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THE APPLICATION OF TRANSLATION STRATEGIES IN WRITTEN TRANSLATION TEACHING PROCESS

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This paper deals with the application of translation strategies in the translation of scientific and technical texts with special emphasis on engineering and electronics. The approach is based on the selection of authentic science and technical texts to translate from English language into Ukrainian language. This paper aims at presenting theoretical and practical basis for teaching written translation practice with engineering and electronics texts. One common feature of much of the research in Translation Studies is an emphasis on cultural aspects of translation, on the contexts within which translation occurs. Translation strategies are considered with translation studies emphasis on the main concepts of the translation process and adequacy. Of special interest are not only theoretical, methodological, descriptive and applied problems within contrastive linguistics and translation studies in isolation, but also questions concerning their relationships. Every descriptive study of translated texts involves the description translation decisions. Each translation stage (comprehension and understanding of the original text, translation itself, editing and result analysis of translation) highlight special discourse features in order to facilitate understanding of specialized texts. Pre-translation stage are analysed: reading for comprehension, identifying main ideas, target audience, translators problems (difficulties): terminology and grammar peculiarities. The main linguistic features of scientific and technical texts (the use of numerous subject field terms, abbreviations and acronyms; extensive use of the passive constructions) are analyzed.

Key words: Written translation course, adequacy, theory and practice of translation, translation decisions, scientific and technical texts.

Introduction. This paper is devoted to the growing need for translation in discourse of Engineering English. Interconnected one-semester course in practical course of translation of general engineering and electronics texts for fourth-year students of the department of linguistic is under consideration. The approach is based on the selection of authentic science and technical texts to translate from English language into Ukrainian language. Group meets once a week and targets the translational skills. Before translation itself the first class lecture of the semester must be devoted to organization matters and acquiring information about students needs as well as initial assessment of their level of written English and Ukrainian proficiency. The target learning group of this course should have knowledge of grammatical and lexical peculiarities of translation, both in theory and practice.

The aim of this paper is to present theoretical and practical basis for teaching written translation practice with text under engineering and electronics umbrella.

Translation Studies. Translation Studies is a scientific discipline investigating the process of translation, attempting to clarify the question of adequacy and to examine what constitutes meaning within this process. But nowhere is there a theory that pretends to be normative, the goal of the discipline suggests that a comprehensive theory might also be used as a guideline for producing translations, this is a longway from suggesting that the purpose of translation theory is to be proscriptive. The purpose of translation theory, then, is to reach an understanding of the processes undertaken in the act of translation and, not, as is so commonly misunderstood, to provide a set of norms for effecting the perfect translation.

Translation Studies which applies to the whole “complex of problems clustered round the phenomenon of translation relations” [6, p. 67].

R. Jakobson distinguishes three types of translation:

(1) Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language).

(2) Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language).

(3) Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).

Having established these three types, R. Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation [8, p. 232–239].

Nevertheless, despite the diversity of methods and approaches, one common feature of much of the research in Translation Studies is an emphasis on cultural aspects of translation, on the contexts within which translation occurs. Once seen as a sub-branch of linguistics, translation today is perceived as an inter-disciplinary field of study and the indissoluble connection between language and way of life has become a focal point of scholarly attention. Of special interest are not only theoretical, methodological, descriptive and applied problems within contrastive linguistics and translation studies in isolation, but also questions concerning their relationships. Every descriptive study of translated texts involves the description translation decisions. The analysing techniques and translation strategies include the syntactic and semantic analysis of the source language sentence with evaluation of the translation difficulties and elimination of those difficulties by means of transformations.

Translator’s challenges. Students should consider what challenges they will have to face (main grammatical, lexical, pragmatic and stylistic problems, identification and ability to use translation transformation properly, awareness of the translation mechanisms, ability to express information in the target language accurately and precisely). It’s important to have good/excellent knowledge of English and Ukrainian languages. The simple fact of speaking two languages does not make a good translator. It should be noted that translators of scientific and technical texts have to remember that whatever dictionaries are used and theoretical recommendations are given, equivalent (faithful) scientific and technical translation is possible only if a translator understands what is being translated. To be inside the relative discourse in science and technology is the key to success in this sphere of translator's activity [3, p. 72].

To translate scientific and technical texts one has to have high level of translator’s informational capacity. Levels of translator’s informational capacity are the following:

1. The translator is able to associate a word-sense with a certain very wide class of things.

2. The translator is able to refer the word-sense to particular genus of things or ideas.

3. The translator is able to refer the word-sense to particular species of things or ideas.

4. The translator possesses encyclopedic details of the phenomenon described by the concept in question.

5. The translator possesses a scientific knowledge of the concept in question.

The translator's informational capacity is tightly connected with levels of translation approximations or equivalents. These levels are the following: close approximations (equivalents), adequate approximations (near equivalents), functional-communicative analogues, interpretations or descriptive definitions/translations, loan translations, phonetic transcriptions/transliterations and reproductions of words in their original script [1, p. 95- 102].

It's essential to clarify the interconnection between translation equivalents and adequacy. Adequacy of translation means quality of translation. Many scholars have different views about that point, theory of translation was developing, and in the middle of 80 the scientists made no difference between equivalents and adequacy. It's worth mentioning the notion of exactness, which has nothing to do with simple copy of the original text by means of TL, even more, text style, exactness; genre are adequate translation features.

Three components are important to define adequacy:

- The most possible exact and full rendering of the original text
- Rendering of the language form of the original text
- Following target language norms

Equivalent translation is a translation done one of the levels of adequacy. The choice of the translation levels is, actually, a strategy of written translation which is fulfilled while analyzing the text.

The algorithm of written translation. In the translation theory we distinguish two global concepts – understanding on the meaning and on the level of sense. Because of these two concepts we consider translation analyses as a main factor of understanding the sense and so as the just right condition to do adequate translation. Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. The instructor can then hope to measure the students' linguistic competence, by means of the TL product. The stress throughout is on understanding the syntax of the language being studied and on using translation as a means of demonstrating that understanding [5, p. 12-13].

We are quite definite about the fact that translational process has 3-structured form:

- comprehension and understanding of the original text;
- translation itself;
- editing and result analysis of translation.

Each stage highlight special discourse features in order to facilitate understanding of specialized texts. Active reading to fully understand the text, especially those parts which may be difficult from the grammatical, lexical, stylistic or pragmatic point of view, make necessary research. Pre-translation stage includes reading for comprehension, identifying main ideas, target audience, translators problems (difficulties): terminology and grammar peculiarities. Pre-translation analysis of the text: a) documentary research – study of any valuable extra-linguistic information; b) comprehending the writer's intention and main message; c) text organization analysis (logical connectives, cause and effect relations); d) search of translation equivalents; e) focus on the stylistic aspects of the text (genre, register, stylistic devices); 1) deciphering and adaptation of units of measure, abbreviations, proper names [4, p. 11-13].

Students must complete exercises to demonstrate they can identify, understand, and analyze the use of these elements on the first stage of translational work. In many

cases this requires use of dictionary. Indeed, after a period in which research in computer translation seemed to have foundered, the importance of the relationship between translation and the new technology has risen to prominence and shows every sign of becoming even more important in the future. Translated dictionaries are often misleading, and overconfidence in one's grasp of one's native language may also lead to a faulty translation. If an English word or phrase is not to be found in a bilingual dictionary, it should next be looked up in all the other available dictionaries [1, p. 19-20].

J.C.Catford's short study tackled the problem of linguistic untranslatability and suggested that in translation, there is substitution of TL meanings for SL meanings: not transference of TL meanings into the SL. In transference there is an implantation of SL meanings into the TL text. These two processes must be clearly differentiated in any theory of translation [7, p. 32-37].

That is why the main communicative aims of scientific and technical texts are to inform the addressee about the results of the academic research or about technical design of equipment, to prove scientific hypotheses, to create new concepts or ideas, to instruct the addressee on how to apply scientific data or technical instruments and thus to make the addressee act in a proper way.

In practice students are accustomed to read English text word for word rather than analyzing professionally oriented texts with the purpose to translate them into native language. Active readings for translation during the course relate to the following topics, among others: metals; measurements; design and function; energy, heat and work; control devices; pumps; air-conditioning systems; diesel engines; data communications; electric power systems; refrigeration systems; water treatment; telecommunications; engineering design; engineering and the Earth's resources; text on insight into Electronics, categories of Electronics.

So it is preferable to give students short vocabulary list, exercises for matching tasks, ask them to translate sentences containing translation difficulties, discuss and solve translator's problems.

So, the above mentioned search of adequate translation presents a chain of mistakes, steps from semantic structural calque of the original to communicative functional equivalent, i.e. from rough translation to more structural and meaning extension correlation, to translation decision solving the most difficult parts of translation. On that stage we try not only translational correspondence and translational transformations, but which is more important, realize the skill to motivate transformations, because the latter are dependent upon the type and genre first of all, and only then from target language itself.

We take into consideration the main linguistic features of scientific and technical texts. They are: the use of numerous subject field terms, abbreviations and acronyms; extensive use of newly created words and foreign words, of Latin or Ancient Greek origin; extensive use of the passive constructions; restricted use of tropes and figures of speech (stylistic devices and expressive means).

On the third stage of process of translation the students fulfil the task of editing. Editing the translation: the translator should be able to evaluate the linguistic competence of translation and make a proper presentation of it. While translating scientific texts the following requirements must be met: the content of the text must be rendered exactly and clearly; the translated text must have the form of scientific style for the target language. Translator should reorganize sentences and structures for the best rendering of ideas. When translator have read and understood the whole text it is recommended to analyse each sentence: find main and subordinate clauses in each compound sentence and simple sentences in each complex sentence and

determine the character of connection between these components. While analysing structurally different sentences it is useful to ascertain the predicate of each simple sentence, then the group of predicate, then the group of subject and object. It is recommended to start translation of each sentence from the group of predicate, then the translator should translate groups of subject, object, adverbial modifier. After that the translator proceeds to translating all words in the text. While choosing the appropriate meaning the translator must take into consideration the context as a primary source of help. What is more important context will help determine the intended meaning, resolving ambiguity.

One and the same term may have different meanings in different branches of science. T. R. Kyiak, a well-known researcher of scientific and technical translation, gives recommendations for translating terminology, among them: if the original has some terms not registered in any specialized dictionary and not translated previously, the translator has the responsibility to offer his/her own translation (using reference materials and consulting with experts to define the meaning of it) [2].

We shall come to understand that as an object of linguistic study translation is a complex entity consisting of the following interrelated components: elements and structures of the source texts; elements and structures of the target language; systems of the languages involved in translation; transformation rules to transform the elements and structures of the source texts into those of the target text; conceptual content and organization of the source text; conceptual content and organization of the target text;

Conclusion. In conclusion we are to emphasize that the demands on translation practitioners are to serve the needs of students and professionals to conduct their studies, research, and business in English on an international scale. So, practical written translation courses in engineering information technology may be of the following structure: tasks to speak on the topic of the text; words/terms study which are the stem of the text; key words to understand the parts and whole text; tasks to understand the main idea; tasks to read the text in the following order: word, sentence, paragraph, text; after text tasks include detailed lexical analysis, grammatical difficulties.

It's important to study lexico-grammatical and syntactical difficulties of the text in more complicated and precise way with every lesson, step by step, from simple to complex.

Evaluation of the translation may be done on the following principles: pragmatic norms of translation; equivalent norms of translation; absence of contextual, cultural, functional, lexico-grammatical mistakes.

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О. О. Великодська. Навчання письмового перекладу з використанням перекладацьких стратегій.

Стаття присвячена огляду перекладацьких стратегій при навчанні письмового перекладу науково-технічних текстів в галузі інженерії та електроніки. Мета даної роботи представити теоретичну і практичну основу для викладання практики письмового перекладу з використанням автентичних науково-технічних текстів для перекладу з англійської на українську мову. Розглядаються лексичні та граматичні особливості науково-технічних текстів. Аналізується кожен з етапів перекладу: предперекладацький аналіз (інформаційно-пошукова діяльність), аналітичний етап, редагування перекладу та аналіз результатів перекладу. Кожен з етапів перекладу допомагає виділити особливості науково-технічного дискурсу з метою полегшення розуміння спеціалізованих текстів, виявлення перекладацьких труднощів і пошуку перекладацьких рішень. Розглядаються деякі питання теорії і практики перекладу, дидактики письмового перекладу.

Ключові слова: Письмовий переклад, адекватність, теорія та практика перекладу, перекладацькі рішення, науково-технічні тексти.

Е. А. Великодская. Обучение письменному переводу с использованием переводческих стратегий.

В статье описывается применением переводческих стратегий при обучении письменному переводу научно-технических текстов в области инженерии и электроники. Цель данной работы – представить теоретическую и практическую основу для преподавания письменного перевода с использованием аутентичных научно-технических текстов для перевода с английского языка на украинский язык. Рассматриваются лексические и грамматические особенности научно-технических текстов. Анализируется каждый из этапов перевода: предпереводческий анализ (информационно-поисковая деятельность), аналитический этап (использование переводческих трансформаций), редактирование перевода и анализ результатов перевода. Каждый из этапов перевода помогает выделить особенности научно-технического дискурса с целью облегчения понимания специализированных текстов, выявления переводческих трудностей и поиска переводческих решений. Рассматриваются некоторые вопросы теории и практики перевода.

Ключевые слова: письменный перевод, адекватность, теория и практика перевода, переводческие решения, научно-технические тексты.