FEATURES OF TEACHING THE TRANSLATION OF TEXTS OF VARIOUS GENRES OF STUDENTS OF NON-LANGUAGE FACULTIES

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Abstract

Despite the rapid development of digital technologies and their active application in various fields of human activity, the demand for the profession of a translator is only growing.

Students of not only philological faculties, but also students of non-linguistic faculties try to master the profession of translator. That is why, basing on the needs of society, in the educational programs of many universities, the program of additional education "Translator in the field of professional communication" was introduced. This program is successful and in demand.

Currently, teaching a foreign language unites all types of speech activity and translation is considered as one of the types of such activity. The main goal of the translation course is the formation of translation competence based on basic language and cultural knowledge.

Teaching translation at the present stage requires the use of the concepts of traditional translation, the results of the analysis of translation practice, modern research in these areas, new approaches to solving methodological problems/tasks of teaching translation. The translation training program is aimed at creating translation competence in the field of professional communication, systematizing theoretical knowledge about the structure of texts of various genres, teaching students linguistic analysis of texts, the ability to conduct a comparative analysis of source and target texts in terms of translation, and expanding linguistic and cultural knowledge.

For the successful implementation of the task of training specialists in the field of professional translation, it is necessary to improve the organization of the educational process, apply various teaching methods, various forms of monitoring the formation of translation skills.

As a material for the translation, texts of various genres were selected, in particular, socio-political, special, and artistic. The translation exercises offered by the authors of this article help students to learn how to determine the genre of the text, identify the type of information, lexical and stylistic means of its implementation, reflect the characteristic linguistic and genre features of the translation of each type of text. It is necessary to teach students to analyze the source texts and create their own, translating not individual words, but the meaning. To achieve this goal, students should be able to conduct pre-translation text analysis, find the most suitable translation option, and analyze the translation result.

When teaching translation of different types of texts, a competency-based approach was used, understood as a combination of training and control methods aimed at the formation of the basic skills of professional translators.

Keywords: Translation of texts of different genres, translation competence, translation analysis, cultural knowledge, genre features, competency-based approach.

1 INTRODUCTION

The modern methodology of translation, based on translation competencies, intercultural communication, gradually abandons the traditional stereotypes that prevail in early translation studies and methods of teaching translation. Translation is considered as one of the types of speech activity, the main purpose of translation training is the formation of translation competence on the basis of existing basic language knowledge. The translation training program in higher educational institutions at non-linguistic faculties is focused on the formation of translation competence in the professional field of communication.

2 LITERATURE REVIEW

It should be noted the growing role of country-specific material in the process of language teaching and translation within the framework of the interpretive concept of translation, which gives better results than traditional teaching, based on a comparative analysis of the source and final (translated) texts (Minyar-Beloruchev, 1996). We can talk about interlinguistic intervention, since a translation act takes place when the meaning and form of the source text are preserved when switching from one language to another. To translate is to interpret. The speech of the translator is considered as the speech of the author himself and as a product of translation. In modern translation theories, the term "text relay" is increasingly used, the equivalence of the text is considered as its new translation. According to U. Eco, to translate means "to say almost the same thing in another language" (Eco, 2007). Often the translated text is considered as newly created. G. Mounin emphasizes the need to preserve meaning and style when translating the text of the source language into the target language by selecting the closest equivalent (Houdebine-Gravaud, 2004). Thus, translation acts as a means of communication, in which people need in everyday life and for intercultural exchange, as well as a means of accessing information in a foreign language. The process of translating text can be considered as the process of creating your own text, rather than re-creating the original, as it is often considered from the point of view of the traditional translation technique. The task of the translator is to preserve the style of the author and express the idea of the original text, but at the same time not to try to translate each word separately, rather to look for correspondence at the level of a phrase or the whole text. The whole text is accepted as a translation unit.

When starting to translate any type of text, you need to choose the right translation strategy. Under the translation strategy the program of actions of the translator to achieve the adequacy of the translation is understood. It is formed during the pre-translation analysis, and then implemented in the process of the translation (Schweizer, 2019). The translation process consists of developing a translation strategy and translation transformations. There are several principles that define a translation strategy. Firstly, the process of understanding the original text must always precede the translation process, that is, the translator can translate what he understood. The second principle is to "translate the meaning, not the letter of the original," and not to allow copying of the form of the original. Thirdly, the translator needs to determine which elements of meaning in the content of the translated text are more important and which are less important, in order to sacrifice the less important element of meaning and more successfully reproduce the more important if necessary. Fourth, the translator must take into account the fact that the meaning of the whole text is more important than the meaning of the individual parts, and that individual components of the content can be sacrificed for the correct transfer of the entire content, i.e. replace some language tools without compromising translation accuracy. The translation must comply with the norms of the target language, since the target language always has certain features that differ from the features of the source language. Translation strategy is understood as translation thinking, which underlines the actions of the translator. The translator can choose a specific way, pragmatically adapt the source text of the translation, avoiding maximum equivalence. These principles were developed by the Russian linguist-translator V.N. Komissarov. (Komissarov, 2017).

Often, when it is impossible to maintain the fullness of the source text, the translator must choose a priority hierarchy, to determine what losses will become inevitable during the translation. When forming a strategy, the translator creates a hierarchy of values, which allows to underline those features of the original text that appear to be the most relevant. The translation strategy is defined as the general line of the translator's attitude in the process of transforming the source text (Garbovsky, 2004). When choosing a strategy for translating a literary text, the translator determines and conveys the artistic and aesthetic merits of the original text in the translation, creates his own literary text in the target language, inevitably sacrificing certain parts of the source text. Compared to the translation of an informational text, there is a lot of freedom in choosing language tools. The search for means of expression is determined not by what is said, but by how is said. Style, both in information and in literary texts, is created through the use by the author of certain

means of expression, i.e. selection of vocabulary, syntactic construction of sentences and speech figures that help the translator to preserve and convey the initial emotional and aesthetic information. When transmitting expressive means, it is necessary to take into account that expressively colored means perform the function of the communicative effect of translation.

3 METHODOLOGIE

When teaching translation, students are offered texts of various genres for training skills. We consider it appropriate to start learning to translate from fiction texts, since language learning begins with a common language (a normative base is introduced), and only then students move on to learning a special language and translating special texts (Dubnyakova, Stepanov, 2019). In literary texts (fiction, poetry, journalism) aesthetic information dominates, which is combined with emotional information that makes the translation of literary texts especially difficult. Texts containing cognitive and emotional information include texts from newspapers, magazines, advertisements, etc. When translating fiction texts, the translator's personality, his artistic perception, and selection of linguistic means are manifested, but at the same time, the translator should try not to introduce to the text an element of one's own perception of the original work. When teaching translation of this type of text, one should try to convey the individual author's style, preserving, if possible, the originality of the language of the work, the essence of the translated author, and not individual phrases and words (Chukovsky, 2016).

The artistic style is characterized by a combination of signs of scientific, journalistic and colloquial speech styles. Literary texts can be divided into types, for example, by genre of literature, and then each type will have its own artistic, linguistic and functional specificity (Doubnyakova, 2014). The texts of fiction are characterized by a wealth of vocabulary, imagery, emotionality, and brightness of speech. The emotionality of the artistic style differs from the emotionality of colloquial and journalistic styles and can be conveyed using emotionally colored vocabulary and emotional syntax. For example, the epistolary style is characterized by parallel constructions, evaluative vocabulary, first-person narrative, imperative, conversational vocabulary, i.e. expressive means that have a certain pragmatic effect. To show the conversational style of communication of the characters, the writer resorts to using the conversational style of speech, conversational vocabulary and syntax. Using exclamatory and interrogative sentences, both in his speech and in the speech of the heroes, the author draws closer to the reader, inviting him to participate in the dialogue.

The translator defines for himself a certain general "plan": a sequence of actions, methods of working with Internet resources, with a dictionary, etc., remembering that the translation must comply with the norms of the target language, different from the norms of the source language. Depending on a number of factors, preference may be given to an exact translation approaching the literal, or a translation departing from the formal structure of the original, approaching the free style. The translator, basing on the purpose of the translation, the target audience, etc., makes a choice between a domestication and training strategy. Choosing a formalization strategy, the translator seeks to preserve the linguistic and cultural features of the original, and by choosing domestication, he tries to create a text that is closer and more understandable to readers who are representatives of a different culture. Each translation goal requires a pragmatic adaptation of the text of the translation.

The translator of a literary text has greater freedom compared to a translator of an informative text, because the aesthetic function of the language of a literary work is not characteristic for individual parts of the work, but for the whole work. The level of equivalence of the translation to the original text depends on the genre of the translated text, for example, the requirements for equivalence of translation of scientific and literary texts are different (Vinogradov, 2001).

Literary translation requires compliance with its norms and features of the artistic style in the language of translation, which may not coincide with the norms of the same style in the source language. For example, unlike the French language, in Russian the use of passive voice is comparatively less. Undoubtedly, when translating a literary text, word by word tracing, literal translation should be avoided, as a good translator translates the meaning of what is written and tries to convey the style. The translator of a literary text must have a high level of background knowledge in the field of culture and history of the country of the original language, to understand the aesthetic value of the original. Often translators make a mistake by dressing the author's thought in the form of their own style, which leads to the creation of a new text, not a translation. In addition to the sociocultural component, the translator of special texts needs knowledge in the specialty.

In the process of training, student translators of non-linguistic faculties get acquainted with texts of various

genres (fiction, journalistic, special), carrying out their linguistic analysis, developing the skills of conducting a comparative analysis of the source and final text from the point of view of its translation. Trainees expand their linguistic and cultural knowledge, analyze the type of information, the means of its implementation, the communicative situation, the characteristic genre and linguistic features of each type of text in translation.

To achieve the set translation goals, the student must be able to conduct pre-translation text analysis, an analytical search for options, analysis of the translation results. Pre-translation analysis provides for the definition of the genre of the text, the study of information about the text, its characteristics, information component of the text. The translator selects vocabulary and stylistic designs appropriate to the style of the source text. To solve the translation problem, you need to learn how to work with translation software, text editors, searching programs in the Internet. At the final stage of the translation, the translation style is evaluated, editing is performed, the mistakes made during the translation (inaccuracies, unsuccessful combinations of words, coordination of times, etc.) are analyzed. Translations made by students are compared, jointly commented and analyzed in the classroom. As a result, students under the supervision of the teacher choose the most successful version of the translation of the text. Translations made by students are compared with the existing official translation (if any).

4 EXPERIENCE AND RESULTS

Training in special types of translation within the framework of the interpretive concept of translation is usually based on a thematic principle. The teaching methodology is based on a communicative approach, which involves the integrated formation of translation skills and abilities.

The authors conducted an experiment in which one group of students at the stage of studying the common French, starting from the 4th semester, was offered for home reading during one academic semester additional material containing special vocabulary. Experimental training was conducted from 2016 to 2018 at a non-linguistic faculty (at a law institute) with students who chose the additional educational program "Translator in Administrative Law". This training program provides for teaching a common foreign language (in our case, common French), and starting from the 3rd year of the study, when the level of language proficiency on the European scale reaches the level of B1+, the specialty language and special translation training begin to be introduced. As additional material, the authors selected the detectives of Georges Simenon on Commissaire Maigret. In the classroom with the experimental group, additional material was considered by students from the point of view of the study of professional vocabulary by legal translators and its further use. Students selected legal vocabulary, performed pre-translation analysis and individual elements of the translation analysis of the texts studied.

At the end of the experiment, the authors conducted a survey among students, and students were asked to translate from a foreign (French) language into their native (Russian) for a certain time a certain volume of two texts (one from fiction of the detective genre, the other a legal document of a general nature (separate articles of the constitution, etc.). An analysis of the results showed that students who completed additional tasks were better (faster and better) in translations. This questionnaire included questions such as: what goals and objectives were at the beginning of the translation of the text, what dictionaries, additional reference sources you used, what difficulties you encountered when translating the proposed text, etc. In the experimental group, they completely coped with the task "good" and "excellent" 96% (excellent - 57%, good - 39%, satisfactory - 4%). In the control group, 52% completed the task "good" and "excellent" (excellent - 3%, good - 49%, satisfactory - 26%, fulfilled or not completely - 22%).

5 CONCLUSION

Thus, the authors consider it appropriate to introduce additional material at the stage of teaching a common language, selected in accordance with the future specialization of a student-translator of non-linguistic faculties (for example, the corresponding literary text). This allows to prepare a solid base (lexical and professional - the initial translation at this stage of teaching a foreign language), provides greater motivation for students, improves awareness of their approach to the translation of specialty texts, facilitates the process of translation training, gradually developing the professional competencies of the future translator for the students, namely: intercultural, communicative, social competence and personal. The experiment conducted by the authors proves that the acquisition by a translator of a minimum knowledge of the language of the specialty in which he is called upon to exercise his competence is a necessary prerequisite for successful training in special translation. The complex process of translating special texts requires the student not only to see and understand individual terms, but to formulate new knowledge, moving in stages from the lowest level of generalization to the highest.

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