

SECTION #3. THEORETICAL BASIS ON ADEQUATE TRANSLATION ISSUES

METHODOLOGICAL AND DIDACTIC FOUNDATIONS OF TEACHING TRANSLATION TO STUDENTS OF PHILOLOGICAL SPECIALTIES

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Abstract. Nowadays, the training of professional translators is one of the most important tasks that the language departments of various universities face. However, the question of what to teach and how to do it still remains one of the controversial issues in the methodology of teaching translation. We have not only to provide students with certain knowledge and develop certain skills, to train highly qualified translators who have different methods and strategies for translating different types of texts. But also study the process of formation of personality, which has special competencies, special mental properties, aware of his/her special social status. Therefore, the methodology of teaching translators in modern conditions is a very popular area of pedagogical knowledge in connection with the need for mass training of translators. The purpose of the article is to analyze the subject didactics of teaching translation in the process of professional training of translators, which is considered in the article as a part of the general theory of didactics, prospect its development, state of research, problems, perspective directions of scientific activity. Relationship between didactics and linguistic didactics, their common and different characteristics are also in the focus of the research. As a result of the study we give the resume of the analysis of the recent years researches, aimed at identifying patterns of effective teaching students of psychological, translation, psycholinguistic, linguistic, methodological foundations of translation; actual problems of translation teaching methods; skills to develop the technology of teaching translation and interpretation; formation of students' ability to implement their professional functions of a teacher in the conditions of multilingual free economic education. In conclusions we summaries the ways of implementation of research in the field of methods of teaching translation, taking into account the main factors influencing the success of translation training, define the promising areas of further developments in the field of methodology and didactics of teaching translation to students of philological specialties.

1. Introduction

The current situation in education is characterized by new challenges that predetermine scientific research in the field of translators training. The new conditions of education, dictated by the entry of Ukraine into the global educational area, pose many new problems for the translation teachers and the organizers of the educational process.

Didactics as a theoretical scientific discipline is based on the analysis of specific pedagogical experience. In the subject didactics, the tasks of certain subject

teaching are combined and intersected with specific problems. General for modern didactics questions about the content and technologies of instruction, which of course also exist in the field of training the translation activities, constantly require new, clarifying answers. Methodological tasks of particular subject didactics are closely connected with problems of formation of a specific personality, possessing competencies and mental properties necessary to perform special professional actions.

The didactics of translation activity is most closely associated with linguo-didactics, that is, with a special section of didactics, which combines the attributes of subject didactics with the attributes of field didactics due to the fact that language learning involves not only the assimilation of new knowledge (knowledge of the language system, its phonetics, vocabulary and grammar), but also the formation of the skills of speech activity (reading, listening, writing, speaking) in certain communicative situations. However, there is a mistake in the opinion that didactics of translation is only a special case of linguo-didactics.

If linguo-didactics studies how to form listening, reading, speaking and writing skills based on knowledge of the systems of the languages being studied, then didactics of translation is a subsection of pedagogical science that studies the teaching of translation activity as an integrated system of the associated activities of the translation teacher (teaching activity) and the learner (learning cognitive activity) in order to form the personality of the translator, who is aware of his social role of ensuring communicative mediation between people using different language systems, and who has the necessary competencies to carry out bilingual psychophysical activities to interpret the meaning system concluded in the original message based on his individual abilities [3].

This branch of scientific knowledge helps us better understand the process of translation teaching, its goals, content and organizational forms, teaching technologies, and make the process of preparing translators more effective.

The **purpose** of the article is to determine the methodological and didactic foundations of the concept of teaching translation activity in the system of higher linguistic education, to formulate its ideological, substantive and purposeful content, principles and patterns.

2. Theoretical Framework

Since the 90s of the XX century, a wealth of scientific, theoretical and practical experience has been accumulated. It is reflected in studies of a wide range of problems that form the content of the methodology and didactics of teaching translation activities, give the solution of methodological and didactic problems of organizing the process of translators training.

In recent decades, within the framework of the general philosophical interdisciplinary anthropocentric and general scientific cognitive-activity paradigms, an independent scientific direction - the methodology and didactics of teaching translation – is arising. Therefore, there is a need for its multidimensional interpretation. An analysis of the organization of training in translation activities shows the feasibility of highlighting the didactics of certain types of human activity in a special field of pedagogical science, which require the construction of specific didactic models of the teaching system.

These investigations are connected with the researches of such scientists as Gavrilenko N.N., Garbovsky N.K., Iovenko V.A., Makshantseva M.V., Oberemko O.G., Porshneva E.R., Serova T.S., Tareva E.G., Tarnayeva L.P. and others. Researchers'

attention is directed to the problem of the formation of the translator professional skills and competencies (N.N. Gavrilenko, E.R. Porshneva, T.S. Serova). A wide problem field is the formation of students readiness for the translation activities (E.V. Aleksandrova, I.G. Anikeeva, T.V. Sarafanova, D.I. Bakalo, O.N. Morozova, etc.), professional orientation, calling, self-determination, image of future translators (O.G. Oberemko, S.D. Pivkin and others).

In a number of studies, methods for the formation and development of qualities related to cognitive activity (EG Babaskina) and interest (I.N. Mitryukhina) are developed. In domestic and foreign methodology, we can see a more and more arising interest in modern means of teaching translation, in particular, in information technologies and electronic resources (D.A. Alferova, O.A. Artemenko, D.M. Buzadzhi, A.V. Grebenshchikova, I.K. Zabrodina, E.V. Ivanov, N.G. Inyutin, O.V. Knyazeva, E.A. Kozlenkova, M.B. Marutyan, E.S. Osipova, N.V. Sakhnvald, A.L. Semenov, A.S. Tsemakhman and others), to gaming technologies (N.G. Gerasimova, A.N. Panova, E.R. Porshneva) and the system of training tasks (I.S. Alekseeva, E.V. Tikhonova).

However, as the observations of D. Gilles show [5] and P. Mead [11], there are some universal problems hindering innovative processes in the theory and methodology of teaching, which are not studied enough and still need more detailed research. The most significant are the following [2]:

1. Most translation teachers apply primary knowledge, either acquired intuitively or acquired from their teachers, as a result of which they work "by analogy".

2. Practicing translators are more motivated in teaching and practical activities than in research.

3. Theoretical studies on translation and interpreting are carried out without extensive empirical substantiation, which is due, on the one hand, to limited access to materials representing real translation situations, on the other hand, the difficulty of attracting professional translators as subjects of research.

Thus, the analysis shows that the development of theoretical and methodological foundations necessary for the successful training translators in the system of linguistic education is insufficient. The requirements of educational standards, qualification characteristics for professional translation competence is faced with the lack of a methodological system that ensures the continuity of translation activities at different levels of linguistic education, the lack of a holistic theory of teaching translation and methods of its integration into the system of linguistic education. This explains the relevance of this study and the choice of the topic of our research.

3. Discussions

In the modern translation discourse, there is a strong opinion that one of the youngest areas of translation science is the methodology or didactics of teaching translation activities.

Proposals for identifying an independent scientific field that studies the pedagogical, methodological and didactic problems of translators' education are made by a number of domestic and foreign researchers, while the unstable terminology indicates an active stage in the formation of this pedagogical branch. In particular, in the work "Modern Translation Studies" V.N. Komissarov writes about the advisability of developing a translation training methodology [7]. In other works of translators training theorists, the methodology or didactics of translation are referred to the applied aspect of translation studies.

N.N. Gavrilenko [4] created a scientific direction named a “Translation Didactics School”. E.G. Tareva developed the structure of the master's program “Pedagogy of interpretation and translation” [15].

T.V. Kryukova describes the content of the methodological system aimed at training of teachers of translation as a second specialty in the language university [8]. E.R. Porshneva expanded the disciplinary space of didactics of translation as a theory of language education [14].

N.K. Garbowski introduced the term *Didactics of translation activities* [3]. The pedagogical conditions for preparing future translators for translation activities are sufficiently well described in a study by M.B. Lenartovich [9].

Note that in the foreign language literature there are the terms *translation pedagogy* or *pedagogics of translation*, which are used as equivalent to the concept of *translator training* and denote the didactic direction of applied translation [2].

According to Alikina E.V., the problematic of the researches dedicated to the translators preparation, can be divided into two groups:

- modeling of pedagogical conditions of professional development of future translators;

- the development of didactic models of translation training [2].

The problems of the *first group* are indicated by the following areas of research:

1. Formation of readiness: professional, linguacultural, basic linguistic, for analytical activity, for creative activity, professional orientation, professional development, professional vocation.

2. The formation of culture of: mediation, professional communication, professional activity.

3. The formation of multicultural values.

4. Formation of tolerance: ethnic, intercultural, ethnocultural, reduction of ethnocentrism.

5. The formation of motivation: motives, interest.

6. Formation of qualities: conflict management, independence development and self-realization, personal freedom.

7. The problem of linguistic individuality.

As you can see, the most widely represented problem is the formation of students' readiness for future professional translation activities. Note that the authors of number of works addressed the problem of translator tolerance formation, defining it as ethnic, ethnocultural, intercultural. In general, it should be emphasized that the indicated problems are present exclusively in domestic studies. The least developed are the problems that reveal the axiological and deontological aspects of the linguistic personality of the translator and the ways of developing professionally significant psychophysiological properties.

Problem guidelines of the *second group* of studies:

1. Formation of competence/competency: communicative, communicative-interactive, perceptual-communicative, professional translation, linguistic and communicative, linguistic-professional, linguistic and regional, sociocultural, intercultural, sociolinguistic, design, pragmatic, synonymous, lexical, phonetic-phonological.

2. Teaching methodology: translation, paragraph-phrase translation, sheet translation, two-way translation, functionally equivalent translation, non-verbal communication, literary translation, reading, pace of speech, grammar, translation with

information technology, translation of terms, translation of meanings, figurative monologue, translation of linguistic and cultural difficulties, translation of business letters, translation of philological texts, translation analysis of the text, computer science.

3. Formation of skills: business communication, comprehension and understanding, emotive and empathic, communicative, sociocultural, translation.

4. Formation of skills: comprehension and understanding, listening, lexical, grammatical.

5. The formation of extralinguistic knowledge.

6. Use of tools and technologies: information, tele-communication, physical education, public education, teaching thesaurus, program and pedagogical tools, a combination of traditional and innovative technologies.

7. Control and content of exams.

8. Selection and organization of texts.

9. Distance learning.

10. Teaching with other disciplines [2].

It is logical that in the era of the spread of ideas of a competency-based approach in modern Ukrainian education, authors of dissertational works often turn to the problem of translator competence (a number of studies dealing with the formation of professional or translation competence as a whole). In addition to the competency-based approach that appears in the title of the works, there are sociocultural, differential, contextual, acmeological approaches and the principle of dialogue of cultures.

O.G. Oberemko [12] substantiated the approach to the professional training of a translator at a linguistic university based on a pedagogical interpretation of the phenomenon of interethnic communication. The developed concept implements the ideas of the priority of interethnic communication, the unity of the formation of linguistic, speech and ethnic-cultural competence, the combination of personal development and activity approaches in the educational process, taking into account the variety of social mechanisms of ethnocultural identification, the “way of life of the people” as the basis for structuring educational information, and activating figurative thinking and subjective needs of the future translator.

N.V. Makshantseva [10] proposed a model of professionally oriented training of future linguists-translators in line with the conceptual approach. The author's concept is a hierarchical paradigm of modern assessments of the conceptual description of linguistic units.

The work substantiates the system of basic concepts of the conceptual approach (for example, professional thinking, concept, professional linguistic personality, etc.). A set of pedagogical technologies has been developed that ensure the dialogical orientation of the development of professional linguistic thinking of a future specialist and his conceptual linguistic competence, and the corresponding organizational and pedagogical conditions are identified.

L.P. Tarnayeva [16] is the author of the linguodidactic concept of the formation of future translators' ability to translate culturally specific meanings of institutional discourse. The scientific novelty of the study lies in the fact that it defines the specifics of the professional linguistic personality of the translator in the field of business communication, clarifies the concept of institutional discourse, develops a model of linguoculturological competence of the translator in the field of business communication, develops and tested the technology for forming the ability of future translators to

translate culturally specific meanings institutional discourse in the context of university training of translators relying on a creative and cognitive approach.

I.Yu. Hieronova [14] developed a practice-oriented concept for the formation of a professional mediation culture of future translators. Among the results obtained, we note the disclosure of the concepts of “intercultural mediation as a type of professional activity of a translator”, “professional mediation culture of a translator”; development of a situational-subjective approach and the principle of integral dialogueism; creation of a system of pedagogical technologies and conditions for the formation of a professional intermediary culture of a translator at a university.

In the works presented below, the authors proposed new approaches, relevant to the system of the long-life professional education. So, N.N. Gavrilenko [6] developed the concept of *phased / task-based formation of the professional competence* of the translator of scientific and technical texts in the process of performing professional tasks of university students of non-linguistic specialties.

The scientific novelty of the study lies in the fact that the author has established the components of the professional competence of the translator of scientific and technical texts and highlighted the main stages of his/her professional activity, which formed the basis for the sequence of training; a discursive approach to the analysis of scientific and technical texts in the process of teaching translators was applied and a sequence of translation analysis of the text from discursive positions was developed; developed a typology of genres of special discourse; the concepts of “social institute” and “professional environment” were introduced into the content of teaching translation of scientific and technical texts.

A.A. Zaichenko [17] proposed a conceptual rationale for the program additional education “*Translator in the field of professional communication*”: defined the structurally-meaningful characteristics and developed a technique for language co-teaching of the language and translation at the same time. The purpose of the dissertation research M.A. Akopova [1] was to develop a theoretical and methodological, didactic and methodological justification of the system of personality-oriented professional education in the framework of the program “*Translator in the field of professional communication*” The author’s concept is based on the principles of conditionality of the content of additional education by the laws of professional formation of the personality, the orientation of future professional activity and the subjective experience of the student.

In the study of S.D. Pivkin [13] the concept of self-realization of a linguistic personality of a translator in foreign language speech activity in the conditions of professional and intercultural communication is introduced. This concept reflects the idea of a comprehensive mastery of foreign language speech activity, multicultural and spiritual-moral development of a linguistic personality and its creative self-development.

The author has developed an appropriate pedagogical system of additional professional training for a translator and proposed criteria for the self-realization of a linguistic personality in educational and professional activities.

Thus, in the modern methodology and didactics of the translators training, a number of concepts, approaches and systems are proposed. As for the content of training, the focus of researchers is on the problems associated with the formation of skills, the system of extra-linguistic knowledge of future translators.

4. Survey Methodology

The methodological basis of the study are the most important positions of leading experts in the field of translation and translation teaching studies: Commissioners V.N., Latyshev L.K., Brandes M.P., Minyar-Beloruchev R.K., Provotorov V.I., Breus E.V., Schweizer A.D., Khaleeva I.I., Khaifulin V.I., Tsvilliig M.Ya., Shiryayev A.F., Gak V.G., Retsker Y.I., Fedorov A.V., Barkhudarov L.S., Chernyakhovskaya L.D., Borisova L.I. and etc.; works of outstanding methodologists in areas of pedagogy: Mirolyubov A.A., Bim I.L., Galskova N.D., Minina N.M., Passov E.I., Gez N.I., Tsetlin B.C., Gurvich P.B. and etc.

As research methods we used analysis of methodological, scientific and educational literature; an analytical review of literature and textbooks on the subject; monitoring the current state of translation training in University, personal experience in teaching the subject of translation; experimental training for students of 4-5 courses; a survey of trained students.

5. Findings

Summarizing the problems of research in the field of methods and didactics of teaching students to translate, we conclude that the problems of research allow us to talk about a new scientific pedagogical direction that has developed over the past decades, which is defined as a methodology and didactic of teaching translation activities.

Suggestions for the allocation of an independent scientific field that studies the problems of translation education are made by a number of domestic and foreign researchers, while the unstable terminology indicates an active stage in the formation of this pedagogical branch.

6. Conclusions

The subject matter of didactic research itself is the consideration of such issues as the stages and principles of training, the specifics of translation skills, the system of exercises, the structure of educational materials, and teaching specific techniques. Some publications are devoted to the features of teaching specific linguistic combinations, translation into a foreign language, comparison and interdependence of translation into sign and sound languages.

It should be noted that the problems associated with the formation of a deontological position, the development of professionally significant psychophysiological properties, the diagnosis of individual psychological characteristics of future translators and the organization of career guidance work remain insufficiently studied.

These gaps should be filled in with a holistic methodological concept that determines the effectiveness of teaching oral translation in the system of higher linguistic education.

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