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MAIN POINTS OF THE SPEECH ACT THEORY

The basic emphasis of speech act theory is on what an utterer (U) means by his utterance (X) rather than what x means in a language (L). As H.P. Grice notes, «meaning is a kind of intending,» and the hearer's or reader's recognition that the speaker or writer means something by x is part of the meaning of x. In contrast to the assumptions of structuralism (a theory that privileges langue, the system, over parole, the speech act), speech act theory holds that the investigation of structure always presupposes something about meanings, language use, and extralinguistic functions.

As John Searle puts it, «All linguistic communication involves linguistic acts. The unit of linguistic communication is not, as has generally been supposed, the symbol, word, or sentence, or even the token of the symbol, word, or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of a speech act.»

Speech act-is a minimal unit of the speech activity, it is studied by the speech act theory – study, that is the most important part of linguistic pragmatics.

One of the speech act theory theses says that a minimal unity of person's communication is not a sentence or utterance, but «the realization of certain type acts, such as statement, question, order, description, explanation, apology, gratitude, congratulation etc.»

The theory of speech acts is partly taxonomic and partly explanatory. It must systematically classify types of speech acts and the ways in which

they can succeed or fail. It must reckon with the fact that the relationship between the words being used and the force of their utterance is often oblique. For example, the sentence 'This is a pig sty' might be used non-literally to state that a certain room is messy and filthy and, further, to demand indirectly that it be straightened out and cleaned up. Even when this sentence is used literally and directly, say to describe a certain area of a barnyard, the content of its utterance is not fully determined by its linguistic meaning – in particular, the meaning of the word 'this' does not determine which area is being referred to. A major task for the theory of speech acts is to account for how speakers can succeed in what they do despite the various ways in which linguistic meaning underdetermines use.

Two disciplines can be defined in the general-linguistic approach to the speech act theory: actually the speech act theory (the analysis, classification and identification of connection between speech acts irrelatively to the speech means) and «the analysis of speech acts» or linguistic analysis of the speech (the identification of connection between speech acts and units of speech) [1].

M. Halliday sees the speech act as a choice of one of the numerous connected with each other alternatives, creating the «semantic potential» of the language reality [1].

During the communication one of the forms is chosen: assertion, question, generalization or clarification, repetition or addition of something new.

Opposite to the idea that language is a set of rules or formal prescriptions another concept of the language is given here, it is the totality of choices which the individuals may evaluate in different ways [1].

Major characteristics of the speech act (further SA), singled out by M. Halliday according to different linguistic concepts:

Success propositions are founded in what is accepted, within the scope of the sentence, to refer to modus-it is a corresponding part of the sentence, its performative part.

SA is an elementary unit of the language, the succession of verbal expressions, pronounced by the speaker, acceptable and clear to at least one of the number of other native speakers.

SA is a final act in a series of other actions, the degree in which SA is universal can be different, universal and socially conditioned SA are opposed, the example of the first – affirmation, the example of the second – the question about children, in some African tribes it is used just as a greeting.

Universal qualities of the SA are opposed to those which are specific for a certain language; perlocutions are always universal, illocutions may be universal and specific (they are expressed in different ways I different

languages). It helps to define new aspect in the problem of studying of language universals.

SA can be bigger than a sentence (utterance) and smaller, it can be part of the sentence.

SA connects verbal and nonverbal behavior.

SA, as a surface structure of the sentence is not derivative of «hidden» structures; it is direct reality of speech with its text connections and rules of language units usage, specified within the scope of grammar.

SA helps to delimit text and subtext.

The typical aim of SA is the influence on the addressee's thoughts, when he interprets the speaker's statement. At the same time general qualities of SA are qualities of the cooperative, conscious and wise interaction of several characters.

SA includes pragmatic notions of the context and the role of the speaker and addressee within the scope of conventions and norms of a concrete society into the grammatical description. The latest defines which variant of the expression is more suitable for the given SA.

SA connects the sentence and the utterance [1].

As far as the speech act is a kind of action, so by its analysis one should use the same categories, which are necessary for the characteristic and evaluation of any action: character, aim, way, instrument, means, result, conditions, success etc.

The character of the speech act-a speaker makes a statement, as a rule, it is expected to be perceived by the addressee-the hearer.

The statement is the product of speech act and the instrument of certain aim achievement. It can achieve the aim and be successful or not achieve and be unsuccessful; it depends on the circumstances or conditions, in which this speech act is fulfilled.

To be successful the speech act must be appropriate first of all. I the opposite case the speaker will face communicative failure [1].

Conditions, which are necessary for the speech act to be appropriate, are called conditions of speech act success. When mother tells her son: Start doing your home task! She is making the speech act, whose aim is to make the addressee to fulfill the action, given in the statement, which was used for achieving the goal.

If the home task has not been done yet, if the son may do this task and if it is not the duty, which he usually does without any remarks, so this speech act is appropriate, it is successful in this communicative sense.

When some of the given conditions are not observed (the home task has been already done, the son has high temperature or he is going to do the

home task himself without any remarks), mother's speech act is not so appropriate, it may have communicative failure.

But even when all the conditions, providing the appropriateness of the speech act, are observed, the result to which it will lead may correspond or may not correspond to the speaker's aim.

So, in our example, the result of mother's speech act may be the agreement of the son to do the home task or his refusal.

The refusal may be motivated (for example, the desire to watch his favorite TV program till the very end or the home task is not given) and non-motivated [1].

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PRINCIPAL METHODS TO TRANSLATE CULTURAL TERMS IN TRAVEL GUIDEBOOKS

Translation is one of the ancient activities that allowed people speaking different languages understood each other. Translation deals with mental activity, process to convey content of one language by means of the other language as well as with the result of this activity.

Translation requires perfect command both of source and target languages, deep knowledge of the subject and a wide range of skills. However, one of the most problematic phenomena in translation are phrases or words specifying objects, facts, etc. that are exclusive or specific to the target language. This reveals that such word or phrase has no direct transfer and equivalent in the target language [1, с. 3–5].

When considering this problem, we understand that the lack of correspondence between cultures can lead to severe complications for the translator. Correspondence of historical and cultural terms is still of a great importance and very problematic to achieve. Moreover, translation/interpreting may be complicated due to difference between cultures and lack of equivalence between two languages, as well as lack of universal translation strategies and understanding of travel tour guides peculiarities [8, p. 130].

Cultural terms are closely connected with cross-cultural communication and travel guidebooks where we can find a wide range of cultural terms. Thus, travel guidebooks are to be considered as a material of research.