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CINEMA AS AN EDUCATIONAL TOOL: EXPANDING THE WORLDVIEW OF FUTURE TRANSLATORS IN A MULTICULTURAL WORLD

In today's globalized world, translators play a crucial role as intermediaries between cultures. They not only convey the meaning of a text but also interpret the sociocultural context. One of the most effective tools for preparing future professionals in this field is cinema. Films help translators expand their vocabulary and become familiar with different linguistic variations, cultural realities, and communication peculiarities in various countries. Moreover, they foster empathy toward speakers of other cultures, which is an essential aspect of a translator's work.

Cinema contributes to the formation of language competence by immersing learners in real-life language practice. Watching films in the original language allows students to develop listening comprehension, familiarize themselves with various accents, and understand stylistic features of speech (Zubchenko, 2018). Moreover, authentic dialogues help future translators acquire modern vocabulary and idiomatic expressions (Pavliuk, 2020).

Research shows that watching foreign films without dubbing or with subtitles enhances the understanding of grammar and syntax. It also facilitates the learning of conversational expressions that are not always present in textbooks.

Cinema carries a rich sociocultural context that is essential for a deep understanding of language. It allows students to familiarize themselves with national traditions, values, and the mentality of native speakers. An important aspect is the analysis of nonverbal communication in films, which contributes to the development of intercultural competence (Kovalchuk, 2019).

Translators need to understand the cultural context of a language to accurately convey the meaning of a text. For example, comedies often use linguistic jokes and cultural references, which can be challenging to translate. This is why watching films of various genres helps students expand their knowledge of cultural context specifics.

The effectiveness of cinema as an educational tool depends on the methodology of its application. Teachers can use films to analyze lexical and grammatical structures, discuss cultural aspects, and practice subtitle translation (Lysenko, 2021). Combining audiovisual content with other learning resources enhances the quality of students' language training.

One popular method is interactive film analysis, where students receive tasks during the viewing process: identifying key phrases, analyzing stylistic elements, and noting cultural features. Additionally, dubbing practice allows students to experience the roles of translators and voice actors, helping them develop their professional skills.

Cinema is a powerful educational tool that contributes to the development of professional skills among future translators. Watching films as part of the learning process helps students improve their understanding of a foreign language, broaden their worldview, and prepare for work in a multicultural environment. By combining visual and auditory information, students gain a deeper understanding of linguistic and cultural specifics. Future research could focus on examining the impact of specific film genres on the formation of translation competencies.

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