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DEVELOPMENT OF INTERPRETATION SKILLS FOR WORK IN INTERNATIONAL TOURIST ACTIVITY

The inbound and outbound international tourism are successfully developing in the modern world, which naturally requires highly qualified specialists in the field of tourist and excursion services, including escort interpreters. Within the framework of the international investment program “One Belt, One Road” (since 2013), KRN has started actively expanding the infrastructure in more than 70 countries and international organizations [5]. As a result, cooperation in the field of tourism has become a new bright side in the relationship of strategic partnership and cooperation between China and Ukraine.

Escort interpreter is a rather narrow specialty, which requires not only a high level of knowledge of foreign language in the field of excursion activities, but also professional knowledge, skills and abilities in the field of tourism and excursion services [2].

Translation is always done for certain purposes. The translator always seeks to perform a task that he/she has chosen or received from the customer, in whose interests or on whose behalf the translation is carried out [1].

Hutchinson and Waters notes that linguistic professional competence provides for theoretical knowledge in the field of translation studies, knowledge of translation strategies, its tasks and goals, translation difficulties and principles of overcoming these difficulties, translation transformations [3].

However, the study of domestic and foreign scientific literature on the problems of the development and improvement of translation competence showed that this aspect still remains poorly studied. According to Fedotova, ”translation competence is a meaningful component of the ability to perform professional translation activities in the form of a set of certain translation knowledge and skills to convert a work in one language into a work in another language, as well as the experience of such activities, which ensures success in solving translation problems”. Dewey and Kilpatrick clarify that “the development of a translation competence is effective provided the observance of the main stages of translation activity: acquiring professional knowledge, analysis of the original before translation, translation itself, editing and evaluation of the translated text. The following components of the translation competence are identified in accordance with these stages: psychological, analytical, synthesis, correctional and evaluative”.

Therefore, the structure and content of the translation competence of escort interpreters have not been determined so far, no special methodological materials, no effective model and method of its optimization have been developed. In most cases, the current recommendations on this competence are reduced to its development in the process of learning a foreign language in higher educational institutions (HEIs) [4].

However, to ensure competitiveness in the global tourism market, quality communication is needed, especially if the flows between China and Ukraine increase every year on an equal footing [6].

According to recent studies, the number of visitors from the country of the sun in 2017 was 29,530, compared to 12,699 people in 2015. In 2018, according to statistics, 11% of all foreign tourists in Ukraine are Chinese [7]. Our hypothesis is that in the modern market of the tourism industry of Ukraine and China it is necessary to create a positive image of the state in the cross-years of tourism and the above-mentioned international investment project.

To simplify the process of collecting examples and standards of behaviour in intercultural communication, providing effective (excellent) performance of an escort interpreter, we took CEFR (Common European Framework of Reference) as a basis of the description of language communicative competences, compiled tables of linguistic and general communicative competences of escort interpreters, and proposed to our experts from two groups:

(1) Group of employers, both men and women, 20 people: aged 30 to 55, formerly experienced escort interpreters with higher education and a high level of language proficiency;

(2) A group of tourists, both men and women, 20 people: customers of travel companies aged 30 to 60, with higher education, native speakers.

The importance of the competences in the work of escort interpreters was first assessed on the “yes-no” principle (to exclude competencies that are not important). As the experts were not unanimous about such competencies, the next round of assessment was required. The experts assessed the competencies on a five-point scale in the second round of the survey, which allowed combining the method of direct attributes and the survey to assess the competencies of escort interpreters. The experts were then asked to rate personal competencies in more detail on a scale of importance from 0 (“absolutely not important”) to 2 (“really important”). The data of questionnaires of each group were entered in special tables for each group of competencies (linguistic and other communicative competencies), the names of competencies were translated into Ukrainian, abbreviated to one-two-syllable code names. The sum of the scores of all experts of the group in this competence was divided by the number of experts (const=20).

As a result of the research, the article presents a scientific and practical justification for the need to optimize the development of translation competence in escort interpreters for work in international tourism, where optimization of the development of translation competence is achieved by using the developed model and method. The main methodological and practical provisions for optimizing the development of the translation competence in escort interpreters were presented based on the results of studying and generalizing the experience of training escort interpreters.

The analysis of the information obtained during the survey and data processing gave the following results: according to the tables of importance of competencies for the escort interpreter, the total average scores were equal for both groups (8.22 and 8.23), but differed significantly by competency groups: The total average score of linguistic competencies for tourists was lower than for employers (3.87 and 4.13, respectively).

The total average score for other communicative competencies was higher in both groups than the score for linguistic competencies; moreover, in the group of tourists it was higher than in the group of employers (4.36 and 4.09), respectively.

The study of expert opinions from two groups confirmed the hypotheses of the study that employers and customers differently assess the importance of linguistic and general communicative competencies.

While professional competencies come to the fore for employers – knowledge of the touristic objects and excursion techniques (5 points); linguistic:

- general LC, overall language performance (4.65 points);
- speech rate 4.6 (points);
- consistency and consonance (4.5 points);

as well as general communicative skills related to public speech:

- long monologue (4.85 points);
 - public speech skills (4.75 points);
 - description experience (4.65 points);
- and intellectual: the ability to learn and remember, flexibility (4.55 points);

for tourists communicative competencies are more important:

- leisure skills, attitude and interest, ability to diverge from traditional approaches in understanding cultural differences (4.85 points),
- ability to overcome stereotypical relationships (4.75 points),
- moral and ethical values, heuristic abilities (4.65 points),
- socio-cultural knowledge, life skills and readiness to shift the cultural point of view (4.65 points);
- ability to learn (4.6 points);
- intercultural awareness, the ability to find connections between cultures (4.55 points);

Professional skills and personal competencies are equally important – 4.7 points.

Systematization of data assessing the importance of personal competencies on a scale showed that most experts from the group of employers (14 people) rate intellectual competencies above psychological (average score above 4.5), while most experts (16) from the group of tourists rate psychological competencies higher (score higher than 4.5) than intellectual.

The hypotheses of the study were proved based on the study of expert opinions:

Hypothesis 1: If native speakers and non-native speakers are asked to assess the importance of language communication competencies in the work of an escort interpreter, the aggregate results of expert assessments will be different for the group of native and non-native speakers.

Hypothesis 2: While for employers (non-native speakers, but confident users) the priority in the assessment of applicants are proper linguistic, professional and intellectual competencies, for customers (native speakers) general communication competencies, intercultural communication skills and psychological qualities (communicative potential) are more important.

The practical significance of the study lies in the development and implementation in educational practice of an appropriate program to optimize the process of translation competence of translation guides, which involves working out and applying in practice professionally oriented language situations in improving foreign languages that contribute to the translation competence of escort interpreters.

The competencies that are most important from the standpoint of consumers of the tourist product were identified (based on the calculation of the average score of expert assessments in a group of tourists). As we assume application of results of work

within the customer-oriented approach, these skills and qualities formed the basis of the model of competences developed for SPb-Travel:

- Thriving for communication and dialogue;
- Leisure skills;
- Relationships (openness, interest);
- Ability to diverge from traditional approaches;
- Overcoming stereotypical relations;
- Professional skills;
- Personality qualities;
- Values (moral and ethical);
- Heuristic abilities;
- Socio-cultural knowledge;
- Life skills.

The findings are important for future research in tourism and foreign language teaching methods, due to the strengthening of economic and tourism ties between the countries, including some direct flights and visa-free travel.

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