Importance of Bilingual Textbook in Logistics for International Cooperation Between China and Russia

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Abstract. The economic progress of the People's Republic of China and the Russian Federation is more dependent on improving the interaction of logistics professionals. Their communication through translators increases the transaction costs of interaction. To eliminate them and reduce the training time for Chinese and Russian logisticians who are able to solve professional problems without intermediaries through personal exchange of information. The traditional use for this English is not optimal. The situation when native speakers of two languages use the third language for communication leads to the fact that the conceptual fields of native speakers do not enrich each other and bind them to the third language, which makes it impossible to reveal the potential of the two languages in their direct interaction. It is proposed to use a Chinese-Russian bilingual textbook based on the parallel text method to train specialists in the field of logistics. Bilingual training expands the boundaries of thinking of a future specialist in the subject area, teaches him to see the essence of processes from the standpoint of different cultures. The theory of creating bilingual textbooks for subject areas as applied to any pair of languages is currently lacking. The features of the Russian and Chinese languages, as well as the characteristic features of the cultures of the two peoples, exacerbate the difficulties of solving the task. To accumulate empirical material, the authors of the article co-authored with Professor S. A. Uvarov was the first multivolume textbook in the history of Chinese and Russian—a bilingual on logistics, and his first volume was published. In a book prepared using the technology of "bilingua", the pages are divided into two columns. The first column contains text in one language, and the second contains text translation into another language. The practical use of the first volume of the textbook—Logistics Bilinguals has already shown the increased effectiveness of teaching Chinese students who are training at the Russian Baltic State Technical University, located in St. Petersburg in a joint program with Changchun University.

Introduction

The growing prospects for cooperation between the Russian Federation and the People's Republic of China require the training of specialists capable of effectively ensuring international interaction in the field of transfer of knowledge, goods and services. Logistics as a science and practice is designed to reduce all possible costs in the formation and management of the flows of people, information, goods, energy, knowledge, emotions in the national and, most importantly, international interaction. For this reason, logistics is a key element for solving the tasks of increasing the volume and quality of cooperation between the Russian Federation and People's Republic of China. A traditional tool for teaching students that has proven effective over the centuries is the textbook. In view of the great richness and diversity of the cultural heritage of the Russian and Chinese peoples, as well as the rather tight time frames allocated to study at a university, an appropriate form of a logistics textbook is required. The authors believe that a bilingual textbook can best cope with this task.
Description of the situation that has developed in the field of organization of interaction between Chinese and Russian specialists

Intercultural communication in the professional sphere is characterized by the fact that its participants, in contact with each other, use special language options and discursive strategies that are different from those that they use when communicating within the same culture.

In theoretical terms, professional communications between Russian and Chinese specialists are complicated by the fact that the former are representatives of the so-called low-context culture, and the latter are representatives of a high-context culture. In the first case, the information that is required for the correct interpretation of the given message is contained in a practically verbalized form, and in the second case, this message often cannot be understood on the basis of the language characters proper. Their correct interpretation requires knowledge of the context, and not always narrow, situational, and often very broad, culturological.

Over the centuries, this problem has been solved with the help of translators who have a sufficient understanding of the characteristics of Chinese and Russian cultures. The duration and cost of training such specialists is large, and the amount of work for them will increase significantly in the coming years, therefore, without denying the existing forms, it is advisable to find other effective methods for forming a system of basic knowledge of specialists in international interaction between the Russian Federation and the People's Republic of China, which will achieve the required quality of communication with reducing the time and complexity of training.

One of such methods may be bilingual prepared using the "bilingual" technology are required. The theory of creating bilingual textbooks for subject areas is currently lacking. The features of the Russian and Chinese languages, as well as the characteristic features of the cultures of the two peoples, exacerbate the difficulties of solving the task. To accumulate empirical material, the authors of the article co-authored with Professor S. A. Uvarov the first in the history of Chinese and Russian language multivolume textbook - bilingual on logistics, and published its first volume.

Global processes in modern world politics and economics put on the agenda the issues of strengthening cooperation between the Russian Federation and the People's Republic of China. There are all objective prerequisites for this, our countries have rich experience in cooperation in very difficult conditions.

The classical interaction scheme is the work of Chinese-speaking and Russian-speaking specialists through an interpreter. From a linguistic point of view, this option requires a translator (or two translators) who has the skills of interpretation (preferably simultaneous) translation, as well as basic knowledge in the subject area of specialists who gathered for the meeting. The effectiveness of such communication will be largely determined by the qualifications of the translator. At the same time, the potential opportunities of the other participants in the meeting will be limited by this circumstance. Training a simultaneous interpreter who speaks Russian and Chinese, understands the peculiarities of the culture and history of the two peoples, as well as the necessary knowledge in the subject area is a long and laborious process.

By the way, we note that on the Russian market the authors were not able to find textbooks or teaching aids that enable translators from Chinese to Russian and from Russian to Chinese to quickly master such a subject area as logistics. The reference here to logistics as an example is not accidental, since in the modern economy the success of interaction between countries largely depends on the volume and quality of logistic interaction between them.

It should be noted that today communication between experts from different countries is very often carried out in English. Without denying this possibility in general, we note a number of shortcomings inherent to it. The situation when native speakers of two languages use the third language for communication leads to the fact that the conceptual fields of native speakers do not enrich each other and bind them to the third language, which makes it impossible to reveal the potential of the two languages in their direct interaction. Thus, speakers of two languages begin to work "in the interests of the third language" instead of developing each other.
Bilingual education as the best form of training for specialists in the field of logistics

According to the authors, the most progressive basis for the formation of a system of basic knowledge of specialists in the field of international transfer of knowledge, goods and services is bilingualism, that is, bilingualism in the preparation of students.

Here, bilingual education, the authors understand this organization of the process of knowledge transfer, when on an equal basis it becomes possible to use two languages of teaching. Two languages, thus, become not only an object of study, but also a means of communication within the study group.

Bilingual teaches him to see the essence of processes from the standpoint of different cultures. On the terminological side, phenomena associated with bilingual education are reflected in the dictionary of E.G. Azimova and A.N. Schukin [1].

Obviously, the process of bilingual education should be provided with appropriate textbooks and teaching aids. It seems advisable to use for this technology "bilingual" also known as the method of parallel texts.

In the book prepared using the technology of "bilingua", the pages are divided into two columns. The first column contains text in one language, and the second contains text translation into another language.

Existing experience in teaching translation using parallel texts

Recently, Russian linguists pay great attention to the methodology of teaching translation using parallel texts, as evidenced, in particular, by the work of I.V. Ostrovsky [2]. A comprehensive article by A. Yu. Shirokikh [3]; is devoted to the use of a corpus of parallel texts for teaching students of non-linguistic specialties; very difficult issue of teaching a foreign language to students of correspondence departments of agricultural profile with the help of parallel translation was considered by E. A. Starkova and S. L. Sokolova [4]. The translation instrumentalities of parallel texts are analyzed in sufficient detail by S. V. Evteev [5].

O.G. Chernyavskaya presented in her report at the III International Interdisciplinary Scientific Conference in Simferopol, held in early 2019, interesting material on the use of a parallel corpus of texts in teaching students legal translation [6]. To a large extent, the use of a parallel corpus of texts for legal translation can be based on a fundamental study by A. A. Vilandeberk regarding principles and methods for harmonizing terminology based on a corpus of special parallel texts prepared on the basis of UN documents [7].

Of undoubted interest is the report of K.P. Fedorov [8], addressing the issues of parallel translation from the point of view of applying the theory of solving inventive problems (TRIZ) to solve linguistics problems using information technology.

Most of the materials presented above relate primarily to the English language. It is gratifying to note that among Russian-language sources, works began to appear regarding the use of parallel cases in relation to the Chinese language. This is a major work of Chen Xiaohui and O.V. Kukushkina on parallel cases of Russian and Chinese texts [9], an article by Yang Yi on theoretical aspects of the Sino-Russian parallel case with discursive-structural markup [10].

Of undoubted interest are the materials of Tribute the use of the Russian-Chinese parallel corpus in translation practice and Tao Yuan on teaching Chinese students lexical compatibility when translating from Chinese to Russian based on the parallel corpus [11,12].

Practical results obtained in preparing the first in the history of Chinese and Russian languages multivolume textbook - bilinguals in logistics

In their practical work, the authors used Peng's approaches to the formation of the sociocultural competence of a philologist-translator and Gao to motivate the assimilation of scientific and professional concepts by Russian and Chinese students [13,14].
Noting the positive changes in the creation of the theoretical and methodological base of bilingual education, primarily due to the use of parallel buildings, the authors state that there are no textbooks or bilingual study books on the Russian market devoted to the study of various disciplines. A pleasant exception is the Chinese language, which published the Sino-Russian bilingual "History of Chinese martial arts" [15]. But this is clearly not enough.

Unfortunately, the theory of creating bilingual textbooks on subject areas has not been developed. The authors of the article, trying to fill this gap, wrote in collaboration with Professor S. A. Uvarov was the first multivolume textbook in the history of Chinese and Russian—a bilingual on logistics, and his first volume was published [16].

Within the framework of this project, it is supposed to experimentally work out such issues as the order of dividing the material into separate pieces, the relative position of the texts on the page, the way of presenting comments and comments on the text, the quick self-examination of the learned material, and much more, which will make the book an effective tool for creating a basic knowledge system specialists in the field of international transfer of knowledge, goods and services.

The project is supposed to be completed with the development of source materials for creating a software product that implements the tasks of this tutorial in an interactive form.

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