

## Секция 7 INNOVATIONS IN EDUCATION

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### TRANSLATION METHODS OF CULTURE-LOADED WORDS AND INTERCULTURAL COMMUNICATION

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The paper presents the translation methods of culture-loaded words in the process of intercultural communication. Intercultural communication refers to any communication between people who have differences in language and cultural background. Culture-loaded words are phrases, idioms and literary quotations that express concepts unique to a certain culture. Due to their unique cultural connotations, culture-loaded words are often difficult in intercultural communication and translation. The key to high-quality translation is to effectively overcome the communication barriers caused by cross-nationality, cross-race and cross-culture.

**Keywords:** translation; intercultural communication; cultural diversity; culture-loaded words; classification.

Translation is not only a linguistic process, but also a kind of intercultural activity. As a tool for communication between people of different nationality, translation is the process of translating something from source language to target language. With economic globalization, the blending of different cultures has become a necessary phenomenon. Therefore, the translation of culturally loaded words and intercultural communication are of decisive importance for society at the present time.

Unlike medicine and engineering, translation studies is relatively young discipline in academic terms, though it is increasingly featuring as a subject of study in its own right in many parts of the world [1, p. 4]. Culture-loaded words are words, phrases and idioms that mean specific things in a certain culture. These words reflect the unique activities of a particular nation that have gradually accumulated in the long course of history and are different from other nations. Mona Baker pointed out that culture-specific concepts refer to the source-language word may express a concept which is totally unknown in the target culture [1, p. 18].

There is no unified classification standard for culture-loaded words as well as their definition, and translation scholars hold different opinions. Many scholars classify culture-loaded words through Eugene Nida's cultural classification, but other scholars who make distinctions based on other's opinions. Much of the current literature on translation and interpreting approaches cross-cultural encounters that involve an element of interlinguistic mediation as a space of radical inequality [3, p. 44]. In this paper, the author adopts the cultural classification basis of Eugene Nida and divided culture-loaded words into social culture-loaded words, religious culture-loaded words, material culture-loaded words, linguistic culture-loaded words and ecological culture-loaded words.

Different nationalities have different speaking ways and habits, which are reflected in pronunciation, vocabulary, syntax and other aspects, such as quotation, proverbs, four-character idioms and so on.

1) Social culture-loaded words.

Different societies have different cultures. With the development of history, the change of each dynasty causes the change of class system and forms different official's name, so this is the reason why social culture-loaded words appear.

2) Religious culture-loaded words.

Religious words have a specific ideological connotation in China. However, as both China and the West have religions and many religious ideas are shared but named differently.

### 3) Material culture-loaded words.

Material cultural-loaded terms are the most commonly used vocabulary in life. Most substances are common to humans. Therefore, the material vocabulary is basically the same, but the names are different.

### 4) Ecological culture-loaded words.

The ecological environment is the essential reason that affects the culture of a nation. Different ecological environments create different geographical environments, animals and plants, seasonal climate, and unique landscapes.

Translation is the interpenetration of cultures in essence, and its purpose is to transfer information between two cultures. Recent technological developments have made it possible to overcome spatial barriers and speed up the circulation of information [2, p. 46]. Therefore, in addition to being faithful to the literal meaning of the source language as much as possible, translation should also give priority to the effective transmission of cultural information.

Culture as a whole can also be divided into different sections according to various standpoints [3, p. 13]. In fact, translation of culture-loaded words is important in intercultural communication. As D. Katan said, "culture is reflected in our perspective on reality and in our attitude to different situations" [4, p. 49]. In one culture there are some things that are easy to understand, but in another culture it takes a lot of effort to explain.

Four translation methods would be analyzed while translating culture-loaded words, that are literal translation, liberal translation, omission, amplification and transliteration with annotation.

#### 1) Literal Translation.

Literal translation is a translation method that is as close as possible to the content and form of the source language. Literal translation should maintain the corresponding form between source language and target language, including sentence structure, rhetoric, style, etc. However, literal translation cannot be strictly confined to the syntax of the original text.

#### 2) Liberal Translation.

The main feature of liberal translation is the use of method of replacing images in the processing of lexical meaning and rhetoric (such as metaphor), so as to reproduce the meaning of the original text more smoothly and idiomatically. This is a very typical English translating method.

#### 3) Omission.

Omission is to delete words that do not conform to the thinking habit, language or expression of the target language to avoid redundancy. Leppihalme [6, p. 89] argues that "the translator should make every effort to retain everything". The final outcome of an omission is a generalization. When Xu Yuanchong translated culture-loaded words in *Xixiangji*, he also used the method of omission.

Example 1: 巧言花语 (ACT 4, Scene 2) [7, p. 325].

English Version: *honeyed words*.

In this four-character idiom, Professor Xu adopted omission and just translates it as "honeyed words", because the two words have the same meaning. Therefore, he omittes one of them and translates it only once.

#### 4) Amplification.

Amplification is the addition in the target text of words that did not appear in the source text but without affecting the original meaning. The purpose is to make the translation smoother and add the content implied in the original.

Example 2: 步摇 (ACT 2, Scene 3) [7, p. 155].

English Version: *the tinkling headdress on a lady's hair*.

“步摇” is an ancient Chinese lady’s hair ornament, which is a noun and translates as “tinkling headdress”, but here Professor Xu Yuanchong adds the background information “on a lady’s hair” to explain that is specially decorated on lady’s hair but not man. Because there is no such word in western, but exist in Chinese. In order to complete the expression, the method of amplification must be used.

The aim of translation and English teaching is to achieve cross-culture communication. As a kind of words carrying cultural information and containing national characteristics, culture-loaded words are very important in cultural communication. Culture-loaded words, as a kind of words expressing specific cultural meanings, can be translated correctly only by fully understanding their connotations. In this way, translators can standardize the culture-loaded words in intercultural communication.

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## APPLYING THE SUZUKI METHOD IN CELLO TEACHING IN CHINA

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The article discusses the main principles of the Suzuki method and the possibility of their implementation in the system of modern Chinese music education. The use of this method allows you to increase the effectiveness of music lessons, improve the results of the teacher's work interest learns in the process of Cello playing learning.

**Keywords:** elementary Cello teaching; nursery education; the Suzuki Teaching Method; Talent Education.

The Suzuki Method has seen increasing popularity in China and abroad, with a growing number of music teachers incorporating its elements into their music lessons. The Suzuki Method uses a combination of both musical and pedagogical concepts to help cultivate musical talent in young children. This includes teaching children to sing, play, and recognize music through repetition, parental involvement, and listening exercises. It also emphasizes the importance of proper technique and development of good music habits. As more people become aware of the Suzuki Method's benefits, it continues to grow in popularity in China and abroad.

Modern Chinese Cello Education requires the use of the Suzuki Method. The Suzuki Method is a unique teaching method that centers on practicality and effectiveness, allowing students to learn cello techniques as quickly as possible and to make greater progress in rhythm and performance. The basic principle of the method is that students learn the techniques in as short a time as possible so that they can apply them in a timely manner and improve with each practice.