

THE METHODS OF TEACHING TRANSLATION

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Nowadays, we are searching the new forms and methods of developing independent abilities and skills of future specialists, able to analyze the situation, results, and make conclusions. The methods of teaching translation can be useful to achieve the best results solving the above mentioned.

In the pedagogical and methodological literature of today the works of Delatre B., Callella T. & Jordano K., Mayyadah Nazar Ali and others are devoted to the methods and approaches of teaching translation.

The analyses of the studied materials showed that Beno it Delatre in his works defines different methods of translation, their peculiarities and gives recommendations how to teach students. For example, the method of “brain storm” allows to remember useful facts, data, terms devoted to the topic of translation by memory. This method helps students to choose necessary words beforehand and is popular. Another method is fast reading (vertically or diagonally). Normal horizontal (linear) reading requires more time. It allows quickly to analyze its form and content, to understand the logic of the author, to isolate the logical connectors, and then - to identify the alleged difficulties.

It should be mentioned that the methods of forecasting, adaptation and explication are used when teaching students to translate. The method of forecasting not only predicts the speaker's speech logic, but also makes students think through their own phrases in advance and not stop. But the most important thing is to understand that to read, analyze, transcode - to transfer to another language and to another culture - to build each phrase is necessary at the moment of pronouncing the previous phrase. The method of adaptation, performing a translation from a letter, taking into account the features of the speaker, his / her intent, the tone of the message and the one to whom it is addressed. The method of explication should be used when something is cut or requires clarification or commentaries, of course, within the time available. [1]

The analyses of the studied materials [1, 2, 3] showed that students from the first year of education in any university should be taught how to translate texts using the theoretical principles as well as preliminaries of translation from simple sentences to paragraphs and texts. There are some leading approaches how to teach students to translate.

For example, a teacher can make a selection of the material to be translated according to the degree of difficulty of the texts (semantic, cultural, stylistic, etc.), the topic or the specific knowledge area, the translation problems to be solved, and so on. After scan reading the text, the students with the help of the teacher, should identify the source, the norm, the type of text, the register, the style and the readership of the text selected. The students should read the whole text at least twice for comprehension the context and problems when translated. This method is called as reading with translation intention. Students underline unknown terms and then they should mentally confront potential translation difficulties in the text with suitable translation procedures. The next step is working with different segments of the text resorting to various documentation sources, especially parallel texts (those which are similar in nature and style) in the language of the original. And, of course, the method of demonstration and explanation of different approaches to the students when everybody should feel free to stop the reading at the end of a given sentence and have the reading of the segment repeated when the situation warrants comments, suggestions, questions, contributions, etc. The students have to "defend" their work against criticism. [3, c.146–148]

The analyses of the studied materials showed that the method of cooperative learning is wildly used in a translation class. In the collaborative approach students would be able to share their results with the rest of the class and build their own knowledge. The students did not enjoy performing translation work in large groups (3– 4 students), preferring smaller group (2–3 students). In this study, the students exhibited an individualistic and competitive learning style. However the questionnaire revealed that the students were aware of the positive aspects of group work. The students found that group work encouraged discussion and the exchange of

ideas. Group work also made it easier for the students to understand the source text and allowed them to correct their mistakes. The students had negative responses to group work when the class became too noisy and some of their friends did not contribute to the discussion. [2]

In conclusion, the leading methods of teaching translation such as making a selection of the material to be translated according to the certain criteria, reading the method of cooperative learning with translation intention, resorting to various documentation sources, parallel texts, defense of students' translations, demonstration and explanation of different approaches, and others are important and necessary in teaching practice to develop students' independent thinking, cooperative, creative, organized skills.

References:

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