

## TRANSLATION TECHNIQUES IN COMMUNITY INTERPRETING

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Ukraine is a multicultural country with various ethnic groups and languages, and number of people who do not speak Ukrainian as their first language require language assistance in their daily life activities. Community interpreters can bridge the language barrier and help these people to access services such as healthcare, legal aid, education, and social services.

The ongoing war in Ukraine has led to the displacement of large number of people, including those who do not speak foreign languages, or who are fluent in the minority language. These individuals may face barriers when trying to access basic services in their new locations. Community interpreters can provide vital language support to help them navigate these challenges [2]. For instance, Healthcare translation is essential to meet the needs of millions of displaced persons as a result of the Russian aggression in Ukraine [3].

Furthermore, Ukraine has been striving to integrate into the European community, and one of the key requirements for this is to ensure that all citizens have equal access to services regardless of their language. Community interpreting plays a crucial role in ensuring that non-native Ukrainian speakers can fully participate in Ukrainian society and exercise their rights as citizens [4].

As part of our research n Community Interpreting from and into the Ukrainian language, we have translated the article by Nadja Grbić & Sonja Pöllabauer *Community Interpreting: Signed or Spoken? Types, Modes, and Methods* [1] based on which, we distinguished certain translation techniques and transformations that are most commonly used in Community Interpreting from\into Ukrainian.

As a result, we may conclude that the most frequently used and important translation techniques and transformations in the field of "Community Interpreting" are addition, permutation, and contextual replacement. All the terms referring to translation techniques and transformations in this paper are used as defined by V. Karaban [5].

Contextual replacement is the procedure in which the text producer provides a fuller, more explicit version of a concept or idea already introduced, clarifying or consolidating the meaning of the first occurrence, as well as anticipating a possible need for that information later in the text. This technique can be used to ensure that the translated text accurately conveys the intended meaning of the original text, even if the two languages have different grammatical structures or expressions for the same concept.

**Example 1:** A cursory comparison of entries in general translation studies (TS) resource books serves to corroborate this assumption. (Поверхневий огляд змісту профільних досліджень із загального перекладознавства підтверджують це припущення.)

The permutation technique is defined as the rearrangement of elements in a sentence, paragraph, or whole text to provide an equivalent in the target language that reads more naturally or idiomatically or to accommodate the structural differences between the source and target languages.

**Example 2:** All of these reference sources make a distinction between *interpreting mode and type*. (У всіх цих довідниках наводиться різниця між видом та типом усного перекладу.)

While addition occurs when the translator adds a word, phrase, or clause to the target text which is not present in the source text, but which is considered necessary in order to produce an idiomatic, grammatically correct, or fluent text in the target language.

**Example 3:** One of the consequences of this lack of contact between the two branches is that conference, community and signed language interpreters are usually trained at different institutions without much *mutual exchange*. (Одним із наслідків такого браку контактів між двома галузями є те, що перекладачі для потреб громади та перекладачі жестовою мовою зазвичай проходять підготовку в різних установах без особливого взаємобміну знаннями та здобутками.)

Less frequent, however, prolific techniques and transformations were omission, change of word order, semantic development, and holistic transformation.

The least common were adaptation, concretization, and generalization of value.

Moreover, mixed types were applied to six lexical unit translation cases. Among them, the most productive were contextual replacement and change of word order.

**Example 4:** A cursory comparison of entries in general translation studies (TS) resource books serves to corroborate this assumption. (Поверхневий огляд змісту профільних досліджень із загального перекладознавства підтверджують це припущення.)

Overall, community interpreting is an important tool for promoting inclusion and diversity in Ukraine and helps to ensure that everyone has equal access to services and resources, regardless of language barriers. That is why, it is important to select the appropriate translation strategy to transfer the correct meaning of the message, either oral or written.

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## **MODERN APPROACHES OF TEACHING FOREIGN LANGUAGES AT NON-LINGUISTIC UNIVERSITIES**

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The entry of Ukraine into a single educational space in the process of pan-European integration leads to the birth of a qualitatively different educational situation in connection with the objective need of society for specialists with knowledge of a foreign language for functional purposes, who use the language as means of communication with colleagues representing different cultures and peoples. Thanks to the research in the field of sociolinguistics and social psychology, it became obvious that for full-fledged communication in a foreign language, it is necessary not only to be able to master linguistic material, but also to know specific concepts of a particular human community, to have non-linguistic knowledge related to culture and customs of this community people. Thus, it is obvious that the idea of integrating the components of culture into the language education of non-philologists is a modern idea, prepared by a long process of historical and dialectical formation of methodical and linguistic didactic ideas, theories and concepts.

Examining the current state of the issue of the relationship between language and culture from a linguistic and didactic perspective made it possible to identify a number of culture-oriented approaches (linguistic, sociocultural, ethnographic, linguacultural and intercultural) to the teaching of foreign languages and to determine their significance for the conditions of study in a non-linguistic University.

Linguistic approach involves the study of a language with the aim of identifying its national and cultural specificity. In the context of this approach, the main source of linguistic information is the lexical composition of the word. In this regard, the main attention of researchers was paid to the study of equivalent and