



Competence-based and Cultural Approaches

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ABSTRACT The paper considers the issues of translators' training in the context of integration of competence-based and cultural approaches, which allows it to be socialized in the circumstances of the cultural interactions and provides a strong functioning in polyculture space. The pedagogical model, according to the designed disciplines of integration of linguistic and cultural studies, represents a set of complementing and interconnected blocks. The specifics of the competence-based and cultural approach on the basis of comprehension of values and meanings of cultures are exhibited in it, mastering the cultural code. Technological support of the development of the translators' cultural competence is introduced in research by the developed and approved innovation. The interactive technologies with the purpose of the development of an active cultural position of future translators, providing the integration of the younger generation into the educational space, which is characterized by language, cultural, and spiritual diversity.

INTRODUCTION

The issue of forming the translators' cultural competence as carriers of polyculture values acquires particular relevance. Realization of mutual perception between the countries and the people, and their close interaction on the principles of equality and cooperation when preserving national originality are impossible without a deep awareness of values and meanings of cultures, mastering their cultural code (Bessarabova 2008). This issue induces the researchers to study the opportunities of cultural and competence-based approaches on training translators in modern conditions of dynamically developing of a multipolar world (Kagan 2018).

Such procedures allow to orient all systems of linguistic education on developing cultural competence of translators which are capable of conducting a dialogue, reaching a compromise, guiding freely in the world of cultural values, keeping and reproducing them, giving the satisfactory response to challenges of the modern world, and selecting such strategy of interaction which promotes the successful self-realization and cultural socialization of the person.

However, the current level of students' cultural competence nowadays is remarkably low. Most of them are not capable of analyzing the mentality, and being guided in values of daily, professional, national, and world culture. Fur-

thermore, they sometimes do not possess the conceptual and categorical device and sign methods of communication, and also are not able to decode texts of culture, and understand their meanings, etc. However, there is a problem in this respect: How to provide the forming of cultural competence of the translator, realizing the sociocultural sense of professional activity? The solution of this problem is to determine the principles and conditions of its successful functioning in practice.

The methods applied in the research are studying and analyzing the theoretical sources and work experiences on forming the cultural competence of students, pedagogical observations, questioning and testing the students, skilled and experimental works, methods of linguistic, cultural research, modeling methods, and statistical techniques.

Furthermore, the monographic works, education guidance, scientific papers on national and foreign scientists, analysis of educational regulating documents, synthesis of mass student teaching, and personal experiences of authors on the research problem, and also the materials of questioning and testing of students were employed in the present investigation.

Objectives

The purpose of the present research is to design a theoretical and methodological justifi-

cation and implementation of a model for forming the cultural competence of the translator in a valuable and polyculture educational space of higher education institutions.

METHODOLOGY

The purpose of cultural and competence-based approach in the present study was to understand the effect of the national character, as principal of the foreign-language cultural and art world, on the development of sociocultural knowledge and professional values, exhibiting modern reality on comprehension of cultural characteristics of native speakers and their literature. It is represented as the capability to apply this knowledge and also broad-mindedly respect and empathy to culture, traditions, developed value system, and representatives of foreign-language society. It is assumed in this method that the support on the cultural wealth is covered in national mentalities, and comparative and typological analysis, allowing to obtain their specifics and interrelation in the modern cultural world (Bibler and Barrows 2018).

The methodological block is based on theoretical, scientific and pedagogical works regarding multicultural, integrative, professional and competence-based, linguistic and cultural education (Saussure 2000; Lotman 2002; Farm 2005; Hakimov 2012; Solovyeva et al 2015; Solovyova et al. 2016; Galskova et al. 2017; Pomortseva et al. 2018), communicative, (Zagvyazinsky and Strokova 2011; Zakharova 2016; Volkhin 2018) and dialogical methods for education (Zagvyazinsky and Strokova 2011; Zakharova 2016; Volkhin 2018).

The motivational block is defined as the mastering a system named 'multicultural knowledge' and the competences of prospective translators allowing to be guided in the system of national, ethnic, and worldwide cultural values, who assume the personal and valuable relation to multicultural education as to a valuable process. The valuable propensities, meanings, and demands for personality directed to the professional multicultural activity which are contributing to self-realization, professional development, professional self-improvement, valuable self-determination in culture, are the foundations of a motivational component.

The following considerations are applied for the development of positive motivation: 1) valuable potential of the integrated linguacultural disciplines directed to personal and professional self-improvement; 2) a variety of interactive technologies for training students the stimulative and creative activities; 3) assessment of knowledge and competences; 4) integration of educational, informative, scientific, and educational activities.

The substantial block is the complete cycle of linguacultural disciplines with the purpose of forming students' multicultural values and competences, forming the abilities to conduct the dialogues, reaching a substantial compromise, tolerating other opinions, seeking for mutual perception, and also cooperation and frictionless coexistence with representatives of different cultures.

The axiological dominants of multicultural knowledge indicating a structural and hierarchical value system, cultural installations and stereotypes, national characteristics of the value systems of the foreign-language countries, as well as the lexical units with ethnocultural valuable semantics are allocated regarding the content. Furthermore, the substantial and semantic blocks, sections, subjects including values of ethnic, business, etiquette, communicative, professional, art culture and symbolical values, lead to comprehending the system of cultural codes on the semantic level of cultures (Hakimov 2012; Bibler and Barrows 2018).

The cross-disciplinary multicultural competences should be created by the content of the linguacultural disciplines in such a capability to present the valuable relation to the content of multicultural education, the positive attitude toward foreign-language cultures and cultural diversity, readiness to prove tolerance to others' opinions, aspiration to mutual understanding, cooperation and non-conflictive coexistence with representatives of various cultures, strength to resolve situation problems of cross-cultural character, to possess ethical standards of behavior accepted in foreign cultural community; to be ready for applying the models of social situations, typical scenarios of interaction of participants in cross-cultural communication, ethical standards of behavior allowed in foreign cultural community; willingness to overcome the

influence of stereotypes in cross-cultural dialogue in general and professional spheres of communication; international etiquette and rules of translator's behavior in different circumstances of interpretation, the capability of interpreting cultural and historical realities in the case of reading and translating multiple literatures, movies, TV programs, etc. (Zimnyaya and Zemtsova 2008; Watanabe 2019).

The central design requirements of the integrative polyculture contents integrated to social, professional activity of translator are as follows: 1) choice of material connecting to values of other cultures as an essential circumstance of cultural pluralism and development of methods of interaction with them; 2) selection of the contents broadcasting the multicultural values directed to socialization of the translator; 3) axiological system of essential concepts of professional cross-disciplinary (culture, world picture, dialogue of cultures, values, etc.); 4) enhancement of multicultural competences of professional focused cross-disciplinary; 5) synthesis of axiological, competence-based, linguacultural, and focused professional approaches in integrative educational space of disciplines; 6) integrative and interactive technologies respective to the ideas of multicultural and linguacultural education as an integrative phenomenon.

The tool and technology block of the model is based on utilizing interactive and integrative technologies (problem, modular, project training, teamwork, information and communication technologies, etc.) in the classroom, out-of-class educational, and informative, professional, and research activities of students. The followings are employed amongst them: the project works, creative assignments, problem situations, responsibilities constructed on integration of cross-disciplinary knowledge, directed to achievement of the integrated result - competences, activity of selecting the situations during which the knowledge of various cultures, the analysis of the focused integrative and professional situations, business and role interactive games, seminar discussions, the analysis of texts on the culture, discussions, case studies, modeling of life and professional circumstances, papers, visual and conceptual dictations, visualization of concepts, etc.

The criteria and assessment block leads to the determination of the level of formation of multicultural competence of future translators with the integrative multicultural and competence-based approaches. The established diagnostic tools (the solution to the problem circumstances according to the selections, discussions, written creative works, case studies, models of the everyday and professional situations revealing the different cultures and their features) lead to forming the levels of multicultural competence of future linguists. According to the developed criteria and indicators, the authors of the paper allocated three levels of formations of multicultural competence – low, average, and high.

RESULTS AND DISCUSSION

In the present study, the cultural competence of the translator is discussed as the professional and personal integrative property, which is presented in a valuable interpretation of a knowledge system of different cultures embodied in language, and also the poly-cultural creative abilities, skills, qualities, valuable requirements, orientations and behavioral models which are necessary for the solution of professional responsibilities and mastering the experience of collaboration and interactions with representatives of different cultures in polyculture society directed to development of the complete socialized identity of the translator to be capable to perform a cultural activity (Kagan 2018).

Meanwhile, the cultural competence as a challenging structural phenomenon possesses the following components: cognitive (strong and systematic cultural and linguistic knowledge of peculiarities and values of cultures); communicative activity component (abilities, professions, experience of activity in the multicultural educational environment, effectiveness of cooperation in communication, multicultural behavior); axiological (values, installations, motives, capabilities and qualities of personality ready to live and do professional activity in multicultural community (Bibler and Barrows 2018), cross-cultural, interpersonal interaction); emotional and motivational (emotionally consecutive relation to values of different cultures, motivation to perform creative activities, self-development and self-realization in profession)

(Watanabe 2019). The designed pedagogical model outlines a set of complementing and interconnected blocks (target, methodological, motivational, substantial, device and technology, criteria, and assessment), the integration mechanisms operate in each of which (Galskova et al. 2017).

The target block is directed to cross-disciplinary objectives and assignments of forming a multicultural competence, socialization of translator, development of spiritual and moral values, tolerances, the creativity to actively adapt to new circumstances and cross-cultural strategy (Zakharova 2016), and also interethnic and interpersonal interaction in the modern multicultural world, to be integrated into valuable system of national and world culture and develop eagerness and readiness to social, personal, professional and valuable activity, as well as participation in cross-cultural dialogue.

CONCLUSION

The consequences of the study are obvious, confirming that the offered model, integrative multicultural, and competence-based methods of training the translators in the linguacultural educational environment of higher education institutions and also pedagogical conditions and the principles of its successful introduction into practice considerably intensifies the level of multicultural competence of the translator.

The authors picked the followings amongst the main pedagogical conditions (according to the outcomes of the experimental work): positioning of multicultural competence of the translator as a component of its general and professional culture, updating of the integrative potential of linguistic and cultural disciplines in the system of education, educational and research activity of the future translator directed to forming the multicultural competence, the axiological filling of content of linguistic and cultural disciplines directed to forming the multicultural competence based on the integration of professional and important linguistic and cultural knowledge and cross-disciplinary competence which are making the creative potential of personality to be active, capability to be guided in a multicultural environment, introduction to study the characteristics and a diversity of cul-

tures, development of a tolerance atmosphere to cultural differences, continuous emotional, valuable and semantic development and decoding of art values as foundations of world cultural heritage; application of rich multicultural potential of art, and updating of semiotics components and the application in professional activity.

The carried out research confirmed that the successful realization of the developed model of forming multicultural competence of future translators is defined considering the following principles: the cross-disciplinary integration, a cognitive axiological priority over information; innovation of technology priorities, harmonious combination of personal educational trajectory to demands of socialization, personal self-realization, dialogue of cultures, multicultural tolerance, creativity, communicativeness, and the problematical character.

RECOMMENDATIONS

This paper considers the issues of translators' training in the context of integration of competence-based and cultural approaches, which allows it to be socialized in the circumstances of the cultural interactions and provides a strong functioning in polyculture space. It is suggested to consider ethnic issues and historical-cultural issues which affect the interactions.

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