

Законодавство України про освіту, яке встановлює державні гарантії щодо автономії закладів освіти, – ми впевнено можемо стверджувати, що мовні практики та мовну поведінку учасників навчального процесу значною мірою можна регулювати на свій розсуд, оскільки освітня сфера виявляє у мовному питанні певну самостійність. Тому, настановою є для кожного здобувача освіти, навчально-педагогічного працівника та керівника закладу освіти – збереження, розвиток та утвердження державної мови як національної ідентичності в системі української вищої школи, відіграє особливу роль у здобутті якісної освіти.

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THE TRANSLATOR'S MASTERY IN THE FIELD OF INTERCULTURAL COMMUNICATION

Problem statement. In the field of intercultural language exchange, various factors are involved to contribute to the understanding of interlocutors and the ideological and aesthetic wealth of the country/culture from which they originate. In real-time dialogue, such as international conferences, negotiations, meetings, etc., the skill of the translator is to stay one step ahead of the speaker's communicative intentions. To master this, he acquires

knowledge not only in the field of a foreign language but also deals with the mentality of the interlocutor's country, to be aware of the difference in the verbal and non-verbal behavior of speakers. Culture determines the channels and means of transmitting and receiving information at every stage of society's development which specifies the relevance of our research.

The outline of the main research material. From our experience with Ukrainian and foreign students, we state that to achieve the goal of effective feedback within international groups, participants should be taught how to apply different skills obtained through various approaches aimed to promote intercultural competence. Tomozeiu, Koskinen, D'Arcangelo accent 4 stages of the process of translation as the interaction between the translator's cognition and the origin source of the message and define the skills that must be obtained for its implementation:

Stage 1. Translation job acceptance. Skills: competence in initial interpersonal engagement with a potential client.

Stage 2. Textual analysis. Skills: orientation in comparative studies, systematization of obtained results.

Stage 3. Considering strategies to be applied on a textual level. Skills: theoretical analysis and awareness of the consequences of the decisions made.

Stage 4. The interpersonal engagement with the end-users (through the translated text or direct contact). Skills: adaptability, clear consciousness towards the mediating activity, intercultural communicative competence (1, p. 256).

Within the current higher education discourse and in translator training curricula, the mentioned skills are developed through:

a) General language training. The language barrier is usually the biggest challenge that arises in a multicultural environment so training and language training classes should involve those who come into contact with native speakers of a different language and culture. It prevents learners from fossilized errors and the prevalence of interlanguage mistakes in their spoken/written performance. It also will help them to pass the stage of foreign language plateau when they achieve the intermediate or upper-intermediate level of language mastery;

b) Escaping errors and plateau consequences. Both notions (foreign language plateau and interlanguage) are mutually interconnected since the lack of success and consequently, lack of motivation increase the level of errors and mistakes made both not intentionally or due to the absence of knowledge. To overcome this obstacle, students shall be aware of how to start and finish conversation not badly affecting their multicultural space participants, they should master interruption means and turn-taking techniques;

c) Cultural training. Individuals who interact within the framework of cross-cultural communication must recognize and know about the existence of differences between values, beliefs, ways of interpersonal exchange, and principles of perception in different communities. Students should be provided with intensive cultural training to help them understand the above differences. Within university academic society, this experience is obtained through varied webinars, conferences, and meetings where learners develop a tolerance for ambiguity. «Understanding and defining what exactly should be assessed still needs to be properly discussed to avoid, for instance, assessing curiosity and adaptability as personality traits rather than as potential individual competencies to be developed and on which to build an intercultural approach» (1, p. 253–254);

d) Applying the policy of mutual benefit. Communication between representatives of different cultures and nations should bring mutual benefits to all participants in the situation of interaction. It makes the conversation between all the parties possible. In university courses, accent is sometimes not placed on the danger of that students` communities that are more acquainted with their own culture than interculturally oriented. Moreover, this element is often overlooked thought implicated in training curricula. And here the teacher should choose such a strategy, which involves deepening knowledge about the language, material, and spiritual culture of other nations, religions, value orientations, moral attitudes, and worldviews since this will determine the model of communication partners` behavior.

Conclusion. In a situation of intercultural communication, when people from different cultures interact with each other, a dialogue must be effective in order to achieve a common goal which implies an application of the policy of mutual benefit. Therefore, it is extremely important not only to adapt to the influence of other cultures but also to cooperate with them in a productive and professional way.

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