

# Linguodidactic Base of Teaching Translation in Higher Education Institutions within the Framework of the New Federal State Educational Standards

L. Pavlova<sup>a</sup>, S. Pesina<sup>b</sup>, Yu. Vtorushina<sup>c</sup>, Yu. Baryshnikova<sup>d</sup> and T. Baklykova<sup>e</sup>

*Nosov Magnitogorsk State Technical University, Magnitogorsk, Russia*

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**Abstract:** The relevance of the research problem is caused by the need to improve the quality of foreign language education at the university within the framework of the implementation of the new Federal State Educational Standards to achieve personal learning outcomes, expressed in the training of highly qualified translators who are able to carry out a genuine dialogue of cultures in a variety of professional translation situations. These tasks can be solved by implementing a communication-oriented method of teaching translation in the system of foreign language education at the university. The article considers and defines the translation skills of students as the most important factor in the effective implementation of translation activities. The theoretical significance of the research lies in the development of pedagogical conditions for the effective implementation of the methodology of teaching translation, aimed at the formation of translation skills and ensuring the achievement of meta-subject results of foreign language education at the university. The article presents a communicative-oriented method of teaching translation as a system of components, which proved its effectiveness in the process of experimental training and made the novelty and practical significance of the study

## 1 INTRODUCTION

The newest Federal educational standards of the third generation set fundamentally new requirements for the system of training linguists-translators in the paradigm of the competence-based approach. A translator must master the basics of professional intercultural communication, be able to transform a text from one language into another, retaining the general essence, concept and structure of it, and promote intercultural understanding. Therefore, qualitatively new resources are needed for training students, corresponding to the scale of solving new problems, which would contribute to the professional development of future translators in the entirety of the required competencies.

Currently, translation as a product of bicultural, and often multicultural work of the translator is a means of historical and modern dialogue of cultures and civilizations, as well as a tool for expanding the information field of society, enriching the fund of world culture and science, preserving the world's artistic and scientific heritage. A modern translator combines several roles: interpreter, mediator, organizer, editor, and propagandist. In modern conditions, a professional translator must be able to solve a number of tasks: to cope with the most difficult intellectual task of finding the most appropriate equivalent to the context and situation of the translated unit, to avoid distortions in the translation, which can lead to serious political conflicts and economic damage.

Translation is a very complex type of speech-thinking activity, which involves the presence of

<sup>a</sup> <https://orcid.org/0000-0003-2241-0513>

<sup>b</sup> <https://orcid.org/0000-0001-5320-4726>

<sup>c</sup> <https://orcid.org/0000-0002-3728-2561>

<sup>d</sup> <https://orcid.org/0000-0002-9036-3707>

<sup>e</sup> <https://orcid.org/0000-0002-3784-6304>

linguistic and interdisciplinary knowledge and skills, specific personal qualities that are acquired in the process of learning to translate (Slepovich, 2002).

The creative nature of translation activity manifests itself in the constant search for linguistic means to express the unity of the content and form of the text in the source language and the choice between several possibilities of transmission. This versatility of the translation profession should be optimally implemented in the professional training of students. As a result of professional training, students should have the professional competence of a translator, which is understood as a flexible set of competencies that ensure high efficiency of translation activities.

The purpose of this article is to develop a communication-oriented methodology for teaching translation, implemented as a systematic set of components (approaches to teaching translation, teaching content, didactic materials, techniques and exercises of teaching translation), aimed at the formation of translation skills and ensuring the achievement of meta subject results of foreign language higher education.

## 2 MATERIALS AND METHODS

The material of the research is the actual problems of improving the quality of teaching translation in the system of foreign language education at the university. In our article, we rely on the following research methods: theoretical methods (analysis, interpretation and generalization), empirical methods (scientifically recorded observation, questionnaires, testing, experimental training), statistical methods of processing research results.

This article is based on research in the field of translation studies, intercultural communication, linguoculturology and linguodidactics.

The fundamental concept for us is "professional competence of the translator". As R. K. Minyar-Beloruichev notes, "the competence of a translator, first of all, determines the knowledge of two languages and fluency in them" (Minyar-Beloruichev, 1996). L. K. Latyshev distinguishes the basic and pragmatic competence of a translator (Latyshev, 2003).

T. N. Serova identifies the following fundamental competencies of a linguist-translator: proficiency in linguistic and non-linguistic means of interlanguage communication; proficiency in all types of foreign language speech activity, proficiency in skills and models of intra-group subject-subject and inter-group collective interaction, ability to work in a team,

proficiency in forms of thinking, mental operations and ways of formulating thoughts, setting and solving problem problems, proficiency in the socio-cultural and professional spheres, proficiency in professional translation situations and the general professional and social context within the framework of the dialogue of cultures (Serova, 2006).

Thus, summarizing the considered approaches, it can be concluded that the goal of basic linguistic education of a translator should be the formation of professional competence, including mental operations and forms of thinking, language and speech competencies, as well as the translation skills in various translation situations that allow you to effectively carry out professional activities.

The generalization of the scientific literature on translation and translation studies allows us to identify the linguodidactic base for the effective implementation of the translation. Let's clarify what basic translation skills can be formed in the process of teaching translation in the system of foreign language education at the university.

The most important component of any activity is goal setting. The ability to perform a translation action also implies a vision of the goal with the future result and knowledge of the necessary operations. At the same time, the goal as an image of the future result is realized almost simultaneously with finding the most optimal option.

When teaching translation, it is necessary to pay special attention to the perception and understanding of the original utterance. It is necessary to lay in the students the idea that one of the main tasks in translation is not to convey their personal attitude to the text, but to recreate in the translated text an objective analog of the original text. One of the main tasks of the translator is to take into account and reflect not only the general properties of the text as a tool of speech influence, but also the peculiarity of its internal structure. Therefore, it is advisable to train future linguists to see the different types of text content, to be able to identify the most important elements that must be reproduced in translation, and those that can be modified in the process of pre-translation analysis of the source text, which begins with understanding its functional and genre affiliation (Latyshev, 2003).

The next important skill is that in the process of teaching translation, students form a new conscious and analytical perception of the language being studied. While studying translation, students learn to compare different language systems, means, ways of understanding and transmitting information. The ability to analyze the grammatical, semantic, and

stylistic structure of a statement/text, which is important for the translator, is formed in order to fully and accurately understand its content and convey it in the target language.

It also develops the ability to focus on the content of the translated speech fragment, and to make transformations within both the native and foreign languages, transmitting the same content using a variety of synonymic constructions, which in turn improves memory, expands the active vocabulary, and also forms the ability to easily move from one language to another, easily finding equivalents for transmitting the information contained in the utterance.

It is worth noting that within the framework of translation training, students also get acquainted with the types of non-equivalent vocabulary and ways of transmitting it in their native language (Pesina, Kiva-Khamzina, Rubanova, 2019; Karamalak, Pesina, 2017), which is necessary for every translator, because when translating such vocabulary, it is essential to be able to proceed not from the translatability of each component of the meaning, but from the transmission of the meaning of the utterance or the reality as a whole. Together with this, students will learn about such a phenomenon as "false friends" of the translator, without the knowledge of which it is impossible to carry out a competent translation. There is an introduction to the lexical and grammatical difficulties that may arise in the translation process and ways to overcome them.

Translation classes encourage students to pay attention to the most subtle nuances of the semantics of language units, reveal the uniqueness of the system organization and functioning of languages, the features of the "picture of the world" created by each language, the common and special in the culture and thinking of representatives of different language communities (Swallow, 2020).

By drawing the students' attention to the methods of translation, the teacher expands their understanding of the phenomena of the modern language situation and activates the metalinguistic skills that involve the awareness of the language as the fact of the development of different elements of the language, and the reasons that cause its development. Thus, future translators develop metalinguistic consciousness, as a special form of human language consciousness, characterized by the ability to abstract logical operations with several language systems. In this regard, cognitive processes associated with the development of students' translation skills play an important role.

The main form of organization of educational activities is a system of classroom classes using modern ICT methods and communicative teaching methods: large group, small group, pair work, individual, mutual learning and mutual control, project tasks (in oral and written forms), quizzes, tests, translation.

Taking into account modern approaches to the organization of the process of foreign language education (communicative-cognitive, cultural studies, competence), it is important to give a communicative orientation to this type of activity when teaching translation.

Translation differs from other types of speech activity not only in that it combines listening and speaking, or reading and writing, but also in that it is carried out in a bilingual environment. And to do this, you need to create a bilingualism mechanism. This mechanism is able to function if the subject has three main skills: deverbalization, transformation, and switching.

One of the difficulties in translation is to overcome the dominance of formal features of the source text, i.e. words and grammatical constructions of the source language. Therefore, it is very important to develop the skills of deverbalization, with the help of which students will be able to correctly transfer thoughts to the language of images for free speech creation in the language of translation. To automate this skill, we used the following exercises: reading text with a score, microreference, fixing information without words.

The second leading skill in translation is transformation of the text while preserving its content (Latyshev, 2003; Minyar-Beloruchev, 1996; Pesina, Zimareva, Baklykova, 2019; Nazarova, Pesina, 2016). Transformations (lexical, grammatical, etc.) are actually the essence of the translation process, in which one word is constantly changed by another, their interpretation and grammatical reconstruction. These skills are formed using the following exercises:

- an exercise in the transformation of lexical units;
- exercise in the reconstruction of sentences;
- an exercise in the global transformation of speech.

A special place in the process of learning to translate is occupied by the switching skill. The skill is based on the familiar connections that are formed between the lexical units of the target and native languages of students. The possibility of errors can be minimized if familiar connections are formed not between individual words, but between word combinations. At the same time, the switching skill

should be formed in two directions, that is, not only from the native language to a target one, but also from a target language to the native one (Komissarov, 2001; Minyar-Beloruichev, 1996). We have identified the following exercises for the formation of the switching skill: exercise with numerals, recording precision words, synchronized translation of phrases.

To form the ability to objectively evaluate their work, it is necessary to familiarize students with the classification of translation errors. The main shortcomings in the translation of the source text are expressed in distortions, inaccuracies and ambiguities.

Familiarizing students with the classification of translation errors provides a basis for achieving mutual understanding between the teacher and the student in the process of analyzing educational translations, developing agreed criteria for their evaluation. It also makes it possible to develop exercises for correcting translation and translation errors to eliminate interfering phenomena.

New trends in foreign language education are (Ariyan, Pavlova, 2019; Galskova et al., 2018; Pavlova, 2019; Pesina, Druzhinin, 2016; Safonova, 2014; Shchukin, 2011; Pesina et al., 2020; Solonchak, Pesina, 2015): variability, multifunctionality, multiculturalism, and interdisciplinarity link the tasks of professional, cognitive, and socio-cultural development of students with the need to form an adequate content that implements the modern goals of teaching translation skills.

The analysis of the literature allows us to conclude that the content of translation training should include the formation of an idea of the concepts of interlanguage communication, equivalence and adequacy of translation; the formation of an idea of the pragmatic aspects of translation and the main methods of pragmatic adaptation of translation; the study of the main models of translation and translation transformations; the study of the main types of translation correspondences and familiarization with the methods of translation of non-equivalent language units; the formation of an idea of the basic principles of text translation; formation of an understanding of the grammatical and stylistic aspects of translation.

As for the selection of didactic materials for teaching translation, it is important to note that it should be carried out in accordance with the following criteria (Latyshev, 2003):

- the adequacy of the materials to certain translation problems that can be solved with the help of the selected materials;

- focus on specific skills and abilities that can be formed on the basis of these materials;
- thematic genre and stylistic variety of texts;
- samples of authentic modern foreign language speech.

Carefully selected foreign language texts, educational materials, and professional translation situations should reflect a variety of social and cultural contexts, motivate educational activities, create a communicative base for the development of students' socially valuable translation qualities, and ensure their spiritual and professional growth.

When organizing translation as a communicative bilingual activity, it is necessary to rely on the level of students' knowledge of communicative competence, both in a foreign language and in their native language. It is necessary to update the inter-subject relations, skills and abilities of students and involve them in translation activities that meet modern information and cognitive needs and interests.

Thus, the communication-oriented method of teaching translation should be implemented in accordance with the following requirements:

- activation of students' mental activity, development of educational and intellectual skills and abilities: compare, generalize, classify, differentiate;
- presentation of the target language phenomena, translation difficulties on the basis of authentic texts that are of interest to the students;
- development of translation skills based on the comparison and comparison of language phenomena with the native language, the development of language guesswork;
- development of metalinguistic competence, which is manifested in the ability to observe the language and perform independent translation activities.

The process of developing translation skills within the framework of the developed methodology is more effective if the following pedagogical conditions are met:

- inclusion of modular interdisciplinary courses on general cultural, scientific, and technical issues in the content of foreign language education;
- socio-cultural enrichment of the process of teaching a foreign language;
- involvement of students in professional translation activities at partner enterprises on a permanent basis.

While implementing these pedagogical conditions in the framework of a communicative-oriented



methodology for teaching translation skills, the following meta-subject results of foreign language education are achieved: a high level of motivation, development of abilities in volitional and emotional spheres, development of attention, memory and thinking of the individual.

### 3 RESULTS AND DISCUSSION

In order to test the effectiveness of the communication-oriented methods of teaching translation activities in the system of foreign language education at the university, we conducted an experimental training of the students – future translators of the third and fourth years of the "Nosov Magnitogorsk State Technical University", a total of 197 people. Three experimental groups EG-1 and EG-2 were identified; EG-3, in which experimental training was conducted on the basis of the implementation of the developed methodology, and one control group of CG, where translation training was conducted traditionally. The experimental training was conducted in three stages: ascertaining, modeling, diagnostic and assessment.

At the ascertaining stage, the level of development of students' translation skills was revealed, for the objective measurement of which we identified the following criteria:

- fullness of the translation (each component of the translated text is translated);
- translation accuracy (the meaning of the text is not broken);
- lexical and grammatical correctness.

At the ascertaining stage we carried out the assessment test, measuring the level of development of students' translation skills.

The intermediate results of the assessment test showed that the translation skills and abilities in both the experimental and control groups are approximately identical. The majority of students (48%) in EG-1, EG-2, EG-3 and CG had an average level, 38% - a low level and only 14% of students had a high level. It follows that the level of proficiency in translation skills and skills in general occupies a low position.

The modeling stage of the experimental training was carried out in the experimental groups within the framework of the developed communicative-oriented methodology, while in the control group the foreign language training was carried out traditionally. In the translation classes, the students of the CG translated the texts, transmitting their main content. At the same time, special attention was not paid to overcoming

translation difficulties, and exercises to overcome lexical and grammatical interference were not offered. The students of the experimental groups were trained with the introduction of exercises in the learning process that contribute to the development of skills and abilities of translation activities. The material was taken from authentic sources that correspond to the level of communicative competence and interests of students. Students of EG-1, EG-2, and EG-3 were trained with exercises where it was necessary to draw a parallel between the texts of the target language and the native language, exercises on the periphrasis of the target language, exercises aimed at working with lexical units, where it was necessary to translate the "false friends" of the translator, international words, articles from The New York Times, the magazine "Nature". In addition, grammatically directed exercises were proposed, during which students had to identify the functional component of the infinitive forms in sentences and perform their correct translation, it was also proposed to translate numerals, and sentences with a compound connection/adverbial turn.

At the diagnostic and assessment stage, new measurements were carried out in the experimental and control groups, which showed qualitative changes in the studied criteria. The analysis of these changes is presented below.

As shown by the diagnostics at the end of the modeling stage of the experiment in the experimental groups, the number of students with a high level of development of translation skills increased by 2.0 times and amounted to 28%, the average level reached 55% of students. The number of students with a low level skills decreased by 2.2 times or by 21% of the total number.

These data confirm our idea of the need to introduce a special methodology aimed at activating the mental activity of students, developing their educational and intellectual skills and abilities, based on the comparison and comparison of language phenomena with their native language.

The results obtained in assessing the level of development of translation skills show that in the course of the formative experiment, the value of the absolute growth indicator for the average indicator (G for AI) is the largest in EG-3. It was 0.38, which is 0.05 and 0.04 more than in the EG-1 and EG-2 groups, respectively, and 0.36 more than in the CG group. The greatest increase in CE (efficiency coefficient) is observed in EG-3 (0.20), where a set of pedagogical conditions was introduced. This is, respectively, more than the increase in CE in EG-1 by 0.03 and in EG-2 by 0.02.

Clearly, the change in the values of the CE when assessing the level of development of translation skills during the modeling experiment is shown in Figure 1.

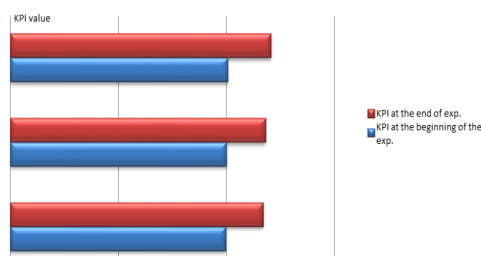


Figure 1: Changes in the values of CE during the modeling stage of the experiment when assessing the level of development of translation skills.

It is obvious that without a special way of organized translation training, students of the KG have a weak idea of the "false friends" of the translator, the ways of translating non-equivalent vocabulary, are less oriented in translation difficulties, and only occasionally show the ability to bring the translation text in line with the norms of the Russian language.

Based on the results obtained, it can be argued that during the experimental training, the most significant growth of students with a high level of development of the measured criteria is observed in EG-3. Here, the absolute increase (G) in CE (efficiency coefficient) is 0.20, which is correspondingly greater than the increase in CE in EG-1 by 0.03 and in EG-2 by 0.02. This is due to the fact that in EG-3, within the framework of the implemented methodology, the entire complex of three pedagogical conditions was applied, while in EG-1, only the first pedagogical condition was introduced, and in EG-2, 2 pedagogical conditions were used.

The inclusion of modular interdisciplinary courses on general cultural, scientific, and technical issues in the content of foreign language education; socio-cultural enrichment of the process of teaching a foreign language; as well as the involvement of students in professional translation activities at partner enterprises on a permanent basis contributed to the development of the knowledge and skills studied by students of EG-1,2,3. As the obtained data confirm, the communicative-oriented methodology provides a focus on the development of translation competence, and the proposed tasks contribute to the formation of communicative-informational, evaluative, compensatory, bilingual transformational knowledge and skills.

At the end of the formative experiment, the students of the EG -1,2,3 groups showed a higher level of development of the skills to build speech and non-speech behavior adequately to the socio-cultural specifics of the linguosocium in which communication is carried out, as well as a willingness to act as a cultural intermediary in translation, carrying out a genuine dialogue of cultures. This gives us the basis to conclude about the effectiveness of the developed communication-oriented methodology for teaching translation activities in the system of foreign language education at the university.

## 4 CONCLUSIONS

The introduction of the developed methodology and pedagogical conditions in the process of teaching translation to future linguists forms the students' basic skills and abilities necessary for the implementation of translation skills, provides students with the classification of difficulties that may arise in the process of translation, and with the ways to overcome them, as well as teaches them to edit translation texts.

For the effective implementation of a communicative-oriented translation teaching methodology the pedagogical conditions should include modular interdisciplinary courses on general cultural, scientific, and technical issues in the content of foreign language education; socio-cultural enrichment of the process of teaching a foreign language; as well as the involvement of students in professional translation activities at partner enterprises on a permanent basis.

Summing up, we note that the developed methodology actualizes the process of language translation reflection of students, provides the basis for professional translation and the success of translation activities. The professionally significant components of a translator's professional competence are: a high level of proficiency in foreign and native languages, knowledge of the basics of translation theory, knowledge of translation techniques, the background and subject knowledge on the topic of translation, the ability to convey the ideas of the text with all their shades.

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