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INNOVATIVE TECHNOLOGIES IN TEACHING STUDENTS WRITTEN TRANSLATION

Key words: *acculturation model in second language acquisition; network enculturation model in language (LSP) and translation competence acquisition; translation competence models; the Internet as a new cultural phenomenon; semiotic principles of translation.*

Annotation: *competence approach in education emphasizes capabilities of using acquired knowledge in various spheres of people's life. Foreign language and translation competence acquisition has been considered as one of fundamental objectives in training highly qualified specialists. Network enculturation model for developing language and translation competence has been worked out to enhance teaching and learning process using new information and communication technologies and integrating subject and cultural studies to respond to current challenges in education.*

Social impact of information technologies on education has been both beneficial and challenging. Considering language and translation learning and teaching considerable changes can be seen in the concept of translation which is reflected in a number of terms given to this process — language transfer, adaptation, language mediation, language service provision, language management, etc. to name but a few (1, p. 59).

Cultural issues have become another important point in education and various social spheres due to the integration processes, academic and professional mobility and the use of the Internet.

Cultural studies related to learning language for specific purpose (LSP) mostly focus on cross-cultural communication, there has been «a cultural turn» in translation studies (2, p. 216), in social sphere acculturation processes have been always in the spotlight . Acculturation being related mostly to migration has become lately a wider concept including professional acculturation, legal acculturation etc.

The Acculturation model in foreign language learning has been developed by J. Schumann within the second language acquisition theory in 1978. The author claimed that the degree of language proficiency depended on the degree of learners' acculturation into the target language society. This model comprises a taxonomy of the factors influencing the process of second language acquisition among them social, affective, personality, cognitive, biological, aptitude, personal, input and instructional factors.

The development of information and communication technologies (ICT) brought about new social networks, new cultural concepts and language patterns. The Internet has been not only the new means of communication and information sphere but a new cultural phenomenon and a means of acculturation. The concept of the Network enculturation model (2, p. 84) has been introduced for effective use of new technologies in teaching LSP. This approach could be beneficial both for language acquisition and effective learning. According to S. Krashen acquisition has been seen as the basic process for developing language proficiency and learning as the conscious representation of linguistic knowledge which cannot alone lead to language acquisition (3, p. 39).

The terms acculturation and enculturation differ in interpretation by the opposition: different culture
— the same culture. Acculturation means «the adoption of new cultural patterns following contact between groups»; enculturation is defined as «the process of formally and informally learning and internalizing the prevailing values, and accepted behavioural patterns of a culture (3, p. 143). So thenotion of enculturation seems to be more relevant to new cultural sphere — the Internet which is common to all users, to common professional groups and globalization processes in culture in general. The collocation «Network enculturation» or «Net enculturation» has been used to refer to network society which has been compared to a virtual society formed by groups, organizations and communities, the notion of cyber-culture being close in meaning.

To see how the Net enculturation model could contribute to the development of translation competence it is necessary to outline the notion of translation competence which has not been clearlydefined in the translation theory. The issue has been getting even more complicated considering various approaches to translation process in general and to the development of translation competenceof a lawyer or any other specialist in particular.

The translation competence has been defined by some authors as multicomponent (including linguistic, cultural, technological and professional competences) (4, p. 481).

Translation competence models developed by PACTE group (Process in acquisition of Translation Competence and Evaluation) are a holistic translation competence model and a dynamic translation competence acquisition model built on the notion of declarative knowledge and expert knowledge (2,p. 48).

Cognitive models of translation having dynamic, interactive and non-linear nature integrates some basic verbal and non-verbal stages, requires special information processing, and has specific featuresdepending on the type of translation.

Using the Net enculturation model alongside with teaching LSP could contribute to the developmentof translation competences for such type of translation as sight translation and others. Sight translationhas been defined as oral translation of the text. Sight translation requires specific efforts of reading and analyzing text, discourse reformulating and production efforts, short-term memory efforts.

Speaking about the use of new technologies C. Kramsch remarked that «through the exploration of microworlds, they afford a type of learning that replicates nonpedagogical ways of acquiringknowledge that are radically different from traditional textbook learning» (4, p. 199). The network enculturation model combining different ways of acquiring knowledge could be applied in various language aspect teaching and learning and other subjects with working out a concise guide-book or instructional materials how to proceed with the particular course. Some elements of the course couldbe easily transferred from teaching one foreign language to another, some general-purpose tasks relevant to integrated cultural and subject studies could be developed to use effectively this approachin educational process.

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