

Some Theories on Methodology of Teaching Translation

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ABSTRACT: The article deals with the main problems of the methodology of teaching translation. The analysis carried out shows that the state of this science is characterized by eclecticism, the absence of a generally accepted methodological base, and unified conceptual approaches. The training of translators remains detached from practice, "intuitive" and not scientifically based. It is emphasized that the further development of the methodology of teaching translation should be aimed at solving the identified problems.

KEYWORD: education, communication, pedagogical concepts, translation; methods of teaching translation; professional translation; training of translators; translation practice.

The development of modern pedagogical concepts of teaching translation is impossible without the participation of interactive teaching methods. Any interpreting is stressful, and one of the tasks of the university is, in addition to direct teaching a foreign language, the maximum preparation of students for such psychological stress, the development of additional, so-called extralinguistic competencies. We see the method of modeling various situations as the most effective way to solve these problems.

Interactive learning, following a number of other scientists, is considered by us as a way of cognition, carried out in the forms of joint activities of students. The model being developed implies the development of students' ability to interact freely with each other in the conditions of modeling a translation situation. Interactive learning is primarily characterized by the fact that students perform joint activities, exchanging such fundamentally significant competencies as knowledge, ideas and personal experience. In addition, interactive activity involves building and further developing dialogue communication.

The training of professional translators in today's multicultural world is becoming increasingly important. Researchers believe that translation will become increasingly important and will retain its fundamental role in the balance of human communication. The volume of translation work is currently growing rapidly. But if researchers have been dealing with questions about how to translate for a long time, then questions about how to teach to translate have arisen only in recent decades.

Translation teaching is still in search of methodology and is an understudied field of science, "an incomprehensible mixture of empiricism and obscure theory" [7, p. 497]. V. N. Komissarov agrees with this, pointing out that the methodology for teaching translation is undeveloped, although translation teachers have accumulated good experience in training translators and have developed a large number of comments and observations. Many universities, and perhaps most of them, do not offer any methodological framework, no system for teaching translation, which would allow students to acquire the necessary competencies, and not just be passive receptors of the translation offered by the teacher [2, p. 323].

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M. Lederer opposes an interdisciplinary approach, believing that further work in the field of translation teaching methodology should be carried out by translation specialists, and not by representatives of related sciences: “reading works on the methodology, I get the impression that the authors are based on theories developed by other (sociolinguistics, discourse linguistics, anthropology, ethnology) try to introduce into teaching the theoretical ideas that they find there. It turns out that the fundamentals of translation themselves play only a secondary role. The strategies and goals of translation are mentioned in passing” [7, p. 41]. D. Gile agrees with this. The logic of a translation teacher is often opposed to the logic of a linguist, psychologist or philologist. The first seeks to instill in students a method aimed at identifying in the text the information and elements of style that the author wanted to convey in order to produce a certain effect, and to remove other elements that can produce ambiguous impressions. This method is aimed at determining the intention of the author and its transfer in translation. Linguists and philologists care little about the perception of receptors. They evaluate the translation not on the basis of the intentions of the author and the impact of the translation, but on the basis of the presence or absence of the same syntactic, stylistic, cultural, etc. elements in the foreign language and target language. When evaluating translation, the applied strategy is not taken into account, which creates a serious problem in translation research, which is carried out by psychologists and other specialists [5, p. 79].

Translation courses and programs are becoming more and more popular and are being taught by universities and colleges around the world. M. Ballard notes that, despite the many studies on translation, the results of these studies are not always applied in practice. Many universities still rely on intuition and experience in teaching translation [2 p. 254].

S. B. Hale, in turn, believes that the practical problems of teaching translation can be divided into the following categories: insufficient understanding of the need to teach; lack of mandatory training (translators practicing without education); lack of adequate curricula; quality and efficiency of training. Insufficient understanding of the need to train translators is manifested by all participants in the process: customers, clients, translators themselves. There is still an opinion that if a person speaks two languages, then he can translate. “Inadequate understanding of the nature of bilingualism and the variation of linguistic forms leads to an underestimation of translation skills. Consequently, there is a lack of understanding of the need to teach these skills, which leads to unjustified expectations in relation to non-professional bilinguals as translators” [3, p. 97].

Mandatory preparation is necessary for high-quality translation and to prevent potential negative consequences associated with poor-quality translation. This leads to a lack of uniformity in the qualifications of translators and, as a result, to defects in their work. It would be unfair to blame translators if the system itself allows them to work without professional education. In fact, the translation task is complex and requires

preparation. Therefore, as S. B. Hale notes, often non-professional translators create more problems than they solve. Do not forget that training also has a social function: it contributes to the process of professional socialization and entry into the professional environment [6, p. 163-167].

The creators of translation programs and courses face the following problems: the recruitment of qualified teachers, the recruitment of students with adequate language skills, the choice of training content and teaching methods. Since this discipline is in the process of becoming, it is very difficult to find staff with the necessary education, and with the constant changes in the world, it is difficult to find teachers who know new foreign languages that are needed. Finding students with a sufficient entry level is also difficult. These two obstacles negatively affect the content and effectiveness of the courses.

In addition, translation teachers cite the lack of manuals and textbooks, time constraints, and heterogeneous student knowledge as major problems. Students of the same group often have a strong discrepancy in preparation, opportunities, and language knowledge. In such a situation, it is difficult to meet the needs of every student, and priority will be given to the weakest at the expense of the more talented.

The teaching of translation at the university is still out of touch with practice. Therefore, it is necessary to bring translation at the university closer to real translation, which is done by professionals. At the same time, it is also necessary to take into account the characteristics of the public, i.e. students, their needs and wants.

What kind of education should translation teachers have? There are different positions on this, but the researchers note that there is no special education for translation teachers.

In order for education to meet professional requirements, translation must be taught by professional translators. They know the subtleties and requirements of the profession, they can determine the content of training. In terms of teaching, practical and methodological issues arise, as good practitioners do not always make good teachers, and their busyness does not always allow for regular classes. But if the teacher is not a professional translator, then the translation class will not lead to the acquisition of professional skills, and students will only learn to reproduce the skills of the teacher.

Unfortunately, more and more language faculties are struggling to survive by creating "translation" departments, using full-time teachers whose basic qualifications are not in demand, so students are taught according to old methods and approaches. Translation classes are taught by teachers of foreign languages or literature with little or no experience in professional translation. Often they dismiss everything related to computers, non-fiction translation as boring or unworthy of attention, neglect the importance of terminology in scientific and technical fields.

So, this article discusses the main problems faced by the methodology of teaching translation. We believe that future research in translation studies should focus on understanding and solving these problems.

As the scope of a translator's activity expands and becomes more complex, and more and more competencies, knowledge, skills and abilities are required from a translator, translation training should become scientifically based, close to professional translation practice.

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