

TEACHING ECONOMIC TRANSLATION IN NON-LINGUISTIC EDUCATIONAL ESTABLISHMENTS

Nowadays not only future specialists in philology or translators are taught the subject "Theory and practice of translation". This subject has become an integral part of economists' professional training. A question of vital importance here is to determine the aim, content of training, its subject and object, and to develop the process of studies: to determine the most effective means and methods of teaching, principles of organization of the lessons, system of exercises, methods of assessment etc. It is necessary to take into account the specific character of translation as a subject in educational establishments of economics, namely interrelation with other educational subjects, necessity to develop professional translation abilities and skills, to master translation strategy and technique, accumulate experience of translating texts of different levels of complication.

Translation as a subject cannot exist without a theory, as without theoretical generalization all the teaching becomes just the development of intuition that is practically impossible to control and at worst it becomes just drilling. Methodological bases of teaching the theory and practice of translation are created by leading specialists in the field of translation. In their works they deal with the problem of theoretical bases of teaching this subject translation as an object-matter, methodical principles, aim and tasks, components of process of studies. It's worth to note that the questions of methodology of teaching the subject "Theory and practice of translation" are not still worked out well enough, though the educational establishments in Ukraine don't only train specialists in foreign languages but also professionals in specific field of activity – translators.

Teaching translation goes hand in hand with teaching foreign languages. Mass training of translation staff has revealed insufficiency of the traditional translator competence formula: to translate you need just know the two languages and the topic of conversation. However, it turned out that the factors mentioned in this formula don't provide translation skills by themselves, that to translate efficiently it is necessary to know languages in a special way in combination with the rules and conditions of transition from units of one language to units of the other. Translation competence includes the knowledge and skills that are involved in the process of translation constantly and are used regardless of the type of

translation (written translation, interpreting of any kind) and genre of the text that is being translated (scientific or technical, social and political or of any other kind). There are plenty of study guides for different professional orientation that cover different aspects of theory and practice of translation activity. But all this educational material is meant to teach the students of philological specialist field. However, we can hardly find methodical train aids for the teachers of theory and practice of translation. That is why they have to develop their own methodical strategy that provides the educational process directed on forming the translation competence that reveals itself in the combination of knowledge and skills, namely the knowledge of essentials of theory and techniques of translation, main translation skills in doing specific types of translation (written translation, interpreting of any kind). Herewith we can define four stages of teaching.

On the first stage of studies the teacher introduces students to the tasks of translation activity, concept of professional competence of translator, exposes the basic concepts of the theory of translation: the meaning of the term "translation", translation as activity, translation as a text, the reasons of translating transformations, equivalence and adequacy of translation, the content of the process of translation etc. Practical tasks that are solved on this stage are related to the development of skills: to distinguish translation from other ways of conveying the meaning of the text in a foreign language (exposition, report, annotation); to compare different variants of the same text translations, determining the optimal variant of translation; to explain the opinion, to learn to see possibilities of translation – from the text that are as close to the original as possible to the complete external unlikeness with it; to determine the genre and stylistic features of the text, communicative intention of the author; to foresee in general features the necessary result as a variant of translation. On this stage the teacher can offer some tasks and exercises of pre-translating type, that do not require translation itself: for example, to compare the original text and its translation, to explain, why the translator had to do some translating transformations (for example, as a result of differences of the language systems, norms, usage). A substantial feature of the tasks of this kind is to bring theoretical ideas about the optimal variant of translation to practice.

An aim of the second stage of teaching is to teach the students methods and basic techniques of

translation, that can be used in all kinds of translating activity and constitute the base which all further translation activity is built on: making a translation strategy, i. e. using the general principles of the translation process, that involves the ability to carry out bilingual actions, freely changing languages; to fulfill the of translation analysis of the text; to choose and use correctly methods and techniques of translation; to create the text of translation as a means of interlingual communication; to edit the translation made; to use reference materials.

It is better to begin teaching translation techniques with developing the skills related to the ability to solve the problems of language norm, usage and semantic structure of a text. These ability and skills provide the practical side of translator's activity and are developed with the help of educational materials, texts, exercises that teachers specially select. It is the work of the teacher to select exercises that would show in practice some specific translating techniques in accordance to the curriculum. For example, the exercises that are to develop the abilities to make out the text of translation, are designed to develop specific skills to solve the problems of the language norm while translating standard word combinations and idioms, to strive to make translation functionally and stylistically adequate, to develop the skills to transmit normative and stylistic nuance adequately.

The third stage of teaching is intended to form professional abilities and skills to carry out concrete types of translation. Integrating educational material of the previous stages of teaching, the third stage forms the course of teaching concrete types of translation, that is reflected in the program of this stage, the aim of which is to form the approach to carrying out specific types of translation and explaining them. Students will have to form an idea of the concrete types of translation – written translation and different kinds of interpreting: translation at a segment level –bilateral translation – at sight translation – successive translation with recording – simultaneous interpretation with visual support and without visual support, that all have their particular characteristics. To fulfill these types of translation correctly you must have the special knowledge, abilities and skills in addition to those you have already gained.

Let us consider, for example, sight translation / interpretation with visual support. It is fulfilled in the conditions when a translator, having an original text before his/her eyes (they may have never seen it before), pronounces translation in the way , as if the text were written in language of translation. The core stone of sight translation as synthetic activity is the ability to synchronize language actions, i. e. to articulate (to pronounce) the translation of one phrase (syntagm) and perceive (to read to oneself) a next phrase (syntagm). This type of reading is text reading in the sense, that understanding of every other phrase to a certain degree depends on the meaning of the already perceived part of the text.

Another specific skill of sight translation is the ability to quickly determine the syntactic structure of the initial phrase. It is known that the syntactic center of a

sentence is a verb (except for verbal nouns), and it is connected with several parts of the sentence. In order to perceive the shape of the syntactic structure of a sentence while reading it is necessary to develop the skill to fix attention on verbs yet at perception of initial phrases. To develop these skills you may use exercises where the students are asked to distinguish (to underline) the structural centers of phrases, i. e. groups of the subject and the predicate, and then to translate the text without additional reading. Later the students execute translation without previous underlining, but here they are allowed to look through the original text beforehand. Students learn to choose quickly the variant of translation, acquire the skill to set the rate speech independently.

On the fourth stage students get knowledge about special features, format and contest of professional texts, learn their types and genres, their linguistic peculiarities, functional style of scientific and technical literature, functional style of business communication. Specialization means that a person could make a written translation of economic texts and documentation – joint-stock companies charters, agreements, certificates, licenses, reclamations etc. and the skill to interpret negotiations, conversations, talks.

Economic texts have specific features. As linguistic and methodical researches show, the main distinctive characteristic of special texts (including economic texts) is the originality of their contest, and namely terminological saturation with special (professionally meaningful) information. These texts are characterized by the variety of their stylistic and genres: they can belong to official business, newspaper or scientific and technical styles. Official commercial documents, business letters, texts in newspapers and magazine on economic subjects, scientific economic texts, are considered economic texts.

Thus, economic texts as an object of the special written translation is an important part of teaching students of economic educational establishments the subject "Theory and practice of translation".

List of literature

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