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**MODERN APPROACHES TO RAISING QUALITY OF TEACHING
FUTURE TRANSLATORS**

ABSTRACT. The article is dedicated to the problem of the improvement of teaching translators for specific professional fields. Linguistic, didactic and psycholinguistic components in the teaching process are given special attention. The authors cover the characteristic features of discourse analysis applied to the texts used for conference and written translation, discuss the importance of taking into account the genre and style dominant in the process of translation, focus on the role of interdisciplinary relations while forming translators' background knowledge.

Education quality (and quality of the translators' training in particular) is not a static but a dynamic category, being under the permanent influence of numerous both objective and subjective factors, and in a certain sense it is considered as a generalized index of the state development in a particular society at a particular period of time. This index depicts the dynamics of changes happening in a society and characterizes the development of a country in the context of world tendencies.

Quality of the process of professionalism formation is considered to be equal to the quality of educational technology, control of the educational process, quality of teaching staff, their creative potential and effectiveness, motivation level of those who are being educated, methods of control and

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management of the educational process and, at last, the quality of the presentation of educational achievements [2].

The notion of ‘high level professional education’ should be considered in the context of global educational tendencies that are now called ‘mega tendencies’. These include orientation on the student traits and providing all the possibilities for his/her self-realization. This statement is now in the focus of modern pedagogical and methodological research where various approaches are being thoroughly studied to improve the education quality in terms of learner-centered approach. Let us consider the notion of approach given by the authors of the English-Russian dictionary [5] as the realization of the main idea of education in the form of a particular strategy by means of this or that method. As a rule, there are three components determining the approach to the education: linguistic, didactic and psycho-linguistic.

Mentioned above components are then determined by the strategy of a higher educational institution. Thus, the Faculty of Linguistics of National Technical University of Ukraine ‘Kyiv Polytechnic Institute’ trains translators of professional languages and it is this factor that determines the specific approaches in the linguistic, didactic and psycho-linguistic aspects.

It is quite obvious that from the linguistics point of view the most preferable approach in teaching *specialism-oriented* translation should be the one that is characterized in English scientific literature as ESP (English for

special purposes), while among the Ukrainian specialists we use the term “*specialism-oriented sub-languages* or professional languages (in Ukrainian - *фахова мова*)”. It is worth mentioning that discourse analysis of professional languages based on main principles (language description on the text level, focus on context and cultural peculiarities affecting the usage) has its peculiarities for written and oral translation. For written translation it is of the main importance which genre this or that text belongs to, communicative tasks awareness, macrostructures and language peculiarities of each particular genre. Text translation needs rendering those genre peculiarities of the original that play the key role in this particular genre. Such genre peculiarities are determined by the genre-creating specifics among which are 1) genre covering of material 2) author’s ideas, 3) word structure, and 4) way of presentation.

Any genre has its own structural laws, rules of prohibition and allowance. Such regulations in some genres are strict enough, the example being the texts of scientific technical advertisement and patents. Furthermore, genre theory of translation supports the idea of joining the general theory of translation with the problems of individual style of both the author and the translator. It should also be underlined that we can sometimes encounter incorrect translation of the text because of ignoring genre and style peculiarities which can be caused either by lack of either knowledge of extra linguistic factors or specific knowledge of translation of texts belonging to different genres and styles. To reach the

adequate translation of any text the notion of ‘genre and style dominant’ (GSD) is of vital importance. GSD is the invariant or nucleus of one genre that is presented (realized) in the style of a set of particular texts belonging to this genre. In other words, GSD is the nucleus, the characteristic features that are important for each genre, in fact they create this genre [3].

While teaching students to depict the idea of the original texts it is worth underlining that there are texts belonging to some more regulated genres and this factor dictates that their depicting must be more regulated as well, while those original texts belonging to more ‘flexible’ genres could have more variations in the translation that means allowing more freedom for the translation.

Oral translation should be determined as the skill to interpret and actualize the professional information. Thus, following the national program, we differentiate between spoken interaction and spoken production. Such differentiation, to our mind, is logically connected with the dominating one of them in a business conversation, where the informative and motivating stimulus is the information taken from the specialism-related text. The type of such a conversation is characterised by M. McCarthy in his book *Discourse Analysis for Language Teachers*. He focuses on two main types: interactional and transactional talks. According to him one of the main functions of interactional talk is «the lubrication of the social wheels», and that of the transactional one is the particular change of existing things. «Transactional talk is for getting

business done in the world, i.e., in order to produce some change in the situation that pertains ... to effect the purchase of something, to get someone to do something, or many other world-changing things» [6, c.136]. It is quite obvious that in oral translation of professional languages the latter is the dominating one according to the discourse analysis of conversation (dialogue).

Let's discuss the didactic component in the professional training of translators, this component includes interdisciplinary *links*. In the *Ukrainian Pedagogical Dictionary* interdisciplinary *links* are determined as a didactic means that presupposes complex approach to the formation and mastering of the education. And this, in its turn, makes possible to put into life the *cooperation* between different scholar disciplines with the aim of more fundamental and wider consideration of the most important notions and phenomena [1]. According to the author interdisciplinary links demonstrate the complex approach to the education enabling to state not only the major elements of the *content* of the education but interconnections between the disciplines as well. Thus the attention is given to the interdisciplinary usage of knowledge and skills.

In the process of translators training the interdisciplinarity is fulfilled through the interconnections and interaction of such subjects as history and theory of translation; fundamentals of translation study; practical courses of ESP translation; translation of scientific and technical literature; basics of proof-

reading; translation of business and commercial correspondence; translation of business and technical documents; stylistic, socio-linguistic and pragmatic aspects of translation of texts belonging to different genres, etc. Besides, to master the scientific-technical competence students of the first and second years are delivered the fundamental notions of scientific and technical subjects by the lecturers of the corresponding departments of the NTUU 'KPI'. It is the interdisciplinary approach that builds up the *background knowledge*, that is, the general (basic) information both for the author and the translator without which the adequate translation is impossible. In the translation of ESP texts the key role is tied to the background knowledge in terms of *subject matter* and the corresponding *terminology* competence. The development of this competence is directly connected with the level of interdisciplinary connections of language and technical departments of any technical university.

Psychological component of the approach under discussion in the translators training takes into consideration the influence of such psychological processes and states as temperament, memory, attention, thinking on forming the speech products. In our research this product is the text of written or oral translation. Certain type of translation calls for the development of specific psychological characteristics of a would-be translator. In both cases it is necessary to form corresponding learning styles to develop particular personal traits. In written translation it is very important to concentrate on the problem of

the original text comprehension, as misunderstanding or not full understanding of the source text affects the quality of the translation, thus the development of analytic and syntactic skills in text analysis becomes the prime task, as well as the development of critical thinking, that is crucial in translating such kinds of text information as expressive, connotational etc. Under the critical thinking we mean balanced estimation of different approaches in order to find the proved solution. The principal block of critical thinking consists of two parts:

- general methodological principles (understanding necessity of self-correction, attention to the research procedure, consideration of different points of view, readiness to be critical and self-critical);

- general strategies (to divide the problem into parts; to solve simpler problems that show some aspects of the main problem; to use sense and graphic organizers to display this problem by different methods; to study particular cases to ‘feel’ the problem itself; to analyze methods and targets) [4].

For the oral translation it is important to develop operating memory, attention concentration, and ability not to react or to react in minimum to distractors.

Summing up we would like to underline that the described above three-component approach to the improvement of the quality of translators training, which is successfully applied at the Faculty of Linguistics of NTYY ‘KPI’, is focused on

- 1) discourse analysis of ESP texts for written and oral translation;
- 2) general didactic principle of interdisciplinarity;
- 3) consideration of psycho-linguistic nature of translation and development of corresponding psychological processes and states of students.

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