

COGNITIVE LINGUA-CULTURAL METHODOLOGY AS A BASIC PLATFORM FOR THE ACCOMPLISHMENT OF OBJECTIVES OF TRANSLATION STUDIES

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Abstract. There are several aspects in the article considered in solving scientific and educational problems in translators' training. This approach is presented in the S.S. Kunanbayeva's textbook "**Conceptual foundations of cognitive linguistics in the development of a multilingual personality**". The author emphasizes the importance of the book in theoretical and practical aspects, considers the approaches to intercultural communication outlined in the book and considers that all the provisions of the textbook are based on criteria of objectivity, conformity to truth and reliability. Many scientific propositions are confirmed empirically, they can explain the nature of cognitive-linguocultural processes and objects, the logic of their implementation in the educational process. The author of the analyzed book, based on the works of American linguists, leads the reader to the conclusion that the specificity of verbal communication depends on the features presented by the communicants of cultures, which gives the right to consider intercultural communication as the point of intersection of culture and human interaction.

Keywords: intercultural communication, the intersection point of culture.

This is the first textbook of a modern theory and practice of foreign-language education presented in Kazakhstan. In this textbook, the author proposed to use the e-platform of cognitive-linguocultural methodology as a conceptual basis and a new educational holistic paradigm for the development of an innovative system of foreign language education and translation studies. First of all, it is addressed to future

teachers of foreign languages and in a more broad sense to all who are interested in the problems of studying and mastering foreign languages. The textbook presents an exposition of the holistic concept of modern foreign language education, developed and tested in the framework of the scientific methodical school of the Kazakh Ablai Khan University of International Relations and

World Languages, directed by the author [Kunanbayeva, 2017).

The updated methodology and the theory of foreign language education developed by the author are reflected:

- in a new interpretation of the basic categories of translation studies (methods, approaches, and means, etc.);

- in a holistic scientifically grounded representation of cognitive-linguocultural methodology as a conceptual basis and a new educational holistic

paradigm in the development of an innovative system for the advancement of the translation studies theory;

- the author's interpretation of the typology of approaches to translation is defined and set forth, existing approaches are systematized.

- for the first time, the integrated essence of the competence model of the specialist is determined in the format of the "subject of intercultural communication" for the sectoral higher education.

In the theoretical and methodological sections of the textbook, for the first time:

- 1) on the basis of an analysis of a large array of existing definitions and structuring of the "competence model" of a specialist, a structure of "intercultural communicative competence" as an independent competence with 7 conceptually significant sub-competences is proposed;

- 2) the patterns of "subject of intercultural communication" formation are determined in the conditions of multilingualism;

- 3) a universal platform for the development of internationally adaptive educational models is presented;

- 4) such international adaptive models represent themselves as the harmonization of domestic educational models with international ones.

The work is a textbook that is scientifically based on the updated methodology, and aimed at the preparation of future specialists of foreign language education. It offers problem-sharpened questions of situational tasks, assignments for modeling and structuring the translation (Kunanbayeva, 2016).

In the textbook in scientific and educational practice is presented a review of existing theories of translation, on the basis of which an analysis of modern practice of using "nonce words" (occasionalism) in media texts is offered.

In the book, the linguistic features of the formation of a multilingual personality are examined theoretically and practically.

Several reviews have been received on the book from the rector of the St. Petersburg Institute of Foreign Languages, I.O. Brodovich, Doctor of Philology, defending a doctoral thesis in translation. She confirms the uniqueness of the book by S.S. Kunanbaeva, sharing the opinion with the

author that it is the linguodidactical platform of cognitive-linguocultural methodology that sheds light on the preparation of an interpreter in the conditions of a multilingual society. She notes that "the development of interpreter's verbal thinking, including work with the text that cannot be imagined separately from the development of his ability to think, to argue their position. Therefore, in the book, along with theoretical information, tasks are offered assignments that allow deriving the universal "laws" of work with the following types of a text: scientific, official-business and media texts " (Brodovich, 2017).

Furthermore, the reviewer I. Brodovich points out that the professional preparation of an interpreter, based on modern views of the cognitive theory, qualifies him not only as a "mediator in interlanguage communication" but as a "subject of intercultural communication", a kind of "translator" of national cultural and mental identity co-examine communities, who is capable of reflecting these specific characteristics in the stereotypes of communicative behavior and norms of speech interaction.

This causes a fundamental revision of the foundations of the professional training of an interpreter, traditionally defined as linguistic or literary. Right from the point of cognitive-linguocultural view, methodology and its implementation conception of the theory of intercultural communication as a new scientific and educational object area

with a basic category - linguoculture, the promotion of synthesizing the "language-culture-personality" synthesizing the triad, reflecting the material and spiritual identity of linguistic groups. With this approach, translational activity sets a goal to ensure mediation in inter-language communication, and the object of preparation will be a complex "foreign language - foreign culture - the subject of intercultural communication" (Brodovich, 2017).

Important for the study being analyzed is a new look at the concept of "translation activity of a human" : an activity based on the information interaction between the source of information and its recipient, aimed at achieving any goals through translation processes. This textbook defines students' translational activity as an activity organized on the basis of regularities and processes of cognitive and communication technologies and aimed at achieving qualitative educational and professional goals from the perspective of intercultural communication. The author of the textbook emphasizes that M.B. Bergelson notes that the notion of intercultural communication extended to such areas as translation theory, teaching foreign languages, comparative culture studies, contrastive grammar, pedagogy, etc. (Bergelson, 2001).

Significantly new is the view on intercultural communication, which, in the author's opinion, is characterized by the type of competences that are manifested

conventionally in one or another communicative act:

1) for social communication, schemes and scenarios of behavior in relevant everyday situations;

2) for professional communication, it is the sphere of knowledge, related to professional activity at the workplace.

In fact, preparing a student for translation, the teacher prepares it in dialogical interaction to cause in the mental space of the addressee the necessary images from the reality of a typical interactive space. The product of cognition, comprehension, description and transformation of the situation, that is, cognitive understanding, is the communicative image of the situation. The communicative image of the situation appears in the form of a whole set of mental images of events, phenomena, processes, actions that are combined on the basis of a single relationship and dialogical game space in a broad sense, i.e. place, and time, and themes. Having read the book of S.S. Kunanbayeva, we understand how to achieve interactive-strategic level of implementation of verbal components of dialogical interaction. All this can be built on in accordance with an illocutive frame. The nature of such a speech action introduces various shades into the consistent implementation of typical scenarios. If such utterances are pronounced on behalf of the law, the state, then the translator acts as an official person if he translates scientific

research, he acts as a scientist. Here, the image of the situation dictates the nature of the frame intention.

In addition to the conventional parameter, S.S. Kunanbayeva dwells on operational parameters for describing the influence of culture on human activity and the development of society. She states that the operational parameters are formulated in the works of anthropologists F. Kluckhohn and F. Schrodbeck, linguist and anthropologist Edward Hall and sociologist and psychologist Gert Hofstede who introduced the concept of "cultural stereotype" with a description of "standard communicative strategies and trends" (Hofstede, 1983).

Revealing this thesis, we can give an example of a frame scenario (FS) with an illocutionary potential of contact-regulating type ("charge"). It, like any scenario, has a certain set of replies aimed at realizing the standard goal and presented in the form of a set of causal chains that together with the constituents of the field create the FS interaction of communicants in the illocution potential of the contact-regulatory type. Such a view is a kind of inner world of partners interacting within the given illocutionary potential of a typical scenario (Romanov, 1990).

The FS of an individual subtype (i.e., a specific type of act "representation of an organization") has a chain of interactive moves similar to the typical scenario, the

only difference being that their scenario views will have their own indicators of interest, cooperation, status and a code of trust. The FS of the individual subtypes includes additional interactive chain-pieces that specify the conditions (A-B-C). In this case, the FS of a separate subtype, subtype, will have invariant step-by-step interactive transitions of a typical scenario can be supplemented at a certain stage of collaboration by an interactive chain.

The task of preparing an interpreter includes the introduction of such disciplines

that can lead to the analysis of frame situations, on which; in fact, the cognitive-linguocultural methodology focuses on.

The author emphasizes that accounting of FS is possible due to the fact that American scientists have revealed the specifics of verbal communication, which depends on the features presented by the communicants of cultures; that allows to attribute intercultural communication to the starting point of intersection of culture and human interaction.

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