TEACHING UNDERGRADUATE STUDENTS TO WORK WITH PROFESSIONAL TEXTS

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Abstract

The article is about teaching undergraduate students to translate professional text. They are taught to translate their research works from their native language into foreign (English). The article describes the teaching methods using in the classes with the students. After secondary school students usually have basic foreign language skills. They can speak in pre-intermediate or intermediate level. Studying at the university undergraduate students begin to make their researches in the different fields of knowledge. On the one hand, today it is impossible to pursue researches without reading international scientific articles. On the other hand, students begin to write some articles about their researches to some foreign magazines. And in this case students have some difficulties. First of all, these are so called “false friends of interpreters” e.g. international words which pronounced the same way as in the native language but they have completely different meaning. It is not easy to find the exact translations or the terms or professional words especially in specific fields of science. The article analyzes what methods and exercises can help to teach students to translate their researches and to escape some wrong translation in their works.

Keywords: education, foreign language, special terms, professional words, difficulties in translation, “false

1 INTRODUCTION

Nowadays, it is impossible to carry out research in all fields of industry without cooperation and learning researches in different field of sciences from all over the world. Science and knowledge has a global character. Do the researchers want or not they have to read and learn about new achievements in their fields of their research. And they also have to publish their researches in international scientific magazines. That
means they should learn and know how to do it. So young researchers should learn to understand scientific articles in the field of their interest and they also should learn to translate their articles into foreign language too e.g. into English. In this case, young researchers have many difficulties.

Firstly, these are differences in national culture: the way of thinking, mentality, traditions etc. Secondly, the difference in languages: grammar, the meaning of the words, lexical morphology, way of cleft sentences, etc. In such a case, an inexperienced translator (researcher) makes many mistakes especially when it is referred to a specific field of knowledge and science. Secondly, it is loan translation (calquing) when students translate directly and destroys patterns and specifics of language norms. Thirdly, young researchers make many mistakes in using specific terms, professional words in their field of research. They don't know and understand the meaning of the terms. Therefore, students should learn to escape wrong translation and have to master their translation skills, friends of interpreters”, international words, acronyms.

2. METHODS

The leading method of research is the study of theoretical and methodological literature on this theme. The authors highlight the following groups of the methods which help to develop students’ translation skills: 1) Structural and logical methods. These are the methods when students start to develop their skills doing easier exercises. 2) Training methods. Students are taught doing certain exercises with special vocabulary, grammar. 3) Research methods. Students are taught to find necessary information, to learn analytical thinking. As the thinking is the most active and difficult informative process mediated by the speech, its development in learners needs to pay special attention [1], [2], [3],[4], [5].

3. RESULTS AND DISCUSSIONS

2.1 From our point of view, it is better to start developing students’ translation skills with reading scientific magazines in learning foreign language. The more articles are read and translated into native language the better for learners. They get acquainted with news in their field of knowledge. They should be taught to translate articles from foreign language into native. Doing these exercises students get to know scientific terms. Students remember special terms and understand the ways of writing scientific articles.

2.2 After reading scientific articles students should discuss in their group the main aim of the article. Discussing can help learners to remember new terms and to develop their speaking skills which very important if they take part in international conferences.

2.3Students should find international words in the scientific articles; define their part of speech; try to guess their meanings of international words in their native language and then check their contextual guess in dictionary.

2.3 Students should start to write their glossary after reading scientific articles. They learn the words and word combinations from the text or they read and translate into native language the scientific word combinations.

2.4 It is very effective when students analyze what kinds of verbs are used in the articles or what adjectives and adverbs are necessary to use to describe some matters or phenomenon. Such kinds of exercises help to develop acquired practice in translation and professional knowledge [7].

2.5 Students should work with synonyms to understand when it is better to use this term and what the difference between them is. It is also very important to find antonyms (if there are) in the dictionaries. This work will help learners to use them if they want to do contrast comparative study.

2.5 Students should try to understand scientific articles drawing on the contexts. It is said literally context is the most useful translators’ aid. It helps to choose the right word or word combination for translation scientific articles. Otherwise it is easy to get bogged down in homonyms. Students learn to find difference in using special terms where there are a lot of homonyms. For example, learners try to understand “What is the difference between homonyms as grain, seed, cereals, corn, kernel, grist” [6]. As for the verbs, there are some difficulties for learners to translate phrasal verbs. It is very important to remember them and understand in what contexts they are used. Context teaches students to be au fait with issue.

2.6 Getting under translator’s belt from foreign language into native one, learners can begin to translate their own articles. At first student prepare short presentations about their researches then translate their articles from native language into foreign one. In this case students have some difficulties too. It is so called carbon paper translation. But it is possible to escape carbon paper translation if students learn to analyze their own translation step by step.
2.7 Students learn to find right dictionaries for translations their article into foreign. There are some Russian-English dictionaries in the different fields of science but some of them were published in the middle of the 20th century [6]. They can be out of date. Science has been developing in quantum leap. They learn to find modern dictionaries in Internet and use them in their translating.

4 CONCLUSIONS

Today we have modern science and there are many new terminologies in this field. On the one hand, reading some scientific magazines or just articles students get to know new updated information and keep new terms in memory and compile their own vocabulary. On the other hand, students develop their translation skills from the native language into foreign one. Young researchers want to be in forefront of new discoveries and science they should read scientific articles in their field of research as more as possible. The materials of this article may be useful for teachers of higher educational institutions to develop their own models for improving the foreign language training of undergraduate and also post graduate students.

REFERENCE LIST


