

## **11. Формування професійної компетентності студентів в процесі навчання економічним дисциплінам**

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### **IMPROVING STUDENTS' TRANSLATION AND INTERPRETING SKILLS**

Translating and interpreting are specific language skills. Although used extensively in language teaching practice, these secondary skills seem to have been largely misapplied for a variety of reasons.

Translating used to be a favourite task done both in class and as a home assignment for many years. Most common types used to be as follows: read and translate the text from English into your native language or vice versa. Notorious “thousands”, for which English teachers have been criticized so much, is just another example of such translation. The famous English textbooks by N. Bonk and by Shakh-Nazarova were based on this approach. The textbooks of this type were focused on developing primarily receptive skills or, to be more exact, one receptive skill – reading. Almost all tasks were based on reading. Speaking was mainly of the “look-up-and-say” type, writing was rather re-writing, and listening was practically none.

Despite all the criticism these books have been subjected to since that time, we have to admit: the approach did work. On the other hand, learning English that way was very time-consuming, boring and, so to say, “unnatural”. No wonder, as time passed, both teachers and students began to regard these techniques as obsolete and ineffective.

That is why, we were eager to switch to Kitaigorodskaya's method of teaching which was based on a very different concept of suggestology. Though it also implied a lot of learning by heart, it was much closer to how language is actually learnt in life. The English version of the main material provided in the units of the textbook was accompanied by its Russian counterpart which made it unnecessary to bother with translation whatsoever. We still continued translating supplementary texts, but on the whole the emphasis was made on mastering speaking and listening skills. Reading for information and writing was slightly neglected, although such tasks were included into the units.

Textbooks published by Longman, Macmillan or Oxford or Cambridge University Press, which we started to use later, were met with a great deal of enthusiasm. Both teachers and students seemed to be completely carried away with the new way of delivering the material to be acquired. The only minor complaint – not enough grammar – was outweighed by enumerable advantages.

The books offered a wide range of material, were abundant in various listening and speaking tasks, provided various reading and writing tasks. Nothing seemed to be left out: all four skills were equally paid attention to, a well-balanced integrated approach to developing both receptive and productive skills was the underlying concept of the textbooks.

But, as it turned out, no textbook can be impeccable. And students – future economists and managers – must show not only reading comprehension skills, but the ability to translate English texts on economics and management (newspaper articles, excerpts from research publications etc.) into Ukrainian.

Undoubtedly, this ability may be useful, or even necessary for the students as their would-be jobs may involve preparing reviews, reports, recommendations, prognostications in Ukrainian, based on statistical data, reports, research available in English. That is why, the first task students are to do is the so-called qualification examination on completing the four-year course of English is reading a piece of an English text on economic (managerial) issues and commenting on it, as well as translating some of it into Ukrainian in writing. When checking the task, special attention is given not only to the content, but to whether the translation is clear and stylistically correct.

It goes without saying that the first thing we mean by good translation is the right content, without any pieces of information being misinterpreted. 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 or, rather, re-introduced written translation as a specific kind of the task students do in preparing of their individual tasks. 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.

For many years the two of them were developed together, when most tasks were based on reading and translation. In a way, it was a vicious practice because it prevented students from comprehending the content of what they were reading. You might have tried this trick yourself. After students completed reading a piece of text, you might have asked them to shut the books and say what it was about. Very few students are able to give a good answer because, as they say, they were reading, not

translating. It was particularly true for reading aloud which is also a separate ability, closer to phonetic competence. Of course, this confusion could have been easily overcome by giving stricter instructions concerning the purpose of reading. As strange as it may seem, reading appeared to be a much more complicated activity than we used to think.

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, to acquire the second, English-language-based cognitive system. In this case foregoing translation is the 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.

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.

### ***Література***

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2. English for Specific Purposes (ESP): National Curriculum for Universities. – Kyiv, 2005. – 108 p.

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## **ПРОБЛЕМИ ЯКІСНОЇ ПІДГОТОВКИ МЕНЕДЖЕРІВ ПРИ ВИКЛАДАННІ МАТЕМАТИЧНИХ І ЕКОНОМІЧНИХ ДИСЦИПЛІН**

Підвищення професійної компетентності студентів - менеджерів - одне з найактуальніших завдань кожного ВНЗ, де навчають майбутніх спеціалістів відповідного профілю [1],[2]. Важлива роль у навчанні відводяться процесам переробки інформації, особливостям протікання процесів мислення. Від індивідуальних особливостей кожної людини залежить, з легкістю чи ні сприймає вона логічну інформацію, впевнено чи ні почувається в умовах невизначеності та