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RETROSPECTIVE ANALYSIS OF THE FORMATION OF BILINGUAL-BICULTURAL COMPETENCE OF FUTURE TRANSLATORS OF MEDICAL DISCOURSE

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This scientific study on the topic “Retrospective analysis of the formation of bilingual-bicultural competence of future translators of medical discourse” is devoted to the historical origins of the formation of bilingual-bicultural competence of future translators who specialize in medical discourse. The authors investigate the evolution of pedagogical approaches to the professional training of philology students. In particular, key aspects of bilingualism and biculturalism development, such as linguistic skills, cultural competence and transnational communication, are considered. The work analyzed the aspects of future interpreters professional training in the medical field and carried out a retrospective analysis of approaches to the formation of bilingual-bicultural competence of future interpreters in the process of their professional training.

The purpose of this study is to deeply understand how changes in society and the socio-cultural context affect the formation of key competencies in medical discourse future interpreters, which can serve as a basis for further improvements in the process of their professional training. The research is based on the analysis of historical aspects of foreign languages teaching and learning in the context of interpreters training, as well as on key aspects of the development of bilingualism and biculturalism.

The article is highly relevant considering growing popularity of international cooperation in the field of medical interpreting. The conclusions of the article can be used to improve the training of interpreters who specialize in medical topics and improve the quality of medical interpretation in the international context.

The results indicate the need for continuous improvement of training methods to ensure a high level of bilingual and bicultural competence of future medical interpreters in modern international communication.

Key words: *bilingual-bicultural competence, interpreters' professional training, retrospective analysis, international communication, medical discourse.*

Катерина Завізіон, Євген Завізіон, Ольга Дербак. Ретроспективний аналіз формування білінгвально-бікультурної компетенції майбутніх перекладачів медичного дискурсу

Це наукове дослідження за темою «Ретроспективний аналіз формування білінгвально-бікультурної компетенції майбутніх перекладачів медичного дискурсу» присвячене історичним витокам формування білінгвально-бікультурної компетенції майбутніх перекладачів, які спеціалізуються на медичному дискурсі. Автори досліджують еволюцію педагогічних підходів до фахової підготовки студентів-перекладачів. Зокрема, розглядаються ключові аспекти розвитку білінгвальності та бікультурності, такі як лінгвістичні навички, культурна компетенція та транснаціональна комунікація. У роботі проаналізовано сферу професійної підготовки майбутніх перекладачів медичної галузі та проведено ретроспективний аналіз підходів до формування білінгвально-бікультурної компетенції майбутніх перекладачів у процесі їхньої фахової підготовки.

Мета цього дослідження полягає в глибокому розумінні того, як зміни у суспільстві та соціокультурному контексті впливають на формування ключових компетенцій у майбутніх перекладачів медичного дискурсу, що

може служити основою для подальших вдосконалень у процесі їхньої фахової підготовки. Дослідження базується на аналізі історичних аспектів викладання та вивчення іноземних мов у контексті підготовки перекладачів, а також на ключових аспектах розвитку білінгвальності та бікультурності.

Стаття має високу актуальність у зв'язку зі зростанням популярності міжнародного співробітництва в галузі медичного перекладу. Висновки статті можуть бути використані для вдосконалення підготовки перекладачів, які спеціалізуються на медичних темах, та покращення якості медичних перекладів у міжнародному контексті.

Результати вказують на необхідність постійного вдосконалення методів навчання для забезпечення високого рівня білінгвально-бікультурної компетенції майбутніх перекладачів медичного дискурсу у сучасній міжнародній комунікації.

Ключові слова: білінгвально-бікультурна компетенція, фахова підготовка перекладачів, ретроспективний аналіз, міжнародна комунікація, медичний дискурс.

Introduction. With the acquisition of independence and the choice of a European integration course of development, significant changes took place in our country, which covered almost all spheres and branches of human activity. The demand for qualified specialists capable of self-improvement, active cognition, and analytical thinking has increased. The social order for the interpreter's profession has changed – today he must act as a mediator between representatives of several cultures. It is not enough to have only foreign language code and skills in using translation transformations. The key to the success of a future graduate of a higher education institution specializing in philology is his ability to act as a mediator between representatives of different nationalities, awareness of the peculiarities of their culture, traditions, etiquette, and customs. Employers are interested in professionals with the skills of successful communication, negotiation, teamwork, they want to cooperate with determined, strong-willed, mobile and goal-oriented individuals.

Materials and methods. The above determines the need to train a new generation medical interpreter capable of professional interaction at all stages, the level of training of which meets the highest national and international standards. We believe that it is possible to achieve the set goal thanks to the retrospective analysis of the historical features of the training of future interpreters and the formation of their bilingual and bicultural competence in the communication of medical discourse.

In order to achieve the set goal, we consider it necessary to conduct a retrospective analysis of the theoretical foundations of the professional training of future medical interpreters and the formation of their bilingual and bicultural competence.

Discussion. The first group of theoretical foundations for the training of future interpreters presents a retrospective view of the origins of translation studies. Since ancient times, society has felt an urgent need for language mediators. States needed interpreters during military campaigns, for the development of trade, cultural and international relations. “Among

the cuneiform Sumerian texts written 3 thousand years before our era, we find bilingual dictionaries created to help the interpreter” [3, p. 21]. The rulers of ancient states and religious institutions had groups of interpreters to convey the will of the rulers to the conquered peoples, and church ministers used language intermediaries to spread their beliefs to convert foreigners to their own faith. In times of war, interpreters served in the armies, in times of peace they accompanied caravans and took an active part in trade. Herodotus believed that there was a professional community of interpreters in ancient Egypt. In the social structure of the state, interpreters were between merchants and helmsmen: “priests, warriors, cattle herders, swineherds, merchants, interpreters, helmsmen” [3, p. 206]. Usually language mediators were exempted from performing public works. The Sumerian schools are known for their chroniclers who spoke the languages of the southern countries.

In ancient Greece, the interpreter occupied a place between gods and men. The god Hermes was considered the progenitor of interpreter and acted as a mediator between the gods and man. The term hermeneutics used in translation studies meant interpretation. The Greek translation of the first part of the Holy Scriptures (Septuagint) dates back to 250–150 BC. With the emergence of Christianity, this fragment entered the Bible as the Old Testament [5]. St. Jerome (340–420) translated the text of the Bible (Vulgate) from ancient Hebrew into Latin and became the patron saint of interpreters. St. Augustine (354–430) was endowed with the gift of incredible eloquence and was the patron saint of interpreters. Slavic peoples have a translation of the Bible thanks to the works of Cyril and Methodius, who brought writing to their land [1]. Thus, we can say that since ancient times, interpreters have had a significant impact on the socio-cultural aspect of public life. Linguistic mediators had to take into account the recipient's ethnic, religious, and cultural characteristics, take into account the traditional way of life of representatives of different language communities, therefore, possess the culture of communication.

In Ukraine, the history of translation activity begins with the foundation of Kyivan Rus. The emergence and active development of writing, literature and translation, which took place in Kievan Rus in the 9th century, contributed to the increase in the need for interpreters. Their activities were largely focused on the translation of religious manuscripts (the Bible, “Lives of Saints”, other religious texts) and historical documents, which were used to familiarize the population with the philosophical doctrines and church traditions of the new religion [8]. Thus, after the creation of the Church Slavonic language, Cyril and Methodius began preaching among the Slavic peoples. Realizing the need to create an alphabet, the monks studied the languages of the more developed Old Bulgarian and Moravian kingdoms, and developed the Cyrillic alphabet based on them. With the help of their own alphabet, such religious works as the New Testament, the Psalter and the Prayer Book were translated [9].

In the 10th–11th centuries, interpreters were increasingly used in the social and political sphere. In addition to political discourse, the works of interpreters at that time were devoted to literary works and artistic works. Such well-known scientists as O. Jurkevich [9], O. Finkel [7], O. Semenets [6] note that the most successful translations of the specified period are the texts of secular discourse “Bee”, “Cosmography”, “Physiology”, understanding of the ethno-sociocultural features of both the original language and the translated language.

Considering the peculiarities of translation studies of the 17th century, it is worth noting the works of H. Skovoroda, who distinguished two key areas of translation activity:

- translator / translator-literalist – “puts a word for a word, like a tooth for a tooth”;
- interpreters / translator-interpreter that “like a gentle nurse puts chewed bread and wisdom juice into the mouth of her one-year-old” [6].

The leading tendency in the translation activity of H. Skovoroda is the mediation of the key ideas of the work, rather than the verbatim transcoding of the text. In the notes to his works, the author notes: “I did not translate this ode, but interpreted it”, “this is a little book, interpreted in the local dialect... But it is not her words that are translated, but her thoughts” [4, p. 415]. Such an understanding of the translation process is extremely relevant even today, because a modern specialist in two-way translation must move away from the formal transcoding of phrases and sentences, instead striving for the mediation of the communicative message of the original text, which

will take into account the pragmatics of the recipient and contribute to the achievement of the communicative goals of the speaker.

The 19th–20th centuries were marked by the active development of artistic translation. In the training of interpreters of this period, significant attention was paid to literary and cultural aspects, future bilinguals had to master the skills of eloquence, know the basics of classical literature, linguistics, etc. We consider the most significant heritage of this period to be the works of T. Shevchenko, M. Starytskyi, P. Kulish, I. Franko, L. Ukrainka, etc. Scientist and poet I. Franko presented the first theoretical principles of artistic translation; “defined the review genre as the main form of scientific presentation, interpretive and stylistic analysis as the basis for comparing the original and the translation and evaluating the latter, and also identified the components of the concept of “translation correctness”” [6]. The scientist also developed primary criteria for evaluating the quality of translation (one of which was the cultural aspect), which later became the basis of many modern works on the theory of translation studies.

During this period, much less attention was paid to the cultural aspects of the translation activity, because there were trends towards the unification of different peoples. Writers-translators paid special attention to the peculiarities of the mediation of poetic works of socio-political discourse. Thus, M. Zerov suggests moving away from the theory of complete accuracy of verse translation. The author justifies the necessity of using translation transformations and presents five requirements for the mediation of poetic works:

- lexical selection;
- the most complete attention to tropes and figures;
- metric features;
- euphony of the original work;
- the beauty of the native language [6].

Today’s Ukrainian translation is somewhat ghostly. Scientists consider its massiveness to be a significant problem of domestic translation practice. If earlier interlanguage communication was an elitist field, today, thanks to technical capabilities, anyone can receive a transcoded text of the original language without needing special knowledge and skills, so the deterioration of translation quality seems quite natural. During such a mechanical translation, the cultural aspect of bilingual communication is leveled, which can not only deteriorate the quality of the source text, but also fundamentally change its content and communicative message. The views of modern language mediators are mostly aimed at the translation of philosophical works of the ancient world. However, as

noted by I. Semenets, there are several reasons for the unsatisfactory translation of the texts of this discourse, namely: ignorance of the interpreter in the field of philosophy, insufficient experience, lack of translation tradition and proper censorship [6].

So, the retrospective analysis of domestic and foreign sources devoted to the coverage of historical aspects of translation activity allowed us to identify the main stages of the emergence of the translation profession and the factors that contributed to the improvement of the skills of language mediators. We emphasize that since ancient times, considerable attention has been paid to the formation of the basic elements of communicative culture in the translation activity, because, acting as mediators in the communication of representatives of several language communities, interpreters played a significant role in the political, religious and economic life of society.

An equally important aspect of the training of future translation specialists is the understanding of the psychological aspects of bilingual communication, namely bilingualism as a constitutive quality of the future interpreters and its influence on the culture of the linguistic personality. We believe that the bilingual and bicultural training of future interpreters is the key to their further successful self-realization in the profession.

In the 21st century, humanity has entered a qualitatively new stage of socio-economic development. Most of the changes that took place in the political, economic, and cultural spheres were caused by the desire of various countries for integration, open communication, and the creation of a single educational space. Another factor of such rapid interaction of civilizations is the spread of television, mass media, and the Internet, which creates a favorable space for the development of intercultural relations, as well as foreign language forms of communication. The formation of the global information and communication space creates the foundations and conditions for the spread of bilingualism as a leading trend in the development of modern linguistic society. Such a global language society serves as a favorable platform for communication between representatives of different peoples, which is possible only through professional interpreters who have knowledge about the culture, history, traditions and customs of these peoples and are able to apply their knowledge during the provision of professional services.

Taking into account the global trends of worldwide mobility, domestic universities face the problem of training specialist interpreters who are able not only to perform automated translation, but also to act as

mediators in the dialogue between representatives of different peoples. Educational and cultural exchange programs, which are gaining more and more popularity among senior students and graduates, became one of the ways to solve the problem. The need for this kind of bilingual cultural exchange becomes evident in light of the UNESCO report 2006, where it is stated that over the past 25 years, the migration of academic youth around the world has increased by 300% [10]. Implementation of academic mobility and bilingual and bicultural training of higher education seekers in Ukraine is carried out thanks to the following programs of the European Union:

- *Erasmus Mundus* – a program aimed at cooperation and mobility in the field of higher education, which enables students and young scientists to receive higher education (including postgraduate) in different countries of the world;

- *DAAD* is the German academic exchange service that unites more 230 German higher education institutions and more than 130 partner student organizations participating in educational and cultural exchange. DAAD has 14 foreign offices and more than 50 information centers around the world and issues about 50.000 scholarships per year;

- *Tempus* – the program provides an opportunity for universities, colleges, educational agencies to cooperate with the countries of the European Union. It provides for cultural exchange projects of students and popularization of the results of past projects;

- *Socrates* is one of the main EU programs aimed at improving the quality of higher education and intensifying student mobility;

- *Leonardo da Vinci* is an EU program that promotes the development of professional education and cooperation between HEIs in Europe.

Such availability of modern scientific knowledge and the activation of European integration processes naturally contribute to the spread of the phenomenon of bilingualism, which is of increasing interest to linguists, psychologists and educators. The concept of “bilingualism” comes from the Latin words “bi” – double and “lingua” – language, but in modern science there is no single definition of this term. U. Weinreich defines bilingualism as the alternating use of two languages. N. Zinukova sees the ability to use two language systems in the process of communication as the main feature of bilingualism [2].

Speaking about the interpreter’s profession, we understand that bilingualism is an integral feature of his activity, therefore, in linguistic science it is customary to distinguish between natural and artificial origins of bilingualism [2]. Natural bilinguals are

people who speak two languages from birth, possess both language systems at the same level and consider them native, so it is sometimes assumed that they can translate between these two languages. However, natural bilingualism has several disadvantages in the context of translation. First, if a person uses several languages throughout his life, but does not have a philological education, his level of linguistic competence will be insufficient to provide professional translation services. Secondly, the lack of professional training implies the inability to operate translation transformations and the lack of analytical knowledge and skills in working with the text. Thirdly, bilinguals do not have a sufficient level of knowledge of the culture, customs and etiquette of both countries, which can become a significant obstacle during interlingual mediation. However, natural bilinguals perfectly master not only the language, but also fully understand the culture, traditions, and customs of the two language communities. On the other hand, speakers of artificial bilingualism, namely professional interpreters, are well trained to use a variety of translation techniques, but their knowledge of dialects, colloquialisms, slang and professional vocabulary is often imperfect. Therefore, the issue of bilingualism raises a number of problems in the pedagogical methodology of training future specialists in translation and forming a high level of their communicative culture.

The difference between everyday bilingualism and translation during bilingual communication was noted by I. Melnychuk. The author claims that unlike

natural bilingualism, where the speaker alternately uses two language systems depending on the environment, translation “presupposes the simultaneous actualization of two languages” [4, p. 90]. Therefore, the usual situation of bilingualism can be defined as static bilingualism, and translation as dynamic bilingualism. The importance of mediating contact between two cultures is also noted, in which the interpreter acts as a mediator and uses language as a means of reproducing the ideas of the interlocutors.

Results. Considering the complexity of the psycholinguistic process of translation, educational and pedagogical programs of philological specialties should be aimed at the formation of linguistic competence, psychological preparation (automation of the switching mechanism), mastery of background knowledge about the countries whose languages are involved in the translation process.

Therefore, the methodology of professional training of future interpreters of medical discourse must take into account the requirements of the modern labor market for bilingual mediators who are fluent in two languages, educated in the etiquette, culture, customs, and traditions of both countries and are closely related to two language communities. Only such an organic combination of linguistic, cultural and communicative competences will allow the future medical interpreter to analyze the information presented in the source language and find appropriate equivalents in the target language, thus achieving the communicative goals of the communication process.

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