

parents' school meetings or the weekly sessions in a women's safe house, though sometimes using portable sets or interpreting booths for larger audiences.

In other words, it is not the modes or strategies that set the community interpreter apart from the conference interpreter but it is the institutional settings – usually sensitive, delicate and private, sometimes downright painful or antagonistic – and the working arrangements: the interpreting is bidirectional between the service provider and the client; moreover the proxemics, the participant parties, the level of formality and range of registers are completely different; and it is as yet on the whole a solitary profession with a very different social aura, professionalization and remuneration.

So, Interest in this kind of interpreting, however, has grown by leaps and bounds. Last year the International Conference on University Institutes for Translation and Interpretation (CIUTI) decided that institutes do not have to teach conference interpreting exclusively in order to become a member. They may offer any of a range of interpreter specialisations, including community interpreting. Community interpretation is a broad and flexible field encompassing work in education, public relations, industry, social services, as well as local government issues and affairs.

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## **BACKGROUND KNOWLEDGE OF TRANSLATORS AND INTERPRETERS**

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Background knowledge is necessary in communication. The role of interpreters / translators in intercultural communication is exceptional since they are intermediaries between the addressant and the addressee.

Background knowledge is knowledge that is present in the consciousness of a person and the community of people to which this individual belongs. Background knowledge is the basis of linguistic communication and a prerequisite for adequate interpretation / translation if the communicants belong to different linguocultural communities.

In the era of globalization, intercultural communication has become part of daily life. However, the communicative act as a type of interaction between people can be successful and unsuccessful.

When intercultural communication takes place with the help of the interpreter / translator, their role in the communication chain can be adequately fulfilled in the presence of the following competencies: the interpreter's / translator's linguistic competence (sufficient knowledge and skills in applying interpretation / translation techniques) and sufficient culturological competence, for example, having the necessary background knowledge.

If the interpreter / translator does not meet one of the criteria, communication may fail. Lack of background knowledge in interpretation practice often leads to an unsuccessful communicative act, in which some speech patterns do not fulfill their functions.

Background knowledge in a broad sense is practically all the knowledge that communicants have at the time of communication. Thus, background knowledge as a phenomenon includes a wide range of competencies: linguistic competence, general erudition and understanding of the linguocultural background of the addressee. Background knowledge can be divided into the following categories:

Universal (e.g., knowledge of the sun, moon, time, etc.);

Regional knowledge (e.g., people living in tropical latitudes are not always familiar with the concept of snow);

Information available only to members of a particular nation or ethnic linguistic group (e.g., children's stories);

Local knowledge inherited by the inhabitants of a certain locality: cities, villages, closed societies, sects, etc., influencing the emergence of a geographically or socially determined dialect, or communication manners;

Group knowledge shared by small groups like family, work team, etc. (e.g., nicknames or stories).

The texts for translation can range from the simplest, such as a driver's license, birth certificate, to more complex materials, such as articles in special magazines and legal documents. In addition, interpreters can work at press conferences, lectures, or even at lunch. In any case, interpreters / translators need knowledge in many areas, therefore, in order to become a successful interpreter / translator, it is necessary to accumulate this knowledge in the maximum amount.

However, this does not mean that the interpreter / translator must understand all possible areas, because this is almost impossible. They can study one area of interest because the more knowledge in a particular area interpreter / translator accumulates, the more they begin to understand it, and the better they understand it, the better their translation will be.

Understanding the text is a prerequisite for an adequate translation / interpretation of the material. Unsure of the meaning of a sentence in the original language, the interpreter / translator will not be able to convey the

meaning to their audience. Only when they understand the idea of the material, they will be able to translate it while retaining its semantic value. If they do not fully understand the material, the translation / interpretation will be based on rendering the words and structure of the sentence, which will result in a literal translation. If the interpreter / translator does not understand the original text at all, they will not be able to translate the material. All the above mentioned leads us to the conclusion that understanding the original text plays a key role in translation / interpretation.

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## **BLENDED LEARNING – NEW APPROACH FOR EFFECTIVE LEARNING**

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Improving students knowledge and skills through formal and informal education has its own important and special priority. There are many different methods and procedures to present environmental education appropriately. This education can be either traditional or modern one. In order to improve the quality of educational studies, education needs innovation and new perspectives . That is why so many studies have tried to find new methods and techniques for more effective education, which have specifically supported by advanced technologies. Up to the moment and because of information technologies and advances in communicational methods, many innovations have been added to the educational methods. In order to find the existing requirements in educational studies, many different methods and techniques have been invented and used. Education via electronic learning is defined as education which aids other technologies to access learners who are in distant locations and encourage them to interact with the other classmates via specific techniques. In the other words it can be said that electronic learning means bringing learning to people instead of bringing people to learning.

Electronic learning complete current educational methods, while in some cases replace them. Electronic learning provides an effective environment for teachers to access better educational conditions with their learners. Additionally,