

TEACHING TRANSLATION AT TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENTS

Since the necessity to communicate with English speakers keeps growing and the integration of economics and cultures is inevitable the proper translation (or interpretation) is becoming more required than ever. It is obvious that students must have the habit of translation which enables them to see deep into the meaning of words and expressions. We consider teaching translation at higher technical schools very important. Students are to be taught the main principles of translation and assessed in the end of each term in this aspect of learning the foreign language.

The teaching aim in appliance to translation is based on the principle of preserving the unity of content and form of the original texts in their translated variants [2: 11].

Students – future engineers – must show not only reading comprehension skills, but the ability to translate English texts on their specialty (newspaper articles, excerpts from research publications etc.) into Ukrainian.

Students should understand the drawbacks of their translations which can be provoked by distortions of the meaning, inexactness or unclear moments in the translation.

Distortions are very serious mistakes which may lead the reader into errors as for the subject of the information or utterance. Very often distortions come out of polysemantics which forms different meanings in the language circulating in different English-speaking countries. Very frequent are the distortions in the translation of pseudo-internationalisms or socio-cultural issues [3: 168].

The inexactness in translation is not so disinformating. It may be caused by an omission of a separate word or a structural transformation of a sentence or a part of it. Unclear moments may be caused by stylistic mistakes which break the norms of the target language.

Since the final goal of the translation is the adequate TL text the teacher has to introduce the general principles of translation and types of transformations, both lexical and grammatical, to the students. We consider it useful to teach translation with the help of exercises which can be presented as a system. The system includes pre-translational, while-translational and post-translational exercises. The order of the assignments is based on the principle of gradually increasing difficulty.

So, the *pre-translational* exercises may include the following tasks:

- pick out the proper names and the international words from the text and translate them without the dictionary;
- look for the new words in the text and translate them using the dictionary;
- translate the phraseological units of the text.

The teacher must have different types of dictionaries at his/her disposal and introduce them to the students (bilingual dictionaries, explanatory dictionaries, phraseological ones, the dictionary of language and culture etc.)

The aim of pre-translational exercises is to prepare the students for the difficulties which may arise in the understanding of the text and rendering it into the TL.

While-translational exercises accumulate the theoretical knowledge of students about the methods of translation and are aimed at the production of the most adequate translation.

The following tasks may be set for the students:

- translate sentence 1 changing the word order for a more appropriate one;
- translate the Complex Subject of sentence 2 by a clause;
- use antonymous translation in sentence 3;
- give a foot-note for the phraseological unit in sentence 4;
- render the contextual meaning of the word instead of its dictionary meaning;
- choose the stylistically correct translation of the phraseological expression;
- render the colloquial expressions by means of the TL etc.

These exercises are practically the guide for achieving the best results.

Post-translational exercises can be of two types: those aimed at eliminating mistakes and those aimed at developing speech habits of the students.

The former group of assignments is based on the comparison of the pattern translation and the translation produced by the students.

It may look as follows:

- compare the pattern translation with that of your own. Find the distortions and inexactness in your translation.
- Compare the pattern translation with that of your own. State which lexical and grammatical transformations could have improved your translation.
- Compare the pattern and your variant of translation. Define the moments of your translation which could be better than those of the pattern, etc.

It is advisable to ask the students to correct and analyze the papers of their group mates. It is also useful to compare some translations and choose the most adequate of them. The teacher may choose the best translated sentences and produce the most adequate translation as a result of a collective work [3: 143].

Another type of post-translational exercises may be directed at the development of the students' speaking skills:

- give all possible TL equivalents for the word/expression (including idioms);
- paraphrase the equivalents you have chosen;
- give opposites/synonyms to the following words of the text;
- make up sentences with the following words of the text;
- give the main idea of the text;
- translate your variant of translation back into English, etc.

It goes without saying that the first thing we mean by good translation is the right content, without any pieces of information being misinterpreted [2: 45]. Yet, the ability to express the content in an easy-to-understand, comprehensible manner should not be underestimated. Besides, the translation should also be stylistically correct by which we mean the use of appropriate lexical units etc. But understanding ideas correctly and expressing them in another language appropriately are two different things, which may or may not go together. The analysis of written translations made by the senior students shows that there is a gap between the ability to understand the meaning and that to express it properly in another language. No doubt, the skill of translating (interpreting) requires special training.

Unfortunately, it has been somewhat overlooked recently. Although the students continued reading texts in the textbooks as well as working on their individual tasks connected with translating the newspaper articles, less attention was paid to their ability to provide an adequate translation. On the one hand, we do not have to use translation as a means of checking understanding as there is a great variety of other, more subtle and much more efficient techniques which teachers apply nowadays. On the other hand, we should admit that our students may need this ability as a specific one indispensable for particular purposes.

In view of the above-mentioned, we have introduced written translation as a specific kind of the task students do in preparing of their individual tasks. We suggest that the process of the written translation is creative, it involves the good knowledge of both SL and TL. All types of mistakes should be assessed by the teacher. The amount of text students are given to prepare in writing should be limited to a few pages, and it must depend on how well a particular student can cope with the task, which in its turn is closely connected with two different abilities, the first one being the ability to comprehend the meaning of what they read and the second one being that to express it in the appropriate way.

Another task given for improving interpreting skills is rendering. The emphasis here is placed on the ability to express the content of the article which was read in Ukrainian/Russian into English. In general, it is closer to speaking skills, as the information is not translated word-for-word and is significantly shortened.

The conclusion to be drawn is as follows: when teaching reading, one should remember that by reading we mean understanding the content on the whole, the ability to get the gist, to comprehend every detail, depending on the task given. The purpose here is to train the students to understand the meaning without translating, i.e. directly into English. In this case foregoing translation is necessary, natural, underlying precondition for developing this skill. Ideally, it should be a one-language activity.

However, serious attention should be given to translation as a specific skill the students' would-be job may require. This is a two-fold activity, which combines comprehending meaning and expressing it in a

different language in a grammatically, lexically and stylistically correct way appropriate for the target language. The same is true for rendering, although the first step, i.e. comprehension is unlikely to cause any problems, while the second one appears to be much more difficult, as the target language is a foreign one for the students.

In conclusion it should be mentioned that teaching technical translation is extremely important nowadays. We recommend that not only professionally-oriented texts, descriptions of modern mining equipment may be used at the practical lessons but also maintenance instructions of home appliances which arise much interest.

To sum up, we have to admit that translation (interpreting) skills are no less important than the four basic skills and require special attention and specific practicing techniques.

Literature

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