

PECULIARITIES OF LEARNING FOREIGN LANGUAGES BY STUDENTS - NON-PHILOLOGISTS

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In the article the features of professional training in a university related to translation of texts are observed. The authors prove that translation is one of the skills provided for the foreign language. Translation is a necessary condition of the students' sufficient communicative competence in professional activities. Authors analyse the new approaches to translation of professional texts; types of training exercises for translation are listed. The importance of a professional text and a method to use it in preparing students of non-philological specialties are revealed.

Analysis of recent research and publications has shown that currently there is a lack of fundamental methodological studies related to training interpreters of specialized texts. This is obviously caused by the specificity and complexity of translation as a kind of speech activity. Purpose of this paper is to reveal the importance of a professional text and a method to use it in preparing students of non-philological specialties, to analyze the types of exercises and their feasibility. Authors offer to discuss some examples of tasks for students aimed at practicing the ability to allocate the necessary information in the text.

Keywords: teaching to translate professional texts, higher education institution, foreign language, professional activities, present exercises for teaching translation, non-philological specialties, types of exercises.

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Learning foreign languages in non-philological specialties is an important aspect of professional and ideological formation of university students and the next step in learning a foreign language at the high school (as well as in the process of lifelong learning of a foreign language).

Modern integration processes in Ukraine offer opportunities for students to learn and directly participate in cultural, economic and other global achievements of civilization. That is why it is necessary to study a foreign language as a mechanism of communication - an important tool for integrating students into the new changing world from the professional field of study.

Professional text is the tool or the result of committed linguistic and communicative process associated with social and productive professional activity. Work on the text requires professional skills to translate it at first, and thus one must develop translation skills. So it is necessary to analyze peculiarities of translation of professional texts.

Working on special professional texts the lecturer may use multilevel tasks. Taking into account different levels of the students' knowledge of the language they continue to study professional terminology first [1, pp. 42].

Translation of foreign texts includes the language skills formation, language skills progress, reading and translation skills development.

Students should be given the ideas of the language features, abstract

translation in particular, and presentation of information using the most economical means of the language they study.

Great attention should be paid to enrichment of the students' vocabulary with lexical units. It means the formation of active and passive lexical units in the students' minds, and the development the ways to guess the meaning of unknown lexical units. Thus, in our practice we use thematically selected professional texts.

The basis of the specialized text is characterized by scientific terminology. Terms play a major role in the translation. If there are errors in the translation that lead to substantial deviations in comparison with the original text, then one needs to improve linguistic phenomena of two languages to choose the correct version of the translation, and thus one should have sufficient professional education.

The main difficulties in professional text translation are related to the transfer of proper content of each phrase, which does not always assume the literal translation. Translation of professional literature should be accurate; the expressed idea should be concise and clear. Work with professional texts assumes comprehensive use of all kinds of speech activity. This involves particularly the following: using the new grammatical material; performing grammar activities based on lexical units students know; performing activities to learn new lexical units and language

phenomena; actualization of already learned linguistic material through reading and translation of thematically selected texts and oral responses of students; performing abstract translation; text annotation and assessment of information contained in the text.

From understanding separate words students start to clarify the semantic relationships between them, the content of the sentence as a whole. So, that is necessary to understand the grammatical structure of sentences, recognize morphological forms of words, and determine their contextual meaning.

Speech behavior of a foreign language teacher is based not only on the ability to use the speech as a communication mechanism, but on the ability to use it to teach others.

Classes that help to teach foreign texts translation consist of the following stages: 1) language skills formation; 2) language skills improvement; 3) reading and translation skills development [2, pp. 18].

As we consider the problem of non-philology students, it is advisable to devote several introductory lessons to theoretical information that would be held simultaneously with systematization and reviewing of the secondary school language material. This course is aimed at providing the students with scientific and technological basis of the language, the translation in general and abstract translation in particular, i.e. the kind of consecutive translation, transfer of main contents of speech using the most

economical means of another language.

The first stage should also indicate ways to translate the most frequent syntax method "from content - to the method of expression". The attention in the classes for professional texts translation should be paid not to the way students learn by heart, but to the development of skills in expressing the opinion using different linguistic means [3, pp. 137].

Introductory theoretical course develops not only diverse translation skills of non-philologists students, but the style, structure, and culture of the native language (with translation from a foreign language to the mother tongue) and the one studied while translating from the foreign into the native language.

Scientists, engineers and students have a well-developed ability to draw an analogy, which, however, is often wrong due to the lack of foreign language knowledge. Wrong analogy is usually found in the translation of "international" words. These are words of Latin or Greek origin that have similar spelling but different meanings in English and Ukrainian languages. "Actual" - in English means "real", but not relevant. "Original" - means "the first one", but not "unique". "Progressive" - in most cases means "gradual", but not "new" etc. In terms translated from English into Ukrainian students can use such translation techniques as transliteration, tracing, translation-description [4, pp. 8].

Researchers point out three main elements that determine the psychological content of the speech activities related to translation:

- understanding the original text content;
- understanding the message content and using it to form the future expression in a foreign language;
- statement formation and formulation [5].

To teach students to work with professional texts, one should first teach them to use traditional and innovative methods. Special dictionaries of particular terminology must be used to translate professional texts. Students should be familiar with the features of texts with professional terminology, and namely, with general vocabulary and complex grammatical

constructions. In the process of mastering the professional text translation reading can act as a tool and as a goal of education. Reading is closely connected with understanding of a text, being a complex mental process [6, pp. 144]. If the student understands the text, it will be easier to translate it. Particular attention should be paid to important techniques used to work with authentic and original professional texts. The work with the vocabulary plays an important role in reading the professional literature.

Among methods of work with professional texts we may mention the substitution, combination, emphasizing the necessary information [7, pp. 18].

We also use tasks aimed at developing such skills as the ability to work with a lexical unit that has several meanings, the ability to define meanings of words, synonyms and their usage in the language, the ability to decipher the meaning by finding the antonyms of the lexical unit, the ability to describe the meaning of the word. If there is no exact translation of something, then there is the ability to work with a lexical unit using the context; the ability to choose the right lexical unit, the ability to understand the lexical unit by analyzing the structural word elements [5, pp. 165].

The main types of exercises that develop the students' translation skills while working with professional texts are the following:

- exercises aimed at identification of essential elements (primary or secondary information, listing the basic concepts and keywords);
- exercises aimed at the ability to mobilize existing subjective knowledge (drawing diagrams of the main concepts of the relationships, creating major terminological concepts);
- exercises aimed at development of searching skills and identifications (the correct choice of derivatives, synonyms, antonyms);
- exercises aimed at guessing the meanings of unknown lexical units;
- exercises aimed at using the translation skills to transfer meanings of lexical units into the original language;
- exercises aimed at development of contextual meanings, forecasting;
- exercises aimed at recognizing the logical and semantic combinations;

- exercises aimed at using the skills and abilities to transfer grammatical structures and phenomena.

When performing exercises the students enrich their vocabulary with terms that are essential for professional texts translation. So, before starting to translate professional texts it is necessary to know peculiarities of texts, because they usually contain many complex structures, specialized terms, abbreviations and acronyms that create serious difficulties not only for students but also for experienced professional interpreters.

When teaching a foreign language we use the system of exercises proposed A. Gaponov [8]. The scholar offers several examples of tasks for students to practice the ability to highlight the necessary information in the text:

- among the listed titles write down those that are thematically related to....
- among the selected titles write down those relating to the problem
- read summaries of texts/articles and titles, then write the title of the source dedicated to a concrete aspect.

The task for the students to develop the ability to summarize the text information:

- determine which of the headings reflects the content of the text;
- read the text and choose the statements that reflect its content (we may offer phrases that convey semantic content of some sections of the given text).

Exercises to develop the ability to relate parts of the text:

- write down the following sentences or numbers in the sequences that convey the logic presentation of the article;
- which of these phrases could be included into the article. Choose the most appropriate location for each sentence (the following sentences have the nature of conclusions, summaries, evaluations or interpretations).

Exercises to develop the ability to draw conclusions based on the information obtained:

- choose expressions that describe importance of notions highlighted in the article.

Exercises to develop the ability to evaluate information:

- the information in the given article received several evaluations by experts.

These estimates are different. The one that gives the most complete picture of practical/theoretical significance of information fits your abstract translation.

Exercises to develop the ability to interpret information:

- the content of some paragraphs of any text may not be clear to the English speaking staff of the company where you work. If necessary, add explanations, using the most suitable notion from among those proposed.

Exercises to develop the ability to plan the formulation of written expressions. The goal is to create an installation to use non-verbal, verbal-graphic and verbal-linguistic means of fixing the key content of the read information, and thereby develop the ability to form the text stereotype, that is implemented in the context of the written text. Examples:

- draw a layout of the described device;

- choose one of the given graphic plans that fits to the logic of the presentation of the given article;

- write down the plan of the article.

Exercises aimed at providing practice of various kinds of translation: complete, abstract and annotative:

- complete the translation of the article;

- read the translation of that article, made by students of your group;

- choose the one that conveys the content most accurately;

- compare the chosen variant with your own one and carry out the stylistic analysis;

- prepare an annotative translation of the article;

- compare your version of the translation with the proposed one;

- choose the translation that fits the original text better.

Studying the peculiarities of translation of professional texts and analyzing the learning process clarify the prospects of further research related to exercises contributing to the

improvement of the system of teaching students to translate professional texts.

Teaching foreign language to students (non-philologists) requires focus and effort in reading and translation of literature related to the line of profession. Reading and translation are the activities needed to gain sufficient levels of communicative competence in the professional field.

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