THE RELATIONSHIP BETWEEN STEREOTYPICAL CONCEPTS, CULTURE, AND SOCIETY IN LITERARY TRANSLATION

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Abstract: This article examines the relationship between stereotypes, cultural values, and social patterns in the process of literary translation. Particular attention is given to the way stereotypical ideas are created, maintained, and transferred from one cultural environment into another through language and literary texts. The study also considers how differences between societies may influence the translator's interpretation and choice of linguistic forms. A stereotype can be understood as a commonly accepted assumption about a particular group, individual, or social phenomenon. Such assumptions are usually influenced by the surrounding social environment, cultural traditions, and personal experience. Although stereotypes may sometimes correspond to reality, they frequently simplify or exaggerate particular characteristics. Their formation begins at an early stage of human development and continues to be influenced by the culture in which a person lives.

Keywords: stereotypes, cultural patterns, social norms, literary translation, cultural identity, gender stereotypes, language and culture

Introduction. Every society develops certain behavioral expectations that influence how its members communicate, behave, and interact with one another. These expectations can gradually become established as social norms. Consequently, people from outside a particular cultural environment may develop generalized ideas about all members of that society. Individuals who behave differently from these established expectations may sometimes be viewed negatively because their behavior does not correspond to the image that others have already formed. Stereotypes are not identical in all parts of the world. They differ depending on historical circumstances, cultural traditions, social structures, and individual experience. Therefore, an assumption that is common in one society may have a completely different meaning in another. This difference becomes especially important in literary translation, because translators work between two linguistic and cultural systems.

The concept of stereotyping has been discussed by numerous scholars. Patricia B. Campbell and Jennifer N. Storo, for example, examine stereotypes in relation to gender and point out that objects, activities, or social roles may be associated with either boys or girls. Craig McGarty, Vincent Y. Yzerbyt, and Russell Spears, meanwhile, describe stereotypes as interconnected sets of beliefs concerning particular social categories.

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Methodology. Different dictionaries also provide explanations of the concept. In general, a stereotype can be viewed as a simplified and generalized mental representation of a person, group, object, or phenomenon. Such representations are often based on previously acquired knowledge rather than on an objective examination of every individual case. From the perspective of social psychology, stereotypes can therefore be regarded as generalized beliefs concerning particular categories of people. They may also be connected with customs, traditions, and established patterns of behavior. However, such representations should not automatically be regarded as accurate descriptions of reality.

The origin of the word *stereotype* can be traced to French. The term *stéréotype* consists of elements associated with the ideas of something solid, fixed, printed, or reproduced. Originally, the word belonged to the field of printing rather than psychology.

The term was used in typography to describe a printing plate capable of reproducing the same material repeatedly. Over time, the meaning of the word expanded and began to refer to something fixed or resistant to change. The modern psychological understanding of the term became particularly prominent in the twentieth century.

American journalist Walter Lippmann played an important role in introducing the concept of stereotypes into modern social thought. In his 1922 work *Public Opinion*, he used the term to describe the mental images through which people interpret the surrounding world. According to this approach, individuals do not always perceive reality directly; instead, their understanding is often influenced by previously formed social ideas and experiences.

As a result, the concept gradually moved beyond academic terminology and became widely used in everyday communication, journalism, and mass media.

In general, stereotypes can be understood as relatively stable ideas that people associate with particular groups or objects. They may develop when individuals generalize certain characteristics, compare one group with another, or categorize people according to perceived similarities and differences. When a particular assumption becomes widely accepted, it can turn into a collective social belief.

Analyses. Stereotypes can be divided into a number of categories. Among the most frequently discussed are racial, cultural, and gender stereotypes.

Racial stereotyping occurs when individuals are categorized according to perceived physical or external characteristics. These may include skin color, facial structure, hair, eyes, body shape, nose, or lips.

One of the historically significant examples can be found in the relationship between Black and white populations in the United States. Racial stereotypes were

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reinforced by social inequalities that developed during the period of slavery and continued to influence American society afterward.

Some stereotypes have attempted to establish a hierarchy between racial groups by presenting one group as more attractive, capable, or socially privileged than another. At the same time, stereotypes may also appear in apparently positive forms. For instance, the assumption that Black people are naturally talented in sports is itself a generalized belief and does not accurately describe every individual.

Historical experience demonstrates that racial stereotypes can contribute to discrimination and unequal treatment. Therefore, even when a stereotype appears positive, it remains problematic when an individual is judged primarily according to membership in a particular racial category.

Cultural stereotypes often develop because people attempt to understand unfamiliar communities through simplified images. For example, individuals may associate a particular nationality with certain foods, traditions, forms of communication, or behavioral patterns. Such associations may sometimes contain an element of truth, but they cannot represent every member of a cultural group.

Lawrence Blum emphasizes that stereotypes can function as cultural units shared by members of a society and can also be recognized by people outside that culture. This demonstrates that stereotypes are not restricted to individuals; they can become part of broader cultural knowledge.

However, many studies indicate that men and women have considerably more similarities than differences. Emotional reactions, for example, are not completely determined by biological sex. Cultural expectations can influence how emotions are expressed. In many societies, men may be encouraged to hide sadness or fear and express anger more openly, while women may be expected to display emotions such as sadness and anxiety more freely. Such expectations can reinforce unequal social roles. Although some gender stereotypes may appear positive-for example, describing women as caring or intuitive-they may still have negative consequences if society values these qualities less than characteristics traditionally associated with men, such as rationality, independence, or assertiveness.

Discussion. Gender stereotypes can therefore affect both women and men by limiting the range of behaviors considered socially acceptable.

There are several reasons why stereotypes remain widespread in human communication.

First, stereotypes make the interpretation of information easier. When people encounter a large amount of information, they naturally attempt to organize it into recognizable categories. Stereotypes provide a simplified framework for this process.

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Second, stereotypes reduce the amount of time and cognitive effort needed to interpret unfamiliar people or situations. Instead of analyzing every individual characteristic, a person may rely on an already-established category.

Third, stereotypes become influential when they are supported by collective beliefs. If a particular idea is accepted by a large part of society, it can become a common cultural assumption. For example, the idea that Indians are especially interested in singing and dancing represents a generalized image associated with Indian culture. However, such statements should not be interpreted as universal truths because individuals within every society possess different personalities, experiences, and interests.

The concept of social gender is closely connected with stereotypical expectations. Cameron explains stereotyping as a tendency to generalize characteristics and behavior across an entire social group. Such generalizations may involve nationality, race, gender, or other categories.

Gender stereotypes consist of assumptions about how men and women are expected to behave. For example, men may traditionally be described as physically stronger, more aggressive, or more independent, whereas women may be represented as passive, emotional, or more communicative.

These expectations can also intersect with other social characteristics, including age, social class, cultural background, and ethnicity. As a result, gender stereotypes are rarely isolated from the broader social environment. Most societies contain established expectations concerning gender roles. These expectations influence ideas about appropriate behavior, personality traits, responsibilities, and social activities. Talbot suggests that when gender stereotypes function as ideological rules, individuals may feel pressure to behave according to the roles assigned to their gender.

This issue becomes particularly significant in translation. If the understanding of gender roles in the source culture differs from the expectations of the target culture, a literal translation may fail to communicate the intended social meaning. The translator may therefore need to consider cultural adaptation, linguistic differences, and the expectations of the target audience.

Social gender is influenced by historical, cultural, and contextual conditions. Since these conditions differ between societies and historical periods, translators may encounter difficulties when a source text does not explicitly identify the gender of a character. The difficulty is that the novel does not provide sufficient information about the cook’s gender. Consequently, translators working in languages with grammatical gender may be forced to make a decision that is not required in the original English sentence.

Conclusion. To conclude, stereotypes are an important part of social and cultural communication. People frequently rely on generalized ideas, either consciously or

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unconsciously, when interpreting individuals, groups, and cultural phenomena. Although stereotypes can make communication and information processing easier, they may also simplify reality and create inaccurate or exaggerated impressions.

Understanding the role of stereotypes can help translators recognize hidden assumptions in literary texts and make more appropriate decisions when transferring culturally specific meanings from the source language into the target language.

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