

DEVELOPING ACADEMIC AND METHODOLOGICAL COMPLEX FOR TEACHING PROFESSIONALLY ORIENTED TRANSLATION

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Abstract: *The article touches upon the problem of organizing efficient professional training for cadets who do the vocational course “Professionally oriented translation”. In this connection the paper considers creation of an academic and methodological complex. Also, the authors take a look at the difference between the terms “textbook” and “training aids”. Some didactic functions of a textbook are given. Taking into account the facts that cadets do not have special linguistic education and, at the same time, the course emphasis should be put on building practical translation skills, the authors state that tailoring the theoretical material, making it easily understandable for future military foreign linguists is necessary. Including reminders on theoretical questions into the textbook is seen as a condition for optimization of the cadets’ professional training. A sample reminder is given.*

Keywords: *professionally oriented translation, academic and methodological complex, textbook, training aids, didactic functions, pre-translation analysis of the text.*

The system of supplementary vocational education works and evolves successfully in the Russian Federation with military academies paying special attention to it. Cadets academic training within the system, and in our case when cadets do the vocational course “Professionally oriented translation”, creates more opportunities for further professional development and moving up through the ranks. At the training stage, cadets attain skills of systematic work, develop imagination and erudition; a need for self-development, responsibility and independence arises.

According to the professional development programme, course graduate cadets can carry out such types of military professional activities as military translation and reference. The intended programme outcomes include the ability to perform visual-written and visual-oral translation; consecutive translation of monologue and dialogical speech within the framework of professional communication from English into Russian and back; the ability to achieve communication goals without visual contact with the interlocutor, etc.

Obviously, such ambitious and formidable tasks are placed before cadets who, albeit, are supposed to have B2 proficiency level according to the CEFR scale, do not have special linguistic education. Moreover, the number of lessons provided for the course is not very large.

The solution to this problem lies with learning process intensification, and its high class organization. The content of the course program, advanced methods of language transfer and academic and methodological complexes are the cornerstone of translator education in the sphere of professional training.

An academic and methodological complex (AMC) is an open system of interconnected educational publications, electronic educational publications and resources that being used in the educational environment mutually complement each other. An advanced AMC is based on the educational standard and curriculum. Training resources of the AMC include student's book (electronic student's book), teacher's book, an audio-visual application and an electronic application. Training resources will be attributed to the basic categories of methodology with the purpose to ensure the organization and conduct of high-quality training sessions. The above-mentioned training resources constitute a standard educational and methodological complex that might require correction in accordance with a specific contingent of students within a certain educational program.

The terms "textbook" and "training aids" are worth analyzing. In the Letter of the Ministry of Education of the Russian Federation dated September 23, 2002 No. 27-55-570/12 "On the definition of the terms "textbook" and " training aids", the textbook is considered as "the main book on a specific discipline" which sets out a system of basic knowledge that is mandatory for students. The content of the textbook must meet the requirements of the state educational standard of higher professional education (GOS HPE) and fully disclose the approximate program for a specific discipline"[1, p. 15].

R.P. Milrud noted that a foreign language textbook includes a basic set of materials designed to achieve students' program educational goals in the discipline, the formation of subject competence, intellectual and personal growth. The textbook contributes to the qualitative implementation of educational tasks [4].

Training aids partially or completely either supplements or replaces the textbook and contains material of relevance, which, however, is presented in accordance with the theoretical knowledge set out in the training aids. In its work N.Y. Fedorova points out that training aids means "to solve a limited range of private learning tasks", taking into consideration "the peculiarities of the content of student training in a particular university" [2].

Functions of training resources, in our case functions of a textbook and training aids, are an important facet of the issue under discussion. D.D. Zuev examining the functions of the school textbook says that the didactic functions of the textbook form a system of hierarchically related properties, and are presented in the textbook in organic unity [8, p. 15].

Analysis of works devoted to this problem ((Tupalsky 1976, Beilinson 1986, Antonova, Tyurina 2002, Chernilevsky 2002, Lykov M.N. 2008, Fedorova N.Yu. 2014, etc.) reveals that there is no once-for-all-time universal set of functions suitable for any textbook. The functions vary riding on the learning objectives, the didactic concept and the subject of study. Nevertheless, it is possible to identify a number of similar functions. These include the information function [2,8] or the informative function [1] (a textbook has subject knowledge); self-monitoring function [2, 7] (a trainee is capable of managing their learning activity and acquiring the skill of correctly assessing their work, identifying their mistakes, finding the ways to correct them, etc); self-cultivation function [2,8] (ability to choose information sources and work with them); enriching / developing-educational or developmental-educational function [2, 8, 6]: (the material contained in the textbook forms a worldview, beliefs, develops intellectual, volitional and emotional spheres, in other words contributes to the formation of a harmoniously developed personality).

The array of tasks and issues, coming from the design and development of the academic and methodological complex for teaching professionally oriented translation, is quite wide. One of the issues that we have to deal with is to what extent and how academic subjects, namely translation theory, should be taught. This is “vexata quaestio” or a debatable question. Speaking about professionally oriented translation, translation theory should come close to practice, it is necessary to "adapt" the theoretical material, make it easily understandable and digestible for future interpreter-officers. If theoretical material is included into the textbook, cadets can learn basic concepts and essentials of the theory of translation and in the course of their professional activities they will be able to constantly improve their skills in the field of professionally oriented translation.

In order to get acquainted with the basics of translation, reminders are included in the structure of the textbook which is quite justifiable. The reminders serve the purpose to integrate theoretical knowledge into the practical task in the form of a comment. Let's illustrate this with the following example:

Read part of the translation analysis of the text and, having collected external information about the text, make a bibliographic reference.

Pre-translation analysis of the text is used for:

- perception of the translated text as a whole;
- identification of typological features of the text;
- understanding the difficulties contained in the text;
- defining significant and relevant for subsequent translation;
- choosing the right translation strategy.

Most important steps - establishing the communicative task of the source text. Alexeeva also considers designating the genre and type of the text important. We find this model more relevant than the previous ones, because it demonstrates equal interest in linguistic and extra-linguistic factors.

Accumulation of external information (about the addresser, the time of creating the text, the canal of delivering it, the addressee of the original and target texts, their communicative task) and as one of the further and most important steps - establishing the communicative task of the source text. Alexeeva also considers designating the genre and type of the text important. We find this model more relevant than the previous ones, because it demonstrates equal interest in linguistic and extra-linguistic factors.

1. *Bibliographic reference*

Accumulation of external information about the text: the author, the time of creating the text and the time of the text publication, the canal of delivering the text.

Accumulation of external information about the text allows to understand at once what can and cannot be done in translation.

Thus, it is necessary to specify:

- 1) what the text is;
- 2) brief information about the author and the text (if there is such information);
- 3) where the text is published (for example, URL).

For example: Alethia H. Cook, *Terrorist Organizations and Weapons of Mass Destruction* (Lanham, MD: Rowman&Littlefield, 2017), 226 pp. [Available at: <https://books.apple.com/gb/book/terrorist-organizations-and-weapons-of-mass-destruction/id1305499163>]

The author of the article Alethia H. Cook is a political scientist at East Carolina University (ECU) and Assistant Director of the Security Studies Program. Since the author of the article is American, her way of presenting information is characterized by frequent repetitions, simplification of information, thorough explanation. However, this text is difficult to translate, as its author is also a scientist. And, consequently, her language is rich in special concepts and highly specialized terms.

To conclude, the academic and methodological complex should include a textbook or teaching aids with reminders devoted to theoretical questions in the form of a brief comment. The textbook has a didactic, informative and self-cultivation function.

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