

Translatological Grounds of Didactics in Tourist Discourse Texts Translation

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Abstract — Translation training within the global educational environment is connected to the integration of theoretical, methodological and didactic approaches: a search for effective solutions of translation issues optimizes openness and intensity of scholarly discussions, as well as the scale of translators' professional interaction. In this article, it is necessary to analyze the topical translation paradigm within its functionality in training of translators to work with tourism discourse texts and to propose a variant of didacticization of specified texts translation. This work is based on German and Russian texts, which were used during the education in Volgograd State University (Russia) and Johannes Gutenberg University Mainz (Germany). The theoretical part of this work is based on the principles, which are significant in the process of education in both universities and were established by Russian and German specialists in translation theory. The result of the research is an algorithm for the tourism texts didacticization. In this article, the genre specificity of tourism texts is presented, problems caused by the cultural transfer of tourism information are considered, as well as recommendations for pre-translational analysis of texts for its subsequent translation are proposed. The overcoming cultural differences and substitution of lacunas have particular relevance in the tourism discourse. Thus, the cultural aspect is a primary element in the translation of tourism texts. The practical significance of the research lies in the possibility of applying the developed didactic principles in the training of translators. The result of the research may be useful for translation studies specialists and intercultural communication specialists, and for specialists of tourism industry.

Keywords— *tourism texts, translation, translation didactics, linguocultural transfer, translation technique.*

I. INTRODUCTION

The shift of the research paradigm in linguistics to anthropocentric, communicative and pragmatic approaches

became a manifestation of universalism of the socio-cultural triad "personality - culture - society" in studying the emanations of a human personality, and the science of translation like no other reacted actively to the analytical possibilities of a new approach. Orientation to the cultural aspect has become relevant in the theory of translation since the early 90's, although K. Reiss and H. Vermeer in their fundamental work for European translation studies already discussed a culture-oriented theory that allows avoiding "difficulties in understanding" [1]. In their opinion, translation as a form of intercultural communication changes the constellation of a "meeting", therefore "interculture" (Interkultur) as the interaction of different cultures representatives "in its pure form", as Jurgen Bolten interprets it [2], does not arise - the interaction is mediated by the target text.

The content of the term "intercultural", despite the stated limitations, does not diminish to the extent of its meaning because a translator as a mediator carries out their work taking into account the peculiarities of the original and target cultures which are necessary for translation, while a recipient enters into a dialogue with the original culture using a target text that overcomes the difficulties of "multicultural" programs. Очень трудно проследить за развитием мысли. Такие предложения в тексте лучше разбивать на более простые. Автор может оставить сложное

M. Schreiber states that the problem of cultural specifics becomes irrelevant because Western cultures are losing здесь речь, видимо, идет о происходящих переменах, их можно лучше передать через present progressive their peculiarities [3]. On the other hand, he wonders how to separate linguistic and extra-linguistic cultural inconsistencies ("Inkongruenzen") as this differentiation inevitably leads to the difficult distinction between linguistic

and general erudition. Werner Koller, perhaps, for this reason, does not name the cultural aspect among the factors of translation, but only mentions the existence of different "realities in their separate language representation" [4]. In this case, he does not mean the relation of the language and the culture, but the relation of the world and the language. This generalization is not entirely justified: for translation, the connection between the language and the culture has a special significance as the cultural themes of communication and their reflection (нужно уточнить слово, размышление?) influence the content of interactions that is not related to the language system beyond the pragmatics of the discourse.

It should be noted that thoughts of German colleagues, in particular, the point of view of Sigrid Kupsch-Losereit about the differences in general, cultural and linguistic erudition include such "extralinguistic factors of understanding" as a horizon of expectations, a situation and erudition. A special aspect is the aspect of the situation which is the context of the text as its verbalized part. Since source texts and target texts have different correlations with the context in regards to cultural and language specificities, the situation objectively has a different, in contrast to the original text, verbalization in the target text. Sigrid Kupsch-Losereit emphasizes the double role of an interpreter, who understands the source text through their horizon of expectations and, translating it, takes into account the horizon of expectations of the potential recipient of the text [5].

Information that is supposedly beyond the recipient's horizon of expectations should be presented so that they can integrate it into their cognitive system. Everything that can be clarified and compensated in verbal communication with a clarifying question needs to identify potential problems and overcome them as a "communicative difference" [4].

The most systematical categorisation of cultural differences and incongruences (kulturelle Inkongruenzen) is represented by Rade Gundis Stolze:

- 1) the real differences in target texts take place if realias of an original culture are not known in a target one;
- 2) formal differences create a translation difficulty of choosing a lexical unit that nominates denotata known in the target culture;
- 3) semantic differences are associated with cultural-specific connotations, which can cause an unwanted reaction, distort the message through the prism of the target culture in word-for-word translation [6].

It should be added that cultural specifics also apply to conventional parameters, since the communicative component of culture acts in creation and functioning of texts, in usual and normative framework, and K. Nord rightly drew attention to this problem in 1997 [7].

German cultural scientist Doris Bachmann-Medick formulated the framework definition of the translational turn, which is regarded as "the most important analytical category and necessary characteristic of a social action", and the translation is a category sensitive to frustrations and frictions of the global world (and simultaneously responsible for them) and facilitating microanalysis of

conflict interactions between ethnic groups, countries, classes, gender positions and forms of government [8].

It seems necessary to support the idea of D. Bachmann-Medick that the appeal to the problems of translation "opens the possibility of developing a non-hierarchical "systematization" ("constellation") of cultures - contrary to the assumption of a temporary determinism of their development." In our opinion, multiplication of translational knowledge is capable to contribute to the creation of a "counterbalance" of still current positivistic concept of progress, which has formed the understanding of the asymmetry of cultures and the development of corresponding research traditions. The last "turn" in D. Bachmann-Medick's list of "turns" is a spatial turn in which "the space acts as a new category that allows researching cultural loci, regional and local differences between them, as well as realizing the productive role of boundary zones and transgressive practices, and principles of coexistence of cultures on a global scale" [8].

In modern Russian translation studies, cultural problems are traditionally considered primarily in the linguistic aspect, as a "linguo-ethnic specifics of translation" and "lexical-semantic problems of translation" [9], as "translational onomastics" and "translation of realias" [10]. Thus, a target text should be viewed as the result of a complex of translator's actions in a given socio-cultural context. Within the framework of the communicative-functional theory "a translator becomes a central figure of interlingual and intercultural communication" [11].

The research of the issues related to translation of texts operating in the sphere of tourism is objectively about comprehension of cultural loci, which can provide new directions in humanitarian knowledge that has not offered yet to replace the failed concept of "multiculturalism". The translation providing globalization is "programmed" to overcome cultural codes, but they have become an object of research in this context only relatively recently [12].

Regarding the issues of "re-expression" of the cultural dimension, it should be emphasized that the greater the distance between the original and target culture, the wider the variability of translator's actions.

Translation in the tourism discourse is considered as a complex process, a holistic communicative action, based on the cultural component of the transfer. A translator acts as an agent of the tourism international discourse and transforms the cultural, discursive, communicative, linguistic, and conditional text message created according to the same level correlation pattern.

Methodological developments in teaching translation of the tourism discourse texts are quite rare in the didactics of translation, but both Russian and German colleagues note high heuristicity of the tourism discourse texts in the formation of translator's professional competence.

The leading form of organization of an educational process, which involves "approach" to working conditions in a workforce, is a design work, and all the advantages of translating the guide as an authentic material of the translation order for a group of students as translators can be presented as an implementation of the learning principle «learning by doing».

A.A. Novozhilova, considering the translational and didactic aspects of texts of the tourism discourse, notes their effectiveness in the formation of the translator's professional competences. She also offers options for didacticization - the analysis of finished translations of multilingual content of hotel sites, training of editing the linguocultural adaptation relevant to localization of a text, and the development of her own translational strategy for content texts [13].

Editing and criticism of interpretation, first of all, interpretation of excursions, can be successfully didacticized in the form of an integrated assessment of video recordings of interpreter's work in real communicative situations, for example, excursions [14].

At German universities, translators' training also includes separate modules focused on formation of competencies of interpretation and translation in the tourism discourse. E. Reiter emphasizes that formation of communication skills in the tourism area is an obligatory component in the modern educational system for training of specialists in the sphere of intercultural communication [15]. H. Bopst devoted a series of articles on didactic and methodological issues of the intercultural tourism discourse [16, 17], in the same perspective D. Stuart considers the problems of translation of tourist texts, which are solved by students and novice translators [18].

It can be said that in teaching translation of tourist texts, there is a shortage of both teaching aids and studies on the development of optimal didactic strategies. Thus, the didacticization of the tourism discourse in translator's training seems timely and professionally necessary.

II. MATERIALS AND METHODS (MODEL)

The methodological and didactic concept of translating tourist texts is formed on the basis of the following factors.

A discursive genre-typological approach in the teaching translation.

The genre-typological approach allows us to comprehend, on the one hand, how genres are generated by discourse participants and, on the other hand, determine the communicative behavior of discourse participants, including a translator. Moreover, such classification of genres will allow determining the place, status and functional-role portrait of the translator in tourism discourse.

Taking into account the communicative spheres mentioned above, we think that it is possible to classify the written genres as follows.

"Institutional communication" is the space of information-instructive texts representing the following genres: 1. Contracts, safety instructions and instructions on the use of tourist equipment/equipment in travel agencies, 2. Guest cards, instructions/rules of accommodation and behavior at the hotel, fire safety instructions, 3. Websites of services and institutions in the sphere of tourism, 4. Websites of travel companies, 5. E-mail

"Business Communication" is characterized by the symmetrical nature of the discourse participants interaction comparing to other groups: 1. Business correspondence with tour operators, travel agencies, tour guides, hotels, etc.; 2.

Specialized texts of referential, statistical, rating, informational advertising nature; 3. Presentations of hotels /restaurants/travel agencies in the sphere of tourism economics/clinics, etc. ; 4. Presentational, image-building, branding publications in mass media), hotel websites; 8. Official websites of the city; 9. E-mail.

The third group of genres "Cultural-significant communication" represents the most frequent and tourist communication itself. These are genres in which direct communication of tourists as discourse clients with discourse clients or agents is realized. At the same time, communication has a cultural-significant character, i.e. it is aimed at learning architectural, natural, historical, social and other features of the "other" culture: 1. Tour programs; 2. Tourist catalogs, prospectuses, flyers; 3. Guidebooks; 4. Notes of travelers; 5. Menu; 6. Prospectuses in museums/exhibition halls; 7. Websites of online-guides; 8. Websites of blogs, reviews, stories of tourists; 9. Informational tourist portals, etc.; 10. Websites of excursion bureaus; 11. Websites of the clubs of travelers; 12. Specialized tourist portals about city/region/country.

III. RESULTS AND DISCUSSION

The palette of written communication genres in tourism discourse is diverse and combines different genres, which differ in both functional and generally conventional characteristics. In the framework of this paper, the emphasis is laid on the didacticization of texts aimed at tourists as tourism discourse clients in the description genre: a guidebook, a tour program, a tourist destination description, a description of hotels, free time and leisure opportunities. The main purpose of such texts is to inform tourists/travelers/city guests about the sights, interesting events which are worth visiting during free time at wish.

As a rule, such texts can contain guidebooks, tourist catalogs, informational advertising flyers. The texts are made in the genre of description and refer to the introductory and background types of the text. Introductory texts tell about sights and give a detailed description of routes, historical peculiarities that attract tourists' attention. They have an explicit advertising character. Background texts provide us with extended information about historical, cultural, eventual, natural, social peculiarities of the life of society visited by tourists; they have a marketing, advertising character. Such texts are aimed at the cognitive expectations of potential tourists and serve to create a positive image of the tourist objects of a particular linguistic culture. The proposed texts have several functions:

- aesthetic function – the realization of the figurative component of the text and the formation of a positive attitude to excursion services and opportunities
- informative function – the transmission of factual text/graphic information about a city/region/route of culturological character
- marketing function - providing information about cultural opportunities in a region/city, forming its hallmark.

In the specified category of texts, linguistic and linguocultural peculiarities, which are specific for these texts, are found:

Vocabulary in the considered texts consists of three layers: common, stylistically neutral words; stylistically marked elements; architectural, historical, fine art terms.

Positive evaluation of texts which tell about sights is formed by using clichés, relative adjectives, qualitative adjectives in the superlative form, modal verbs, precedent names, stylistic devices (metaphors, correlational comparisons, hyperbolas); emotional-expressive syntax (elliptical constructions, repetition at the level of the syntactic organization of the sentence, the figures of expectation, antithesis, rhetorical question).

These texts are full of culturological information, have cross-cultural information about the history, geography, culture and daily life of the country; they reflect the socio-cultural peculiarities of the original culture.

Logical-compositional structure of tourist texts varies depending on the type of text.

Having regard to the above said, we believe that the didactic goal is the need to learn how to translate texts with strongly marked linguocultural specifics.

Let us consider the specifics of the translation of texts. In view of the rather "easy" narration, such texts with a strongly marked linguocultural component imply the creative solutions in translation, it is more important to save the aesthetics of the text from the point of view of the target culture, rather than the original text in order to achieve functional and pragmatic adequacy. At the same time, it should be noted that the most frequent translation problems include:

- proper names
- culture-specific concept
- topic-specific terms
- pragmatic adaptation in translation
- transformations
- non-coincidence of modality in the Russian and the German languages

In the process of acquaintance and work with tourist texts of the considered category, students learn to make various types of translation - functional translation, creative translation, abstract/compressed translation - and apply the necessary translation technology, which will allow improving basic skills and skills in the sphere of translation. The training will be didactically justified in this sense:

- on transformations
- on correction
- on information search
- on criticism/evaluation of translation
- on target text production in correspondence with order terms

- on cultural competence improvement
- on the translator's competence improvement

The work on the textbook about the translation of tourist texts allows formulating the following recommendations for a translator. It is necessary to pay more attention to the pre-translational stage.

The pre-translational stage of work on the text forms a vector of the translation action and sets the prerequisites for the development of the necessary strategies. The following discursive and technological components are subjects to analysis:

- translation order specifics
- target group: knowledge of tourists, interests, expectations (translation may contain more, less or completely different information)
- for what the translation is necessary (requirements, wishes of the client)
- formal components
- content, text layout, structuring according to the order and/or culture of the target language
- target text layout (format, font, the use of symbols, numerals, etc.)
- discursive components
- it is necessary to define adjacent discourse-conditioned stylistic components and discourse-conditioned stylistic components themselves and characteristics of the original text;
- it is necessary to determine if they are needed, the functional load in the translation;
- cultural components
- to define cultural coincidence/inconsistencies in the information presentation,
- find cultural-marked information
- pragmatic components
- to take into consideration the pragmatics (if this information is interesting and can be understood by a foreigner?)
- careful approach to realities, authentic Russian names and proper names: Think if they are familiar to a foreigner. Is it necessary to add some information for better understanding?
- to consider pragmatic perspective of the narration
- language components
- to define the specifics and frequency of the use of lexical units (terms, common vocabulary, anthroponyms, toponyms, etc.);
- to define the specifics of syntax, modality, temporal deixis;
- technological components

- to define the specifics of future translation decisions and possible translation techniques;
- to define the level of translation adaptation when translating texts with stereotypical expectations of "alien" linguacultural representatives;
- to form the principles of the translator's action in the transfer of information with a focus on the proximity to the original or the translator's freedom and the freedom of translation solutions choice;
- to define the components of the text that contain the most difficult translational problems;
- to define the necessity to find additional information (texts, pictures, photos) and resources to provide such information;
- to define the ways to transfer proper names (choosing one of the possible transcription and/or transliteration systems).

IV. CONCLUSION

Didactization of the textbook about the translation of tourist texts is based on the following observations.

1. Tourist texts of different genres, first of all, on the Internet are often created as parallel equivalent multilingual versions of one source text (some of them, unfortunately, are translated through the intermediate language, and the translate becomes the source text), the deviations from the primary text, associated with the differentiation of the cultural component, are not allowed, and the result is certainly far from ideal. The requirements of the Skopos Theory are fulfilled in this case as the achievement of the client's goal, and additional efforts are required to "inform" the client as to how the translated texts will look like.

2. Translation of consumer texts within the framework of tourism discourse is aimed at, first of all, the achievement of the given communicative functionality. In this case, the translation, in particular, of tourist prospects, as well as informational tourist websites, is aimed at carrying out an informative function, complemented by the aesthetic function of creating a positive attitude to travelling, rest and entertaining function. Cultural specifics in the informational texts is a complex translation task because its presentation in most cases plays a key role in achieving a communicative effect.

3. The cultural elements of most tourism discourse texts are connected, at least with indirect advertising - creating an attractive image of a city, region, country of visit, and their translation should be oriented at fulfilling the appealing function.

The study made it possible to define that the didactic group of texts is possible in a situation of translation, oriented to form and content. In this case the full range of the translation competence is important, as the advertising texts oriented to the end user – the discourse clients (primarily tourists) become objects of translation in this type of situation. It is important to reflect both the functional potential of the source text and to adapt the translation text formally for a foreign-language tourist during the

translation. A client, for whom the translation is made, is mainly the representative/companion of the tourist business (tour operator, travel agency, museum, airline, restaurant, etc.), that's why a translator focuses on the customer's marketing requirements, achieving an adequate cultural transfer at the level of form and content.

In the process of acquaintance and work with tourist texts of the considered category, students learn to perform various types of translation - functional translation, creative translation, abstract/compressed translation - and apply the necessary translation technology, which will allow improving basic skills and skills in translation.

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