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PRINCIPLES OF FUTURE INTERPRETERS' COMMUNICATIVE CULTURE DEVELOPMENT

This article analyses contemporary approaches and principles aimed at developing future interpreters' communicative skills.

*The **primary goal** of this research was to analyze and systematize the works of national and global scholars dedicated to the principles of developing interpreters' communicative culture.*

*To achieve this goal, the **method** of literary analysis was employed, involving the study of relevant literature and scientific sources related to the researched issue. This research method allowed the author to systematize existing theoretical approaches and identify perspectives for further study.*

The study delves into crucial aspects of interpreters' interaction in international communication emphasizing a deep understanding of cultural context and the effectiveness of intercultural communication.

The analysis is structured around modern approaches to forming communicative culture, highlighting the development of empathy, tolerance, and emotional intelligence. The article underscores the importance of a comprehensive approach and the use of innovative pedagogical technologies to achieve this goal.

The study identifies key principles of forming communicative culture in future bilingual communication specialists. These include the principles of multiculturalism, communicativeness, interactivity, non-linearity, systematicity and consistency, professional personal orientation, autonomy, tutoring, empathy, and tolerance.

This article constitutes a significant contribution to the understanding and development of principles for developing interpreters' communicative culture. It serves as a foundation for the development of programs and methods in the field of preparing future professionals in the translation industry. The overall conclusions of the article emphasize the necessity of adapting the pedagogical process to modern requirements and highlight prospects for further research in this area.

Keywords: *communicative culture, interpreters training, principles, bilingual communication, pedagogical technologies.*

Завізіон К.Г. Принципи формування комунікативної культури перекладачів

Статтю присвячено аналізу сучасних підходів та провідних принципів, спрямованих на розвиток комунікативних навичок у майбутніх перекладачів у процесі професійної підготовки.

***Провідною метою** даного дослідження було визначено аналіз та систематизацію доробок вітчизняних і світових науковців, які присвячені принципам формування комунікативної культури перекладачів.*

*Для досягнення поставленої мети було використано **метод** літературного аналізу, який полягав у вивченні актуальної літератури та наукових джерел, що стосуються досліджуваного питання. Цей метод дослідження дозволив автору систематизувати існуючі теоретичні підходи та визначити перспективи подальших досліджень.*

У статті детально розглядаються ключові аспекти взаємодії перекладачів у міжнародному спілкуванні, зокрема глибоке розуміння культурного контексту та ефективність міжкультурної комунікації. Структуровано аналіз сучасних підходів до формування комунікативної культури майбутніх перекладачів, зокрема з акцентом на розвитку в них емпатії, толерантності та емоційного інтелекту. Висвітлено важли-

вість комплексного підходу та використання інноваційних педагогічних технологій у професійній підготовці майбутніх перекладачів задля досягнення цієї мети.

Виокремлено ключові принципи формування комунікативної культури майбутніх фахівців з білінгвальної комунікації, а саме: принцип полікультурності; принцип комунікативності; принцип інтерактивності; принцип нелінійності; принцип систематичності та послідовності; принцип професійної особистісної спрямованості; принцип самостійності; принцип тьюторингу; принцип емпатії та толерантності.

Проведене дослідження становить важливий внесок у розуміння та розвиток принципів формування комунікативної культури перекладачів, а також слугує основою для розробки програм та методик у сфері підготовки майбутніх фахівців у перекладацькій галузі. Загальні висновки статті вказують на необхідність адаптації педагогічного процесу до сучасних вимог та наголошують на перспективах подальших досліджень у цій сфері.

Ключові слова: комунікативна культура, підготовка перекладачів, принципи, білінгвальна комунікація, педагогічні технології.

Problem statement. In the contemporary world, the role of an interpreter is exceptionally crucial as they act as intermediaries in the interaction between representatives of different cultures and languages. However, in today's conditions of globalization and increasing cultural diversity, the pressing issue arises concerning the formation of effective communicative culture among future interpreters. The question related to defining the principles that should be considered in shaping the communicative culture of interpreters remains insufficiently explored. This aspect is key in ensuring the high quality of translation activities and determining the role of interpreters in international communication.

Therefore, this article aims to identify the fundamental principles of forming the communicative culture of interpreters and elucidate their role in the modern translation environment. The aspect of defining these principles is pivotal for fostering a deep understanding of cross-cultural nuances and ensuring successful communication in a globally interconnected world. The study seeks to contribute to the enhancement of interpreter training programs, addressing the challenges posed by the contemporary dynamics of communication and cultural exchange.

Analysis of latest research and publications. A review of contemporary scientific articles, monographs, and dissertations dedicated to the topic of forming the interpreters' communicative culture has revealed significant interest among scholars in this matter. Within the scope of our research, particular attention is drawn to the works of O. Kraievska, who describes the process of forming communicative competence through psychological training methods [O.Д. Краєвська, 2016]; N. Zinukova, who focuses on the professional training of interpreters considering modern requirements for the translation services market [Н.В. Зінукова, 2017]; and [J.L. Nikol, 2001], who analyzes the process of bilingual communication.

The purpose of the article is to investigate and systematize the principles of developing the interpreters' communicative culture in the context of modern requirements and challenges. Additionally, the study aims to analyze current scholarly sources, identify key directions, and explore trends in the field of teaching and developing communicative skills among future interpreters. This comprehensive approach contributes to a deeper understanding of the current state of research and provides insights for the ongoing development of interpreters training programs.

Presentation of the main research material. In the context of our research, it seems pertinent to identify the principles of forming the communicative culture of future interpreters that align with the highlighted methodological approaches. This study will analyze both general didactic and specific principles that determine the process of forming the communicative culture of future interpreters.

We consider the principles of multiculturalism and communicativeness to be pivotal in the process of forming the communicative culture of future interpreters. The *principle of multiculturalism*, in our research, manifests in developing future interpreters' abilities to comprehend the national peculiarities of individuals from different nations, the skill to "read" ethnosociocultural features of interlocutors, and identifying the cultural subtext of messages. The implementation of this principle requires future interpreters to adeptly transcode realities and other culturological aspects of the translated text.

The second constitutive principle of forming the communicative culture of future interpreters is the *principle of communicativeness*. Following a synergistic approach, the realization of this principle occurs by immersing learners in an environment that closely resembles the conditions of their future professional activity. This principle entails engaging future interpreters in discussions, debates, dialogues, and other forms of communication during the course sessions.

We agree with N Zinukova on key aspects of the successful implementation of the communicative principle, including:

– Personal motivation: students recognize the purpose of communicative acts and the ways to achieve them.

– Informativeness: the content correlates with students' age and intellectual indicators, making it interesting (discussion of urgent global issues, updating educational materials, using interactive teaching methods).

– Problem-oriented: encourages students to self-improvement, conducting their own research, and develops critical and logical thinking [H.B. Зінюкова, 2014].

Highlighting this principle is logical considering that incorporating elements of the synergistic approach in the formation of the communicative culture of future interpreters is essential. This principle promotes aligning academic preparation for future interpreters with real working conditions. Adhering to this principle will contribute to the development of students' independence, self-control, creativity, and critical thinking.

Principle of interactivity. It involves creating conditions for various ways and forms of interaction among students (working in pairs, mini and small groups, teams, etc.) and with the instructor. The focus shifts from the instructor to the student, who engages in independent work, utilizing internet and media resources to solve assigned educational tasks. This principle entails a multifaceted delivery of educational material depending on the personal needs of a specific student group, their preferences, and academic requirements. The interactivity of the educational process ensures the implementation of dialogical education principles, manifested in the active interaction of future philologists among themselves and with the instructor. Implementing this principle helps students develop teamwork skills, engage in discussions, articulate well-founded opinions, and devise strategies for solving tasks through group discussions.

Principle of non-linearity. This principle is based on the assertion that "the result of the sum of influences is not equal to the sum of their results" [H.B. Зінюкова, 2017, p. 374–384]. Considering the ultimate goal of preparing interpreters, which is to form a multicultural language personality capable of effective bilingual mediation between representatives of two nations, we emphasize the need for a comprehensive approach to training professionals in this field. Possessing solely linguistic competence and knowledge of sociocultural norms is insufficient for effective bilingual mediation, as having a certain set of knowledge and skills does not guarantee the achievement of the final result – successful communication between people from different linguistic communities. We believe that a comprehensive, nonlinear approach to organizing the training process for future interpreters will contribute to the formation of their communicative culture and, consequently, enhance the quality of providing professional language mediation services.

The *principle of systematicity and consistency* in the formation of communicative culture of future interpreters is based on the logical presentation, sequence, and hierarchy of material in the educational process. O. Kraievska identifies four requirements whose adherence ensures the implementation of the principle of systematicity and consistency:

1. The formation of communicative culture takes place gradually.
2. Systematic establishment of relationships between communicative concepts and phenomena.
3. Educational material is presented in completed parts and is taught in a clearly organized sequence.
4. The place of new information in the structure of the already formed communicative culture is determined [O.Д. Краєвська, 2016].

We believe that taking into account the students' basic background knowledge and previously mastered material will improve the expected learning outcomes and motivate students to work with recently learned material. Additionally, there is a gradual increase in the complexity of educational material, expansion of the lexical content of translation texts, and consequently, a gradual deepening of the knowledge of learners.

The principle of professional personal orientation. According to N. Zinukova, an important stage in the professional training of Bachelor's degree students in the specialty "Philology (Translation, English)" for future translation activities is the formation of the linguistic personality of a translator [H.B. Зінюкова, 2017]. Such educational activities imply a certain specialization of the educational process, namely: directing efforts towards the formation of communicative culture in specialists with bilingual communication. The implementation of this principle in the framework of our research is carried out by selecting educational and methodological materials, forms and methods of conducting classes, tasks for independent preparation, which fully correspond to the general strategy of professionalization of academic vocational training.

Next, let's consider the *principle of independence*. Considering the general Euro-integration direction chosen by our country and the Bologna Process of reforming the higher education system, an increasing role is given to the independent preparation of future professionals in academic education. The implementation of the Bologna Process in the Ukrainian higher education system involves a redistribution of time between independent and classroom work in favor of the former, which will contribute to the development of student independence, autonomy, the formation of self-organization skills within the framework of preparation and execution of assigned tasks, activation of the use of information technologies, and, as a result, the transformation of the learning environment into an open system that is constantly enriched by external sources of information.

The principle of independence gains special relevance in the training of future interpreters since language is a "living" system, and the use of Internet resources is perhaps the only way to obtain the most up-to-date authentic texts, audio and video materials that best reflect situations of real communication with all aspects of verbal and non-verbal communication. N. Zinukova emphasizes that for the successful implementation of the principle of independence, it is necessary to adhere to a number of strategic conditions: setting goals and objectives, determining the form and methodology of introducing independent work, defining the form of quality control of task execution, and criteria for its evaluation [H.B. Зінюкова, 2014]. We believe that independent work of students with authentic English-language material (watching movies, TV shows, reading contemporary literature, blogs, and the press) will contribute to an increase in their interest in the social, political, and economic life of English-speaking countries. Moreover, such work with the "living" language will improve the vocabulary and pronunciation of future interpreters.

The shift of emphasis from the teacher to the student and their personal responsibility for the course and results of learning necessitates the relevance of the *tutoring principle* in the process of forming the communicative culture of future interpreters. According to S. Kovalenko, A. Stetsenko, and S. Khomenko tutoring is a particular type of educational facilitation where students perform educational actions, and the tutor creates conditions necessary for their realization and understanding [C.O. Коваленко, А.І. Стеценко, С.М. Хоменко, 2002]. The leading goal of tutoring is considered the full realization of the learner's personal potential, their ability for self-development, self-improvement through the implementation of educational activities, and satisfaction of their individual psycho-pedagogical needs. Studying the works of P. Plieger [P. Plieger, 2006] and S. Amelina [С.М. Амеліна, 2008], we conclude that in the process of forming the communicative culture of future interpreters, it is necessary to perceive the personal abilities of the learner as the basis of pedagogical strategy and deliberately influence their development and professionalization through appropriate teaching methods and technologies. We believe that the formation of the communicative culture of future interpreters will be most effective under the condition of harmonizing the internal psychological state of the student and the external conditions of the educational process. Such harmony can be achieved, in particular, through the implementation of the tutoring principle, which involves a combination of motivational, communicative, and reflexive aspects [P. Plieger, 2006]. The tutor defines the level of student motivation, establishes individual priorities, and learning goals. The communicative work of the tutor involves providing feedback between the teacher and the learner and is realized through individual consultations and informal meetings. Reflective activity aims to discuss problems and difficulties that arise in the educational process and find ways to overcome them.

The principle of empathy and tolerance involves understanding the experiences, emotions, and feelings of the interlocutor that arise during bilingual intercultural communication. It

is worth noting the phenomenon of ethnocentrism that novice interpreters encounter during social perception, intergroup and interpersonal communication, as well as during direct speech activity in a foreign language in both educational and professional translation practice. Future philologists should develop the ability to see the world through the eyes of the interlocutor, be tolerant of the peculiarities and differences of representatives of different nations. The awareness of the social role of the interpreters as a mediator in intercultural communication and the essence of their intermediary activity is realized through the implementation of the principle of empathy and tolerance.

Conclusions. The article "Principles of Future Interpreters' Communicative Culture Development" provides an analysis of contemporary approaches and principles underlying the development of communicative culture in future interpreters. It is established that the effectiveness of translation activities is determined not only by the ability to translate linguistic constructions but also by a deep understanding of the context and the ability to interact successfully with representatives of different cultures.

In the course of the research, principles such as the principle of multiculturalism, communicativeness, interactivity, non-linearity, systematicity, and sequence, the principle of professional personal orientation, the principle of independence, tutoring, and the principle of empathy and tolerance were identified.

One of the key conclusions is that the formation of an interpreters' communicative culture requires a comprehensive approach, taking into account various aspects of intercultural communication and the use of modern pedagogical technologies. It is essential to focus on developing empathy, tolerance, and cultural empathy among interpreters.

Additionally, the article emphasizes the importance of considering the rapid development of multimedia technologies and their impact on the translation learning process. This opens up prospects for utilizing innovative tools to shape communicative skills in future interpreters.

Prospects for further research. Considering the abovementioned, we can conclude that the article contributes to understanding the principles of forming the communicative culture of interpreters in the modern educational environment and can serve as a basis for further pedagogical research and program development in this field.

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This article explores the principles underlying the development of communicative culture in future interpreters. The effectiveness of translation activities is not solely dependent on the ability to translate linguistic constructions; it also requires a profound understanding of context and the skill to interact successfully with individuals from diverse cultures. The study analyses contemporary approaches and principles shaping the communicative culture of prospective translators.

*The primary **goal and task of this research** were to analyse and systematize the works of national and global scholars dedicated to the principles of developing interpreters' communicative culture.*

*To achieve this goal, the **method** of literary analysis was employed, involving the study of relevant literature and scientific sources related to the researched issue. This research method allowed the author to systematize existing theoretical approaches and identify perspectives for further study.*

The identified principles encompass multiculturalism (developing future interpreters' abilities to comprehend the national peculiarities of individuals from different nations, the skill to understand ethnosociocultural features of interlocutors, and identifying the cultural subtext of messages), communicativeness (immersing learners in an environment that closely resembles the conditions of their future professional activity; engaging future interpreters in discussions, debates, dialogues, and other forms of communication during the course), interactivity (creating conditions for various ways and forms of interaction among students, e. i. working in pairs, mini and small groups, teams, etc. and with the instructor), non-linearity (a comprehensive approach to form a multicultural language personality capable of effective bilingual mediation between representatives of various nations), systematicity and consistency (formation of the communicative culture of future interpreters based on the logical presentation, sequence, and hierarchy of material in the educational process), professional personal orientation (selecting educational and methodological materials, forms and methods of conducting classes, tasks for independent preparation, which fully correspond to the general strategy of professionalization of academic vocational training), independence (redistribution of time between individual and classroom work in favour of the individual one, which will contribute to the development of student independence, autonomy, the formation of self-organization skills within the framework of preparation and execution of assigned tasks, activation of the use of information technol-

ogies, and, as a result, the transformation of the educational information environment into an open system that is constantly enriched by external sources of information), tutoring (shift of emphasis from the teacher to the student and their personal responsibility for the course and results of learning), empathy and tolerance (understanding the experiences, emotions and feelings of the interlocutor that arise during bilingual intercultural communication).

The research underscores the necessity of a comprehensive approach, considering various aspects of intercultural communication and leveraging modern pedagogical technologies. Special emphasis is placed on fostering empathy, tolerance and cultural empathy among interpreters. Key findings highlight the need for a harmonious blend of internal psychological approaches and external educational conditions for advanced results in forming the communicative culture of future interpreters. The rapid development of multimedia technologies significantly influences translation education, opening new perspectives for innovative tools in honing the communicative skills of budding translators.

The article concludes by emphasizing the importance of considering these principles in the ongoing development of pedagogical strategies and programs aimed at enhancing the communicative culture of future interpreters. The insights provided in this study contribute to a nuanced understanding of the evolving dynamics in interpreters' training, offering a foundation for continued pedagogical research and program design in this domain.

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