

Role of Translators–Interpreters in the Development of Regional Tourism Cluster

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Abstract. The authors summarize the experience in training translators/interpreters to participate in the popularization and promotion of regional tourism product abroad. It is substantiated that interdisciplinary collective project implemented in the framework of practice for obtaining professional skills and experience of professional activity contributes to the modernization of territories and industries and ultimately to the quick entry into the profession. The article describes the first results of the work of the experimental platform “Future translators and interpreters to the tourist cluster of the Orel region” and the prospects of interaction with representatives of the tourism industry. Implementation of research tasks was achieved on the basis of the study of works which focus on the description of the current state and prospects in the development of the tourism industry and the specifics of professional training of the translator/interpreter as a potential participant in projects aimed at creating and developing destinations of interest to foreign tourists. Research methodology relies on the works by domestic scientists devoted to the systematization of factors contributing to the realization of tourism potential, methodology of translation/interpreting activity and effective organization of practice and is based on the polyparadigmatic approach.

1. Introduction

In the process of implementing educational programs within the walls of the flagship university, the main emphasis is placed on the development of the region as a scientific-educational and socio-cultural center. Thus, master's and bachelor's programs in the areas of training 45.04.02 and 45.03.02 Linguistics (specializations (profiles) Theory of Translation and Cross-cultural/Interlingual communication, Translation and Translation Studies) provide an opportunity to gain skills of teamwork aimed at the modernization of territories and industries, and ultimately contribute to the quick entry into the profession.

The purpose of the programs implemented at the Institute of Foreign Languages of the Orel State University named after I. S. Turgenev is the formation of the graduate's ability to build value-semantic communication of the subjects of cross-cultural and interlingual interaction which is both the goal and the way to achieve it. Translators and specialists in translation studies are considered as carriers, accumulators and conductors of the leading ideas of the world interethnic space in the era of globalization and intensification of international contacts with language and professional readiness to cooperate and participate in international projects and joint ventures. The programs are aimed at preparing a professional linguist who is actively proficient in modern information and communication technologies, able to work in a multicultural and multilingual environment in the

conditions of innovative changes in various areas of intellectual efforts; forming in the graduates readiness for mediatory and cultural-educational mission of the translator/interpreter who is aware of the importance of humanitarian interaction in the world socio-political, economic, cultural, multi-ethnic, and multi-religious space. Interaction with socio-cultural environment (meetings with representatives of the business community, travel agencies, museums, etc.), implementation of various scientific, educational and socially significant projects (“Academic mobility”, co-working project “Publishing (translation) activities”, experimental platform “Future translators and interpreters to the tourist cluster of the Orel region”) fully contribute to the achievement of this goal.

2. Methodology

Implementation of research tasks was achieved on the basis of the study of works which focus on the description of the current state and prospects in the development of the tourism industry, the specifics of professional training of a translator/interpreter as a potential participant in projects aimed at the promotion of the regional tourist product on the foreign tourist markets. Methodology relies on the works by domestic scientists devoted to the systematization of factors contributing to the realization of tourism potential, methodology of translation/interpreting activity and effective organization of internship and is based on the polyparadigmatic approach.

3. Results and discussion

Let us describe the pilot results of the work of the experimental platform “Future translators and interpreters to the tourist cluster of the Orel region”. The need for its creation arose in the course of preparation for the organization and conduct of practices for obtaining professional skills and experience of professional activity. In this case the function of the innovative mechanism of practice-oriented learning is performed by collaboration which should be understood as “a joint solution to the problem based on the immersion of participants in a common communicative context» [1]. Cooperation with the participants of the tourism cluster of the Orel region showed that translation of tourist texts is a popular type of translation services. In this regard, it is interesting to mention the famous saying by George Steiner: “Without translation, we would be living in provinces bordering on silence”. It precisely explicates the importance of translation activities in the tourism industry. The translator acts as a guarantor of providing a comfortable tourist environment and a conductor of intercultural communications which, in turn, are integrated into “the service tools and the formation of a tourism product” [2: 38]. The first destination for the development was “A Literary Walking Tour of Orel in European Languages”. As the original text there was used the brochure by A.I. Kondratenko “A Literary Walking Tour of Orel» [3]. Its translation involved students and teachers of English, French and German departments of the Institute of Foreign Languages. As a result, a guide to the literary places of the city of Orel in three foreign languages was created. Thus, translation techniques and practical skills of student translators were perfected in the framework of a collective translation project aimed at popularization and promotion of the regional tourist route abroad.

We find it quite necessary to integrate project work into regular educational activities, as it allows to bring the work of student translators closer to real translation activities [4]. As part of this project work, students gain the necessary experience and understanding of the processes that constitute future professional activity. It also contributes to the transition from “information-knowledge paradigm to competence-based and personality-oriented one” [5: 92]. Here we can speak, among other things, about the following factors:

- 1) Analysis of the order specifics
- 2) Preparation for translation
- 3) Features of team work on the translation text
- 4) Consideration of time limits
- 5) Format requirements for the translated text

6) Editing of the translated text

Analysis of the order specifics, as well as pre-translation analysis of the text, helps to develop translation strategies and, thus, common techniques of rendering culturally marked language units.

As part of the preparation for translation, there takes place a deeper examination of the relevant subject area, studying of the so-called “background” texts, search for possible parallel texts, search for equivalents of precision information that is not translated, but rather reproduced, since it has already entered the culture of the target language (family names, geographical names, titles of works of art, etc.).

When receiving a text fragment for translation, student translators have to solve the problem of ensuring uniformity of terminology. To solve this problem, we use cloud resources that allow students and project curators to communicate, do the translation, edit it in real-time mode, and create a single glossary which is to be included into the practice report.

Students also get the experience of independent time management, as they need to complete the translation order within the specified time frame, as well as to provide the translated text issued in accordance with the requirements.

At the last stage, the text is edited and editorial changes are checked. Analysis of errors together with the project curator allows to develop in students translation reflection and thus to improve their skills in the future [5]. It should be noted that participation of native speakers in the process of checking students’ translations is extremely beneficial.

It is also quite obvious that training of translators “requires taking into account the cultural specifics of the region” [7: 24]. We should note that the principle of regionality in education implies interdisciplinary integration, stimulating cognitive interest, expanding the students’ horizons about the regional originality of their living conditions, instilling universal values and general culture in the individual, meeting the society’s need for an active and socially adapted personality [8: 132].

Each city and any region have their own natural features, cultural and historical destinations that can attract foreign tourists. Orel region is not just any in a number of Russia’s territories. It is the birthplace of the great Russian writers. The project “A Literary Walking Tour of Orel in European Languages” gave students the opportunity to rediscover the creative heritage of our great countrymen such as Ivan Sergeyevich Turgenev, Nikolai Semenovich Leskov, Leonid Nikolaevich Andreev, Ivan Alekseevich Bunin, and Mikhail Mikhailovich Prishvin, to understand how significant and meaningful these figures of Russian literature are, to realize that to feel them, to understand their works better is quite possible making a few steps through the unique streets of the literary capital. Thanks to the work of the team of novice translators this richest historical, cultural and literary heritage of the city of Orel is now available to overseas readers – potential tourists.

It is worth mentioning that the text of the guide, translated into English, German and French, is illustrated by the talented works of students studying at the Arts Faculty. In the course of project implementation it also became possible to activate interdisciplinary knowledge exchange: the team of the scientific and educational center “Fundamental and Applied Information Technologies” of the Orel State University named after I. S. Turgenev, which developed the YouGid geosocial network, managed to transform the content of the guide into an electronic form available to mobile gadgets. The service provides for the creation, publication, viewing, purchase and evaluation of routes. Thanks to the efforts of enthusiasts of the three structural units of the flagship university, in addition to the route for Android, there is now a sketch with illustrations in the iPad version (for more information on interdisciplinary cooperation in the creation of the regional tourism product, see [9]). Studies analyzing the level of development of the tourism industry pay attention to such a structural problem as “low quality of information support and incomplete information about the tourism infrastructure” [10: 153]. The joint implementation of this project, which is important for the tourism industry in the region, contributes to the supply of foreign-speaking consumers of tourist services with relevant information about innovative tourist routes. In addition, the mobile

client has the ability to view pre-loaded placemarks offline, allowing users to follow the route without using the Internet.

Translated into European languages the text of “A Literary Walking Tour of Orel” is already in demand by foreign guests of our city, philologists of France, Germany, Great Britain, and the USA, foreign students of faculties and institutes of the Turgenev State University, the number of which is growing every year. These are also English-speaking Indian students of the Medical Faculty, francophones from Syria and Libya, who are studying at the Law, Economics, and Natural Science Faculties, and many others who were lucky enough to get into the literary patrimony of the classics of Russian literature. The information presented in the brochure became the basis for the development of excursion routes to important literary places of the city of Orel: monuments to Orel born writers, the Museum of Orel Born Writers, the Turgenev Museum, the Bunin Museum, the Leskov House Museum, the Andreev House Museum, the old buildings of the city somehow connected with the life and activities of famous Orel writers. Currently, the departments of the Institute of Foreign Languages are preparing students for giving tours in all languages.

Having successfully implemented the first collective project in the tourism industry, a group of students received a new opportunity to carry out real translation activities – to translate information resources about the Orlovskoye Polesye National Park as an iconic tourist program of the Orel region.

Future translators began their work on the texts of guides to Orlovskoye Polesye – excerpts from the fundamental work by E.N. Ashikhmina and V.A. Livtsov “Orel – Orlovskoye Polesye: a guide to the excursion route” [11] and a small, but extremely valuable for the traveler, brochure published directly by the National Park [12]. In the near future, the guide will be published in foreign languages. According to our colleagues from foreign universities, it will provide invaluable assistance to foreigners staying in the region and will be an additional incentive for European tourists to visit Orel and the Orel region. As an example, we can cite Thierry Ponchon, Professor from the University of Reims (Champagne-Ardenne) who took a direct part in the editing of translations made by students: “Specialist assistance or presence of a leaflet or brochure with information about the city is the first necessity; without them, the traveler will pass by the most remarkable facts, he will look, but will not understand, he will look, but will not see. And the center of culture and history will seem to him only a banal, devoid of interest place. So, a tourist who goes to Orlovskoye Polesye can only see a park, a huge, of course, but ultimately just a park; while with the guide he is aware of all its natural diversity, its environmental objectives at the national and even at the international level, its connection with the cultural traditions of the region and the country. I can give examples ad infinitum...” (see [13] for details).

It should be noted that the benefit of students’ participation in such projects is twofold. Novice translators not only promote the regional tourism product abroad and make it available to foreign consumers, but also get more closely acquainted with the history, culture and literary traditions of their native land, which helps to strengthen the ethno-cultural identity of the younger generation of Russians. Moreover, their activities allow for intercultural dialogue between domestic and foreign experts engaged in the study of literary and historical heritage, in particular of the works of Orel born writers. Thus, in 2018-2019 the Institute of Foreign Languages hosted a series of events that acquainted local philologists and museum professionals with the ideas of Professor Jane Costlow (Bates College, USA) – specialist in Russian Literature and Environmental Studies and author of several significant publications about I.S. Turgenev [14], [15].

The model of collective participation in translation practice contributes both to “the transition from successive to the simultaneous implementation of activities” and “understanding of the role of the translator/interpreter in the integration of minds, experiences and cultures in the socio-cultural interaction” [16: 177]. Let us pay attention to the fact that translation practice is positioned as a creative process, the main component of which is a “pragmatic element”, that is, “the initial understanding of for what, for whom and how to create something” [17: 12]. At the same time, we

should not forget that “the methodology of translation search is determined by the desire to penetrate into everything behind the text, behind the word, to find a sign in everything” [18: 14].

Negotiations on the prospects of cooperation with regional tourist companies led to an agreement on the launch of new tourism products in the form of mobile applications to attract foreign tourists to the region. In the course of further translation practices, there will be implemented more than one project to translate mobile excursions/tours under the guidance of travel brands authors and tutors.

4. Conclusion

The implemented collective translation projects contribute to the formation of professional competencies formulated in the Federal State Educational Standard of Higher Education in the areas of training 45.04.02 Linguistics and 45.03.02 Linguistics, in particular in specializations (profiles) Theory of Translation and Cross-cultural/Interlingual Communication and Translation and Translation Studies, respectively.

The model of socio-cultural interaction with employers, integrated into the educational process, as it is described in the article, meets the needs of students, since such practice-oriented training allows to simulate real translation activities, and students try themselves as order executors, performing the functions of a translator/ interpreter, which provides flexible professional skills and contributes to the promotion of the regional tourism product abroad.

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