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THE ROLE OF TRANSLATION IN CROSS-CULTURAL COMMUNICATION

The processes of translation as a separate type of communication, and examines the types of linguistic competence in the communication process that are associated with the transfer of information is studied in the article. The obstacles that arise during translation are identified, and the translation process is revealed as a result and act of communication. Practical translation methods are identified. It enables maximum improvement of translation and minimization of all difficulties arising in the translation process. The use of various methods and techniques of active learning arouses students' interest in the educational and cognitive activity itself, which enables creating an atmosphere of motivated, creative learning and at the same time solving a whole range of educational, educational, developmental tasks. It is also appropriate to add that cross-cultural competence cannot be fully utilized without the ability to conduct business negotiations, express one's opinion clearly, and also without knowledge of the general provisions of business ethics.

Key words: information, communication, translation, culture, transformation, component analysis, language competence, foreign language, communication.

Introduction. Full mastery of a foreign language without contact with the culture of the state of the language being studied, with the mentality of the people living there and speaking this language is impossible. The works of scientists dealing with translation issues emphasize the role of translation in the development of economics, science, culture and communication. Any type of communication is possible between representatives of the same or different cultures and languages. In this case, we can talk about intercultural communication, in which people with different cultural experiences participate. This communication allows people with different cultural customs and baggage to communicate, which, on the one hand, is important, but on the other hand, can cause misinterpretation and even disrupt communication, since intercultural communication is the communication and behavior of people with different cultural backgrounds

Identification of previously unsettled parts of the general problem. When communicating between multilingual people, a certain common language is needed to facilitate understanding. In such cases, translation is a possible way of communication. People have been using translations from one language to another for a long time, but it should be noted that only in recent decades have the processes of intercultural communication and translation been considered in close connection. When considering these processes, we should not forget that the main role in these matters is played by a translator - a person who speaks one or more foreign languages and who provides intercultural communication. To ensure intercultural communication, a translator today must not only be bilingual, but also "bicultural." Translation is not only linguistic, but also cultural communication. The translation process always involves two aspects - language and culture, since they are inseparable. Language not only expresses cultural reality, but also gives it form. The meaning of a linguistic element is understandable only when it is consistent with the cultural context in which it is used. When translating from one language to another, a translator needs to connect the cultural context of the source text and the communicative text of the translation.

The main purpose of this paper is to estimate the role of translation for crosscultural communication

The main part. One of the important points in conversational translation is the understanding of the fact that translation is an interaction between individuals, in which communications are between representatives of two cultures, and translation in this case is a means of not only interlingual, but also intercultural communication. Language in this case acts as a component of culture, and culture in this context is the totality of the material and spiritual achievements of society, the combination of the versatility of the historical, psychological and social characteristics of the people; his behavior, history, way of life, living conditions, that is, all factors of existence and consciousness, and, of course, language. In this understanding, language is a unified social and cultural formation, which reflects the characteristics of a people as the bearer of a specific culture, which distinguishes and distinguishes it from the diversity of other cultures.

The branching of linguistic cultures leads to the fact that terms often form a closed nomenclature. The problem of their translation is complicated by the absence of corresponding denotations in the culture of the target language or the novelty of these denotations in the source culture. This makes it necessary to look for analogies, resort to tracing or descriptive translation of such terms by interpreting their content and, accordingly, requires training of translators in the field of future specialization. Thus, aspects of culture in translation appear in various guises: in overcoming intercultural misunderstanding, in the problems of adequately conveying the vocabulary of representatives of a certain profession, in observing the principles of politeness, business etiquette, and political correctness in interlingual activities

In the process of translation, not only two or more languages interact, but also two or more cultures that have common features and national specifics. Identifying what is common, what is international, and what is special, what is national, is of great importance in understanding such a phenomenon as intercultural communication.

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After all, the translator's task is not only to convey the meaning of a foreign language text to the addressee, but also to convey the concept of another culture, choosing the necessary and optimal method of translation for this purpose.

As practice shows, in order to effectively support various intercultural contacts and forms of communication, partners, along with knowledge of the appropriate language, need to be aware of the norms, rules, traditions, customs of another cultural environment, since this process represents a mutual understanding of two more participants in a communicative act belonging to different cultures. Mere knowledge and proficiency in a relevant foreign language is not enough for full mutual understanding. In this case, it is necessary to know the complex forms of behavior, history, culture and traditions of one's communication partners. When communicating between multilingual people, a certain common language is needed to facilitate understanding. In such cases, translation is a possible way of communication. People have been using translations from one language to another for a long time, but it should be noted that only in recent decades have the processes of intercultural communication and translation been considered in close connection. When considering these processes, we should not forget that the main role in these matters is played by a translator - a person who speaks one or more foreign languages and who provides intercultural communication. To ensure intercultural communication, a translator today must not only be bilingual, but also "bicultural." Translation – not only linguistic, but also cultural communication. The translation process always involves two aspects - language and culture, since they are inseparable. Language not only expresses cultural reality, but also gives it form. The meaning of a linguistic element is understandable only when it is consistent with the cultural context in which it is used. When translating from one language to another, it is necessary to connect the cultural context of the source text and the communicative text of the translation. Taking into account all the above, it is necessary to determine a practical solution for successful translation from a communication point of view.

For these purposes, you can use transformation or component analysis. Transformation is a translation technique in which the process of transferring a word from the original language to the target language occurs. Some translation theorists during transformation imply transliteration - the transfer of a foreign word into the target language by reproducing its graphic form. Such a transformation is specific and concise, but it does not convey the content, although it emphasizes the cultural aspect. Such a message has no communicative value.

Component analysis is a technique for decomposing lexical units into various semantic components, while the meaning of the content is highlighted and important, while the cultural aspect is excluded.

Which method is most appropriate for full translation in intercultural communication depends on the type of text, the requirements of the addressee, as well as the importance of specific cultural terms used in translation. But it is always important to remember the situational context, that is, who, when and why the text was written, who will read it and for what purpose. A translator who manages to correctly answer all these questions successfully resolves issues that arise in intercultural communication.

Thus, we must note that translation is not just the words of a sentence that we use in the communication process, it is primarily cultural characteristics. And in order to achieve adequacy in translation, the translator must know the culture of the source text language, the target language, the purpose of communication and the target audience. Therefore, due to the difference in culture and language, there will not be an exact translation, but the greater the similarity between the cultures of the two languages, the more productive the translation is in the process of intercultural communication.

It should be especially emphasized that the perception of other cultures occurs on the basis of our ethnic culture, which is an obstacle to intercultural communication and communication. Therefore, professionally oriented training of a translator must necessarily include studying the basics of intercultural communication, designed to form him as an individual who speaks both native and foreign culture, which presupposes his perception and understanding of all aspects of intercultural dialogue. In the aspect of cross-cultural communication, culture is considered not only as a system of behavioral attitudes and values, but as the context in which language operates and manifests itself. Therefore, correct interpretation and transmission of the semantic content of the source text is impossible without knowledge of its national and cultural context.

Consequently, the professional training of a translator in a classical university should be aimed not only at the formation of oral and written speech in a foreign language, but also at the formation of knowledge about the national culture of the language being studied as a necessary component of cross-cultural communication - the process of establishing and developing contacts between people, perception and understanding them each other, interaction and exchange of information.

For successful intercultural communication it is also necessary to take into account the national worldviews and cultural values of the participants in the intercultural dialogue. Thus, translation, as an act of intercultural communication, must take into account the cultural and communicative styles of participants in intercultural dialogue, correlating them with cultural patterns in the linguistic structuring of the reality of translation recipients.

Cross-cultural literacy is an integral component of communicative cross-cultural competence; it involves the development and improvement of the intellectual potential of a student translator. This is due to the fact that a modern translator is a mediator of two or more

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cultures, and it is on him that the reconstruction of the form and style of the source text depends, correctly reflecting and interpreting its meaning at the intersection of two cultures.

The formation of cross-cultural competence of future translators is based on the linguo-sociocultural method, which allows focusing on the national characteristics, history, culture, and customs of the country of the language being studied. It involves an appeal to such a component as the social and cultural environment and combines linguistic structures with extralinguistic factors.

The formation of cross-cultural competence is based on three well-known levels of cognitive learning activity:

reproducing activity, which is characterized by the desire of students to understand a new phenomenon, supplement and reproduce knowledge, and master the method of applying it according to a model;

interpretive activity, characterized by greater stability of volitional efforts, which are manifested in the fact that the student strives to penetrate into the essence of a phenomenon, to understand the connections between phenomena, and independently seeks solutions to difficulties;

creative activity, showing the desire to apply knowledge in a new situation.

The components of teaching students practical skills in a higher educational institution are related to cross-cultural communication, taking into account the directions of dual education. At the same time, business communication in an international aspect is a complex process, often mediated by the value incompatibility of national business cultures, but it should take place in such a way as to make impossible any international conflict caused by the clash of different ideas about proper behavior. This is facilitated by knowledge and compliance with the requirements and rules of the culture of international communication (cross-cultural communication) [1]. It is very important to note that many of our students go abroad for internships and our compatriots go on vacation to countries where the culture is very different from ours. Tourists can unintentionally offend the bearer of culture, and this discipline would help our citizens to adapt more quickly to the country in which they come to work, and minimize risks for themselves and the entrepreneur.

Cross-cultural communication is verbal and non-verbal interaction of representatives of different moral systems, worldviews, religions, etc. Three rules must be taken into account:

1. Information transmitted on a non-verbal level presents the greatest difficulties for interpretation by members of another culture.

2. In order to achieve understanding during communication, it is necessary to teach the participants of intercultural interaction active listening.

3. It is necessary to be able to anticipate and prevent possible mistakes when communicating with representatives of different cultures, otherwise the planned intercultural contact may fail due to a negative impression.

One should also keep in mind the problems of verbal communication, forms and ways of symbolizing communication. Cross-cultural (eng.cross - to cross, to cross. Cross-cultural communication requires competence, even with the help of the most modern methodological techniques, it is very difficult to solve problematic situations. However, most teachers and researchers believe that creating conditions in the education of students to acquire the competencies they need, will contribute to the competitiveness of graduates of higher education institutions in the labor market during their lifetime, key competencies can contribute to their participation in the development of democratic principles of society.

According to the definition of I. Saitarla [1], there is a general code of professional ethics, which is based on universal rules of business communication:

1) deep respect for another person under the specified circumstances;

2) the principle of sufficient information, which requires saying no more and no less than is necessary for the case;

3) use of true information, as the degree of trust between colleagues depends on it. (trusting relationships between employees are also manifested in their ability to provide each other with professional help and support); the principle of expediency in professional relations, which means the ability not to deviate from the topic of conversation and to find effective solutions to complex issues; clear and convincing expression of opinion for the interlocutor, the ability to listen carefully and adequately perceive the position of the interlocutor.

Conclusions as necessary components of successful work in selected innovative areas can be determined, first of all, by the main indicators resulting from the results of the successful implementation of multivariate projects:

• availability of a professional and creative solution to scientific, technical and organizational tasks;

• expansion of educational and methodical literature, taking into account the possibilities of innovative objects;

• application of technologies of integration of learning and science for students of different courses and faculties;

• finding practical skills to perform real patent developments;

• development of directions and technologies of innovative complex game design;

• selection of objects for the introduction of innovative technology among various branches of industry, etc.

The inherent market risks and uncertainty of the situation demand independence and responsibility for the decisions made from young professionals, contribute to the search for optimal organizational and scientific and technical solutions for innovative technologies and projects. Thus, it is possible to divide approaches to the interpretation of cross-cultural competence by the

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method of acquisition and by the factor of occurrence (Table 1).

Table 1. Definition of cross-cultural communication components

Classification-identification by acquisition method	Classification-identification by factor of occurrence
ОрганізаційніOrganizational	Primary: national, organizational, personal
Behavioral	Secondary: professional, religious, social, political

According to the factor of occurrence (Table 1), two types of approaches are usually defined: primary and secondary. Some researchers believe that the main ones are national, organizational and personal culture, and their symbiosis leads to the formation of secondary cultures - "cultural code". National, organizational and personal value systems in their combination largely determine the value range of secondary cultures. The formed "cultural code" consciously or unconsciously affects the individual's attitude to the social and political order in society, to religious directions, and even to professional ones. For example, personal culture determines, to a greater extent, the emergence of professional culture, and national culture has a significant impact on the formation of religious culture. Combined, organizational and personal culture influence social, and national and personal culture influence political.

The list of secondary approaches can be supplemented with other examples, forming new combinations between primary approaches and adapting to other types of cultures. It is clear that any classification of such a complex concept as culture cannot be unambiguous. The division of cultures by the factor of occurrence into primary and secondary is also conditional. However, such a classification helps to more easily and effectively determine what the problem of cross-cultural communications is and to focus on the main problem areas of competence development. In addition, a broader interpretation of cross-cultural competence provides the necessary awareness that almost every human communication is, in its own sense, cross-cultural, because it crosses the boundaries of personal culture.

Scientists distinguish three sectors of competence use: macro-, meso-, and micro-levels [4]. At the macro level, it is used in global activities aimed at improving communications in various political, organizational, administrative, public, and educational processes. At the meso-level, the use of competence is limited to small groups of people who have a need for cross-cultural facilitation or mediation. And at the micro level, competence is necessary for building personal contacts.

In order to form cross-cultural competence among the organization's employees, it is necessary, first of all to understand its components of cross-cultural competence:

1. Knowledge – information about the specifics of a certain culture. Such knowledge should be reflected not simply in the possession of information, but in a deep understanding of what verbal and non-verbal gestures can mean for the interlocutor, what style of behavior is characteristic of him and what communication tools he can possess.

2. Motivation – the desire and need to interact with a representative of another culture. Without motivation, cross-cultural competence will not be able to take hold in the mind of a person due to the lack of a vision of the scope of its application. The basis for the emergence of motivation is the need, for example, to learn important information. Let's imagine that an employee of a company division located in another country has the necessary information. In this case, the only way out will be to contact a representative and clarify the issue. To solve the case, you will have to apply knowledge of a foreign language, as well as national culture. On the other hand, specifying the need will direct the conversation in the right direction and make the communication clear and unambiguous. Under such conditions, the probability of getting a positive experience of intercultural communication increases and the motivation for similar behavior in the future increases.

3. Skill – having experience and skills in building cross-cultural communications. It is necessary to understand that even if a person previously did not realize that he was participating in cross-cultural communications, it still happened. It can also be noted that the concept of skill in this context is related to the concept of adaptation.

4. Affection - a positive or unbiased attitude towards the bearer of another culture: the first step to building affection is to eliminate any stereotypes about other cultures and cultural differences - it is worth focusing as much as possible on the topic of conversation and asking neutral questions that do not prompt an answer. In order to build intercultural communications, it is necessary to avoid stereotypes and other errors of perception. Such a situation is an example of unsuccessful intercultural communication of representatives of organizational cultures.

As a result of studying the academic discipline, the student should know: basic technological, scientific, methodological, ecological and technical and economic terms and concepts; regularities of the processes that are common to the production of chemical products, about the integrity of the processes that ensure the desired properties of the product; scientific and theoretical foundations of modern technological processes and methods of their practical implementation; conditions for carrying out technological operations; requirements of standards for the quality of the main target products; a system of varieties of methods of chemical and technological control of production.

Thus, with the application of complex educational classes, the formation and development of students' professional competencies, which allow them to perform engineering and research work according to specific technological processes, takes place.

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When forming training for specialists in the classification and identification of methods of organizing cross-cultural competence, it is necessary to ensure that none of the elements are omitted and to fill it with case-situations that are as close to reality as possible, for example, according to the disciplines of the field of study Hotel restaurant management and business: Food chemistry, Merchandising and procurement management or Chemical engineering (tables 2 and 3: lk – lectures; pz – practical classes). [1].

Table 2. Comprehensive lesson plan of the second module of ITPA department of NTU "KhPI" (Prof. Bukhkalo S.I.)

№	type	Names of topics, types of workload and issues of analysis of each type of occupation of the complex of food production technology
1	lk	Regulatory and technical documents and requirements for the development of equipment and installation projects. Classification-identification of the components of the concept of installation and equipment for various types of chemical production.
2	lk	Hierarchy of influencing factors on the selection of equipment or installation elements and definition of performance components: technical task, technical project, production drawings, etc.
3	lk	Analysis of hierarchy systems for the selection of material implementation of the main equipment based on examples of production requirements - step-by-step analysis of processes and operations.
4	lk	Classification-identification of the selection hierarchy of the main indicators for calculating the strength of machines and devices based on examples for chemical production.
5	pz	Classification-identification of general design information and analysis of calculations for the manufacture of chemical equipment according to algorithms - types of filters for liquids.
6	pz	Classification-identification of general design information and analysis of calculations for the manufacture of chemical equipment according to algorithms - a rotary film apparatus with a cylindrical body.
7	pz	Classification-identification of general design information and analysis of calculations for the manufacture of chemical equipment - calculation algorithms for evaporation plants.
8	pz	Classification-identification of general design information and analysis of calculations for the manufacture of chemical equipment - deep combustion installations, determination of general characteristics

Table 3. Comprehensive composition of innovations in student education by topics of the discipline "Modern food technologies" (Prof. Bukhkalo S.I.)

№	type	Names of topics, types of workload and issues of analysis of each type of occupation of the complex of food production technology
1	lk	Technology of milk and varieties of dairy products; Technology of fermentation production, drinking water, wine, ethyl alcohol, sugar and soft drinks.
2	lk	Technology of fish, varieties of fish and seafood; Modern technologies of stabilization of oils against oxidative deterioration. Classification of the main laws of food technology.
3	lk	Optimization tasks of complex innovative projects and methods of mathematical modeling in the process of their implementation.
4	lk	Technology of production of fondant and lollipop confectionery products.
5	pz	Complex systems of starch production technology; A comprehensive study of the production of pastille and marshmallow varieties.
6	lpz	Systems of analysis of innovative processes of integrated production. Production technology of varieties of fruit and vegetable preserves.
7	lk	Mayonnaise production technology, Research of varieties of mayonnaise properties and determination of its characteristics.
8	lk	Basic concepts of product quality and general characteristics of technological systems. Research and analysis of the influence of dough production modes and its components on rheological properties.
9	pz	Methods of calculating canned products, calculating the yield of canned products from various raw materials.
10	pz	Technology of bakery pressed yeast. Technology of bread and bakery products. Calculation of auxiliary raw materials instead of dough. Calculation of interchangeable raw materials. Calculations of temperature and water consumption for dough kneading.

It is also appropriate to add that cross-cultural competence cannot be fully utilized without the ability to conduct business negotiations, express one's opinion clearly, and also without knowledge of the general provisions of business ethics.

Therefore, the scope of cross-cultural competence is very large and we have to agree that it has a direct impact on the daily communications and activities of each individual. It is not even just about business processes in international companies, the study of the issue of cross-culturalism is relevant for absolutely all organizations that want to develop in the conditions of constantly increasing the level of globalization processes.

Translation is a complex process in which the translator needs to recode text from one language system to another. In this case, a lot of difficulties arise regarding both form and content. Any use of a linguistic sign in speech, including translation as a special type of speech activity, is potentially or directly communicative. First of all, translation is intended for intercultural communication. In order for communication to take place, a high-quality recoded text is required, understandable to a native speaker of the target language, reflecting the main content of the source text in a striking way. People from different cultures think differently, perceive the realities around them differently

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Intercultural communication occurs successfully; its connecting stage - translation - is omitted when perceiving the text. On the one hand, this makes the translator's work less noticeable in the perception of the translated text by the reader or listener; on the other hand, it places a great responsibility on the translator: not to distort the original meaning, but to convey the basic information. So, if we talk about translation as a part of intercultural communication, then to the question "understand someone else's culture or adapt someone else's culture to your own?", we think the answer should be "both." The translation must be understandable to a speaker of another culture; At the same time, you need to carefully handle the unique style, features of the source text and color. Only then can we talk about successful intercultural communication, in which translation is one of the most important components. As is known, many units of linguistic communication, during a dialogue between two different cultures, acquire a certain ethnic sound that is not manifested within the ethnic group itself, during the dialogue of several of its representatives. The translation of communicative units that seem to express general cultural principles, as in the case of the most non-equivalent vocabulary, often causes a lot of difficulties for the translator, especially in the absence of some base of background knowledge. The main difficulty in translating non-equivalent linguistic units is the identification of their specific national-cultural components, and, accordingly, their transformation into an adequate verbal form.

To accomplish the above task, the translator must, first, analyze the conceptual content of the original language unit and all its possible variants in the target language in the light of the context of a given cultural language pair (i.e., taking into account linguistic-cultural communicative characteristics).

Absolutely all communicative language units interact and intersect with the components of the general system of knowledge about the world, i.e. with background knowledge. Due to the fact that the meaning of a communicative unit conveyed by linguistic means is expressed mainly explicitly, the greatest difficulty for a professional translator is to identify the necessary background knowledge reflecting the national and cultural-historical exclusivity of a given unit.

Background knowledge is only useful in relation to the literal content of a given text. It is believed that background knowledge significantly influences the choice of the method of linguistic reflection of a certain fragment of the reality around us. Based on all of the above, it is possible to draw the following conclusion: a comparative analysis of different options for naming the same phenomenon in a foreign culture and in the culture of one's own people, as well as the conditions for using these options, helps to identify the nationally specific components of this phenomenon and select the appropriate method its adequate transmission using the target language.

Foreign language professional communicative competence is a component of personality traits, the pursuit of which significantly improves the conditions for organizing the educational and cognitive process, in which it is possible to educate and develop the necessary qualities of a future professional. Thus, sociocultural project activity helps to develop a sense of respect for other cultures and helps to understand one's cultural code. Foreign language literacy of a university student contributes to the cultivation of trusting relationships between peoples, provides an opportunity to get acquainted with the culture of other countries, and disseminate one's own. Scientists have always understood the importance of foreign languages for the cultural level of people. Nowadays, knowledge of a foreign language is recognized as a factor in the socio-economic, scientific, technical and general cultural development of our society. It helps improve our lives qualitatively in all areas. The beginning of the study of the activities of translators, despite the long history of the development of this activity, is considered to be the mid-twentieth century. The highest quality translation was considered to be the one that was as close as possible to the original and fully conveyed the content of the material. In the process of studying, it became necessary to identify the linguistic essence of translation activity, determine the degree of influence by linguistic factors, the limits of limiting the accuracy of information transfer and, in fact, the role of the translator himself in the translation process, and the field of intercultural communication. One of the most important features of the translator's profession is the individual nature of professional activity. This is both the complexity of the profession and its interestingness. In the process of translation work, numerous intellectual problems constantly arise that require instant resolution, challenge a professional, and lead to stressful situations in which there is nowhere to wait for help. A true professional, armed with the necessary information about translation, must be able to correctly determine the complexity of the problems that arise and find the only correct way to solve them.

Conclusions and ideas for further investigation

So, cross-cultural competence is a complex set of knowledge, including both the cultural context of a language, its culturally marked components, and knowledge about the cultural values, beliefs and communicative styles of participants in intercultural communication, necessary for the perception and correct interpretation of a foreign language message.

The formation of cross-cultural competence is a specially organized, purposeful educational activity that involves the formation of skills in comparing and adapting cultural values within the framework of intercultural communication.

In the process of developing cross-cultural competence, special attention must be paid to creating conditions for the cognitive activity of student translators

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and nurturing in them such qualities as tolerance and readiness to perceive other cultures through the eyes of its bearer, which is an indispensable condition for effective intercultural competence and the ability to practice in the field intercultural communication.

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С. І. БУХКАЛО, А. О. АГЕЙЧЕВА, С. О. ШКІЛЬ, С. Ю. БОЛОТНІКОВ

РОЛЬ ПЕРЕКЛАДУ В МІЖКУЛЬТУРНІЙ КОМУНІКАЦІЇ

У статті досліджуються процеси перекладу як окремого виду комунікації, а також розглядаються види мовної компетенції в процесі комунікації, які пов'язані з передачею інформації у різновидах наукових досліджень. Виявлено перешкоди, що виникають під час перекладу, і розкрито процес перекладу як результат і акт спілкування. Визначено практичні методи перекладу. Це дозволяє максимально покращити переклад і мінімізувати всі труднощі, що виникають у процесі перекладу. Використання різноманітних методів і прийомів активного навчання викликає в учнів інтерес до самої навчально-пізнавальної діяльності, що дає змогу створити атмосферу вмотивованого, творчого навчання й водночас вирішити цілий комплекс освітніх, виховних, розвиваючих завдань. Доречно також додати, що кроскультурна компетентність не може бути повноцінно використана без уміння вести ділові переговори, чітко висловлювати свою думку, а також без знання загальних положень ділової етики.

Ключові слова: інформація, комунікація, переклад, культура, трансформація, компонентний аналіз, мовна компетенція, іноземна мова, комунікація.

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