unit of the source language, lost in translation due to the lack of a similar unit in the target language, is replenished by other language means: grammatical means can be replaced by lexical, lexical phonetic, etc. For example, since the English language lacks the distinction between the polite and the familiar pronouns of the second person of the singular, existing both in Russian and in Spanish ("You" - "you"), it is most often omitted when translating from Russian into English (i.e., there is a complete elimination).

However, sometimes the opposition "you" - "You" has a very significant additional meaning and should be compensated by adding lexical means, for example, proper names. For example, in modern Spanish, with equal relations between communicants, in the event of misunderstandings between them, pro-element is used with the meanings - "irritation," "anger," "dudgeon."

Here is a dialogue between female employees of one institution:

- Usted, María, ¿cuántas veces le tengo que pedir que traduzca este texto?
- Déjeme a mí. He tenido otro trabajo [Record Informants].

We are also talking about compensation when translating dialectisms, individual peculiarities of speech, grammarless or illiterate speech, eggcorn, etc. From the above comparison, it follows that the term “compensation” in lacunology and the term “compensation” in translational studies partially overlap, but also somewhat diverge.

The emergence of such discrepancies related to the interpretation of homonymous terms and similar (overlapping) concepts is quite natural and inevitable on the way of integration in interdisciplinary research and “dual” sciences. Here we can refer to the opinion of Yu.S. Stepanov, who, considering the mutual convergence of logic and linguistics, speaks of such problems and terms that cannot be called either exclusively logical or exclusively linguistic.

Based on this opinion, it seems that the interpretation of compensation in translation studies can be expanded: firstly, it can be closer to an understanding of compensation in the theory of lacunarity and, secondly, more widely used to describe the mechanisms of national and cultural adaptation in the light of various aspects of intercultural communication.

Recommendations

One of the directions of possible expansion in the interpretation of translation compensation is associated with the separation of two main channels of communication, verbal and non-verbal in the theory of communication. Among the most important provisions of the modern theory of intercultural communication is the understanding of intercultural communication as a comprehensive process carried out on several levels and through several channels simultaneously. Although verbal language has an unconditional (unambiguous) priority in expressing the essential part of a message, many non-verbal aspects of people's behavior (facial expressions, kinesics, oculusics, etc.) often play a role in interactive interaction.

Misunderstanding, "failure" of intercultural communication can be caused by lacunarity (national-cultural specificity) of individual components of a non-verbal code. For example, a Russian participant in the communicative act may miss the gesture of an American, when he, holding on one leg at the hip level, gently lifts it, jokingly hinting that he stepped into the dung heap and all he had been told was complete nonsense. In this case, the "halfway interpretation" of the lacunary component of non-verbal communication is destructive in terms of intercultural communication. The situation of "excessive interpretation" is destructive, too. For example, a Russian interlocutor, not knowing about the existence of a similar (absolutely lacunary for Russian communicative culture) sign in the kinetic system of

English-speaking culture, makes a same involuntary physiological movement, correcting trousers, and his communication partner, a native English speaker, perceives this as an expression of a negative attitude towards the content of the message.

Another example of the "breakdown" of intercultural communication is the invasion into so-called "personal zone," which in different cultures can vary from half a meter (among southern Europeans or Latin Americans) to one and a half meters and a little more (among Americans, Northern Europeans). The personal zone of Russians is one meter. Therefore, when communicating with a Venezuelan, Spanish or Italian, Russian will always move away from the interlocutor, and when communicating with an American or a Swede, on the contrary, constantly "approach". Such non-verbal communication components are not practically reflected, but they play an important role in communication, because they create a certain psychological comfort or discomfort. In the latter case, there either may be a latent feeling that your interlocutor stops from communicating with you or, on the contrary, shows hidden aggression, a desire to dominate.

The term "cognitive space" is closely related to the concept of "personal zone," that is, the sphere of the most intimate and personal thoughts of a person. The French, Spanish, representatives of other Western cultures do not tolerate the invasion of their cognitive space and consider it as aggression.

Examples of violation of cognitive territory are the so-called "immodest questions": about age, salary, political and religious views, as well as the personal life of the interlocutor.

It is a kind of taboo in Western countries, while in Russia such questions "What is your salary?", "What kind of car do you have?" are common in business communication and not regarded as an invasion of your personal space, a manifestation of aggression. However, we cannot say that all Russians easily tolerate the invasion of their own space. Undoubtedly, numerous special studies are needed on this topic.

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