

THE INTERPRETING TEACHING' SPECIFICITY IN NON-LANGUAGE FACULTIES

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Abstract

Currently, during the period of globalization, the problem of learning to translate is of wide interest. Translation and interpreting are various activities involving different translation mechanisms. For a long time, the focus of attention of many researchers was on translation, while a small number of researchers were interested in interpreting and teaching it. Interpreting differs from translation primarily by the rather extreme conditions in which it is carried out, which refers to simultaneous interpreting. Learning types of translation are different, because translating means not just replacing one word with another, but transferring information with means of another language.

Fluency in native and foreign languages, the ability to withstand psychological stress and have broad knowledge in various fields of human activity are the inherent features of a professional interpreter. Students first receive general language training, and then proceed to the translation of special texts. Teaching oral consecutive interpreting, sometimes with elements of simultaneous interpreting, requires special skills. It is necessary to be able to distinguish basic information, memorize key vocabulary, identify grammatical difficulties encountered during interpreting, implement intralingual and interlingual transformations involving the choice of synonyms, descriptive turns, etc. Therefore, listening plays a leading role in teaching interpreting. Consecutive interpreting also implies speaking and translation skills. It is important to teach micro-referencing, that is, the ability to isolate basic information from an oral text and briefly transmit it in both native and foreign languages.

Possessing cultural competence, as well as gaining experience in special texts' interpreting is important in preparing an interpreter. To study the special vocabulary in the classroom, a discussion of the thematic glossary is held, the students receive additional background knowledge on the subject under study.

Using the activity based approach in teaching interpreting the authors propose a system of exercises aimed at creating a set of translation skills and abilities. The system of exercises provides a multi-level approach, taking into account the degree of language training of students and their individual characteristics. The conducted experimental training showed a rather high efficiency of the authors' exercise system.

Keywords: consecutive interpreting, foreign languages, teaching interpreting, linguistic transformations, cultural competence.

1. INTRODUCTION

In recent decades, such a social phenomenon as usage of many languages or multilingualism is gaining momentum. In order to become a highly qualified, highly paid specialist in almost any field of professional activity, it is usually necessary to speak several foreign languages. That is why the diploma of a translator/interpreter on top of another specialty opens up better opportunities for the person in the labour market.

Translation is a complex cognitive, mental, and creative process of recreating various concepts and meanings. The translator constantly has to deal with the cultural characteristics of different countries, so he must possess cultural competence that cannot be mastered by using only dictionaries. To make a high quality translation will require the use of creative adaptation, possession of the cultural component and the ability to relate the translation with the audience to which it is addressed. Possession of cultural competence not only improves the skills of the translator/ interpreter, but also helps him to work with representatives of different cultures and social groups.

2. ANALYSIS AND METHODOLOGY

One of the goals of high quality translation undoubtedly is learning foreign culture as part of a common culture, which can be mastered in the process of communicative foreign language education in cognitive, cultural, developmental, psychological, educational and social aspects. A translator/ interpreter must possess communicative competence, communicating in a specific field of activity (Lederer,2007). Each linguistic culture has its own rules of communication. If professional communication takes place between representatives of different linguistic cultures, for example, Russian and French, the cultural component of communication becomes more and more significant. The text of the translation should be understood by the potential recipient. In addition to the communicative approach, a cognitive approach is important, which contributes to high-quality, harmonious translation, which becomes a fact of another language and another culture (De Carlo, 2012).

One can speak of a special translation space as a specific system, a space-time continuum, thanks to which a text created in one language, in one culture, continues to exist in another language, another culture. The translation has a cultural function (Selescovitch, Lederer, 2002). Achieving quality translation implies that the translator chooses strategies of adequacy and equivalence. For example, when translating terms, it is necessary to look for dictionary correspondences, not only in dictionaries, but also studying parallel texts in order to find an authentic variant.

Most translators have specialization in at least one professional field. Not everyone who speaks a foreign language can translate special texts, for example, notarial acts, academic reports, etc. These skills and abilities should be learned. Translation skill to prepare properly the translated material is a complex skill and have a number of specific features. Interpretation is limited in time by the speaker's speech, has a definite plan for expressing the speaker's thoughts, is strictly organized, and presumes the preservation of the message style. When translating from a sheet, an interpreter needs to quickly understand the information contained in the text in order to transfer it by means of another language, which implies accuracy of information extraction, its interpretation and comparison with the information that the translator already owns.

Well-known Russian translators theorists and practitioners, for example, R.K. Minyar-Beloruhev, identified the skills and abilities of interpreting (Minyar-Beloruhev, 1996). The classification of these skills and abilities was coming out of the classification proposed by A.A. Leontiev, based on the skills and abilities of interpretation (translation listening, translation reading and interpretation of the translation). Three groups of oral translation skills and abilities were identified:

1. Interpreting skills and skills that fully coincide with the basic skills of listening, speaking and reading;
2. Skills and abilities that coincide with the main, but with specific characteristics, if the translation is carried out in complicated conditions;
3. Specific skills and abilities orientated to the implementation of professional translation activities (Leontiev, 1997).

The translator should be able to highlight the key words, to separate the text into semantic fragments, to combine different information into a single whole. Interpretation requires the translator to possess the skills and abilities to use interlanguage equivalents and correspondences taking into account speech etiquette and speech style of the translated language, thematic vocabulary, proper names, job names, geographical names, numbers, dates, names of organizations, institutions, various realities of the country of language

under study.

The realisation of interpretation requires a high degree of proficiency in a foreign language, taking into account the phonetic, grammatical, lexical, phraseological and non-verbal subsystems of the language. In the educational aspect, the goal is to expand the worldview, respect for the country of the language being studied, its history, traditions, culture, as well as the training of professional translation ethics, which does not allow comments, personal assessments, emotions during translation, education and responsibility for the work performed. The lack of professionalism in the activities of a translator can negatively affect political, economic, and general political issues.

The translation text must meet all the requirements that are peculiar to the original text. In order for a translation text to be qualitative, it must have such basic text properties as targeting, coherence, informativity, situational position. Translation of texts provides intercultural communication, including communicative, linguistic, psychological, textual, information retrieval and other aspects (Politis, 2007). Communicative translation competence is formed when the translator does not think, for example, about the difference of syntax in the native and foreign languages, feeling the nuances of the languages. The text of the translation must be clear to the recipient.

When a translator performs a translation, he must study the thematic dictionary, select adequate vocabulary equivalents, make a replacement or substitution, to perform translational transformations for the compatibility of words in the text and compile a coherent text. Learning the basic principles of translation helps students overcome objective and subjective difficulties and learn how to create harmonious translation texts.

Oral translation, in difference to written one, is more complex, because the interpreter perceives the text by ear. While doing the written translation one has time to think about the most adequate equivalent, to use dictionaries, Internet resources, to edit the translation, to consult with experts, when interpreting, it is necessary to translate here and now and rely on existing knowledge and skills.

When training translators, the teacher should pay special attention to the requirements of the interpreter: when teaching translation, one should be taught to identify the translation unit (topic), to convey the meaning of the statement, not translate individual words, to avoid literal translation that makes communication difficult, to be able to translate clichés, standard greeting phrases, presentations, farewells, etc., to try not to use parasitic words. Relying on a wide context, the translator can fill in the missing information, edit the source text if possible, making it more coherent. The quality of interpretation can be affected by a specific communicative situation, background interference, as well as personality characteristics of the speaker being translated.

Proper names, numerals, special terms are a particular difficult for interpretation. not Information in interpretation is lost, when a speaker speaks for a long time, and the interpreter has only a few phrases. Ideally, both texts should coincide in time. If the interpreter does not understand the text, he should be silent, and for providing communication, if possible, he can ask the speaker to repeat the phrase. The interpreter must be accurate, trying to preserve the original text to the fullest extent, take a neutral position, avoiding comments. If the speaker left the sentence incomplete, the interpreter can finish the sentence on his own. You should translate not in indirect speech, but in direct, keeping international words, and trying to avoid false friends of the translator. One should prepare for interpretation using all the opportunities to clarify the subject of negotiations, if possible to get the text of the translation (theses, presentation). When preparing for interpretation, it is advisable for the translator to compile a glossary of terms, to study texts on similar subjects.

The ability to clearly and clearly express thoughts in one's mother tongue and in a foreign language comes with experience and is acquired after the carrying out a number of exercises. To prepare students for interpretation, it is proposed to perform preparatory exercises. For example, for a speech technique, students learn tongue twisters in a foreign language to improve diction and pronunciation. Students must learn to translate with intonation characteristic of the language. To achieve these goals, it is recommended to listen to audio recordings in a foreign language and repeat them, imitating correct pronunciation and intonation. For practicing random access memory, it is useful to perform an exercise known as a "snowball", when students repeat the teacher's sentences, while gradually memorizing an entire text.

Experience shows that the exercises for reverse translation, when the text is translated from a foreign language into a native language and vice versa, give a good result. Since the translator deals with texts of various genres in his work, he must understand the peculiarities of the translation of negotiations, reports, discussions, etc.

A translator must be able to switch from one language to another, which always requires emotional and

mental expenses, switch from alphabetic to digital coding, memorize numbers in the verbal environment, translate texts with a large amount of digital information, and also be able to restore some of the incomprehensible sentence, using the available grammatical, lexical, syntactic knowledge. When interpreting, the translator must have the skills of translation writing, for example, proposed by R.K. Minyar-Beloruhev (Minyar-Beloruhev, 1996), or can make your individual system of abbreviations.

As an exercise in teaching consecutive translation, we offer teamwork: students are divided into pairs, one student reads a message, another translates. Then, under the guidance of a teacher, students discuss the adequacy and equivalence of the translation, and then change roles. At the same time, attention should be paid to maintaining the communicative purpose of the message, to discuss the translation of phrases and sentences, starting with the translation of texts of general content, and then moving on to special ones.

When teaching interpreting, some experts suggest that the exercises be divided into three types: introductory, training and reference exercises. When performing familiarization exercises, students receive general information about the subject matter of the translated text. These can be comments, explanations of language difficulties and realities. Training exercises are aimed at practicing individual skills and abilities of a certain type of translation, they are performed by students together in the classroom or in a language lab so that the teacher can check the work of each. Control exercises include tasks to determine the level of acquired skills and abilities (Morin, 2007).

Since the subject of our research is the interpreting, then, naturally, the question arises of learning to listen. It should be noted that when students break into interpretation, the basic listening skills they should have already formed, i.e. they understand and perceive the foreign language speech by ear and can translate it, highlighting key information, memorizing key vocabulary, identifying the arising grammatical difficulties. Such skills and abilities are practiced when performing special exercises. For example, at the initial stage of training it is recommended to conduct a dictation-translation. The teacher can familiarize students with the text before listening. Students can practice their listening skills in everyday life as well as in translation.

When preparing interpreters, the following exercise gives good results: students listen to audio recordings twice or watch a video in a foreign language lasting from 1 to 3 minutes. Then one student offers his own version of the translation of the text he has listened to, and then it is discussed in the audience. Under the guidance of a teacher, students discuss what was missed, what interpretation options are more successful, what should be changed or added to the translation text. After discussion, the teacher includes the following piece of audio text, which another student of the group translates.

When learning to translate, it is necessary to master the skill of intra-language and interlanguage transformation, which implies the choice of synonyms, descriptive turns, memorization of key information, the transformation of long phrases. Also, a large place is given to micro-referencing, i.e. the ability to extract basic information from an oral text and briefly transmit it in both native and foreign languages.

Role-playing games are suggested for teaching bilateral translation, for example, the topic "International Symposium on Human Rights Protection" is proposed, where one student plays the role of a foreign guest participant of a symposium, another - a representative of the host country, and the third acts as an interpreter, carrying out bilateral consecutive translation. This is followed by a discussion of the translated interpretation, identifying its strengths and weaknesses. One of the difficulties of this type of translation/interpretation is the correct use of special terminology in the native and foreign languages. To study the special vocabulary in the classroom, a discussion of a previously prepared thematic glossary is held. Taking part in a similar role-playing game, students gain additional knowledge on the topic being studied.

In preparing an interpreter, gaining the experience in translation of special texts, acquaintance with the stylistics and vocabulary traditionally used in texts of this type, both in the native language and in a foreign language, is of great importance. The translation text should contain special cliches and terms specific to the texts of a particular genre.

To consolidate the skills and abilities obtained in the audience and train consecutive translations, one can offer the following exercise as homework: students prepare reports in a foreign language on their chosen topic, compile a glossary on the topics of their reports, study additional literature, expanding background knowledge. It is desirable that the text of the report should be no more than 1 – 2 pages, contain a simple syntax and direct word order. At the lesson in the classroom, one of the students reads his report at the usual pace, and the other student acts as an interpreter, paying attention to the preservation of the communicative purpose of the message. You can set the task to listen to the text without recording, translate only the essence of the message, while reducing the text by about two times (text referencing).

The teacher should note the mistakes made by students, analyze the losses in translation and discuss them with the group. The most frequent mistakes in translation from a foreign language are the errors associated with the compatibility of words. Experience shows that it is advisable to work out the skills of interpretation from a foreign language by studying various topics, learning the translation of stable phrases. Special exercises are also used to develop abilities for linguistic guessing, for the logical presentation of the material, the sense of language, verbal thinking, memory, attention, imagination, analysis and synthesis.

3. RESULTS

To perform high-quality translation, the translator/interpreter must possess such skills as:

- Cultural competence, which helps to overcome cultural barriers between countries, to be able to relate the translation with the audience to which it is addressed, it can not be mastered only by dictionaries, without personal communication with native speakers. Possession of cultural competence helps to work with people of different cultures and social groups.
- Perception by ear. It is advisable, if possible, to review the text before listening to understand the context.
- Special knowledge. Most translators/interpreters have a specialization in at least one professional field, owning specialized vocabulary of their native and foreign languages.
- Writing skills. Since the languages are in constant development, it is necessary to expand the vocabulary, to be aware of the latest developments.
- Observation of what is happening, i.e. attention to how native speakers speak, professional expressions, jargon, colloquial expressions, special constructions that are not reflected in dictionaries.

Consequently, it is necessary to observe the speakers of the language, write down new words, terms, new concepts, characteristic of native speakers. Sources can be a variety of media, blogs, etc.

Exercise as a unit of learning, has as its goal the formation of basic skills and abilities in teaching interpreting. Developing a system of exercises, we based on the communicative-activity approach, which provides, firstly, the organization of exercises for the formation of basic translation skills, secondly, exercises for the formation of complex skills and, thirdly, exercises for the development of translation skills. Experimental training conducted by us showed a fairly high effectiveness of these exercises.

4. CONCLUSION

Translation means not just replacing one word by another, but conveying meaning. Interpreting is different from the written one by rather extreme conditions in which it is carried out. It is not always the specialist who makes the written translation, has equal control of the oral one, because the latter requires special preparation. Each translator/interpreter must possess a certain amount of skills. In order to achieve the practical goal, the translator/interpreter must be proficient in linguistic, verbal, linguistic, cultural, social and other competences, as well as a certain number of basic skills and interpretive skills, including the ability to understand the expanded context and translate the meaning of the text in a foreign language, making the necessary intercultural transformations.

Students first receive general language training and only then go on to translate special texts. The goal is to prepare students for consecutive interpretation, possibly with elements of simultaneous translation, which require special skills and abilities from translators. Consecutive interpretation is understood as a kind of interpretation, carried out with the help of a special system of translation records of the speaker's speech. An interpreter who performs consecutive interpretation should have a good memory and, preferably, speaker skills. Such skills and abilities should be developed in the process of performing special exercises.

The proposed system of exercises is based on generally accepted didactic and methodological principles that take into account the specifics of teaching interpreting, which include: - the principle of the activity approach, the principle of systematic approach in the organization of the oral learning process; the principle of the interrelation of aspects of education in teaching interpreting; the principle of learning management; principle of consciousness in teaching interpreting.

Experience has shown that in order to achieve high-quality translation/interpreting, it is necessary to form translation competencies, among which communicative competence plays a leading role. Consecutive translation combines listening, writing, and speaking. The translation ability to "verbally translate" is a complex skill that is limited in time by the speaker's speech rate, has a strict plan for expressing thoughts set by the speaker, is organized and implies the preservation of the style of the sender of the message. When making a translation from a sheet, the interpreter needs to fully and accurately understand the information

contained in the text as soon as possible and transmit it by the means of another language.

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