HIGHER TRANSLATOR COMPETENCE WITHIN THE TEXT ANALYSIS

N. Kozhemiachenko
Kremenchuk Mykhailo Ostrohradskyi National University
vul. Pershotravneva, 20, Kremenchuk, 39600,Ukraine. E-mail: kapac2k@gmail.com

Purpose. The article focuses on studying and analyzing the concept of translation competence as a vital component determined the productive text analysis within translator training syllabus. **Methodology**. The systemic-functional approach to the analysis has made it possible to provide a comprehensive study of the complicated phenomenon and identify its basic features as well as highlight the advantages of the provided text analysis in the translator training. **Findings**. The translation competence as a complex phenomenon involves a number of sub-competences required for the resultative and adequate translating. The acquisition of translation competence is a gradual process strongly influenced by the complexity of the source texts. Language proficiency and translation competence starts forming while working with texts of different styles during the degree programme. The work with the original fiction texts enables to understand the phonetic, lexical and grammatical divergences between standard literary vocabulary and sub-standard language signs. It also provides the deeper vocabulary knowledge with underlining the semantic, stylistic and emotive characteristics of the lexemes under the typological analysis **Originality**. The research presents the detailed analysis of the approaches to the translator competence, with proving the necessity of making the profound analysis of different texts for higher proficiency of the translator-students. **Practical value**. The provided forms of student training activity can be of practical use while developing their skills and abilities to decode a source text and then re-express it in the target language with taking into account all the pragmatic characteristics of the translation process itself as well as the receptor demands. **Conclusions.** The translation competence should declare expert knowledge required for the faithful and adequate translating. Thus the detailed analyses of the texts in different genres finds obligatory while taking into account a number of pragmatic, linguistic, communicative, psychological, socio-linguistic parameters. Hence, language teaching technique aim is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes. The text analysis allows students to perceive not only dictionary but also contextual meaning of the word or more complicated language structure, and consequently enhance the communicative competence.

Key words: translation competence, source text, target text, standard literary vocabulary, sub-standard language signs, communicative competence.

АНАЛІЗ ТЕКСТУ В АСПЕКТІ ПОКРАЩЕННЯ ПЕРЕКЛАДАЦЬКОЇ КОМПЕТЕНЦІЇ

Н. В. Кожемяченко
Кременчуцький національний університет імені Михайла Остроградського
вул. Першотравнева, 20, м. Кременчук, 39600, Україна. E-mail: kapac2k@gmail.com

Наведено аналіз поняття перекладацька компетенція, розглянуто її основні складові, в яких представлено вимоги до професійного перекладача. Метою професійної діяльності перекладача є створення адекватного та рівноцінного оригіналу тексту перекладу, тому він повинен володіти основними процедурами аналізу різножанрових текстових форм. В статті запропоновано основні підходи до лінгвістичного аналізу діалогічного мовлення з художніх творів, виділені основно групи мовленнєвих субстандартних одиниць, які дозволяють виявити види стилістичних зсувів в тексті оригіналі та окреслити їх аломорфні характеристики. Подібний аналіз тексту в процесі навчання студентів перекладачів дозволяє сформувати професійну комунікативну, лінгвістичну, екстралінгвістичну компетенції та компетенцію переносу.

Ключові слова: перекладацька компетенція, текст оригіналу, текст перекладу, літературна норма, субстандартні мовні знаки, комунікативна компетенція.

PROBLEM STATEMENT. In recent decades, the concept of translation competence has become the most widely discussed item within the translator training. Both translators and linguists argue the priorities of effective professional skills, their influence on the process as well as the result of translator activity. In spite of numerous researches, there is still no unique common vision as to the criteria and norm to define the translator competence.

At first, the psychological basics of translation activity find vital to understand the nature of translation activity. Referring to the researches of A.D.Schweitzer [1], we can identify the translation as a psychological process comprising three stages:

1) perception and understanding of the source or the original text;

2) analysing the correlations between the source and target or translation text;

3) choosing the most corresponding forms in the target language.

So, professional translator should have the highest bilingual proficiency, be skillful in the typological analysis, know the procedure of language decoding transcoding at a time of cross-cultural communication. Thus, the translation competence as a complex phenomenon involves a number of sub-competences to study and clear up. Most of the modern translators refer to empirical and experimental research of translation competence made by the Spanish PACTE Group (Process of Acquisition of Translation Competence and Evaluation). The scholars of this group (Amparo Hurtado Albir, Allison Beeby, Mònica Fernández, Olivia Fox, Anna Kuznik, Wilhelm Neunzig, Patricia Rodríguez, Stefanie Wimmer and others) earlier studied the psycho-physiological components illustrated in the model of PACTE 2003 by comprising five sub-

competences within the translation competence. Later studies deal with the parameters to the translated text qualities as well as the number of skills required to a translator. The findings obtained for the following issues as Knowledge about Translation, Efficacy of the Process, Decision-making in Translating Activity and Acceptability detailing the phenomenon of a translation competence were declared in PACTE 2007, 2008 and 2009.

The PACTE Group has collected data on both the translation process and the translation product in inverse and direct translations involving six language combinations: English, French and German – Spanish and Catalan.

They define translation competence as the underlying system of knowledge required to translate. They believe that translation competence should:
- declare expert knowledge, predominantly procedural and non-declarative knowledge,
- comprise different inter-related sub-competences,
- include a strategic component, which is of particular importance.

As a translation proves to be a multifunctional activity demanding not only the language proficiency but also extra-linguistic expertise, the scholars S.Göpferich, A. L. Jakobsen, I. M. Mees, F. Alves [2, 3] point out several major sub-competences required for the faithful and adequate translating as:
- communicative bilingual competence, including linguistic, discourse and sociolinguistic competence;
- extra-linguistic competence composed both of general and specialist linguistic knowledge;
- psycho-physiological competence or the ability to use all kinds of psychomotor, cognitive and attitudinal resources including skills for reading and writing; cognitive skills (memory, attention span, creativity and logical reasoning), as well as psychological attitudes (intellectual curiosity, perseverance, and self-confidence);
- transfer competence or the ability to complete the transfer process from the ST (source text) to the TT (target text), i.e. to understand the ST and re-express it in the TL (target language), taking into account all the pragmatic characteristics of the translation process itself as well as the receptor demands;
- strategic competence, including all the individual procedures, conscious and unconscious, verbal and non-verbal, used to solve the problems found during the translation process.

All the competences, according to W. Wilss [1, 4], are organically interconnected and together provide the transfer competence, which underlies the translation process with ensuring the adequate preserve of communicative intention and the sufficient degree of communicative effectiveness.

EXPERIMENTAL PART AND RESULTS OBTAINED. The professional training of the translators is based on two fundamental approaches: developing the language and communicative skills while learning a foreign language, and finding the translation correlations and correspondences between the SL (source language) and TL (target language), taking into account their typological characteristics.

As the translation is the result of lexical, syntactic and textual-pragmatic substitution of the source language signs and word combinations into their corresponding equivalents of the target language, so efficient translator should have lexical, grammatical and textual competence whereas the communicative factors are implicitly objective and partly subjective.

The translator's ability to comprehend a ST (source text), develop and improve the translation strategies according to the situation, choose a functional perspective utterance (create a new text based on the source text semantic peculiarities) is certain to make translator's linguistic and extra-linguistic competences, both receptive and reproductive.

The translator-training program is mostly based on developing the range of the translation competence helpful for further professional efficiency including bilingual communicative skills, text forms analysis, extra-linguistic factors in communication, and ability to support the cross-cultural communication in different spheres. To meet the receptor demands, overcome the cross-cultural barriers, and keep on the TL norms are considered the prominent factors to observe at the translator training with increasing the background knowledge of the students. In fact, a syllabus should identify some aspects of language use in order to be able to develop the translator lingual and communicative competence. Lingual competence is gradually developed by learning and practising the writing, listening and communicative or speaking skills.

As the degree of translation competence is reflected in both the process and the product of translation, the detailed analyses of the texts in different genres finds obligatory. Texts, divergent in styles and forms, from the varied forms of target language – American, Australian, or British English – are to be analyzed to obtain the specific features in the spoken and written language, the grammatical and lexical contents. Any source text should be translated in fair way to produce the target text as accessible as possible, according to the conditions of each translation task, so to translate to the best of the ability the translator should constantly improve his competence. The acquisition of translation competence is a gradual process strongly influenced by the complexity of the source texts. The greater the complexity of the source text, the higher the level of translator competence is required.

Language proficiency and translation competence starts forming from high school, but at the early degree period it goes on to develop intensively at professional training classes. Language teaching technique aim is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes.

On mastering the language and communicative competences, the students of the translation departments are to get higher language expertise, knowing how:
- to use language for a range of different purposes and functions;
- to vary their use of language according to the setting and the participants (formal and informal speech or appropriate written and spoken communication);

- to produce and understand different types of texts (narratives, reports, interviews, conversations);
- to maintain communication despite having limitations in one's language knowledge through using different kinds of communication strategies. [5, 6]

One of the main tasks of the university instructor is to cultivate student's skills in working with texts of different styles. It provides the deeper vocabulary knowledge with underlining the semantic, stylistic and emotive characteristics of the lexemes under the typological analysis.

In teaching translation, genre competence, in its formal dimension, can help to enhance the following skills and abilities in the translator:
- Recognizing and establishing the structure of the source and target texts;
- Recognizing the texture of the source text and organizing that of the target text (selection of lexical items, syntactic organization, cohesion);
- A thorough understanding of the text forms of particular genres;
- Developing translation strategies such as: paraphrasing, summarizing, avoiding calques, and so forth;
- Helping to improve or consolidate abilities and skills related to the bilingual sub-competence, as well as allowing translators to become aware of the textual and discursive conventions in the cultures involved [5, 7].

The translator-training syllabus comprises practical and theoretical courses aimed at the common professional goal, so students can obtain glimpses of new information from different sources. At lectures, they find out about some linguistic characteristics of standard and sub-standard varieties of English:
- while some non-standard features are widespread, others are local and vary from place to place;
- individual speakers vary in the way they use language,
- equally important is the regional variation in standard English (SE), with small but recognizable differences even between England / Wales and Scotland, not to mention the international variation;
- differences within standard English also occur because informal SE is different from formal writing;
- varieties can occur due to emotive or stylistic effect.

The tutorial classes bring proves and facts of such language varieties in oral and writing communication. The work with the original fiction texts enables to understand the phonetic, lexical and grammatical divergences between standard literary vocabulary and sub-standard language signs. Sub-standard forms comprise the profound part of the national languages and consist of vernaculars, territorial and social dialects. Such sub-standard language signs can show the colloquial forms of everyday communication and point out a social, national and educational background of a speaker.

To make the training process more productive the literary works of different genres and different periods but with dialogue samples are selected to make the detailed linguistic analysis of the vocabulary based mostly on the opposition standard – sub-standard lexemes. The following collection of works as Pygmalion by Bernard Shaw, Stories of the North by Jack London and The Catcher in the Rye by Jerome Salinger is chosen for the analysis.

These text forms vividly present the speech peculiarities of different social, age and national minority groups communicating in English. Language stratified variability is directly connected with the social structure of society and reflected in their language and speech differences, which can be found isomorphic for specific social group. On analyzing the texts, we can primarily distinguish the lexical and grammatical deviations or sub-standard language signs being typical for colloquial speech.

The texts chosen for the analysis are obviously too old to present the modern vocabulary stratification, though they are quite good and instructive to illustrate the ways of forming the new sub-normal language signs. Moreover, students know the contents of such classic fiction, thus they can examine their language peculiarities more closely and thoughtfully, because the dialogue speech is quite complicated and versatile phenomenon being comprised great variety of notions: literary-colloquial language, the problem of sub-standards, expressive vocabulary, rendering of communicants' relations and other. That is the main reason for usage of complex approach to the solution of this problem at the tutorial classes. Pygmalion by Bernard Shaw is taken the first to analyze divergences between standard literary vocabulary used by Professor Higgins and sub-standard language signs in the speech of Elisa Doolittle. The portrait characteristics of Elisa Doolittle are depicted with numerous deviations from the language norm: grammatical (*I'm come, you was*); lexical (*ye-oo*); phonetic (*em*).

Such deviations are closely interwoven and make a complicated sub-standard variant of language (e.g. *I ain't got no parents; I ain't got no mother. Her that turned me out was my sixth stepmother. But I done without them. And I'm a good girl, I am..*).

This kind of the analysis lets students get the skills to take into account the communicative components of the characters' speech and improve their own communicative competence. The content, that is, the referential meaning of the message with all its implications and emotive and stylistic connotations must be decoded, further reproduced as fully as possible in the translation as they are to evoke a similar response. Thus, the students are able to understand the meaning and function of all expressively marked lexemes, word combinations and sentences.

Moreover, the film adaptation of the play allows you to conduct a video supported tutorial and observe the real communicative act.

The works of Jack London "Stories of the North", their specific features, peculiarities of both speech and language, the special manner of the author were chosen as the object of the analysis for both tutorial classes and independent term task. Different styles of texts as well as dialogues, variety of plots, social and national heterogeneous kinds of characters create the great difficulties for the translator and require efficient competent analysis.

Вісник КрНУ імені Михайла Остроградського. Випуск 2/2017 (103). Частина 2

59

The analysis of Jack London's short stories proves more social and national divergences of the characters referring to their language peculiarities. Through the speech of the characters, the author intends to express their feelings such as hostility, fear, friendliness and courtesy that is really necessary for perception of the content.

To reflect the whole spectrum of the characters' relations is one of the most important tasks for translator. Within the communicative sphere, the translator should faithfully convey the communicants' relation through the manner as well as the style of the message, combination of lexemes and stylistic means.

Although the phonetic and lexical features are closely intertwined in the speech of the characters, but we should list the language deviations to obtain more detailed and critical analysis. As the result, we can observe the following shifts underlining the specific colloquial communication:

- ending *ing* is replaced with *in'*: *Seems to me, Henry, they're* **stayin'** *remarkable close to camp; I ain't* **a-goin'** *to be robbed:*
- phoneme replacement:
[d] – [t]: *That fool One Ear don't seem* **scairt** *much;*
[i:] – [e]: *It's* **ben** *fifty below for two weeks now;*
[ju:] – [je]: *What* **d'ye** *mean by that?*
- letter and phoneme omission as to *d* and **th:** *Then I counted the dogs* **an'** *there was still six of 'em; Then I'd* **show'em** *what for,* **damn 'em!;**
- cutting and adding some affixes: *I wouldn't be* **s'prised** *to see it wag its tail; I'm* **a-thinkin'** *that was the one I lambasted with the club;*
- usage of the phonetically deviated lexemes: *They* **jes'** *swallowed'm alive; There, that'll fix you fool* **critters;**
- usage of the pronoun **them** in the function of the demonstrative pronoun: *They're pretty wise,* **them** *dogs; Did you happen to notice the way* **them** *dogs kicked up when I was a-feedin''em?;*
- replacement of the negation forms **aren't, isn't** and **am not** onto sub-standard **ain't**: *They know their business better'n we do, an' they* **ain't** *a-holding our trails this way for their health;* **Ain't** *run out?;* **Ain't** *thinkin' it'll hurt my digestion?; Ain't you* **forgot** *somethin'?;*
- lack of the inflexional plural ending *s*: *I guess he's disgested by this time an' cowortin' over the landscape in the* **belly** *of twenty different* **wolf**; *We can't afford to loose no more* **animal;**.
- lack of the markers for past tense forms: **D'ye** *hear it* **squeal**?; *Say, Henry, that other one that* **come** *in an'got a fish – why didn't the dogs pitch into it?.*

The Catcher in the Rye novel is the further bright example of using the divergent language forms. Being a teenager the main character uses both standard and sub-standard invariants under the varied communicative situations. So the students are able to get higher communicative competence and start practising their skills in the transfer competence. To preserve the style of the novel in general and colloquial peculiarities of the dialogues in particular the following sub-standard features should be observed.

As to the semantic peculiarities, the analysis found the frequent using of:

- interjections **boy** – to express surprise, and **for Crissake** – to express indignation making communication more emotive with vulgar shades: **boy**, *did I get to this house fast;* **boy**, *was I excited;* **for Crissake** *grow up; I don't know* **for Crissake**;
- strong words-parasites **and all, and stuff, and crap** brining no new meaning but stressing the psychological and emotional state of te character: *How my parents were occupied* **and all**, *they're nice* **and all**, *that was in the Revolutionary War* **and all**, *goddam checkups* **and stuff**, *while I was putting on my galoshes* **and crap**;
- word-combinations intensified with the lexeme **goddam**: *he was suppposed to be a playwpight or some* **goddam** *thing;*
- a number of word-combinations intensified with the vulgar lexeme **ass**: *freezing my* **ass** *off, something that gives me a royal pain in the* **ass**, *in half-**assed** way, back-**asswards**;*
- overusing the word-combination **sort of** with the adjectives and verbs: *you felt* **sort of** *sorry of her, I* **sort of** *brushed my hair back, I* **sort of** *wished;*
- evaluative adjectives which expressiveness is constantly changing in the context:
phony – **phony** *smile,* **phony** *handshake, a* **phony** *kind of friendly; lousy* – **lousy** *teeth,* **lousy** *manners,* **lousy** *childhood,* **lousy** *movie; terrific* (with positive connotation) – **terrrific** *book,* **terrific** *guy,* **terrific** *friend; terrific* (with negative connotation) – *bore,* **terrific** *lecture; corny* (with negative connotation) – **corny** *shoes,* **corny** *jokes.*

The lexeme **funny** shows a number of connotative meanings, which are difficult to understand without referring to the context. Thus, it is necessary at first to decode the meaning in the original text, and only then start the creative transcoding into the target language by using a range of stylistically marked synonyms (e.g. *it was sort of funny, she started getting funny, a funny look, funny guy*).

The proper combination of lexemes as well as the grammatical structure seemed to be a kind of challenge for the translator because of different nature of the English and Ukrainian languages. There appeared to be the main problem of the polysemantic words translation, the words with different meanings. These different meanings or lexical-semantic variants of polysemantic words are revealed in the context.

The novel analysis also enables to point out several grammatical sub-standard forms
- different types of the repetition mostly in verbs forms: *what I* **was** *really hang**ing** around for, I was try**ing** to feel some kind of a good-by; where I* **lived** *at Pencey, I* **lived** *in the new dorms;*
- faulty usage of the verb tense forms or personal pronoun: *on account of I* **was flunking** *four subjects; took Phoebe and* **I**; *I* **hardly didn't** *even know;*
- overusing the demonstrative pronouns **this, these, those**: *he wrote* **this** *terrific book, right next to* **this** *crazy cannon, one of* **those** *guys that wear* **those** *suits;*

The phonetic level analysis provides the vivid samples of extreme changes in pronouncing both separate words and colloquial clichés. There are more than 60 sub-standard phonetic invariants in the novel, and they may have divergent expressiveness or connotative

Вісник КрНУ імені Михайла Остроградського. Випуск 2/2017 (103). Частина 2

60

meanings: a*wreddy – already, gimme – give me, hellaya – hell do you, wudja – what do you, what did you.*

As far as one can observe the dialogue is the complicated notion, thus the approach to adequate translation comprises several parameters including pragmatic, linguistic, communicative, psychological, sociolinguistic and others. This type of analysis allows students to perceive not only dictionary but also contextual meaning of the word or more complicated language structure, and consequently enhance the communicative competence.

For independent work, students are offered to make several types of linguistic analysis: the analysis of speech performance of the other book characters; typological analysis of speech of all the book characters; the analysis of speech performance in the source and target texts to examine and assess the translation advantages and faults.

The latter type of work lays the groundwork for typological analysis and transfer competence or the ability to complete the transfer process from the source text into the target text with taking into account all the pragmatic characteristics of the translation process itself as well as the receptor demands.

CONCLUSIONS. Hence, the translation competence should declare expert knowledge required for the faithful and adequate translating. Thus the detailed analyses of the texts in different genres finds obligatory while taking into account a number of pragmatic, linguistic, communicative, psychological, socio-linguistic parameters. Hence, language teaching technique aim is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes. The gradual and step-by-step analysis of varied dialogical speech forms in the fiction literature develops the translation competence of the students and creates the prerequisites for adequate perception and understanding of foreign speech within different types of communication. The students should pay special attention to the specific pragmatic value of sub-standard vocabulary as key element of colloquial communication. It helps future translators avoid professional faults and decrease misunderstanding in cross-cultural communication. Such sub-standard elements have varied features according the structure and stylistic connotation and underline the social, national, and other pragmatic speech peculiarities.

On the one hand, the translation of these speech means is a difficult task, sometimes even impossible one because phonetic deviations as a rule can not be reflected in translation. On the other hand, while omitting the sub-standard forms at the process of transfering the message, the reader can neither create the real social portrait of the hero nor perceive and understand the original. So, the translator should get enough skills to translate the fiction literature from English into Ukrainian and achieve the pragmatic equivalency. It evokes to make divergent lexical, grammatic or even phonetic transformations in order to preserve the style and peculiarities of the source text.

It is obvious that senior students or undergraduates reach enough language proficiency to take the other texts for the pre-translating analysis, so the university tutors and lectures are required to develop the most productive syllabus. Such kind of syllabus needs IT toolkit support, thus further research will deal with digital facilities in training the translator competence.

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АНАЛИЗ ТЕКСТА ДЛЯ РАЗВИТИЯ ПЕРЕВОДЧЕСКОЙ КОМПЕТЕНЦИИ

Н. В. Кожемяченко
Кременчугский национальный университет имени Михаила Остроградского
ул. Первомайская, 20, Кременчуг, 39600, Украина E-mail: kapac2k@gmail.com.

Приведен анализ понятия переводческой компетенции, рассматриваются ее основные компоненты, в которых изложены требования к профессиональному переводчику. Целью переводческой деятельности является создание адекватного и равноценного оригиналу текста перевода, поэтому переводчик обязан владеть основными процедурами анализа разножанровых текстов. В статье предложены основные подходы к лингвистическому анализу диалогической речи из художественных текстов, выделены основные группы речевых субстандартных единиц, которые позволяют выявить все виды стилистических сдвигов в тексте оригинале и обозначить их алломорфные характеристики. Подобный анализ текста, используемый в процессе подготовки переводчиков, позволяет сформировать профессиональную комуникативную, лингвистическу, экстралингвистическую компетенции, а также компетенцию переноса.

Ключевые слова: переводческая компетенция, текст-оригинал, текст перевода, литературная норма, субстандартные языковые знаки, коммуникативная компетенция.