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УДК 81'373.7

BILINGUALISM AS AN INTEGRAL PART OF THE TRANSLATOR

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Abstract

This article will focus on the modern achievements of science in the field of the theory of bilingualism, which grew up on the basis of language contacts. The phenomena of mass bilingualism and multilingualism have become the norm of modern society. The extraordinary versatility of bilingualism has given rise to many bilingual theories and aspects. The main aspects of bilingualism are considered: linguistic, psychological, sociological, pedagogical, literary and artistic.

Key words: Bilingualism, bilingual people, translators, bilingual sphere, work, science.

The 21st century represents a new stage in the development of modern society. Most of the political, economic and socio-cultural changes of recent years are inextricably linked with the desire of countries for an open society and integration into the European cultural and educational space. The rapidly developing international relations lead to the close interaction of various cultures and civilizations. There are few places in the world where residents encounter with their life only one thing - their native language.

Television, the media, the Internet penetrates everywhere, and with them foreign forms of communication. People travel, migrate, try to adapt to the new environment, understand the peculiarities of life in other places, foreign languages are also included in the educational minimum of school and university training programs in many countries, and quite often, the language of education differs from the native language of students. Without knowledge of another or other languages, one way or another is now indispensable. These processes have a significant impact on the language situation as a whole. The development of the available information and communication space creates the prerequisites and conditions for the spread of bilingualism or bilingualism as a leading trend in the linguistic development of modern society. In turn, bilingualism as a modern socio-cultural phenomenon develops under the influence of the following factors:

- strengthening the role of the sociocultural component;
- studying the culture of other countries and a deeper awareness of their own culture, participation in the "dialogue of cultures";
- the creation of a single educational space and, as a result, the desire of people to achieve a common European level of knowledge of foreign languages and the development of academic mobility of students and teachers;
- the need for bilingual education as a means of training that gives future specialists the opportunity to realize their potential and work actively in the global market, as well as a significant increase in inter-professional exchanges in the 21st century;
- the use of new information and communication technologies, the development of distance learning, on-line training, etc [Filimonova, Krylov 2012, 47].

Interest in the scientific study of bilingualism arose at the end of the 19th century and was associated with the development of linguistics and related sciences. Fundamentals of scientific development of the linguistic problems of bilingualism incorporated in the works of prominent scientists, I.A Baudouin de Courtenay, L.V. Shcherba, F.F. Fortunatov, A.A. Shakhmatov, E.D. Polivanov etc., as well as in the works of prominent foreign linguists A. Meye, W. Weinreich, G. Schuhardt, A. Martine, E. Haugen, S. Swades, S. Edwin, C. Osgood and others [Andreeva 2009, 34-35].

The problems of bilingualism and intercultural communication are inextricably linked, because people who speak a foreign language professionally are both specialists in the field of intercultural communication and bilinguals.

In modern science, there are many interpretations of the concept of «bilingualism». According to generally accepted ideas, bilingualism – is the fluency of two languages at the same time. The classic definition of bilingualism can be considered the definition of W. Weinreich. He claims that bilingualism is the possession of two languages and their alternate use depending on the conditions of speech communication. In the famous book by W. Weinreich "Language contacts", we read: «... the Practice of alternating the use of two languages, we will call bilingualism, and those who implement it, bilingual...»

A similar definition is given by V. Yu. Rosenzweig: «bilingualism is usually understood as the possession of two languages and regular switching from one to the other depending on the communication situation». From the point of view of psycholinguistics, bilingualism is the ability to use two language systems for communication [Terekhova 2002, 125].

Traditionally, professional proficiency in a foreign language is defined as approaching the level that is characteristic of an educated native speaker. However, this definition is not sufficient for people. It is advisable to add to it some more characteristics that are important for working with a foreign language, i.e. one that is not the language of communication in the country where it is used. A subject who uses a foreign language in his professional activity needs not only a certain level of practical knowledge of a foreign language, but also the ability to operate as a subject of communication in two (native and foreign) languages to ensure professional communication, as well as the ability to translate from one language to another within the limits necessary for professional activity [Terekhova 2002, 127].

As a result of mastering a foreign language, a monolingual person becomes bilingual, and the image of the world that exists in her mind expands by including a new angle of view represented by a second language system and a different culture. The formation of a bilingual personality can be carried out in different conditions, which will determine the qualitative originality of the emerging bilingualism. There are at least three types of bilingualism situations. In the first case, there is a natural bilingual communication environment, in which the child develops as a bilingual person from birth, without passing through the phase of monolingual development. In the second case, the monolingual person moves to a country whose language they do not speak. In this case, the study of a second language and the formation of bilingualism are carried out in the presence of constant linguistic and cultural reinforcement of the second language, which, of course, optimizes the formation of a second language mechanism. However,

in these conditions, the second language system can become dominant, which can lead to the «Erasure» of the native language and to the actual return of the subject to the monolingual status.

The object of this study is the third type of situation, when a second language is studied as a foreign language in a specially organized learning environment and in isolation from the environment in which this language serves for communication between its speakers. In this case, the native language is the dominant one, which determines the quality of the emerging bilingualism [Kolykhalova 2003, 188].

The subject learns a foreign language through the medium of the native language, which is the main tool of knowledge. As a result, the native language turns into a «prism» through which the knowledge of the studied language is refracted from its power to erect between itself and objects [Sedykh, Trescheva, Koteneva, Buzinova, Ermakova 2017].

By learning a foreign, new language, a person simultaneously learns a foreign, new world, in the words of M. Heidegger, learns a «new Home». And how real is it to enter this House, «great and powerful», to master all its riches, it means, not only to understand, but also to feel the meaning and meaning, often hidden, of tens or even hundreds of thousands of words, proverbs, sayings, etc.? A meaning that is revealed only to a person who has been immersed in the culture of a nation since childhood, who is well acquainted with its history, literature, Ethnography, folklore, and many others, up to the climatic conditions and confessional characteristics. In this regard, it can be distinguished two levels of language acquisition and use: the lowest (transmitting the meaning of information), or schematic, and the highest – creating and transmitting information as a three-dimensional and color image; if we develop an analogy, these levels are related as reading the score and orchestral performance. Moreover, even a perfectly correct language (a large vocabulary, perfect grammar) can be sterile, while the inclusion of «wrong» words, «inappropriate» expressions, deliberate mistakes (pseudo-mistakes, pseudo-sayings) often makes the language of a literary work, as well as oral speech, more saturated in color, humor, etc., i.e. more alive. The latter is not always available even for native speakers of a given language, let alone bilinguals, for whom the second language is not their native language. It seems that this position is echoed by the thought of Heidegger: «... is it so in language, as far as its essence is concerned, that we understand it as a language and, listening to it proper, perceive it?» [Kolykhalova 2003, 190].

According to S. Bochner, as a result of cross-cultural contacts, four individual types of bilinguals are formed:

- 1) defector (giving up your own culture for someone else's);
- 2) chauvinist (the opposite version);
- 3) marginal (fluctuation between two cultures);
- 4) intermediary (synthesizes two cultures, being their connecting link) [Kolykhalova 2003, 183-185].

Bilingualism lives and develops due to the interpenetration of cultures and languages in the process of long and direct contact. The famous aphorism of the psychologist B.G. Ananyev: «Personality is a product of culture» takes on a special meaning when it comes to bilingualism. Can it be considered a product of two cultures, or does cultural contact in this case lead only to the development of a different culture by the individual, during which there is an interpenetration and displacement of cultures? Does a bilingual become a person «at the border of two cultures?» V. A. Vlasov's doubts about this idea. «The personality of a bilingual, considered only in this context, is as if «frozen» constant, at the same time, the process of its formation is continuous, dynamic, and, therefore, the personality is constantly exposed to various influences, in particular, the impact of a new, foreign-language culture. In the case of the adoption of this point of view we need to talk about the formation of a bilingual (poly-linguistic) identities that are not static «on the boundary of two cultures» (three or more – this is not so important), but actively assimilating the fruits, the results of these cultures, while developing their own culture, a conglomerate of cultures inside a culture of peace, culture of tolerance, culture of a person as an open system for all new and different. In this vision of the goals of education, cultural and socio-

cultural approaches are clearly visible. This fully concerns the problem of the goals and content of the «poly-language» training of a resident of the XXI century, his linguistic education. It should create conditions for the individual to enter into an equal dialogue with the existing multicultural environment, allowing it to enter the world through the national and studied culture [Kolykhalova 2003].

Based on the above, it can be concluded that bilingualism contributes to the achievement of an adequate picture of the world in the mind of the individual. It should be noted that bilingualism, first, helps communication, cooperation, rapprochement and mutual assistance in social and political life; second, it promotes the spread of a wide cultural exchange between peoples; third, it can minimize language barriers in the communication of people of different nationalities, acting as a means to exclude the possibility of mutual isolation of peoples; fourth, it contributes to the wide spread of the language of interethnic communication; fifth, it contributes to mutual enrichment and mutual influence, replenishment and expansion of the lexical stock of each of the languages participating in a common and unified process.

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УДК 81

ЖАНРОВЫЕ ОСОБЕННОСТИ НАУЧНО-ПОПУЛЯРНЫХ СТАТЕЙ ТУРИСТИЧЕСКОГО ДИСКУРСА

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Аннотация

Осуществлен обзор современных жанров научно-популярных статей туристических журналов. Представлены их композиционные, грамматические, лексико-семантические и прагматические характеристики, обусловленные интердискурсивностью журнала (публицистический, туристический, научный, информационный, рекламный дискурсы). Туристический журнал подает объективную страноведческую информацию с авторскими комментариями. Были отмечены явления межджанровой диффузии, гибридизации и упрощения традиционных журналистских жанров (путевой очерк, обзор, репортаж, рекомендация, публицистическая зарисовка, интервью), возникновение нового жанра «путешествие». Описаны адресант (автор статьи) и адресат (читатель/слушатель), в частности эмоциональное (образная и экспрессивная лексика) и аргументативное влияние (стандартизированные высказывания), оказываемое первым с помощью дискурсивных стратегий и тактик для создания позитивного впечатления и убеждения адресата ближе ознакомиться с туристическим объектом.

Ключевые слова: туристический дискурс, жанры статей, журнал-travelог.

GENRE PARTICULARITIES OF SCIENTIFIC-POPULAR ARTICLES OF TOURIST DISCOURSE

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Abstract

There was done a short review of modern genres of scientific-popular articles of tourist magazines. There were presented their compositional, grammar, lexical-semantic and pragmatic characteristics due to the magazine's