

підняти процес навчання на якісно новий рівень, коли в школі будуть працювати інформаційно грамотні, високо компетентні вчителі, здатні ефективно організувати навчальний процес із врахуванням сучасних засобів комунікації.

З метою формування професійної компетентності в майбутніх учителів іноземних мов нам хотілось би зробити такі рекомендації: по-перше, не тільки під час педагогічної практики і занять з психолого-педагогічних дисциплін, але й на уроках з професійної науково-предметної підготовки необхідно орієнтувати майбутніх учителів на самооцінку своєї педагогічної компетентності. Це викликане тим, що кожний вчитель має бачити власну діяльність не тільки “зсередини”, а зробити її предметом спеціального аналізу. Виконання завдання формування у студентів повної структури навчальної діяльності дозволяє їм повною мірою усвідомити себе у професійній ролі, оцінити свої можливості, достоїнства й недоліки власної діяльності, свідомо формувати свою професійну компетентність.

По-друге, впровадження модульно-рейтингової системи навчання у ВЗО допомагає диференціювати умови формування професійної компетентності в майбутніх учителів згідно з їх початковим рівнем, а також залежно від їхніх особистісно-психологічних особливостей.

По-третє, використання нових інформаційних технологій навчання на заняттях з дисциплін циклу професійної та практичної підготовки сприяє формуванню інформаційної культури майбутніх учителів іноземних мов, розвитку їхнього творчого потенціалу, комунікативних умінь, пізнавальної активності.

Ми вважаємо, що запропоновані форми роботи надають можливість на якісно новому рівні вирішувати проблему формування професійної компетентності в студентів педагогічних ВЗО, майбутніх учителів іноземних мов.

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TRANSLATION TEACHING AND THE PEDAGOGICAL GAP

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The article focuses on the problem of the pedagogical gap in translation training. The description of the current state in translation education is given. The main difficulties of translation skill instruction are defined and the possible ways to deal with them in order to develop a systematic approach to translation teaching are suggested.

Стаття присвячена проблемі відсутності педагогічного підґрунтя у підготовці перекладачів. Подано опис сучасного стану перекладацької освіти. Визначено основні труднощі формування перекладацьких навичок і запропоновано можливі способи їх подолання на шляху розробки системного підходу до підготовки перекладачів.

University-level translation programs around the world are teaching thousands of students each year, training them to become professional translators. The primary objective of these programs is to provide prospective translators with the skills and knowledge they will need to function as professional mediators between writers and readers who know different languages. Perhaps because foreign languages are the most distinctive tools of the translator’s trade, there is a natural tendency to see the ability to translate as just another foreign language skill. It is essential to keep in mind that this is an incomplete view of the translation activity that most professional translators are engaged in.

The professional translator works within a complex situational framework, under a variety of competing constraints, to communicate a complex textually embedded message to a nonreader of the source language. There may be several participants in the communicative situation on both sides of the language barrier. On the source language side is the author of the original message and a commissioner, either the author or someone else, who wishes to have that message or a related message communicated to particular readers of a different language. On the target language side, there is the intended reader of the translated text and perhaps a host of other potential readers not envisioned during the act of translation. The professional translator enters the situation with the foot on either side of the language barrier and mediates among the participants, trying to produce a target language text that will communicate the message that the author wants to send, that the commissioner wants to have sent, that the user expects to use, and that will have the appropriate and desired effect.

Professional translators have a responsibility to each of the actors in the translation situation. They work under time pressure, often start with defective source texts, frequently get little feedback or additional information from the commissioner of the translation task. They are lucky if they can communicate with all the participants in the process to clarify expectations or sort out difficulties. Professional translation is, to put it mildly, complicated and certainly involves more than just knowing two languages. It must be the task of the professional translator education program to teach students more than just how to make the interlingual connections between source and target language units. Translator education needs to ensure that students graduate with the full range of skills necessary to be able to deal professionally with actors, messages, and texts in interlingual communicative situations [2: 1].

To train student translators, we must first ask what skills and knowledge professional translators have that our students do not yet have and, second, how we can effectively and efficiently create an appropriate learning environment for acquiring such skills and knowledge. In the absence of a clear picture of what translation really entails, those translation instructors who actually are or have been translators can, at least, introspect on their own professional experiences and pass on hints, tips, and tricks for their students. Those translation instructors without professional translation experience have little choice but to turn the translation classroom into a language learning classroom with an emphasis on contrastive linguistics. It cannot be expected that language instructors without professional translation experience will have a professional translator self-concept themselves or that they will be able to help their translation students develop one [2: 3].

Research in the field of translation teaching is still fairly young. Very few studies have been performed which address the issue of what steps should be taken to train professional translators and what pedagogical principles and teaching methods should be used to guide the translation skills instruction.

Contemporary translator training programs operate under a major handicap, described concisely by Roehl: “Translators are being trained despite the absence of a systematically developed and tested translation didactics” [5: 4]. Wilss, a pioneering translation scholar writing about translator training in Europe, has stated the problem more explicitly: “There are, to my knowledge, no attempts to develop yardsticks and criteria for a comprehensive progress-controlled, phased T (translation) T (teaching) framework to build up a system of TT learning targets and, on this basis, to elaborate teaching and learning material for use in learner-group-specific TT classes or for self-teaching programs” [7: 180].

The **objective** of the article is to provide a general outlook of the issue of the pedagogical gap in translation teaching.

On the basis of the objective of the paper the following **tasks** are distinguished: 1) to give a short description of the current state in translation instruction; 2) to reveal the problem of the absence of a well-developed and tested translation didactics; 3) to define the main challenges for translation educators; 4) to suggest the ways of developing a systematic pedagogy of translation.

The present situation in translation pedagogy is marked by the lack of a set of appropriate teaching and learning principles. Apparently, no attempt is made to apply general translation principles, derived from the body of translation studies literature, to translation teaching. Some of

this blame certainly can be laid at the feet of translation studies itself. It is a young discipline and there is a variety of competing vocabularies, discourses, and models of translation. Nevertheless, for several years translation studies has converged on some common understandings, and even the debate on issues such as how to interpret “equivalence” in translation could have pedagogical value. Lacking a theoretical basis, translation pedagogy has failed to develop and has stagnated to the extent that only one outcome can be expected: students should produce translations that are as literal as possible and as free as necessary [7: 178]. Further, there has also apparently been no attempt to apply general pedagogical principles to translation teaching. There has been little or no consideration of learning environment, student-teacher roles, scope and appropriateness of teaching techniques, coordination of goal-oriented curricula, or evaluation of curriculum and instructor.

The lack of clear objectives, curricular materials, and teaching methods implies a pedagogical gap in translation skill instruction. It is a gap between classroom practice and a detailed understanding of translation processes and competences and how they are acquired. Translation students attend classes and earn degrees in translation studies, but courses in translation skills instruction are usually not based on a coherent set of pedagogical principles derived from knowledge about the aims of translation instruction, the nature of translation competence, and an understanding of the effects of classroom instruction on students’ translating proficiency. The pedagogical gap represents the dearth of systematic approaches to the teaching of translation skills. It is an incomplete and unstructured understanding of what steps to take to train professional translators who can produce high quality translations [2: 5].

There is a popular misconception that translation involves little more than the mechanical replacement of linguistic elements in a text with objectively identifiable equivalent linguistic elements from a second language – a misconception perpetuated among translator trainees by translation models of translation teaching based on the linguistic model of translation [4: 19]. The reality of professional translation is much more complex. A principal assumption underlying the present study is that a person translating a text for pragmatic purposes engages in a real act of interlingual and intercultural communication – the production of a text with a specific textual function, information content, and identifiable readership. A real act of translation presupposes that the translator has cognitive, social, and textual skills and access to appropriate stores of linguistic, cultural, and real-world knowledge. Translation is more than just a linguistic activity [2: 6].

As Königs suggested, only an interdisciplinary approach allows an adequate description of the many communicative factors involved in real translation. Only an interdisciplinary approach – a synthesis of the linguistic, social, and cognitive disciplines – will provide new principles to guide the teaching of translation skills [3: 158].

Clearly there are several challenges for translation educators to face on the way to developing a systematic pedagogy of translation:

1. the absence of a systematic approach to translation education based on both pedagogical and translation principles;
2. the failure of translation pedagogy to use relevant contributions from other disciplines (sociology, anthropology, cognitive science, and psychology) and research from modern translation studies as foundations for translator training;
3. a one-dimensional view of the process of translation, characterized by overdependence on the linguistic model of translation and a discounting of the social and cognitive realities of professional translation;
4. the failure to merge the grammatical model of translation teaching with the interpretive and cultural models of translation teaching;
5. a dependence on the teacher-centered performance magistrale in the translation classroom;
6. an acceptance, and even encouragement, of a passive role for translation students;
7. a failure to undertake empirical research on translation processes as a means to build a model of translation and translator competence upon which a translation pedagogy may be based;
8. an inability to distinguish the components of translator competence and to distinguish language-related competences shared with bilinguals from professional competences;

9. an absence of criticism of old practices and assumptions about curricula, including the usefulness, effectiveness, and teaching methods of certain specialized translator training, such as translation into the foreign language [2: 18].

As translation assumes greater importance in international journalism, entertainment, commerce, science and technology and as the demand for translators and high-quality translation grows, it is more important than ever for translation educators to develop a systematic approach to translation teaching practice. This systematic approach must combine a sound translation pedagogy with translation studies, with an interdisciplinary mix of linguistics and the social and cognitive sciences, and with empirical studies of professional translation practice [2: 20].

Some isolated initiatives in the translation studies community focus on the main problems of translation skills instruction and suggest ways to deal with them. New ideas include:

1. moving from teacher-centered to student-centered instruction;
2. using teaching methods that foster responsibility, independence, and the ability to see alternatives;
3. using methods such as role-playing and simulation that create a greater sense of realism – and thereby generate enthusiasm and overcome passivity;
4. fostering creativity and encouraging cooperation through small-group techniques;
5. giving students tools for using parallel texts and textual analysis to improve translation;
6. teaching translation as a realistic communicative activity;
7. adopting new approaches to translation evaluation, such as a commented translations;
8. developing a sense of profession through a basic or core course in translation studies that develops broad translation principles and attaches them to translation practice.

These valuable initiatives mirror a movement in the field of second-language education away from passive rote memorization and teacher-dominated classrooms and toward a learning environment in which students actively participate in the process leading to the acquisition of communicative skills. The recognition that translation is a special form of communicative language use opens the way to a search for sources of innovation in translation instruction as a unique form of second-language education. Some of the general principles derived from second-language research can undoubtedly be applied to translation teaching [2: 33-34].

Translation teachers should keep in mind that teacher behaviour and student behaviour inevitably feed upon one another. In the long run, the success – and the need for future translation teaching – will to a large extent depend on the degree to which teaching practitioners, assisted by sympathetic university managers and government officials, are able to create the necessary conditions for a well-organized translation teaching and translation learning environment which is permeated by an innovative, experimental attitude and a readiness to critically analyze what has been achieved and to extrapolate from that survey into the future [6: 211].

Students are to become actively involved in their training, with the emphasis clearly on student-centered learning, while universities are encouraged to establish much needed links between training, society and the job market [1: 88].

All in all, an alternative to the traditional, asystematic approach to translation teaching requires a solid theoretical framework, assembled from translation studies and from allied disciplines, and solid empirical data on the social and cognitive aspects of the translation process and of translation competence.

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