

INTERDISCIPLINARY APPROACH TO STUDYING TRANSLATION PROCESS

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Increasing role of translation in cross-cultural communication raises scholars' interest in the issue of translation essence, which they view from different perspectives related to such fields of study as language teaching methodology, psycholinguistics, and cognitive linguistics.

Language teaching methodologists have not clearly determined the place of translation in the system of language skills. L. Chernovatyi suggests regarding translation as a type of mediation stating that the translation process significantly differs from the process of any language activity primarily by its specific dual nature, namely the use of receptive (reading) and productive (writing) skills [3, p. 43]. On the other hand, the Common European Framework of References defines mediation as a communicative language activity performed when a language user "is acting as a channel of communication between two or more persons who for some reason or another cannot communicate directly [4, p. 66]". However, this publication does not provide appropriate descriptors for translation proficiency level.

The degree of re-productivity / productivity is another controversial issue, which is currently being discussed. As a translator is not supposed to express his/her ideas, written mediation can be considered a purely re-productive activity. However, a more thorough analysis of translation process allows for revealing elements of productivity at the planning and editing stages. Thus, translation implies re-productivity in conveying source text author's thoughts and productivity in choosing translation techniques and language/speech means for creating a target text.

Psycholinguists try to describe psychological processes occurring during translation, which they characterize as a complex speech activity implying forming and formulating thoughts by means of speech [1, p. 133]. The subject of this activity is the thought of the source text author, and its product is a target text directly related to its result – achieving faithfulness and equivalence. Means of translation are language units of the languages involved. Translation actions and transformations are ways to implement translation activity.

Cognitive linguists study translator's cognitive processes, which determine source text understanding, choice of language and speech means and their application when producing target text. L. Kushnina introduces the notion of “translation space” describing it as an open system, which includes a source text, an author with his/her cultural background, a translator with his/her cultural background, a target text, a recipient, translation process participants' worldviews, their intentions, presuppositions, values, ideas, mindsets etc. [2, p. 80]. Scholars use the idea of frame-based knowledge structuring to describe the peculiarities of reality cognition and reflection in the translator's mind. Cognitive linguists' treating translation as a complex cognitive, mental, creative activity proves the productive nature of translation and the importance of background and subject matter knowledge as components of translation competence.

To sum up, studying translation process from interdisciplinary perspective involving findings in the fields of language teaching methodology, psycholinguistics, and cognitive linguistics will allow for developing process-oriented translation training relevant for achieving expected learning outcomes.

References

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