The specifics of academic discourse while training translators as professional staff for work in the chemical industry

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Abstract. In the article, the authors turn to the question of the implementation of academic discourse as a part of training translators as professional personnel for work in modern plants of the chemical industry. The article describes the main approaches to understanding discourse as a complex and multifaceted object of study. Besides, academic discourse is analyzed from the standpoint of its institutionalization and constitutive features. The article discusses the relationship between the participants of academic discourse and their strategies, and also the main values forming in the framework of institutional discourse. Special attention is paid to the formation of the professional competence of the translator, in particular, the discursive competence that is part of the communicative competence. The article substantiates the possibility of expanding the understanding of discursive competence from the standpoint of the linguistic component of perception and generation of texts, on the one hand, and mastering a set of communicative and interactive skills which are necessary for working in chemical production, on the other hand. The article describes the basic principles of the organization of industrial production in general and discusses the feature of the work of a translator at a chemical plant, in particular. The authors conclude that in a situation of interpreting an object is perceived by a translator at different modal levels, reducing its multimodality to a language code. In this connection, the article shows the need to introduce new methods for the formation of the discursive competences of the translator, allowing to improve the work of modern plants of the chemical industry.

1. Introduction

According to the Concept of the Long-Term Social and Economic Development of the Russian Federation, approved by the Government of the Russian Federation on November 17, 2008, one of the priority directions of the innovation development of the economic policy of Russia is the formation of competitive advantages directly due to the professional training of highly qualified personnel. In accordance with this concept, the national innovation system should be restored, contributing to improving the competitiveness of the country based on non-raw material factors, and improving the quality of professional training and qualification of staff in the industrial sector of the economy.

Despite the political and economic situation, the critical conditions and the process of globalization, the chemical industry is in its heyday, since it is chemical products that can solve many of the pressing problems of mankind. The world market of products is growing steadily. Specialties related to work in the chemical industry are becoming more and more popular, especially in our region, in which there are several chemical plants operating internationally and increasing their participation in the global chemical industry.
Therefore, training highly qualified translators with deep knowledge in such professional field as the chemical industry, as well as training aimed at developing a number of competencies required in the practice of translators in various fields of professional activity, fostering a critical attitude to the results of the translation process and its editing is important for state economic policy strategically and for the economic policies of the Volgograd region.

In the light of the new education paradigm focused on the principles of the Bologna process, the global goal of translator training is the formation of professional competence of a specialist in the process of developing his potential and disclosing personal resources, which is carried out primarily in the framework of academic discourse as a result of interactive interaction between the professor and student.

2. Institutional and constitutive signs of academic discourse

Discourse category is a complex and multifaceted object of study. This complexity is caused by a variety of existing industry concepts of discourse: philosophical, literary, linguistic. However, there is not still universally accepted definition of «discourse» that would cover all cases of its use. Our analysis of interpretations and definitions of the phenomenon allows us to conclude that in modern linguistic science there are two main positions in understanding the discourse nature.

According to the first of them, discourse is a difficult complex of interrelated texts which function within the same communicative sphere, and certain areas of human cognition and communication are special discourses, for example, medical, legal, etc. According to the second position, discourse is understood as «a specific communicative event, carried out in a certain cognitively and typologically determined communicative space, which has a probabilistic nature and is often characterized by the absence of clear boundaries» [Dake van T., 1989, p. 11-14].

In our work, following K. F. Sedov, by «discourse» we mean the process of social interaction of people imprinted in semiotically different signs [Sedov, 2011, p. 13].

From the standpoint of sociolinguistics, it is customary to select two main types of discourse: personal (person-oriented) and institutional (socially-oriented) [Atman, 2012, p. 78-82]. As for personal discourse, according to V.I. Karasik, it exists in two main varieties: household and being communication [Karasik, 2012, p. 240]. Household communication is communication between well-known people, which is necessary to maintain contact and solve everyday problems. In the being discourse, the inner world of communicants is revealed in all its richness. Communication has a developed, extremely meaningful character and all forms of speech are used on a base of the literary language.

In identifying the institutional sphere of discourse manifestations, there are communication pairs. Communication of these couples should be carried out according to the norms and standards of communication inside one of the following five basic social institutions: institution of family and marriage (husband / wife, father / son-daughter, mother / daughter-son); institution of state (officer / soldier, chief / subordinate); economic institution (seller / buyer, taxi driver / passenger, manager / client); institution of education (teacher / pupil, professor / student) and institution of religion (preacher / parishioner) [Golubeva, 2008, p. 13-18]. When selecting typical communicative pairs inside each of the institutions, it is taken into account that each member of the couple plays a certain social role that «reflects the interactional conditions between the subject of the communicative action and its object» [Krysin, p. 57].

There are three types of communicative-social relations within any of the mentioned institutions: equal status of subjects (K1 = K2), subordination (K1 < K2) and dominant (K1 > K2), which determine the status of each of the communicants. For example, at the institution of education, the statuses of the social roles of the teacher and the pupil do not allow the child to dictate his terms of conducting a
dialogue through his speech actions since his status is defined as «dependence». At the institution of the army, the statuses of an officer and a soldier are related as an officer>soldier, therefore the officer feels his right to conflict openly, while the soldier feels addicted. The status inside the communicative couple suggests the right or absence of the right to certain speech acts in a communication situation. Indicators of status in interactions are markers that indicate both the social status of the recipient and his unequal position in the discourse.

Systems of roles, statuses and sanctions are created in the form of social institutions, which are the most complex and important types of social connections for society.

The institutionalization of activity and social relations suggests their well-known standardization and consolidation in certain forms, «including linguistic ones» [Penkov, 1972, p. 51]. The speech behavior of people in a socially-oriented society has a number of features. In social interaction, «speech is aimed at the organization of joint activities of people». This feature predetermines a much stricter regulation of speech behavior, and the observance of «norms of speech behavior in the sphere of socially-oriented communication is accompanied by much more strict control» [Romanov, 2009, p. 87].

Relationships between partners, due to the social role status, are marked by certain linguistic means, signaling the interlocutor about the status of his partner. Moreover, the choice of linguistic means in a particular type of interaction when implementing the same communicative intention (intention) depends on the relationship between partners and their social role status [Romanov, 1992, p. 45-46].

All participants of the institutional discourse are divided into agents (representatives of the institute) and clients (people who apply to the representatives of the institute). The first are those who play an active role in institutional communication, the second is those who are forced to turn to agents and act as representatives of society as a whole in relation to representatives of the institute. For example, a teacher and a pupil, a doctor and a patient, a politician and an elector, a priest and a parishioner, an officer and a soldier.

In this way, institutional discourse is a specialized kind of communication between people, viewed from the perspective of their belonging to a particular social group, to a typical speech-behavioral situation. At the same time, the status-role speech interaction is carried out inside of established public institutions, the number and nature of which are determined by the needs of society at a particular phase of its development.

The institutionalization of academic discourse is determined by the purpose of communication and the status-role communication of social action agents. The purpose of academic discourse should be considered professional pedagogical communication in higher education, aimed at training highly qualified specialists. The participants of the academic discourse are agents - professors and clients - students. Communication between professors and students has unequal, bidirectional tone.

In the process of learning a student receives knowledge and besides is attached to cultural values, learns the norms and rules of behavior in society. In this case, the professor as an agent of academic discourse assesses the level of socialization of the student as a client of academic discourse.

Participants of academic discourse – professors and students of higher educational institutions - are characterized by certain distinctive features that are essential for this type of discourse. Professors need to have academic degrees, qualification categories, conducting research to work in higher education. Students are academic discourse clients who finished school. Besides, it is a conscious choice of a professional direction, specialized financing of training (payment in the case of contractual training, a system of scholarships and grants).

The chronotope of academic discourse is a combination of typical time and place of this discourse. In a broad sense - the period of study of a student in an appropriate institution and educational institution as a special territory for such activity. In the narrow sense - lectures, seminars, exams and tests, independent work in the library and an academic audience as a place at the university for conducting classes.
The values of academic discourse are difficult to separate from universal, general cultural and pedagogical ones. The basis of personal development is universal values. Then, in the process of socialization, a person learns cultural values. Besides, each individual forms his or her value scale, depending on personal taste and preferences. Based on the fact, university education is a voluntary choice, getting a profession is a value for clients, suggesting the opportunity to get a certain job and occupy a high social position.

The institutionalization of academic discourse suggests two types of strategies: professor strategies and student strategies. Professor strategies derive from the functional characteristics of the pedagogical profession and are determined by the targets of modern education. The strategies of the teacher are aimed at the development of the educational process and perform the function of regulating this process. The most important of these are strategies for learning, nurturing, monitoring and evaluating. The strategy of nurturing is aimed at the development of life and personality, as well as social and professional qualities of students. This strategy is realised through the organization of a particular subject activity.

Learning strategy consists of explanation, assistance, transfer of experience. The control strategy is realised at different stages of training. Speaking in general about the educational process, it should be noted that this strategy is used constantly: at the beginning of the training period to identify the general level of theoretical training of students, at the stage of mastering knowledge to establish feedback when explaining a new material, during the preparation for the final certification in the form of intermediate surveys or testing before the exam.

The social role of a professor determines the following strategy of academic discourse - an assessment strategy. First of all, we are talking about the assessment of students' knowledge, which is expressed in the rating or traditional points system for the semester. This assessment is given officially in the statement for each discipline. Besides, there is an informal assessment, but no less significant for the student's personality: praise, censure, criticism. The assessment strategy is verbally reflected in the professors' speech.

Student strategies are related to the needs of the individual to create their own system of knowledge for further self-realization. We distinguish two leading strategies of students: the strategy of knowledge and the strategy of self-realization. The first one is realised in the process of learning and communicating with professors and classmates. The second one provides the realization of a common life strategy at a certain life stage and it is a stepping stone for the realization of an individual’s plans for studying, getting a profession and socialization.

The system-forming features of academic discourse include specific discursive formulas expressing the fragmented experience of communicative behaviour [Motorina, 2015, p. 23]. There are scripts, a special type of such mental formations with an emphasis on their value component. We consider linguocultural scripts as a set of instructions for language and behavioural code used for small articulate value situations.

3. Formation of the competence of translators as professional staff for work in the chemical industry within the framework of academic discourse

The main task of academic discourse is still the formation of the professional competence of the translator, which is interpreted as a hierarchical system of interacting and complementary competencies. Among the key professional competencies of the translator in the new Federal State Educational Standard is the discursive competence, which, as a subject of formation, was included in the communicative competence in the 90s of the last century. For a long time, the composition of skills included in the discursive competence has changed. An analysis of existing research has shown that most authors define discursive competence as the ability to create connected oral or written texts of different genres and functional styles in different communication situations [Common European competencies of foreign language proficiency: study, training, evaluation, 2003, p. 76; Bachmann, 1990, p. 227; Canale, 1980, p. 32]. At the same time, in modern communicative linguistics, discourse is understood not only as linguistic and verbal but also as a social phenomenon (M. L. Makarov, V. I.
Karask, Yu. S. Stepanov, E. S. Kubryakova, T. V. Milevskaya and others). Concerning, it is possible to expand the understanding of the term «discursive competence». Two skills groups can be distinguished in relation to the teaching of oral speech and oral sequential translation: 1) skills related to the linguistic component of the utterance, that is, the perception and generation of coherent and logical utterances in oral speech with an adequate choice of tone, register and style of utterance (in the discourse of chemical production - the correct choice of terms); 2) skills associated with communicative and interactive components of discourse (in the discourse of chemical production - recognition of the intention and dominant strategies of interaction between negotiators, knowledge of situational and cultural conventions typical for the functioning of a chemical plant, a set of speech acts typically for discourse of chemical production and the ability to use this knowledge in an adequate situation of communication.

Therefore, it is necessary to consider the object of interpretation «a text in which not only linguistic factors are actualized - rules for the compatibility of words and the sequence of statements, their intonation design, forms of questioning, interrupting a partner, types of reaction to a question, etc., but also non-linguistic extralinguistic factors - cognitive, ethnographic, sociocultural, psychological» [Konetskaya, 1997, p. 106]. Undoubtedly, such a text is a complex object of perception for the translator. The result of perception, comprehension and understanding becomes a subjective image that arises in the minds of the recipient and includes images of the content of the speech work, the image of the communicative situation, the image of the specifics of the interaction of partners, as well as the image of each of the participants of communication. So, the understanding of oral speech is connected with making decisions by the recipient at the linguistic, cognitive, situational and pragmatic levels.

In the situation of oral translation, the object of translation is presented in the form of a multimodal (creative), unfolding in time and space of text that has a quantum character. This text may be generated by one speaker as well as by two or more participants (dialogue or polylogue) belonging to different cultural communities, with the direct participation of the translator as an intermediary of communication. Therefore, in the situation of interpretation, the cultural component of discourse is actualized at all levels: linguistic, non-verbal, extralinguistic, mental. The source of information is not only sounding speech with all the richness of its rhetoric, intonation, and emotional coloring, but also facial expressions, gestures, and behavior of the interlocutors, and often their environment (interior of the room, landscape, people around, etc.).

The holistic impression of perceived information arises only as a result of the synthesis of such different semiotic systems because with perception of sounding speech, the addressee sees mimicry, gestures, the posture of the addressee, etc., involved in creating the communicative meaning and guiding of its decoding. [Schmitt, 2004, p. 32]. The interactive behavior of communicants is characterized by a multi-modality parameter, which is based on the simultaneous «community» of heterogeneous components that implement one communicative task. At the same time, the features of «multimodal interaction» allow defining «as key properties polycodularity as conjugation in a single space of works of different semiotic nature and multimodality as the use of different sensory modalities of an individual’s perception» [Sonin, 2006, p. 23].

Western linguists (for example, A. Deppermann, L. Mondada, R. Schmitt), and also some Russian scientists (for example, A. A. Kibrik, A. G. Sonin, A. A. Petrova), who study communication as a multimodal event , consider that the «genuine» communication between the author and the addressee is carried out only in oral spontaneous discourse, that is, only when the recipient of the message receives information in its multimodality [Deppermann, 2013, p. 95; Mondada, 2008, 2; Schmitt, 2004, p. 32; Cybric, 2008, p. 135; Sonin, 2006, p. 23; Petrova, 2008, p. 108]. In oral spontaneous discourse, there is that multi-signaling that provides optimal decoding of the meaning of the message, and the «text in the head» of the addressee of the message is as close as possible to the «text in the head» of its addressee. In a certain way, a fixed prepared discourse is a forced form of communication, reducing multimodality to a (predominantly) language code [Petrova, 2008, p. 105].
In the discourse of industrial production, the situation of translation has its own characteristics due to the principles of the organization of the production process.

The production process is a combination of all the actions of people and labor tools which are necessary in the plant for the manufacture of products.

The main principles of the organization of the production process include, among others, the principle of proportionality (proportional productivity per unit of time of all production units of a plant), the principle of differentiation (separation of the production process of manufacturing products of the same name between separate units of a plant), the principle of combination (the combination of all or part of different processes for the manufacture of a particular product within one unit). At a chemical plant, for example, the production process is carried out using the methods of chemical industry technology in the production of products.

The chances for success of international plants depend on the competence of the translator, because translation is designed to ensure compliance with both the above-mentioned principles of differentiation and combination, and the principles of standardization (development, establishment and application of uniform conditions ensuring the best course of the production process), parallelism (simultaneous implementation of technological process on all or some of its operations) [Nepomniaschy, email. resource]. Therefore, the specifics of the work of a translator in a chemical plant consist, firstly, in the need to own a constantly growing corpus of chemical terms, abbreviations and phrases, which often have several translation options. However, the most often used in the certain production may be only one of them. For example, a chemical product such as PVC resin (polyvinyl chloride) is produced at the chemical plant JSC «Kaustik». This term has several translation options: Polyvinylchlorid or PVC Harz. However, at the plant this chemical product is simply called «resin», which can confuse an unprepared translator, who in the output text will give an incorrect translation. Therefore, secondly, when preparing an interpreter for work in an industry, it is necessary to take into account the situational conditionality of his activity.

Obviously, it is the discursive competence to help the translator to do his tasks within the framework of the realization of production activities because this competence allows you to link knowledge, skills and ability to act (create texts) in any situation.

4. Conclusion

So, in the situation of interpreting an object is presented in the form of a discourse and is perceived by the translator in its multimodality. So, the ability to perceive and understand information at various modal levels, as well as take into account perceived information when formulating the meaning of a message, is an integral part of the future translator's discursive competence, which ensures the success of the translation process in oral communication. In this way, to provide the success of the translation process in oral communication, for more efficient training of translators in the professional field, within the framework of academic discourse, it is advisable to introduce new methods of developing professional competence of translators who could improve the functioning of their training system for work in production and the work of modern industrial plant in general.

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