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TEACHING TRANSLATION FOR PROFESSIONAL PURPOSES

Since the beginning of the nineties, the Ukrainian society has lived in conditions of transition from one socio-economic system to another. This process is associated with the revaluation of the value of the translator as a professional who performs Interlingua communication, and whose translation activity in the modern world is increasingly becoming socially significant, so translators are now very popular.

Translation activity is one of the most ancient activities of the humanity. The first translators (Cicero, Horace, used the word “*interpres*” in the meaning of “*translator*”, “*translator*”, the same name takes translator of the Bible St. Jerome (IV century ad). In the middle ages, the monks of the translators used the names “*interpres*” and “*hermeneuma*”. After the XII century in French from the Latin translation (transfer values metaphor) and translator (who translates anything to anyone) was founded word “*translation*” and “*translateur*” in the meaning of “*translation*”, “*translator*”, which were adopted by other European languages [1, p. 34].

This problem has been studied by many prominent foreign methodologists among whom we can single out E. Nida, H. Vermer, V. Reiss, C. Schaffner, K. Klaudy. The aim of the article is to analyse modern tendencies in teaching translation for professional purposes during practical courses.

Translation became the feature in the language teaching when Latin ceased to be the “*mother of all languages*” in Europe and that’s why was taught in all schools all over” [2, p.108], but the main emphasis was on reading and writing (grammar-translation method) not on the communicating and speaking [3, p. 3].

Precedently, grammar-translation method in foreign language teaching was the main mean to apply, consolidate and test the lexis and grammar. The influence of this method can be still felt to these days [4, p. 144]. But nowadays the scientists underline a strict difference between tutoring translation in foreign language teaching and translation for professional purposes. According to C. Schaffner, translation in foreign language teaching means facilitating the understanding of the text by certain capabilities (i.e. grammar structures, vocabulary) into foreign language [5, p. 147 – 148]. In contrast translation for professional purposes the objective of translation is to acquire translation qualities (translation as training aid and training objective in one) [6, p. 147 – 148]. We need to underline, that those two methods are widely used in training but they are supposed to achieve absolutely different objectives [5, p. 151]. The scientist underlined that in translation for

professional purposes students should reflect on the function of the translation and show a readiness to translate without properly understanding.

It's very popular to use communicative approach as the main trend both in language and translator training by concentrating on language in communication rather than language as a formal constructs [6, p. 5 – 6]. In language training language is the object of study and learners try to get as close as possible to native competence, a competence which is then accused for production [5, p. 6]. In contrary, in the case of translation, language is used as a tool and the emphasis is no longer on competence but performance since the translator has to focus on “particular instantiations of language use, in specific texts and contexts” [7].

Stressing the communicative aspect of language training C. Schaffner states that for translation exercises to be useful in translation training they must cease to use authentic texts and the communicative situations taken into consideration by giving translation briefs. In this case, translation should become a fifth objective in foreign-language training, apart from comprehension, speaking, reading and writing, to contribute to competence and intercultural understanding [5, p. 114].

To make a translation oriented for the professional purposes pedagogical staff should pay attention on some very important issues. Which are first of all, based on the functional approach to translation. A lot of scholars like E. Nida and C. Taber tried to establish criteria for the production and evaluation of translations as well as lay down guidelines for the training of prospective translators which known as the nominative approach [3]. One of the features dominating translation theories and models is the concept of translation equivalence.

The notion of equivalence was first adopted in the mathematical sense, but soon this approach was considered to be too limiting. One of the problems concerning the concept of translation equivalence is based on the assumption that there is a certain degree of symmetry between languages in order to make equivalence possible [7]. While such a summary may exist between some languages it may not exist at all in other languages combinations. Furthermore, most definitions of equivalence tend to put the ST (source text) on a pedestal against which the TT (target text) is supposed to be measured and observed.

The functional approach was first consolidated by H. Vermer and K. Reiss and further developed by Nord, standing that human action is international, purposeful behavior that takes place in a given situation [6; 8]. The scientists underline that the functional translation theory comprises translation as intercultural communication and scopos (aim) theory.

According to this approach there are some points which should be taken into consideration. The history of culture dimension influence the senders and receivers knowledge and expectations, their linguistic and paralinguistic behavior, the way they assess a certain situation [8]. On the other hand, communicative situation the sender and receiver are expected to have enough common ground for communication to be successful, but apart

from the linguistic barrier, the cultural background, expectations and world view of the sender may differ to such an extent that meaningful communication cannot take place, that is why in such a case, the translator is not only a linguistic mediator but also a cultural one.

This leads to the question of what future translators have to know if they want to take cultural aspects into consideration. According to R. Katan, the various definitions of culture can be grouped into external behaviours (e.g. language, gestures, habits) or products of course (literature, folklore, art, music, artifacts) and internal ideas, beliefs and values [6, p. 5]. The traditional teaching of culture has concentrated on history, literature and political institutions, but in order to be useful to translators and interpreters it has to shift its focus to “culture as a shared system for interpreting reality and organizing experience” [6, p. 44].

The second thing we should concentrate students’ attention on that fact that translation is not only intercultural but also interpersonal process which comprises a number of role-players (the ST producer, ST sender, ST, ST recipient, initiator, translator, TT and TT recipient) [2, p. 5 – 11].

We need to infer that the ST recipient does not play an active role in the intercultural communication; he still influences the ST with regard to linguistic and stylistic characteristics. The TT, in turn, differs from the ST in that the situation in which it is produced is different from that of the ST, with the ST sender and TT recipient being separated in time and space and he will critically read the text as an ST recipient.

According to R. Vermeer, a sender of a text can only suggest a certain understanding of the text. The way the text is understood will depend on the situation and the respective recipients [4, p. 54]. Various people will understand the same text differently, even when they are from the same culture. A text can therefore only be an offer of information, from which the receiver will choose the pieces that are relevant to his situation and purpose.

While checking a translations teachers should definitely understand that translation is thus no longer simply a transfer of communication but an offer of information on a communicative act that has already taken place, and a real translator will choose the information in accordance with his (or the initiator’s/commissioner’s) expectations of the target receivers [4, p. 70].

The third important point is the role of initiator or commissioner. His role is crucial in the intercultural communication process because he is the one who actually wants the text to be translated for a specific purpose and issues the translator with a translation brief. It is suggested that any deviations from the sender’s intentions will have to be communicated to the initiator, who can be any of the individuals involved in the intercultural communication process, e.g. the ST producer, ST sender or TT recipient.

The main initiator’s mission is to help with a translation brief. The translation brief is either given to the translator by the initiator/commissioner or established in a discussion between the translator and initiator/commissioner (teacher).

The translation brief will guide translators with regard to the information they choose from the initial offer of information (ST) and the way they package this information in the TT. According to C. Nord, the translation brief should contain the following: the intended text functions (i.e. informative, appellative, etc.); the target-text addressees; the time and place of text reception; the medium over which the text will be transmitted; the reason for the production or the reception of the text [8].

In addition to highlighted points we should announce that educational specialists should teach students do a coherent translation, meaningful to the target-culture receiver, i.e. “it should make sense in the communicative situation and culture in which it is received” [8]. That’s why we singled out some recommendations to make translation more professionally oriented for future translators.

- Use authentic texts from recent publications and on topical issues. Or you can warm texts to guarantee students’ continued interest in a task. These texts are needed for a genuine communicative purpose and still in the process of being made, with a text remaining warm for as long as students are responsible for it [8].

- By using authentic texts that have to be translated for different purposes, students are forced to transcend purely linguistic structures and work actively and creatively with different text types within a communicative and cultural framework, improving their linguistic awareness on an intercultural basis, determining various skopi for the translation of an ST.

- An important factor in translator training is therefore the translation brief, which has to be supplied to translation students with every translation task. The translation brief prevents students from translating in a vacuum, with their only frame of reference being an educated guess at what might please their teacher. This will help students to develop translation strategies that will apply to the translation of the whole text and not just smaller units, e.g. words and phrases [8, p. 65].

Recapping the whole information given above we should say that taking into consideration mentioned above recommendations we can help future translators to become more self-confident and, as a result, more competent.

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Кокнова Т. А. Викладання перекладу для професійних цілей

Автором публікації подаються результати проаналізованих сучасних підходів до підготовки майбутніх перекладачів, а саме методика викладання перекладу для професійних цілей на заняттях з дисциплін за фаховом. Здійснено аналіз зарубіжного досвіду підготовки перекладачів та компаративний підхід до вивчення іноземних мов, враховуючи особливості у підготовці майбутніх спеціалістів перекладачів лінгвістичного профілю. Виділено переваги комунікативного аспекту навчання перекладу для професійних цілей та визначен алгоритм для проведення занять спрямованих на вдосконалення професійних якостей в майбутніх перекладачів.

Автором статті були визначені рекомендації для педагогів, які викладають переклад для професійних цілей, щодо необхідності враховування визначених рекомендацій, тобто застосування аутентичних текстів з різної тематики та допомога у підготовці ретельного плану для здійснення перекладу.

Дослідження розкриває інформацію про педагогічну теорію та практику, яка має не тільки педагогічне знання, але також сприяє в контексті формування в майбутніх перекладачів творчої особистості під час навчання у вузі.

Ключові слова: викладання перекладу, професійні цілі, професійні якості перекладача, комунікативний підхід до вивчення іноземних мов.

Кокнова Т. А. Преподавание перевода для профессиональных целей

Автором публикации представляются результаты проанализированных современных подходов к подготовке будущих переводчиков, а именно методика преподавания перевода для профессиональных целей во время проведения профориентированных занятий. Осуществлен анализ зарубежного опыта подготовки переводчиков и компаративный подход к изучению иностранных языков, учитывая особенности в подготовке будущих переводчиков лингвистического профиля. Выделены преимущества коммуникативного аспекта обучению перевода для профессиональных целей и определен алгоритм для проведения занятий, направленных на совершенствование профессиональных качеств у будущих переводчиков.

Автором статті були определены рекомендації для педагогов, которые преподають переклад для професійних цілей, относительно необходимости учета обозначенных рекомендаций: применение аутентичных текстов разной тематики и помощь в подготовке тщательного плана для осуществления переклада.

Исследование раскрывает информацию о педагогической теории и практики, которая имеет не только педагогическое знание, но также способствует в контексте формирования у будущих перекладачів творческой личности во время обучения в вузе.

Ключевые слова: преподавание переклада, професійные цели, професійные качества перекладача, коммуникативный подход к изучению иностранных языков.

Koknova T. A. Teaching translation for professional purposes

The author of the publication presents the results of the analyzed modern approaches to train future translators, namely the methodology of teaching translation for professional purposes during preparing the professionally oriented classes. It is represented the analysis of foreign experience of translators' training and the comparative approach in the study of foreign languages which is especially proposed in the preparation of future translators as linguists. In this article are highlighted the advantages of the communicative aspect of translation training for professional purposes and defined the algorithm to activities aimed at improving the professional future translators' qualities.

The author of the article identified recommendations for lectures who teach translation for professional purposes, on the necessity of including the determined recommendations: to use authentic texts of different themes and assistance in the preparation of a thorough plan for the transfer' implementation.

The study discloses information about the pedagogical theory and practice, which has not only pedagogical knowledge, but also contributes in the context of the formation of future translators' creative personality during their studies.

Key words: teaching translation, professional purposes, translator's professional qualities, the communicative approach in language study.

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