

## **АКТУАЛЬНІ ПРОБЛЕМИ ПРОФЕСІЙНОЇ ОСВІТИ**

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### **Domina Viktoriia,**

Doctor of Pedagogical Sciences, Head of the Department of English Philology of the National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.

diomina@nubip.edu.ua

<https://orcid.org/0000-0002-3308-1754>

### **Kovalenko Anna,**

1st year Student (Master's Degree) of the Faculty of Humanities and Education of the National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.

kovalenkk0@gmail.com

<https://orcid.org/0000-0002-0493-5343>

## **BILINGUAL CULTURE OF A FUTURE TRANSLATOR – A REQUIREMENT OF MODERN EUROPEAN EDUCATION**

**Formulation of the problem in general form and its relation to important scientific and practical tasks.** Modern tendencies to combine different values of different cultures and international cooperation expand the sphere of interethnic relations and interethnic interactions, which encourages the search for new ideas in intercultural interaction. Knowledge of the ethics of bilingualism contributes to the assimilation of norms and values as the most important guidelines of social activity, ensures the full functioning of the future translator in the modern multicultural space and is the key to its successful adaptation to global integration processes.

In the light of current trends in the development of European education, mastering the business foreign language becomes a mandatory requirement of the personnel infrastructure, which determines the need for bilingual specialists who are able to carry out successful personal and professional interaction in the multicultural sphere. These factors significantly influence the conduct of speech policy and pose new problems and tasks to the translator, which are related to the comprehensive study of bilingualism, the formation of bilingualism of the future translator and the education of his bilingual culture.

**An analysis of the latest research and publications in which the problem is solved and which the author relies on.** The concept of "bilingualism" was declared in the second half of the twentieth century in a period of global social renewal, the desire for an open society and integration into the European cultural and educational space. Revealing new educational

opportunities of bilingualism, methods and means of formation of separate components of bilingual culture of personality are devoted to works of scientists V. Aurorin, U. Weinrah, E. Venevtseva, M. Mikhailov, N. Protchenko, S. Treskov, L. Shcherba and others. The research of M. Bochenkov, R. Budagov, O. Kazartseva, S. Lyutova, S. Rashkin, E. Gusev is devoted to the psychological-pedagogical and methodological aspects of the formation of communicative culture. M. Bakhtin, E. Vereshchagin, G. Dmitriev, V. Safonova developed the integration of cultural components into the process of upbringing, multicultural education and teaching foreign languages, emphasizing the dialogue of cultures as a joint study of foreign and native cultures during the formation of integrative, communicative skills and abilities of intercultural communication.

**The purpose** of the article is to study the problem of formation of bilingualism of the future translator on the way to European integration.

**Definition of research methodology.** To determine the level of bilingual communication culture in future translators used diagnostic techniques: methods of identifying self-esteem Dembo-Rubinstein, diagnosis of the cognitive component of bilingual culture, diagnosis of the communicative component of bilingual culture, the author's method "Bilingual translator culture".

Methods of generalization, comparison and systematization were used to substantiate the conditions for the formation of competencies for interethnic communication and bilingual culture of the future translator.

In order to determine the level of bilingual culture, we conducted a survey of 64 students of the National University of Life and Environmental Sciences of Ukraine, 2nd year of the Faculty of Humanities and Education, majoring in philology (English) (Kyiv).

The survey found that almost all students focus on interethnic communication, 78% understand the need to study the national traditions and history of the country of interlocutors, 56% believe that geopolitical changes erase conventions in etiquette, but the vast majority understand the need to form a bilingual culture of communication. psychological and pedagogical methods.

**Presenting main material.** The culture of bilingualism is a rather complex process, as it includes objects of study of various sciences and thus is of special interest in the scientific world. The concept of "culture" (Latin culture), according to linguists, comes from the ancient colere - processing, improvement. Initially, the term "culture" was used in connection with land cultivation (agriculture). Since the XVII century, there is a tendency to denote by this term everything created by man. Moreover, within the theological interpretation, culture goes back to the cult, faith, traditions, higher meaning of life, and in everyday life characterizes the properties of man in the field of social behavior: tact, respect for other people, delicacy, ability to find a measure of action.

In the social sciences, the term has found its place only in the twentieth century in certain interpretations, by different representatives of different scientific schools, which emphasizes the objective complexity of this phenomenon. Culture, in the understanding of scientists, is a specific way of activity that determines E. Markaryan (Panasyuk, 2014) and a set of sign systems according to Yu. Lotman, as a form of existence and communication of people of different epochs and cultures (Bibler, 1997). But, despite the differences in views on the nature and function of culture, the analysis of scientific sources suggests that in whatever context culture is considered, it always indicates the processes of improvement, transformation, "processing".

Culture is always correlated with man, is a product of his work and at the same time - a factor in the development of personality, thus realizing its most important human function. Culture, language and thinking are three inextricably linked types of social activities that differ from each other in nature and specific features. Many scientific works in the field of psychology, psycholinguistics, philosophy, pedagogy, linguodidactics are devoted to the issues of their interaction.

At the present stage of development of society, economic and cultural contacts between different countries are becoming increasingly important. Under these conditions, language contacts develop more intensively, leading to the emergence of intermediate language systems, which are characterized by special features. However, quite often the difference in languages and language subsystems used by participants in language communication reflects the social heterogeneity of communication participants. Conversely, ethnically distinct groups of speakers typically use different languages and language subsystems, where distinctions may also affect communicative culture. Usually differences in communicative tactics are associated with cultural differences between people, with differences in the assessment of certain linguistic phenomena or linguistic actions in a particular social environment.

The question may arise as to the legitimacy of considering a number of sociolinguistic problems of bilingualism. In this regard, the problem of bilingualism becomes especially important. In the global spread of English in the modern world, the study of the peculiarities of the functioning of English as a language of interethnic communication is devoted to many works of scientists in various fields of psychologists, sociologists, culturologists, philologists, philosophers.

As you know, until recently, the acquisition of a second language after the native attracted the attention of linguists, mainly as a result of the spread of a new language in the team, while individual language, according to A. Martin, is designed to "always stay in the background" (Sleptsova, 2011). E. Cassirer's capacious expression should be quoted: "Penetration into the spirit of a new language always gives the impression of approaching a new world - a world with its own intellectual structure. It's like discovering a foreign country, and your own language appears in the new world. Relative terms of two languages are rarely applied to the same objects and actions.

They cover different fields, which create a multi-colored picture and different perspectives of our experience "(Sleptsova, 2011). Thus, we come close to the moment when it is necessary to give a broader definition of "bilingualism" and determine how relevant this phenomenon is in linguistics, as well as to establish points of contact with other sciences and methods of applying bilingualism in practice.

Thus, bilingualism (bilingualism) is the fluency of two languages simultaneously. Weinreich's definition is considered a classic, where he states that "bilingualism is the alternating use of languages depending on the conditions of communication." (Weinreich, 1979, p. 7) From the standpoint of psycholinguistics, bilingualism acts as the ability to use two language systems.

In linguistics, bilingualism is a phenomenon of exceptional interest for philosophy, psychology, ethnolinguistics, ethnopsychology, sociology, physiology (functions of the central nervous system), as well as for many other branches of science. If the basis of linguistic science is language as an object of study and as a means of communication, it seems necessary to provide a definition of the object of study, ie language. Language is the most important means of human communication, which is inextricably linked with thinking; is a social means of storing and transmitting information, one of the means of behavior management; implemented in the language ([http://methodological\\_terms.academic.ru/1163](http://methodological_terms.academic.ru/1163)).

According to A. Martine: "Mastering the language means learning to re-analyze what constitutes the subject of linguistic communication" (Sleptsova, 2011, p. 46). To master all the richness of language, you need not only to understand but feel the meaning and significance (often hidden) of tens or even hundreds of thousands of words, sayings, sayings, the meaning of which is revealed only to an educated person familiar with the culture of the people and its history, literature, ethnography, folklore.

It is known that the development of language is driven by two principles - one spontaneous; it belongs to the internal laws of the language system; the second is culturally regulating, based on the assessment of the selection of language means, stemming from the educational strata of society and aimed at creating a general literary language. Recently, when discussing the problems of development of general literary language and national culture, there are problems of linguistic communication, bilingualism, dialogue of cultures, their interaction and interaction.

Effective and meaningful language communication plays an important role in the implementation of political, economic, cultural, linguistic, psychological, methodological and any other activity. One of the problems in learning a foreign language at the present stage is the coordination within the individual consciousness of two semantic contexts - native and foreign, ie the formation of bilingual consciousness. It is individual in nature, but correlates with the national culture of the people - the native speaker of the language being studied, and its formation depends on a number of conditions: language

proficiency, breadth of vision, degree of learning, social affiliation, etc. (Domina, 2020, p.647).

In each language there is a code of thinking of mankind, unique for all, and we can assume that the idea of statements is formed in this universal code. However, further registration of the opinion is carried out in the individual-subject code of the person. It is formed on the basis of the native language, which has the greatest resistance to the penetration of a foreign language. Confident mastery of a foreign language is the result of the transformation of the individual code of bilingual culture, which will allow the broadcaster to form opinions according to the laws of any of the two languages.

Language is the treasury of the national culture of the people who speak this language. All life experience and all the achievements of culture are recorded in the language, are reflected in it. When studying any language, especially a foreign one, it is necessary to take into account that any language has a national expression, ie manifests itself in the form of a specific national language that reflects the national spirit and national culture of the people - speakers of this language.

Language is associated with the national psychology and identity of the people, is a means of transmitting national traditions, stereotypes, habits. Thus, the acquisition of any second language is accompanied by the assimilation of a new linguistic picture of the world. According to E. Yakovleva, the linguistic picture of the world is a worldview through the prism of language, an ordered, socially significant system of linguistic signs, which contains information about the world around, reflection of objective reality by means of a particular language (Sleptsova, 2011, p. 47).

**Conclusions and prospects for further research.** Thus, the concepts of bilingualism, bilingual personality are identified as the main components of the concept of bilingual culture and allow to define it as a system of morally oriented qualities, communicative skills and volitional properties of bilingual personality necessary for the formation, provision and implementation of bicultural interaction. professional and domestic activities by means of native and foreign languages. Hence, bilingual culture is defined as an integrative personal education, which is a component of the general culture of the student's personality and is characterized by the formation of such components as: self-awareness as a subject of two cultures, sociocultural tolerance, intercultural communicative competence; communication skills that are implemented in professionally oriented situations of communication and cultural activities.

The problem of forming the bilingual personality of future translators in the context of the European dimension is relevant today. In resolving this issue, we should first of all instill in students - future foreign language teachers respect and interest in the culture of another people, the ability to give an objective assessment of the cultural phenomena of another people, encourage students to learn as much as possible about the country of the studied language. mutual enrichment of cultures. Only in this case will it be possible to speak of a dialogue of cultures in the broadest sense of the word, which

presupposes mutual understanding and mutual enrichment, which corresponds to the modern aspects of the European dimension.

Future translators need to understand that knowing a foreign language and using it correctly is only possible by knowing the world of people who speak that language. Hence, the linguistic aspect of determining the content and structural components of bilingual culture of the future foreign language teacher is to determine the conditions and factors that will promote the development of students as bilingual and bicultural personality: stimulating activity, independence, inner freedom; the use of reflection in the process of personal and professional development and development of the student's personality; design and organization of the educational process on the basis of dialogue of cultures, personal and professional values defined by humanistic and creative paradigms; widespread use of the creative approach in the educational process.

At the present stage, future translation specialists lack a theoretical justification of the content and structure, methods, means and forms of education of bilingual communication culture, criteria, indicators and levels of its education, which allows to state insufficient development of this linguistic problem. There is a need for a comprehensive approach to finding resources and mechanisms for forming a bilingual culture of communication of future teachers.

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**Дьоміна В. В., Коваленко А. О. Білінгвальна культура майбутнього перекладача – вимога сучасної європейської освіти**

Процеси глобалізації, сучасні освітні тенденції, зміна цінностей, стрімкий розвиток науки, збільшення ділових та особистісних контактів з носіями інших культур зумовлюють необхідність виховання білінгвальної культури спілкування у майбутніх перекладачів та інших представників освіти.

У запропонованій статті розкрито поняття білінгвізм, білінгвальна особистість, білінгвальна культура спілкування та її особливості, встановлено змістові характеристики та взаємозв'язок. Обґрунтовано особливості білінгвальної особистості перекладача, що сприяє засвоєнню норм та цінностей іншої культури як важливих орієнтирів міжкультурного спілкування і є основою успішної адаптації до світових освітніх та інформаційних процесів.

Представлено один з можливих способів виховання білінгвальної культури спілкування у процесі підготовки майбутніх перекладачів до професійної діяльності, яке полягає у використанні моделі формування комунікативно-мовних білінгвальних умінь. Саме ця система білінгвальної підготовки дозволяє шляхом пізнання загальних законів культури спілкування та конкретизації їх основних положень визначити специфіку двомовного спілкування.

*Ключові слова:* білінгвізм, білінгвальне спілкування, білінгвальна культура спілкування, культура, майбутні перекладачі.

**Дёмина В. В., Коваленко А. О. Билингвальная культура будущего переводчика – требование современного европейского образования**

Процессы глобализации, современные образовательные тенденции, изменение ценностей, стремительное развитие науки, увеличение деловых и личностных контактов с носителями других культур обуславливают необходимость воспитания билингвальной культуры общения у будущих переводчиков и других представителей образования.

В предлагаемой статье раскрыто понятие билингвизм, билингвальной личности, билингвальной культуры общения и его особенности, установлено содержательные характеристики и взаимосвязь. Обоснованы особенности билингвальной личности переводчика, способствует усвоению норм и ценностей другой культуры как важных ориентиров межкультурного общения и является основой успешной адаптации к мировым образовательных и информационных процессов.

Представлен один из возможных способов воспитания билингвальной культуры общения в процессе подготовки будущих

переводчиков к профессиональной деятельности, которое заключается в использовании модели формирования коммуниктивно-речевых билингвальных умений. Именно эта система билингвальной подготовки позволяет путем познания общих законов культуры общения и конкретизации их основных положений определить специфику двуязычного общения.

*Ключевые слова:* билингвизм, билингвальное общения, билингвального культура общения, культура, будущие переводчики.

**Domina V., Kovalenko A. Bilingual Culture of a Future Translator – a Requirement of Modern European Education**

The processes of globalization, modern educational trends, changing values, rapid development of science, increasing business and personal contacts with speakers of other cultures necessitate the education of bilingual culture of communication in future translators and other educators.

The proposed article reveals the concepts of bilingualism, bilingual personality, bilingual culture of communication and its features, establishes the content characteristics and relationships. The peculiarities of the bilingual personality of the translator are substantiated, which promotes the assimilation of norms and values of another culture as important landmarks of intercultural communication and is the basis of successful adaptation to world educational and information processes.

One of the possible ways of educating bilingual culture of communication in the process of preparing future translators for professional activity, which is to use the model of formation of communicative-linguistic bilingual skills, is presented. It is this system of bilingual training that allows to determine the specifics of bilingual communication by knowing the general laws of communication culture and specifying their basic provisions.

*Key words:* bilingualism, bilingual communication, bilingual communication culture, culture, future translators.

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