

THEORETICAL REFLECTIONS ON THE PROBLEM OF THE EXERCISES FOR TEACHING SENIOR STUDENTS OF THE TRANSLATORS' DEPARTMENTS DIFFERENT TYPES OF WRITTEN TRANSLATION

Ganna KAISHEVA, Elena KONOVALOVA (Horlivka, Ukraine)

У статті розглянуто системи вправ для навчання різним видам письмового перекладу, проаналізовано їх ефективність та доцільність та визначено передумови формування та оволодіння навичками таких видів письмового перекладу як реферування та анотування.

В статье рассмотрены системы упражнений для обучения разным видам письменного перевода, проанализована их эффективность и целесообразность и обозначены предпосылки формирования и овладения такими навыками письменного перевода как реферирование и аннотирование.

Proceeding from the fact that methodology of teaching translation is a fairly young branch of science, and has hardly been the subject of serious debate among translation teachers and researchers alike, we consider that the problem of the exercises, teaching different types of written translation, is little-studied. The problem under consideration has been studied by only a few methodologists [1; 6; 7] and the focus was made on training the general skills of written translation, but not on the particular types of compressed written translation, such as abstracting and annotation. So, there appears to be a sufficient reason for analyzing the general system of exercises for teaching different types/of written translation with the view of outlining the preconditions of teaching abstracting and annotation. The aim of the present article is to observe the approaches to the problem of the exercises for teaching senior students of the translators' departments different types of written translation. To succeed in the aim we should realize a number of purposes. To consider the existing systems of exercises, to analyze their degree of relevance and effectiveness in order to see if they reflect the characteristic features of abstracting and annotation in the target language.

One of the essential problems of the methodology of teaching translation is the problem of structuring the system of skill-forming and competence-development exercises. The effectiveness of the system guarantees the success of the professional training process. With regard to the analysis of the methodological papers and researches we can observe the variety of system-structuring approaches and the absence of the common criteria of the exercises for teaching different types of written translation classification.

V. N. Komissarov [6] defines two main groups of exercises: the pre-translation and translation ones. The first group creates the conditions for the successful realization of the translation process. The translation exercises are subdivided into speech, operational and communicative ones. The aim of the speech exercises is to develop the ability to solve the translation problems in terms of language units semantic peculiarities in two languages and include lexical, phraseological, grammatical and stylistic ones. The operational ones form the skills of using the different means of translation. The group of communicative exercises develops the ability to perform different activities while translating. The above mentioned approach deals mainly with the exercises, developing the skills for the written translation and, in general, is alike those offered by other authors, though V.N. Komissarov mentions that any type of translation is based on the similar translation skills [6: 389]. For example, I.S. Alekseeva [1] singles out the preliminary, the main and the training stages of forming the written translation skills. L.K. Latyshev and A.L. Semenov [7] define three groups of exercises: pre-translation, mixed and translation ones. S.V. Trofimova [9] considers that the approach to the classification of the exercises for teaching written translation should be phased, that is distinguishing skill-forming and competence-development stages, and communicative. The methodologist classifies the exercises of the "A" module (training-preparatory) and the "B" module exercises (translation proper, i.e. communicative).

Thereby, all the concepts stated above have very much in common, that is they all have not more than three stages which are functionally alike. The first stage is a preparatory one – learning the activities and operations necessary for the subsequent translation. The second stage is an analytical and processing one – mastering the translation techniques via the analysis of the finished translations or by means of using them at the word, word-combination and sentence level. The third stage is an output one – translating and editing proper.

The analysis of the above-stated approaches to the classification of the exercises under consideration [1; 6; 7; 9] brings us to the conclusion that the number of skill-forming exercises outweighs the amount of competence-development exercises. It also becomes clear that the authors tend to give special attention to the matter of the development of the general skills of written translation, neglecting to a certain extent the matter of particular types of compressed written translation, such as abstracting and annotation from one language into another.

The semantic folding in English language is linked to the notions of abstract, precis, summary, outline, retelling, synopsis, briefs, highlights of an article, etc. The terminological difficulties appear as the methodologists on teaching translation imply different meanings interpreting the same notion, which happens due to the unaccomplished system of terms. Some authors [7] define abstracting from the source language into the target language as a "hybrid" variant of mediation which sprang up on the basis of abstracting. A.A. Veize [2: 118] defines abstracting as the compression of the main idea of the source text which is written using the means of the target language. A.A. Veize [2: 61-62] emphasizes the necessity of teaching the techniques of the text compression while translating from the source text into the target text, resulting in abstract and annotation writing. On the one hand, abstracting * and annotation from one language into another can't be considered the translation proper, as during the process of such interlingual transcoding the lexical and grammatical structures are not preserved. On the other hand, the target text in this case is semantically equivalent to the source text, though it undergoes compression. So, it can be considered a particular type of the compressed written translation. In this connection it is relevant to further take up the question of the preconditions of abstracting and annotation skills formation via the special system of exercises.

Recently several attempts to develop such system of exercises have been made in a number of studies. It is important to design such procedure of doing exercises which would enable us to begin the formation of the skills we are interested in, as soon as possible, without wasting the time on the preliminary word and word-combination mastering. O.I. Tsybina writes [10: 104] that the methodology of teaching abstracting and annotation from one language into another is grounded on the text compression on the semantic and structural-stylistic levels. She distinguishes three skill-forming stages:

- the preliminary, which defines the informational value of the text;
- the stage of analytical operations, aiming at the text compression on the semantic and structural levels;
- the synthetic operations stage, during which the translation of the compressed information is presented in the target text.

N.D. Zorina mentions two stages in teaching such kinds of mediation as abstracting and annotation:

- the preliminary, which prepares the students for abstracting and annotation of the source text [4: 138];
- the main (or training), which is abstracting and annotation proper [4: 138];

I.V. Karpova sees the system of exercises under review from the point of view of the communicative-cognitive approach [5: 72]. There is a three-step system, consisting of the following types of exercises:

- pre-reading, developing receptive-reproductive skills;
- while-reading, developing reproductive and reproductive-productive skills;
- post-reading, bridging from indirect to the direct communication.

L.A. Anisimova [1: 141] in her work about polylingual abstracting points out that the methodology of the bilingual abstracting consists of three stages: 1) the preparatory (pre-reading activity); 2) the main (while-reading activity, or working on the text); 3) the final (post-reading activity and editing the text). With reference to this, and to the fact that she considers the reproductive-productive nature as the main peculiarity of bilingual abstracting, the above-mentioned methodologist [1] specifies three groups of exercises teaching the bilingual abstracting:

- the exercises, aimed at mastering the skills of eliciting the information from the text, which she names linguistic;
- the exercises, mastering the skills of creating a special type of written text, that is, abstract. She refers them to non-linguistic;

- the exercises, forming the skills of comparing the different language phenomena, commenting the terms and actuals, "to switch" from one language to another. Such exercises are named mixed.

B.A. Cheremisov [11: 44], having analyzed the recommendations on the abstract writing, defines the following phases of the process:

- the preliminary research of the source in order to define its information value;
- the analysis of the source contents in order to highlight the most important information;
- the statement of the highlighted information, that is abstracting proper.

The above-discussed approaches to the problem of the exercises for teaching

senior students of the translators' departments different types of written translation don't resolve the matter but they are essential for the further investigation of this issue. The abstracting and annotation from one language into another are special types of speech productive activity, in which neither translation nor abstracting or annotation doesn't exist apart from each other. The translation process is closely linked to the activities ensures the semantic compression of the source text. A.I. Novikov [8: 11] considers the process of abstracting as the dominating one, as it begins to function at the very first stages of source text comprehension, and the translation proper joins the process at the stage of forming the preliminary results followed by there further understanding. Thus he assumes that abstracting using the source language comes before the presentation of the source text in the target language.

This brings us to the conclusion that the system of exercises teaching such types of written translation as abstracting and annotation must reflect the characteristic features of these types of written translation. The methodology of teaching abstracting and annotation is not actually developed. The differences of opinions as for its main issues are evident.

The existing techniques of teaching abstracting and annotation are not grounded enough and do not form the complete system, as there is no methodology of abstracting and annotation proper. The lack of the effective system of the exercises forming the skills required for abstracting and annotation from one language into another has also become obvious. In view of the aforesaid, we can say there is room for further investigations in this field.

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ВІДОМОСТІ ПРО АВТОРА

Ганна Каїшева – викладач кафедри граматики та практики мовлення Горлівського державного педагогічного інституту іноземних мов.

Наукові інтереси: методика викладання іноземних мов та перекладу.

Олена Коновалова – викладач кафедри теорії та практики перекладу, аспірант кафедри педагогіки Горлівського державного педагогічного інституту іноземних мов.

Наукові інтереси: методика викладання іноземних мов та перекладу.