



ВСЕУКРАЇНСЬКА СПІЛКА
ВИКЛАДАЧІВ ПЕРЕКЛАДУ



ДНІПРОПЕТРОВСЬКИЙ УНІВЕРСИТЕТ
імені АЛЬФРЕДА НОБЕЛЯ

ЗМІСТ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ ТА СУЧАСНІ ВИМОГИ ПРОФЕСІЇ

**II Всеукраїнська
науково-практична конференція**

7 жовтня 2016 р.



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ACADEMIA VS INDUSTRY: DELATE, DEBATE, COLLABORATE

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We are witnessing translation and localization industry explosion. The University education is slow to move and is more about theory and less about practice. The changes in the character of a modern written translator's work have been the constant concern of the author for more than 17 years in translation business and academic activity [2].

The changes concern the data translated, the tools used for translating and managing the process of translation, the stages of the translation process, time and quality requirements, the sources of linguistic, terminological and specialised data consulted by translators etc. The reasons of these transformations are globalization and industrialization of the translation process and translation market which result in higher quality requirements and higher translation volumes but shorter turnover times [4: xiv].

As seen from earlier investigations [2], three years ago academia and translation industry representatives pointed completely different competences as such which are important for the modern translator. The results lead to many conclusions. One of the main is that academia trains translators not the way that their future employers require.

The step towards bridging the gap between industry expectation and academia reality is an initiative "CAT for Grad" launched in September 2015. It aims at making

CAT technologies an indispensable element of every translation training program.

The initiative provides an opportunity:

- to get free or discounted CAT-tools academic licenses;
- to choose the optimal solution among the suggested programs;
- to get free video-lessons and webinars directly from software developers;
- to learn the methodology principles of teaching CAT-tools;
- to consult the software developers directly on a regular basis.

During 2015–2016 seven webinars with CAT-developers have been conducted with approximately 700 attendees present online [1]. The majority of speakers have been practicing teaching in their countries – consequently – the webinars were a chance not only to mentoring or advertising the product, but sharing professional experience at the same time.

The webinars series have been arranged to interactive communication: the participants exploited an opportunity to ask question right on the webinars or – further on – through direct communication with the speakers.

The initiative resulted in launching a teachers-training process in 12 Ukrainian universities.

It should be mentioned nevertheless that translator's expertise goes beyond only CAT-literacy. The initiative is expected to be the first practical step towards the process modernization. Guest lectures aiming at mentoring students and making them aware about translation professionalism are provided at regular basis at ChocandTalk platform [3].

Continuous interactions between industry and academia would result in win-win situation for both. Industry-academia initiative is an attempt towards achieving this goal. The objective of the initiative is to provide a post academic knowledge environment and industry exposure, thus enabling students to become career ready. Well known industry representatives and academicians from premier institutes could participate in the initiative.

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TRANSLATION COMPETENCE, TRANSLATOR'S COMPETENCE AND MODERN DEVELOPMENTS IN TRANSLATION INDUSTRY

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For a certain period of time the terms Translator's Competence and Translation Competence have been used indiscriminately and interchangeably, thus contributing to certain confusion among the researchers. However it seems that most authors would consider now the former as a generic notion in relation to the latter. The Translator's Competence is viewed [2] as a kind of expert system which is not an automatic outcome of a bilingual's communicative competence, but requires special development within some kind of formal training. According to the generally accepted view, the Translator's Competence is composed of a number of (sub)competences, mostly related to procedural (but not declarative) knowledge, which are integrated in the process of actual translation. There is a certain discrepancy concerning the amount and

nature of the Translator's Competence composition, but all researchers would agree that the Translation Competence is certainly among them.

The said competence encompasses, except the obvious components (such as the knowledge of the translation theory, the skills necessary to carry it out and the orientation in a particular domain), a number of other (sub)competences, some of which are marked by the umbrella term IT skills. The latter are of a particular importance as under the conditions of computer and Internet technologies the translators turn into language mediation specialists that have to be experts in multilingual multimedia communication engineering able to translate texts in different formats and for different media, as well as able to use sophisticated computer aided translation (CAT) tools [1: xiii].

According to the available research [1: 330–331; 3], the list of required IT skills includes at least the following expertise and abilities: the use of computer graphics, desk-top publishing, specific software to produce and process the material to be translated; the use of software localisation and multimedia translation tools; knowledge of quality control procedures; skills of technical writing, revision, terminology management, pre-translation, network management, Web page design; in-house project management (choosing the appropriate CAT and machine translation (MT) tools, and training the translators in the use of them); specific technical knowledge and skills required to handle and translate nonstandard material; knowledge of translation memory systems; ability to prepare a translation project specifications (software resources, equipment, terminology and documentation) and design the translator's workstation in the most optimal way; command of localisation and multimedia translation techniques (website, videogames and software localisation, dubbing, subtitling), as well as of the quality management and control procedures.

This list correlates well with the translation industry requirements in this area specified by employers (see [1: 331–332] for details): knowledge of translation-oriented terminology management systems, as well as of technologies and software used in document production and management; the use of information and communications technologies (Internet, e-mail, websites, web forums, search engines, referencing protocols, file management servers, office IT and desktop publishing applications etc), command of database management systems, electronic data management (XML/XSL/SML), translation memory systems.

All those skills and knowledge require their immediate integration into the subject-matter of translator training which calls for the relevant research in the area.

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TRANSLATOR'S COMMUNICATIVE AND MULTICOMPETENCE

Daryna Holub (Dnipro)

Translation is one of the most difficult aspects of intellectual activity, where translating competence plays its significant role. It is the English proficiency and its own “translating” circumstances that reflect the peculiarities of this type of activity. Therefore, communicative competence is under the close examination. A number of theorists and practitioners underline the significance of communicative competence for a translator such as “translating” competence in two languages including norms of target language (A. Shveitser), professional communicative competence (B. Chernyavskaya), interlinguistic competence (L. Hewson and J. Martin), inter-lingual super competence (W. Wills), language- and culture competence (Ch. Nord) etc. On the one hand, some studies present the list of skills and knowledge to be acquired by a translator without clear distinction between the essential components of communicative competence, whereas some conceptions do contain certain ones. Obviously, the problem of specific characteristics of communicative competence identification deserves special attention and further investigation.

There is another side to the issue of communicative competence of a translator. The concept of multicompetence (V. Cook) is regarded when one considers mastery of several languages. From the multicompetence perspective, different languages a person speaks affect each other by forming a language transfer. Besides, V. Cook does not consider the monolingual speaker as a golden standard when evaluating

the competence of multilingual speaker but introduces the concept of L2 user and L2 learner. Multilingual and monolingual speakers differ in language organization, language knowledge, interinfluence of languages, special skills and abilities, and certain psychological condition of a person as a result of competence in several languages. Thus, a translator has to be considered as a proficient and professional user of different language systems, whereas multicompetence concept helps to highlight the expanded and dynamic nature of communicative competence of a translator and their corresponding skills, abilities and psychological state.

ROLE OF COMPETENCE APPROACH TO FUTURE TRANSLATORS' TRAINING

Valeriya Kalinichenko (Dnipro)

Fast technological progress, the development of communication and historical changes resulted in the multilingualism spreading on the global market. So, higher education is to be tailored to the needs of workplaces and the notion of competence has become increasingly important, as there is the need for highly skilled translators.

Competence is considered to be a general ability to perform a specific task, action or function successfully on the grounds of the existing knowledge, skills and attitude system. What is more important is that the combination of knowledge, skills and attitudes is to carry out a given task under given conditions.

The problem of identifying the professional translator competence has been studied by domestic (V. Komissarov, D. Latyshev, R. Mignard-Beloruhev) and foreign scholars (E. Gene, J. Burke, R. Bell, D. Dubois, L. Spencer), who recognized the multicomponent structure of a translation competence, although their idea of a set of components differ significantly.

EMT expert group has developed a scheme which is intended as a basis, enabling to establish the content of training sessions choosing the most appropriate teaching methods. This plan includes the following types of competences:

– *Translation service provision competence* (knowing market requirements and job profiles, cooperation, approaches to clients, time and stress management, translation strategies, proofreading, compliance with instructions, deadlines, commitments, professional ethics, self-evaluation, calculation of the services offered).

– *Language competence* (knowing grammatical, lexical and idiomatic structures, graphic and typographic conventions of working languages, developing sensitivity to changes and developments in languages).

– *Intercultural competence* (knowing social, geographical, historical, stylistic language variations, the rules for interaction, non-verbal elements, analysis of the macrostructure of a document and its overall coherence, stereotypes and intertextual nature of a document, cultural elements, genre and rhetorical standards, ability to summarize).

– *Information mining competence* (knowing information and documentation requirements, process of the relevant information for a given task development of strategies for research, evaluation of the reliability of documentary sources, usage of tools and search engines).

– *Thematic competence* (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, a spirit of curiosity, analysis and summary).

– *Technological competence* (usage of software for text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software, creation of databases, mastering the tools for the translation of multimedia and audiovisual material, production of a translation in different formats and for different technical media).

The competences offered in each of the six areas are interdependent. They all lead to the qualification of experts in multilingual and multimedia communication stipulating the minimum requirements.

Translation and interpreting studies are meant to develop students' professional competences to a level that equips them to their future work, forms a basis for lifelong learning and helps update professional competences throughout training practice.

THE USE OF E-TOOLS IN WRITTEN TRANSLATION

Tetiana Korobeinikova, PhD in Pedagogy (Dnipro)

Today, in the era of information and communicative technologies, Ukrainian translation industry is considerably changing. Recent studies of business management prove that almost every translation agency works with the use of a special Computer Aided Translation (CAT) soft-ware. The history of the developing of such technologies has been long and rewarding. CATs can save translators at least 30% of their working time; moreover, thanks to them, agencies can offer great discounts for clients.

The problem discussed in the report has a bearing on a general issue which can be formulated as “what e-tools could be used and how can they optimize the process of written translation?”

The most popular CATs are SDL Trados, SmartCat and OmegaT. They are perfect tools for freelance translators as well as for agencies. As a rule, such tools support many file formats and offer great

functionality, in spite of the fact that they are cloud-based platforms. Modern CATs provide multiple check-up opportunities after translation is done because it is almost impossible to omit errors. For example, SmartCat checks terminological consistency, dates and numbers, punctuation and orthography, placeholders and many other issues with the use of ABBY dictionary directly in “editor”.

It should be pointed out that the list of traditional CATs should be expanded due to the rapid development of other computer programs. In addition to them translators can learn shortcuts of Microsoft Office to optimize the time management. Using such combinations as CTRL+C, CTRL+X, and CTRL+V saves hours of work. But there are far more useful shortcuts that would make typing process easier.

Moreover, for translators, who don't want to overburden their writing performance and leave errors unchecked, on-line free e-tools are always on service. Proofreading is an integral part of a translation process. Though there are inbuilt proofreading features in many text editors and CATs, at some point you might need an external tool to check what you're writing. The situation when one sent client an email and only then discovered an awful mistake or typo is rather typical. In this case “Grammarly” would be suggested to prevent such possible writing troubles. According to the latest publications, it is the world's most accurate grammar and contextual checker. The program is easily integrated into major browsers and works almost on all websites.

It should be taking into account that one and the same e-tool, for example “Grammarly” may serve a lot of aims in the process of written translation. First, it scans typed text for proper use of more than 250 advanced grammar rules, covering almost everything from subject-verb agreement to article use. Moreover, this checker identifies correctly spelled words used in the wrong context. For example, “Grammarly” indicates inaccurate use of lose/loose, affect/effect, lie/lay, there/their/they're, and many other commonly confused words. Among all program's services, there is a context-optimizer. It provides the author with the ideas of word choice to improve the readability of his/her document.

Grammarly's algorithms mark potential issues in the text and suggest context-specific corrections for grammar, spelling, and vocabulary. This checker explains the reasoning behind each correction, so its user could make an informed decision about whether, and how, to correct a mistake. To sum it up, “Grammarly” is an online grammar spelling and context checker that improves communication by helping users find and correct mistakes.

Taking into account all the points discussed above, the following conclusion can be drawn. The role of CATs in modern translation couldn't be underestimated, they are a backbone of the modern translation industry, but other free on-line tools should also be taken into

account. Built by software developers, linguists and language lovers, on-line apps find and correct hundreds of complex writing errors – so, the user doesn't have to. The use of e-tools in written translation is neither an entertainment, nor a tribute to fashion but an integral part and an urgent requirement of modern translation industry.

TOWARDS A MODERN VIEW ON A MODEL OF TRANSLATION COMPETENCE

Liudmyla Maksymenko, PhD in Pedagogy (Kyiv)

For a long time there has been the need for more information about how students learn to translate in order to create better teaching programs, improve evaluation methods and unify pedagogical criteria. Over the years, a lot of authors have attempted to define the components of translation competence (TC) in various ways (Bell R. (1991), Chernovaty L. (2013), Nord C. (2005), Pym A. (1993, 2003), Kiraly D. (1995), Hatim B. and Mason I. (1997), Hansen G. (1997), Neubert A. (2000). Different social, political and historical changes at the beginning of 1990s led to fundamental changes in market demands. So the view to TC changed dramatically. The development of models of TC and its acquisition is still in its infancy. One of the reasons for this is that investigating how TC develops is only possible by means of longitudinal studies, and longitudinal studies are extremely complicated and time-consuming.

However some research groups were organized (PACTE group (2000), EMT expert group (2009), the longitudinal research project TransComp led by Göpferich S. (2007). Their objective was to unify criteria, build a model of the characteristics that define the professional translator and a model of how TC is acquired. Their work was validated empirically.

Due to such research TC has been regarded as a multi-componential competence which comprises of sets of technological, cultural, or linguistic skills. Thus, majority of the models proposed by scholars emphasize the description of the component constituents of TC. What sub-competences have to be taken into account, and how they can be defined, is still a matter of debate.

Nevertheless, through empirical-experimental research PACTE group has aimed to define the concept and its acquisition process for written translation. Thus, TC is the underlying system of knowledge and skills needed to be able to translate [1: 100].

Additionally, PACTE group (2005) believes in four unique features for TC. First, not all bilinguals have this knowledge and it is an expert knowledge. Second, it is basically procedural rather than declarative knowledge. Third, it is composed of numerous interrelated sub-competencies; and the strategic component is central. So

the definition which is appropriate for the context of written translation is that TC is the macro-competence that comprises the different capacities, skills, knowledge and even attitudes that professional translators possess and which are involved in translation as an expert activity. It can be broken down into the sub-competencies, which are all necessary for the success of the macro-competence [2: 14–15]. This formulation emphasizes syllabus design and teaching.

The concept of TC is a term covering the various skills and knowledge that a translator needs to have in order to translate functionally. One of the primary purposes of translation education is to measure and assess the acquisition of TC. Nowadays some studies focus on the need for a change from TC to translator's competence creating of which is the way for more effective translator education. Taking this into consideration program designs at tertiary education can be more effective in meeting the expectations in the translation market.

Thus, it is concluded from the above views that TC is a mixture of different competences and it is not a feature of any bilingual. Having analyzed the several models proposed by translation scholars it is implied that the newer models are more comprehensive. They focus on the experimental and empirical results of studies conducted on the translation process rather than on the theoretical linguistic models. Moreover, they frame the competences while investigating the target situation level in which the translation business is conducted. Thus, having focused on the translation practice, the modern views on a model of TC are profession, process and cognitive-oriented.

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INFORMATION TECHNOLOGY USED IN TRANSLATORS' PROFESSIONAL TRAINING

Oleg Mikhlik, Tetiana Marchuk (Dnipro)

The didactic and methodological principles are known to be the foundation of translator's professional training technology. They are constantly developing influencing the process of education.

Information technology plays an important role in forming the conditions of education. They rapid development accelerates the globalization. Mobile telephones, Internet, online TV, communication via Skype and other resulted in a change in cross-cultural communication as well as the emergence of new features. It means that the time and local frames are expanded. In this sense a translator as a person providing a direct communication between the communicants affects the communication environment, public life.

Online immersion, as an element of scientific and technological progress, enables fast and more simplified information analyzing, finding more effective solutions to the issues raised.

It should be noted that the pace of globalization in the field of communication is much faster than in the industry and some other fields. This means that knowledge is becoming increasingly specialized.

Narrow specialization of a translator is primarily connected with the innovations, which in their turn, lead to the acceleration of scientific and technological progress. Their number is reflected in the emergence of new professional texts containing new terms and concepts. In this case, the identification of previously unknown phenomena and their analysis are required to create and update the databases, which will help to determine the importance and preference of this or that term.

It is obvious that while teaching translation one must take into account the difference in structure, layout of the document articles and other informational products in different countries

Consequently, the cultural aspect should be taken into account while training future specialists.

Using translation information technology it is possible to reach the goals in our opinion, by means of writing a course paper. Or at an earlier stage, when students make the reports and presentations using foreign language.

International competence of a translator is mainly formed outside the audience, with the help of audio and video sources.

So, www.art.de sites, www.fluter.de provide an opportunity to receive information in German. Other sites allow access to content in other languages.

To achieve the stated goals the following technical means can be used needed at this stage:

- Smartphone.
- Laptop (or tablet).
- Portable screen and projector.
- Own web-resource.
- Access to large social networks (if there is no own web-resource).

It is important that the process of translation is being increasingly unified and accelerated.

Therefore, there is the task of forming an information product to optimize the specialized texts translation. Such kind of a product

would have to be based on the following basis: the availability of resources providing the most complete information about the subject matter. As we see it, it is possible to use the web-sites of different schools and universities where foreign languages are taught as well as relevant foreign sites.

It can be concluded that future translators' training involves the introduction of new translation technology as it simulates the virtual language environment immersion, thus, helps to improve didactic and methodological principles of teaching.

PUNTOS METODOLÓGICOS DE LA TRADUCCIÓN JURÍDICA

Marianna Oníshenko, Oleksandr Pluschai (Dnipro)

En el proceso de traducción de un texto o cuerpo legal es particularmente difícil identificar una metodología universal para la traducción. Esto se debe a las producciones jurídicas, pertenecientes a diferentes subsistemas y a la vida propia del receptor a quien está dirigido el producto legal. Por consiguiente, es lo que nos lleva a afirmar, en primer lugar, que es imposible tener una sola referencia para cualquier acto jurídico. Por supuesto, la dificultad de encontrar una metodología suficientemente adecuada a todo el espectro de la producción legal también se debe al aspecto cultural que es la base de cada sistema jurídico. La traducción jurídica se centra concretamente en un caso prototípico, es decir, la traducción oficial de documentos con la equivalencia oportuna de los conceptos en los dos sistemas legales según una situación comunicativa.

Por tanto, cabe afirmar que no existe sino que pueda existir una forma unitaria de la traducción, específicamente la traducción legal, ya que, además de las razones mencionadas anteriormente, hay otros factores que fomentan la diversidad de las traducciones. En primer lugar, una buena parte de lo que podríamos llamar cambios traslacionales viene impuesta por el mismo traductor a través de su estilo personal, sus gustos estilísticos, su concepción de la idoneidad de la traducción y su motivación en el proceso de la traducción. Las circunstancias del tiempo, el lugar, la disponibilidad de la información, etc. Por lo tanto, el traductor a menudo puede elegir entre una gama de opciones que ofrece el mismo idioma con el fin de expresar el mismo concepto en el proceso de la traducción, por supuesto, sin perder de vista la eficiencia y el contenido comunicativo. Es necesario comprender todas las posibles soluciones, cada detalle etimológico y el potencial cultural de las opciones para hacer una elección lo más apropiado posible. En consecuencia, el traductor debe ser capaz

de traducir un texto legal original, para conocer el repertorio de las diversas soluciones adoptables, sin embargo, al no ser este elemento suficiente para la traducción correcta.

Para este último propósito, el traductor no sólo debe poseer un profundo conocimiento de su sistema legal y el lenguaje con respecto al mismo, sino también la lengua y la cultura jurídica de la lengua de la traducción.

MULTILINGUAL DICTIONARY OF NEW WORDS AS MEANS OF TEACHING NEOLOGY

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The dictionary under consideration is a periodical edition regularly released by European Parliament whose documents are published in all 24 official languages of the European Union. So it's a multilingual book which can be of great help for translators as it summarizes all new vocabulary units which have appeared in the aforesaid languages during a certain period of time. Multilingualism, in the EU's view, is an important element in Europe's competitiveness. One of the objectives of the EU's language policy is therefore that every European citizen should master two other languages in addition to their mother tongue. The aim of EU language policy is to promote the teaching and learning of foreign languages in the EU and to create an environment that is friendly towards all Member State languages. Foreign language competence is regarded as one of the basic skills that all EU citizens need to acquire in order to improve their educational and employment opportunities within the European learning society.

We have analyzed the English words which are included into the dictionary under consideration and marked blending as the most productive way of their formation. Blends are words created by combining elements from two words - normally beginning and end - and so combining their meaning to create a new one: e. g. Chugging raising money for charity by approaching people in the street, especially using aggressive techniques (sarcasm, negative language, refusal to let a person go, etc.); a blend of 'charity' and 'mugging'.

Exploring this area of new words can be a useful way of equipping our students to deal, not only with the way English evolves and the new words they are likely to encounter but can also help them to understand the way the words they already know have evolved and developed. An understanding of this area can be a key skill in helping them to become more independent in their language learning and develop a greater enjoyment and engagement with the language.

SAVOIR EVITER LES CLICHES DANS LA TRADUCTION

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La trauction désigne à la fois la pratique traduisante, l'activité du traducteur et le résultat de cette activité, le texte-cible lui-même. Pour apprendre à traduire il faut avoir une maîtrise des langues. Cette maîtrise exige un nombre considérable de conditions parmi lesquelles on doit noter le savoir d'éviter les clichés.

Si l'on écrit, c'est pour communiquer des informations ou des idées utiles, précises ou intéressantes; on doit donc débarrasser le message de ces formules presque vides de sens que sont les «clichés», de ces idées banales appelées «lieux communs».

On appelle «cliché» une formule, une expression ou une image dont le langage a abusé et qui a perdu toute originalité. Sauf si l'on souhaite les utiliser de manière ironique, on doit éviter à l'écrit (et à l'oral) ces expressions «toutes faites» qui alourdissent la phrase sans la faire gagner en expressivité. Que peut-on qualifier de «clichés»? Il s'agit d'abord de groupes nominaux ou tel adjectif accompagne invariablement tel nom: la vue est imprenable, les économies substantielles, un nombre astronomique; la réforme fondamentale, constitue une ambition majeure du gouvernement pour la décennie à venir. Les adjectifs en question sont, pour la plupart, hyperboliques; l'«hyperbole» est le procédé de style qui consiste à décrire la réalité avec exagération pour mieux frapper l'esprit.

A l'écrit, il faudra user avec prudence ces locutions, et les réserver aux occasions où l'on a vraiment besoin d'être expressif; on évitera en particulier l'abus d'adjectifs comme «merveilleux», «fantastique», ou, à l'inverse, «épouvantable», «terrible» ou «formidable». Appliqués hors de propos à des réalités qui ne le justifient pas, ils perdent toute leur force. Mieux vaut utiliser des adjectifs ou des adverbes en apparence moins forts, mais plus exacts: la nouvelle est étonnante; la réforme, importante; on a beaucoup de chagrin. On évitera en tous cas d'employer des locutions dont on n'est pas certain du sens ou même de l'exactitude.

COMPETENCE APPROACH TO TRANSLATION TEACHING IN THE ECONOMIC HIGHER EDUCATIONAL ESTABLISHMENTS

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Halyna Lukanska (Kremenchuk)

The notion of the competence of the future specialist, that is determined by many factors, is becoming increasingly topical in our days. It

is explained by the fact that exactly competence and its corresponding qualities are the indicators which can define his readiness to life, further personal and professional development, active participation in the society life. One of the first scientists who introduced the notion of competence was N. Chomsky, who considered this category as the characteristic of the language grammar mastering. The American researcher R. White in his book "Motivation reconsidered: the concept of competence", enlarged the essence of competence with the component of motivation.

The topicality of this research is determined by the teaching problems of universal skills necessary for all types of translation: oral and written, consecutive and simultaneous. As teaching of this type of communicative activity should be started from their development, special skills, which are compulsory for some modes of translation, should be based on them.

Competence approach requires from the organizer of the learning process to apply such a method of teaching that could provide students not only with knowledge and skills, but also with certain experience of professional activity, create confidence in their abilities and readiness to take responsibility.

Translation of the information from one language into another as one of communication means plays rather important role, as even despite the desire to learn all EU languages, it is impossible to master them in full and it will be necessary to get the knowledge with the help of translated materials. Translation as a type of communicative activity can be successful if a student has formed certain competences: lingual, verbal, communicative, cultural and professional.

Verbal competence is provided by the proper mastering of the source and target languages, communicative competence facilitates the communicative effect of translation, depends on the knowledge of the language usage norms, linguistic flair. Cultural competence is realized in the process of rendering of literary texts, professional – in the process of scientific and technical translation.

Teaching the future translators the theory and practice of all types of translation (oral and written, consecutive and simultaneous) we base, first of all, on the appropriate level of linguistic competence. Students should have proper language training, that is obtain the minimum level of knowledge necessary for adequate text understanding. Linguistic competence includes also the knowledge of the native language. The problem of communicative competence is closely connected with cultural differences and requires from a translator both the knowledge of the source and the target language culture as well as extralinguistic factors. As for bilingualism, it is important to have the ability to switch from one language to another, that is to find the equivalent in another language automatically. Studying of translation

equivalents and methods of translation promotes the development of this ability.

The set of competences, formed with the help of means of all translation modes, depends on those professional duties, that a university graduate can perform. This spectrum of professional duties covers linguistic and translation competences. To proper linguistic competences belong the knowledge of language norms (lexical, grammatical, stylistic) and formation of speech culture characteristics. To translation competences belongs the ability to realize the author's communicative intention; to find the equivalent or to apply the method of compensation; to choose the translation variant from the proposed list; to identify expressive words and "translator's false friends" in the text; to make self-analysis and self-estimation of personal translation products; to estimate critically linguistic aspects the translated literature; to able to use reference books. Translation realizes the whole complex of competences, which complement each other, and as a result, are formed in the process of integrated activity that is provided by the influence on motivational, ethical, operational and control-correctional components of the personal structure. Motivational component is provided by the influence on the emotional sphere of a personality, as feelings significantly affect the attitude to the activity, formation of its reason and the aim.

Taking into consideration the above mentioned information, we can say that for translation professional competence of consecutive interpreting (the set of knowledge, abilities and skills) should include the following components: linguistic competence (in the receptive and productive sense); communicative competence; translation competence (skills of bilingualism and translation); technical competence (ability to code and decode the information, presentability); personal characteristics (memory development). The first three components are peculiar to all translation modes, and the last two are specific to consecutive interpreting.

INTERDISCOURSE LEXICON OF THE MODERN MASS MEDIA LANGUAGE: ASPECT OF TRANSLATION

Liudmyla Sinna (Kharkiv)

The mass media language precisely and permanently reflects social development of the nation and the state, fixes all turning points of the society.

The special lexicon is one of the way of replenish the dictionary structure of mass media, which can be used literally and figuratively. Its

purpose is the revitalization of the mass media language, expressivity, with the help of different interdiscourse borrowings.

Despite of numerous research of the lexical structure of the mass media language in interdiscourse aspect, this question remains extremely urgent, particularly in the process of its conveying into the target language.

The aim of the research – to define the ways of translation of the words borrowed from various branches of knowledge, realizing the contextual meaning (usually figurative sense in the modern mass media language).

According to our research, the main directions of the mass media language investigation are standard and stylistic, functional and stylistic, lexico-semantic. Within the last we analyze interdiscourse when two or more types of a discourse are realized in one communicative event.

The functioning interdiscourse elements of the mass media language need special attention during translation. A lot of difficulties arise during the conveying of pragmatical potential of the original. In particular, it is connected with the translation of political or economic texts of mass media, narration of the facts and the events connected with culture of the corresponding people, various national customs, details of clothes or perception of color etc. Thus, social factors become defining for the translation of the texts representing a discourse of modern mass media by means of other language. The political discourse of mass media of the XXI century uses words that represent medical, household, educational, scientific, military, cultural, sports, economic and other types of a discourse.

In the process of rendering interdiscourse words by means of the English language the following difficulty can appear: the choosing of way of translation – literal or free. It is known, that one of the main criteria of being a good translator is always to get adequacy of the translated text. The free translation destroys adequacy of the contents of the original text, but gives opportunity of own assessment for described events, to replace certain fragments etc. Literal translation of the interdiscourse words allows to give the corresponding evaluative semantics. The selection of the most semantically appropriate word for adequate translation is also sufficient.

So, interdiscourse in the mass media language is realized due to expansion of valency of words which has been represented from many different discourses. The pragmatic usage of these words submits to features and conditions of texts creation of mass media: the specification of their rendering on the one hand is efficiency – instant reaction to life, on the other hand, – it is the comment, an assessment. Evaluation in such conditions gets the social signs and strives for objectivity. When the assessment hasn't accurately created during a material publishing, interdiscourse elements are capable to disguise successfully it, to hint softly, to push to the "correct" conclusions... Difficulties in translation arise when

it is necessary to convey the pragmatics in a target text. In that case the translator starts to cooperate with the author of the original like a creative team and gain it.

INTERPRETING COMPETENCE REQUIREMENTS FOR TRANSLATORS OF PROFESSIONALLY ORIENTED TEXTS

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The process of globalization and integration of Ukraine into European Society, the increase of flow of information, the rapid growth of new technologies of international information exchange as well as the intensive development of international cooperation in diplomatic, legal, commercial areas have greatly increased the demand for highly-qualified professionals in the sphere of translation. The main aim that higher educational establishments face today is to train interpreters with the skills of effective intercultural communication. The knowledge of two and more foreign languages is undoubtedly the basic requirement, but it doesn't guarantee the bilingualism of the interpreting competence. Having analyzed current situation we wish to highlight the list of the main professional competences.

- Linguistic competence comprises the knowledge of at least two languages, linguistic resources, norms and rules.

- Communicative competence means language proficiency as well as the deliberate choice of verbal behavior depending on the specific situation of communication.

- Socio-cultural competence, or 'background knowledge' includes knowledge of "national cultural characteristics of native speaker's social and verbal behavior: customs, etiquette, social stereotypes, history and culture, as well as ways of implementation of this knowledge in the process of communication" [4:140].

- Technical competence of an interpreter covers knowledge, skills and abilities required to perform translation activities such as translation strategies, techniques and transformations.

- Text-forming competence can be defined as the ability to create different types of texts in accordance with the communicative tasks and situations of communication, to ensure the proper structure of the text, to use speech and language units of the texts, to evaluate the place and correlation of certain parts of the texts and perceive the text as a logical unit [2: 327–328].

- Information technology competence entails the capability to operate computer technologies, search for information on the Internet, and use electronic dictionaries and directories, media sources.

– Extralinguistic competence includes the dynamic unity of multi-level declarative (implicit and explicit) encyclopedic knowledge of the facts lying outside the language structure [1].

– Integrative competence reveals the ability to mobilize knowledge and skills obtained in other fields and related disciplines, and successfully apply them in the process of interpreting of professionally oriented texts.

– Personal competence includes a wide range of personal characteristics that enable the successful implementation of professional activity, such as curiosity, logical thinking, concentration, and redistribution of attention, the ability to fast response, perception and extraversion. Success in training of professional interpreters can only be achieved by simultaneous use three interrelated factors, which can be defined as “social practice”, “training”, and “self-improvement” [3:132].

Thus, in order to become a competent interpreter of professionally oriented texts the one should know a foreign language, translation strategies and techniques, understand the peculiarities of social and verbal behavior of a foreign language speakers, be able to choose the verbal behavior and strategy according to the communicative situation, have good command of information technology, be a competent specialist in his major field of study and be able to apply this knowledge in the process of translation while being a creative personality capable of self-development.

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TYPES OF TRANSLATION: CLASSIFICATION CRITERIA

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Translation is a process of inter-language and inter-cultural communication when, after special translation analysis of the ST, another

communicatively-equivalent text is created in the TL. It is essential to recognize and acknowledge that ST submitted for translation undergoes a number of inter-language changes of meaningful verbal signs. Singling out and defining a unit of translation is a problem widely discussed in Translation Studies. According to R. Bell, a unit of translation is the smallest segment of a source language text which can be translated, as a whole, in isolation from other segments (as small as possible and as large as is necessary) [1]. Should we consider a word as a translation unit? Though there exists the notion of a word-for-word translation, the word can hardly be taken for a translation unit. First of all, this is because word borders are not always clear, especially in English. Sometimes a compound word is written in one element, sometimes it is hyphenated, or the two stems are written separately as a phrase: e.g., moonlight, fire-light, candle light. On the other hand, in oral speech it is difficult to single out separate words because they tend to fuse with each other into inseparable complexes: [‘wud ju ‘k:lim?] – according to the stress, there should be two words, while in written speech we can see four words: Would you call him? Furthermore, it is impossible to consider a phrase (word combination) as a translation unit, because its boundaries are also vague. Thus, it is not a language unit that should be considered in translation, but a discourse (speech) unit. A translation unit is a group of words united in speech by their meaning, rhythm and melody, i.e. it is a syntagma, or rhythmic and notional segment of speech. This definition of the unit of translation is process-oriented. If considered from a product-oriented point of view, it can be defined as the target-text unit that can be mapped onto a source-text unit [3].

There are some criteria for classifying translation: 1) The first is based on who does the translation. Nowadays a translation may be done by a human translator or by computer. 2) Form of speech: according to this criterion, translation as a written form, sight translation (or translation-at-sight, on-sight translation) as the oral translation of written text and interpreting as the oral translation of the oral discourse are differentiated. This criterion also involves subtitling, that is visual translation involving the superimposition of written text onto the screen, and dubbing, or the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing and lip movements of the original dialogue. 3) Source text perception: a translator can see or hear the text. 4) Time lapse between the source text perception and translation: consecutive and simultaneous interpreting. 5) Number of languages in translation situation: one-way or two-way translation. 6) Direction of translation: direct translation, that is, translation into the mother-tongue, and inverse translation, or translation into a for-

eign language. 7) Methods of interpreting: note-taking interpretation, phrase-by-phrase interpretation. 8) Functional style and genre of the text: literary works and informative texts.

Depending on the completeness/incompleteness of translation J. Catford (1955) singles out full, partial and total translation [2]. In a full translation the entire text is submitted to the translation process. In a partial translation some parts of the SL are untranslated. Total translation is a translation in which all levels of the ST are replaced by TL material. Further differentiating translating types J. Catford suggests the term «restricted translation», by which he means replacement of the SL, textual material by equivalent TL textual material, at only one level. It is possible to make a translation which is total but in which the selection of TL equivalents is deliberately confined to one rank in the hierarchy of grammatical units, that is rank-bound translation. For the latter an attempt is made to select TL equivalents at the same rank (e.g. words).

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TRANSLATOR'S COMPETENCIES AND SKILLS: INTERNATIONAL APPROACH

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Currently, there is no generally acknowledged system of interpreters and translators' training with sufficiently developed system of principles and approaches based on essential professional skills' criterion. Each school of interpreters' and translators' instruction aspires to suggest its own framework of reference and a list of competencies that form the foundation for educating translators.

Another reason why competent professional interpreters/translators are so few and far between is the lack of experienced interpreters working as experienced instructors. Even very good interpreters are themselves unaware about their *modus operandi*, which means that not all good interpreters can work successfully as good instructors.

British National Network for Interpreting has developed a map of interpreting skills including, additionally to excellent knowledge of the foreign language and mastery of mother tongue: empathy, flexibility, adaptability, sense of initiative, stamina, analytical skills, cultural awareness, tact and diplomacy, research skills, public speaking skills, note-taking skills and team-working skills. These specialized non-linguistic skills related to the workplace must be acquired through training, practice, or both. The interpreter must also be able to use special equipment and follow accepted professional practices (e.g. confidentiality of information).

Interagency Language Roundtable, a US federal organization, singled out principal parameters that interpretation performance level depends on: 1) command of two working languages, 2) ability to choose an appropriate expression, 3) familiarity with the cultural context of both languages, 4) knowledge of terminology in specialized fields, 5) observance of protocols applicable to different settings and 6) mastery of modes applicable to these settings. On the basis of the above criteria, we suggest a system of the skills level descriptors for assessing the professional competence of interpreters/translators and designing an appropriate viable curriculum for training competent specialists in this field of education.

COMMUNICATIVE ACTIVITIES IN FUTURE INTERPRETERS' TRAINING

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The problem of translators'/interpreters' training has been widely discussed by both Ukrainian and foreign scholars. Various activities which are used nowadays could include critical reading, turn-talking, conversational listening, automatic writing (note-taking) etc. But we would like to focus our attention on communicative activities of future interpreters.

The first example of such activity would be a media transfer. This exercise involves transforming information in numerous directions: verbal to written, literary/poetic to standard language; changing discourse of the text considering the recipient. Obtaining such skills is essential for future interpreters as their work will include communication with interlocutors of different linguistic background.

Another example of communicative activity is presentation. Making oral reports or presentations is an integral part of interpreter's work-

ing routing. In the process of their university education students will be trained to perform consecutive interpretation of a presentation. Such training should involve practice in rhetoric, speech fluency, switching languages and public speaking.

The last type of communicative activity we would like to present is guided discussion. Such discussion can be both topic-based and text-based. In the process of a discussion students will practice simultaneous interpretation (whispering mode). As the source text will be spontaneous such game imitates real-life working conditions, making the students more competitive on the global labour market.

Future interpreters' training is a complex and comprehensive process, thus by using interactive communicative activities we can improve students' motivation, encourage their creativity and enhance productivity of the lesson.

TRANSLATION INDUSTRY REQUIREMENTS: THEIR ROLE IN FUTURE TRANSLATORS' TRAINING

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Today translation activity has become the fully fledged industry with its own standards and methods to communicate with its clients. Applying marketing strategies in the process of future translators' training model means considering labour market requirements, detailed examining the groups of potential customers of education services, and academic process adaptation to the changes of translation industry situation.

Modern university training require designing new curriculum which will be based on competence approach, the priority direction of which is education vectors: self-determination, self-actualizing, developing individuality and socializing.

According to the leading statistic agencies translation market today is quite a fragmentary one. The factors which influence the translation industry are: market globalization, explosive growth of content production, fundamental contradiction of terms-price-quality, shortening of production chain, centralization and gradual management of linguistic assets – corporate glossaries, Translation Memory, CATs. One more very important trend is cloud decisions integration and crowd-sourcing.

Modern translation industry requires strengthening of its infrastructure and creating absolutely new, alternative models of service supply process. Ukrainian market today, as the reflection of all the processes which have taken place in the country for the last 20 years, has considerably changed. All these factors should be in-

cluded into methodological part of future translators/interpreters' training. This process may be revealed in the form of criteria and requirements for university graduates in their real practice and mutual attempts may help increase the quality of translators' training at the universities due to adequate reaction to the changes occurred.

EFFECTIVE PRESENTING OF INTELLECTUAL AD: IN THE CONTENT OF FUTURE TRANSLATORS' TEACHING

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The concept of an “intellectual (smart) text”, we understand as a bright and eye-catching, effective and creative advert, created at the request of the client (a publisher), which contains advertiser's information and is intended to promote a product in accordance with the requirements of customers. The text-makers – copywriters – should invest in their product (a text) the energy of creative thought, rational creativity, which should be in harmony with advertising effectiveness. An example of the mentioned above is the slogan of the studio advertising company in writing ads, articles, websites that (the slogan) characterizes the talent and the smarts of authors of its company: “We can't measure our intelligence, but we'd like to share it with you... We are not just creating website texts: the authors of the studio are able to convince others – your visitors, customers...; to convince that your site deserves to be on the top of the Olympus searching...” [3].

An important role in any advert making belongs to the efficient and effective presentation of the information. One of it is the lowering of evaluation decisiveness. This strategy is primarily aimed at creating a positive image of a speaker, on trust formation for him. This policy, referred to by T. A. van Dijck as “positive self-presentation” with the purpose – “to make a good impression”, is more important than the goal – “to be honest and frank” [1: 277]. In order to attract attention of potential readers the so-called subject of assessment is often introduced to emphasize the subjectivity of the assessment. The role of the subject of evaluation in any ad plays famous actors, sportsmen, workers of art and science, and statements about the advertised novel in an intellectual ad are made by well-known figures of culture, science, and/or just “public figures” [2]. The apparent subject of such an advert is often the symbol for the target audience, he is that a consumer wants to see. However, it is clear to a consumer-reader that a particular “man of an advertising hour” (the

subject of assessment) either implicitly or explicitly embellishes and imposes promoting goods and that such an assessment is marked and corresponds to the main goal of advertising: to read the origin of a novel by purchasing it. And a reader is under positive influence of such advertising. It (advertising) “works”.

Our observations over summary’s lexis show that an appeal to an action occurs by means of verb. Denoting the action (in the broad sense), verbs possess dynamics, movement, specificity - all that is necessary for advertising. That is why copywriters, composing intellectual (smart) adverts, make emphasis on verbs, as they (verbs) are better create an image, a “picture” in minds of readers than other parts of speech, since verbs better implicate and induce to action (buy a must-read of the season..., be sure to read..., touch..., you need to buy..., don’t miss..., hurry up and you’ll not regret... etc). Verb has a hidden dynamics, motion in itself and therefore a great force of motivation to take an action. Using verb one could seduce, persuade a consumer, unnoticeably but intentionally get him to make necessary decisions.

The researchers of the adverts mark that an effectiveness of the verbs usage in texts increases the memorization in approximately 1.5 times since a verb is more vivid with the point of view of its visibility. According to findings, verbal vocabulary really makes advertising more dynamic, expressive, appeals to action, increases the effectiveness of communication. It is well-known the view that the hidden appeal for the goods purchase is one of the striking functions of advertising.

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АКТУАЛЬНІ ПИТАННЯ СУЧАСНОГО ТЕРМІНОТВОРЕННЯ НАУКОВО-ТЕХНІЧНОГО ДИСКУРСУ ТА ПРОБЛЕМИ ПЕРЕКЛАДУ

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Розвиток сучасних інформаційних технологій викликав сьогодні появу нових термінів, які неодмінно потребують ретельного словникового тлумачення та визначення їх перекладу рідною мовою. Нові терміни виникають майже щоденно у текстах

науково-технічного дискурсу і становлять значний шар лексики, що має назву «неологізми». Такі слова, як Інстаграм, Інтранет, інтернет-хмара та їх деривації гармонійно ввійшли у сучасне мовлення, позначаючи нові поняття.

Нові терміни не виникають самостійно. Більшість виникає згідно із сучасними термінотворчими тенденціями, серед яких розрізняють термінологізацію, транстермінологізацію, запозичення та конверсію. Слід також зазначити, що деякі терміни змінили своє семантичне значення, що говорить про полісемію термінів, а в деяких випадках про її розпад.

Під термінологізацією розуміють процес творення термінів, коли загальноживане слово на основі метафоризації або метонімізації стає науковим або технічним терміном, наприклад: Google wallet, Icloud, targeted tweeter, OpenMAMA та інші. Сучасні лінгвісти наголошують, що значна частина термінів-неологізмів побудована на основі семантичних змін у словах, що постійно використовуються носіями мови [3; 6; 7].

Транстермінологізація у сучасній лінгвістиці розглядається як перехід термінів з однієї терміносистеми в іншу або як використання термінів однієї терміносистеми в іншій: computer virus, heart attack.

Сучасні дослідники зазначають, що мова спеціалістів науково-технічного дискурсу часто має усну форму, тому водночас з'являється процес вторинної термінологізації або транстермінологізації, що свідчить про тенденцію економити сучасний мовний матеріал.

Процес запозичення являє собою іншу тенденцію сучасного термінотворення. Серед запозичених термінів розрізняють повні запозичення, коли використовується як зовнішня, так і внутрішня форми слова, та часткові запозичення, коли морфологічна або фонетична структура слова деформується відповідно до норм цільової мови, наприклад, кіберпростір, сканер, браузер.

До найпродуктивніших засобів творення термінів належить конверсія, яка розглядається сучасними лінгвістами як морфолого-синтаксичний спосіб термінотворення, коли слово однієї частини мови використовується в іншій, отримуючи його парадигму і синтаксичні функції. Деякі вчені називають такий спосіб термінотворення безафіксною деривацією [8, с. 23].

З появою новітніх тенденцій термінотворення виникають нові завдання перед лексикографами та перекладачами:

- розпізнати та ідентифікувати новоутворені терміни;
- дати новоутвореним термінам точне і адекватне тлумачення;
- лексикалізувати нові терміни з метою їх правильного використання у мові.

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІДИОМ У ФАХОВИХ ТЕКСТАХ СПОРТИВНОЇ ТЕМАТИКИ

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Спорт називають «соціокультурним феноменом ХХ сторіччя», оскільки він має універсальний характер та виходить далеко за рамки професійного життя та спілкування людини. Відповідно, можна вважати, що фахова мова спорту впливає на сучасний словниковий фонд, та є джерелом поповнення лексичного складу англійської мови. Деякі мовознавці відзначають навіть тенденцію до «спортивізації» сучасної мови [1, с. 252].

Згідно з класифікацією фахових мов, розробленою німецьким лінгвістом Лотаром Гоффманом, визначимо фахову мову спорту як таку, що є фаховою мовою за предметом та змістом [2, с. 53]. За лінгвістичними критеріями технолект спорту має свою особливу систему в лексиці, частково в граматиці, зберігає розвинену морфологію, характеризується особливою синтаксичною системою, має відносно жорстку ієрархію семантичної структури, включаючи й однозначність

слів, налічує велику кількість експресивної лексики та багату фразеологію.

Мета цієї роботи – дослідити використання фразеологічних одиниць спортивної фразеології з погляду переосмислення їхнього значення, експресивності та конотації.

Фразеологічні одиниці є найбільш вагомим лексичним шаром, що входить до літературної мови та широко використовується в текстах різних стилів і тематики завдяки своїй образності та емоційній забарвленості.

Така питома вага фразеологічних одиниць спортивної фразеології в англійській літературній мові пояснюється значною популярністю спорту в англійських країнах. Тому сьогодні, навіть у діловому стилі, що є найбільш консервативним та закритим, можна знайти: *to get the ball rolling* (починати), *to kick an idea around* (обмінюватися ідеями), *to give a job their best shot* (докладати багато зусиль) – тобто фразеологізми з мови футболу.

Категорія емотивності в спортивній фразеології обумовлена яскравою емоційною оцінкою (позитивною або негативною) того, що відбувається на спортивній арені. Таким чином приблизно 95% фразеологічних одиниць спортивної фразеології мають експресивне забарвлення, за винятком лише термінів, що цілком зрозумілі (напр.: *Love all* – рахунок не відкрито). Більшість фразеологічних одиниць спортивної фразеології (85%) характеризуються образністю (*foul ball* – невдаха (бейсбол), *have a lot on the ball* – бути дуже талановитим та досвідченим).

Така значна перевага конотативних оцінок над інтелектуальними пояснюється домінуванням емоцій у спортивному житті суспільства. Слід також зазначити, що частка фразеологічних одиниць спортивної фразеології, що належать до жаргонізмів, складає 35% всіх стилістично забарвлених фразеологічних одиниць.

Щодо видів спорту, що є лідерами «спортивізації» літературної мови, то домінуючими є: бокс, кінний спорт та бейсбол (20%, 20 і 15%). Окрім того, 20% фразеологічних одиниць спортивної фразеології мають антонімічну пару та 10% мають синоніми.

Широке розповсюдження фразеологізмів спортивного походження, та їх вихід за межі фахової мови, ставить серйозні завдання перед лінгвістами та робить вивчення цього лексичного шару особливо важливим.

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ДОСВІД ЗАПРОВАДЖЕННЯ МЕТОДИКИ НАВЧАННЯ CAT-ІНСТРУМЕНТІВ У СТРУКТУРУ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ

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Необхідність запровадження методики навчання систем автоматизації перекладу (CAT-інструментів) у структуру підготовки майбутніх перекладачів не викликає сумнівів, адже більшість письмових перекладів у світі виконуються саме із їх використанням, а практичні навички та вміння володіння ними входять до числа основних вимог як зарубіжних, так і вітчизняних роботодавців. З метою забезпечення формування згаданого компонента фахової компетентності нами було розроблено експериментальну програму навчання на основі системи автоматизації перекладу SDL Trados, структуру якої склали такі тематичні блоки: 1) переклад текстів різних форматів (Word, Excel, Power Point, pdf); 2) створення термінологічних баз та керування ними; 3) створення баз пам'яті перекладів на основі попередньо перекладених документів (alignment); 4) реалізація перекладацького проекту в системі SDL Trados. Система вправ була побудована на основі текстів міжнародних угод в галузі прав людини та включала три підсистеми: 1) підготовчі вправи; 2) вправи для розвитку навичок письмового перекладу з використанням систем автоматизації перекладу; 3) вправи для розвитку вмінь письмового перекладу з використанням систем автоматизації перекладу. *Гіпотезу* дослідження було сформульовано таким чином: використання систем автоматизації перекладу за розробленою методикою дозволяє значно підвищити ефективність письмового перекладу у майбутніх перекладачів як якісно (досягнення коефіцієнта навченості не нижче 0,80 за шкалою В.П. Безпалька [1]), так і кількісно (переклад текстів більшого обсягу за однаковий проміжок часу). Для перевірки викладеної вище гіпотези ми провели експериментальне навчання, яке тривало протягом другого семестру 2015/2016 навчального року (березень–травень) у ХНУ імені В.Н. Каразіна. Досліджуваними були 12 студентів V курсу (рівні «магістр» та «спеціаліст») англійського відділення факультету іноземних мов ХНУ імені В.Н. Каразіна.

Курс «Сучасні перекладацькі технології. Системи автоматизації перекладу», побудований на основі SDL Trados, розрахований на 26 навчальних годин. Оцінювання робіт студентів здійснювалося на підставі критеріїв, розроблених кафедрою теорії та практики перекладу англійської мови на чолі з Л.М. Черноватим [2] та переводилося в коефіцієнт навченості за шкалою В.П. Беспалька [1]. Приріст коефіцієнта навченості набутого рівня сформованості навичок та вмінь письмового перекладу та перекладу з використанням системи автоматизації перекладу з англійської мови на українську подано в табл. 1.

Таблиця 1

Порівняльна таблиця середніх показників перед- та післяекспериментального зрізів для визначення ефективності розробленого курсу

Письмовий переклад від руки			Письмовий переклад з використанням системи автоматизації перекладу (SDL Trados)		
Коефіцієнт навченості (передекспериментальний зріз)	Коефіцієнт навченості (післяекспериментальний зріз)	Приріст	Коефіцієнт навченості (передекспериментальний зріз)	Коефіцієнт навченості (післяекспериментальний зріз)	Приріст
0,64	0,68	0,04	0,74	0,82	0,08

Порівняння середніх показників перед- та післяекспериментального навчання показує незначний приріст рівня навченості у письмовому перекладі від руки, у той час як приріст у перекладі з використанням системи автоматизації перекладу можна назвати суттєвим, особливо беручи до уваги те, що до початку експериментального навчання студенти не володіли навичками та вміннями користування згаданою системою. Це дає нам змогу говорити про ефективність розробленого нами курсу. За результатами експерименту сформульована на початку навчання гіпотеза підтвердилася. Перспективу досліджень вбачаємо у подальшому вдосконаленні курсу.

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ДОСВІД ЗАЛУЧЕННЯ СТУДЕНТІВ ДО ПЕРЕКЛАДАЦЬКИХ ПРОЕКТІВ У ВЗАЄМОДІІ З БЮРО ПЕРЕКЛАДІВ

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На сучасному етапі підготовка перекладачів у вищих навчальних закладах підлягає значним змінам. Перекладацькі відділення багатьох вишів почали процес наближення навчання студентів до вимог галузі. Цей процес є складним і має бути спрямованим у всіх напрямках одночасно, а саме: підпорядкування робочих планів підготовки перекладачів сучасним вимогам галузі, будівництва розвитку перекладацьких навичок письмового та усного перекладу, починаючи з першого року навчання; організація практики студентів таким чином, щоб вони мали змогу відпрацювати здобуті знання, вміння та навички, потрібні у різних видах перекладу; залучення студентів до реальних перекладацьких проектів, а також їх дистанційне працевлаштування вже під час навчання.

У цій доповіді наведено досвід залучення студентів V року навчання безпосередньо до перекладацьких проектів протягом одного академічного року. Оскільки на даному етапі їхнього навчання ще складно з'ясувати, у якій саме галузі перекладу вони будуть працювати, а також який вид перекладу для них буде основним, письмовий чи усний, їх було залучено до таких проектів:

- 1) письмовий переклад наукової літератури (монографія Є. Наконечного «Украдене ім'я»);
- 2) письмовий переклад технічної літератури (геологія і шляхобудівництво);
- 3) письмовий переклад літератури суспільного напрямку (зв'язки з громадськістю);
- 4) аудіо-візуальний переклад (документальний фільм «Searching for Sugarman»);
- 5) усний послідовний переклад (круглий стіл);
- 6) усний синхронний переклад (семінар).

Такий різноманітний досвід студенти магістратури Київського університету імені Б. Грінченка мали змогу здобути завдяки співпраці з бюро перекладів, яке долучало студентів до роботи не тільки у рамках практики, а також і в реальній оплачуваній роботі, коли вони повністю відчули різницю між виконанням навчального перекладу в рамках занять та реальними проектами, де треба відповідати за якість роботи, терміни її виконання перед замовником та іншими членами команди.

Під час роботи над письмовими перекладами студенти здобули досвід колективної роботи з термінологією, дослідження у галузі текстів перекладу, розуміння технічних процесів тощо.

Особливо важливим є опанування термінології: "...terminology management is probably the most critical aspect of technical translation. It often makes the difference between a good translator and an excellent one" [1: 98]. Великим стимулом було видання перекладу монографії Є. Наконечного англійською мовою.

Важливим досвідом для студентів був переклад документального фільму з англійської мови на українську, де вони діяли як команда, самостійно розподіляючи відео за хвилинами, а потім спільно обговорюючи кожне речення перекладу. До цього виду діяльності було включено таке: повний переклад скрипту, складання субтитрів, озвучування на студії.

У випадку з усним перекладом треба особливо відзначити досвід синхронного перекладу, який був важливим завдяки тому, що в університеті проводяться заходи з використанням обладнання для синхронного перекладу. Студенти, які показали високі здібності та якісну підготовку, були долучені до синхронного перекладу під час семінару за участі представників 5 іноземних держав, викладачів та керівництва КУБГ.

Список використаних джерел

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