



# Formation of Intercultural Competence in Teaching the Translation of Economic Texts

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## ABSTRACT

The given article is considered about teaching a foreign language within the framework of the concept of intercultural learning, which includes not only the acquisition of language skills by the trainee and the development of language skills, but also involves obtaining a background information about the culture, history, traditions, way of life, customs of the countries of the studied language.

## Keywords:

intercultural competence, the socio-cultural component of translation, modern realities

## Introduction

In the context of constant changes in socio-political life and the economic situation in the world, the intensification of international communication, the development of information technologies, intercultural competence is of paramount importance for successful communication in a foreign language, and, therefore, its importance in the process of teaching a foreign language, including number of translations, it is difficult to overestimate. High-quality translation of texts of an economic orientation requires not only highly specialized skills, but also knowledge of the socio-cultural characteristics of the countries and the studied and native languages. The purpose of this article is to identify the difficulties associated with the influence of the intercultural component that students face when translating economic texts, and to develop recommendations for eliminating this type of difficulties.

Intercultural competence, the essence of which lies in the ability to communicate effectively with representatives of other cultures, is an integral part of teaching a foreign language. Formation of intercultural

competence is a complex process of implementing a set of interrelated and interdependent components. To these the components include the following: motivational need; axiological, based on values; cognitive, which is a synthesis of knowledge about native and foreign cultures; reflective, related ways of mental activity; personal activity, directly related to the knowledge of a foreign language and the ability to show empathy and tolerance [1, p. 141–142].

Thus, teaching a foreign language within the framework of the concept of intercultural learning includes not only the acquisition of language skills by the trainee and the development of language skills, but also involves obtaining a background information about the culture, history, traditions, way of life, customs of the countries of the studied language. Mastering intercultural competence is a long process that involves the inclusion of another culture in a person's real life experience as a result of expanding the boundaries of his cultural experience.

**Linguistic and didactic aspects of teaching foreign languages and cultures**

The issue of the interaction of language and culture has not lost its relevance since the 19th century. J. Grimm, V. Humboldt, R. Rusk, I. A. Baudouin de Courtenay, A. A. Potebnya, E. Sapir, B. Whorf and others were engaged in it. Although the nature of the interaction of language and culture is interpreted in different ways, obviously, as S. G. Ter-Minasova argues, languages must be studied in an inseparable unity with the world and culture of the peoples who speak these languages [2, p. 28].

Translation as an aspect of intercultural speech activity means the transition from one culture to another, it is, according to I. A. Zimnaya, V. I. Ermolovich, the sphere of speech activity where different cultures come into contact with each other [3, p. 93–94]. Since in translation it is necessary to take into account not only the linguistic, but also the sociocultural component, the work on its equivalence and adequacy becomes much more complicated.

The socio-cultural component of translation involves knowledge about realities, that is, according to the definition of the Bulgarian linguists S. I. Vlahov and S. P. Florin, words (and phrases) that name objects characteristic of life (everyday life, culture, social and historical development) of one people and alien to another [4, p. 59–60]. These can be words and terms that emphasize the national-specific features of the culture of a particular country [5, p. 171]. The problem of translating realities is one of the most difficult, in Russian translation studies such outstanding scientists as Ya. I. Retsker, L. S. Barkhudarov, A. D. Schweitzer, A. F. Fedorov dealt with it. The latter proposed four ways of translating realities: transcription / transliteration, translation paraphrase, generalized approximate translation, when the specific concept is conveyed by the generic concept, and likening translation, that is, the use in translation of a word that is close in function to the translated realia [6, p. 207].

### Research results

Within the framework of teaching a foreign language for special purposes, mainly texts of an economic orientation of a newspaper-journalistic style are used, which

have their own specifics, since they contain both economic terminology and general vocabulary, including emotional-evaluative, colloquial-everyday, and idiomatic expressions and realities. For the purposes of this study, we will highlight the religious, historical and modern realities that are most often found in economic texts and the translation of which causes particular difficulty for students.

Religious realities as a component of in different cultures have become part of the cultural background of the average native speaker: the lean years - lean years - is used to describe periods of economic recession, recession; Corporate Goliaths (about McDonald's and Time Warner companies) - Goliaths of the corporate world, that is, defeated by other companies. Knowledge of the history of the country of the language being studied helps to better understand and translate historical realities. For example: Gold rush - a gold rush, in a modern context about the desire to buy shares or assets; The Depression - The Great Depression, the first global economic crisis; The dot-com bust is a crisis of Internet companies that followed a surge in their popularity. of the examples, tracing is often used for translation with the addition of explanatory words.

Modern realities can cause, first of all, difficulties in understanding in context due to the relatively low frequency of their repetition in various sources, for example, Super Bowl and MBUSA Superdome in an article devoted to marketing issues. Knowing that the Super Bowl is not so much a sporting event as a successful commercial project, a show that attracts a large number of spectators to the stands of the Mercedes Benz Superdome in New Orleans, a huge television audience and, accordingly, advertisers, the context becomes clear. The translation of such lexical units as proper names is carried out by transcription - that is, the Super Bowl, while in some cases it is advisable to add clarifying words in the context - at the Mercedes Benz Superdome stadium.

Modern realities in the English language are often expressed by colloquial everyday vocabulary. To preserve its expressiveness, tracing and qualifying words are often used in

translation. For example, cash for clunkers is the program “Cash for auto junk”. It is necessary to emphasize the importance of the multicultural component of intercultural competence in the translation of economic texts. Their translation requires awareness of modern world economic processes, the economic situation in various countries of the world and background knowledge about world culture, in particular, knowledge of ancient Greek mythology, since mythical images become the basis for descriptions and comparisons in economic texts: tech Titans - technology companies - the titans that spawned other successful companies; Achilles' heel - Achilles' heel, that is, a weak, vulnerable spot.

### Conclusion:

Gaps in sociocultural knowledge, both bicultural and multicultural, can cause significant translation errors that lead to bewilderment, surprise and even complete misunderstanding on the part of the recipient, while lexical, grammatical and stylistic errors do not have such an effect and speak only about the translator's lack of knowledge of a foreign language. Therefore, when teaching a foreign language, it is necessary to form a qualitatively new personality identity that has a developed intercultural perception and is ready to replenish linguistic and cultural experience throughout life. Training involves the trainee organizing his educational work and developing independence in obtaining knowledge and systematizing it. The task of the teacher is to orient the student in the information space, to systematize and direct his independent work to the search for meaningful and reliable information to broaden his horizons and obtain sociocultural knowledge.

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