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**teaching translation in a non-linguistic university**

**Abstract** The article deals with the issue of teaching translation in a non-linguistic university. Its aim is to consider some of the many objections thinkers and practitioners have to translation, and some of the possible advantages of its use. Translation was the basis of language teaching for a very long time, and then was rejected as new methodologies started to appear. It was not so long ago that a great number of teachers admitted feeling guilty about using students’ L1 in the English classrooms. Together with drilling, grammar and other ingredients of English teaching, translation has been too easily demonized for too many years. It is clear that the use of L1 has to be restricted or allowed only when benefits clearly counteract drawbacks. The mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain and, even then, there would be no guarantee that the explanation had been understood correctly. It can also be used to clarify a difficult language pattern by providing with the equivalent in L1. Using L1 when necessary gives students security and relieves their fear of using English. If they are used to having the teacher give them translations of every new word or phrase they learn, then they might not readily take to having to do some of the thinking work for themselves. If this is the case, teachers can start introducing these methods gradually by using them as part of revision games. If, as is the case with many learners, they are really uncomfortable with not having a translation to match their new language points against, teachers could try telling them about giving them translations for new words at the end of the class which will also act as a good way to revise any new language which has come up in the class. Learners may not see the value of translation as an activity to help them learn English, and instead see it as a specialized, and difficult, activity. For example, it is stated that by relying on translation, students don't develop the 'real world' strategies, which could help them to negotiate meaning and communicate when they need to make themselves understood or to understand someone who doesn't share their language. But many ELT teachers and theorists now see the validity and value of translation as an activity in communicative classrooms. As a result, translation in groups can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. Discussion of differences and similarities during the translation process helps learners understand the interaction of the two languages and the problems caused by their language. Anxiety is reduced and increasing students' self-confidence is clearly positive. However, teachers should use different types of scaffolding in the target language as much as possible in order to gradually reduce the amount of L1 as students go up the ladder and reach higher levels of English.The benefits of this study are in showing that teaching translation proves its validity in preparing students to confident independent use of both languages.

**Keywords**: interpretation, teaching, foreign language, method

**Викладання Перекладу у немовному університеті**

**Анотація** У статтi розглядається питання викладання перекладу у немовному ЗВО. ЇЇ метою є огляд праць зарубiжних науковцiв та практикiв щодо вивчення перекладу у немовному ЗВО. Переклад є важливою частиною вивчення iноземної мови, що частково став другорядним у цьому процесi з приходом i повним пануванням комунiкативних методик її опанування. Не зважаючи на це, тепер вiн є частиною багатьох занять за комунiкативною методикою та засобом ефективного вивчення iноземної мови. З приходом, а потiм повним домiнуванням комунiкативних методологiй переклад швидко вiдiйшов у минуле разом iз iншими «традицiйними» iнструментами, такими як диктування чи читання вголос. Однак цi та iншi «забутi» види дiяльностi сьогоднi є особливiстю багатьох занять за комунiкативною методикою, хоча пiдхiд до їх використання змiнився. У навчаннi перекладу визначають як позитивнi, так i негативнi сторони. Висновком дослідження встановлено, що опанування перекладом доводить свою ефективнiсть у поглибленнi знань студентiв з iноземної та рiдної мови i пiдготовцi їх до впевненого користування цими мовами у життi.

**Ключові слова** переклад, навчання, iноземна мова, метод

Living in modern challenges is among the main tasks of teaching foreign languages in a university including search for ways to improve the specialist's communicative competence. The focus is on the language and mental activity of people, and the main object of study is language communication. Achieving this goal requires the use of a methodological concept of teaching foreign languages in professional schools and universities, which is based on the most important, communicative approach to professional teaching of four types of speech activity.

Now when the developing of intercommunicative and intercultural cooperation is one of the most important tasks of education, fluency in foreign languages is an indispensable skill of a modern person for self-realization and efficient functioning in a society. Understanding a foreign language as a means of international communication stimulates the search for new approaches in organizing the process of learning foreign languages, which will ensure that students learn a new culture.

In works on translation the authors combine the issue of translation with the science of language (I.R. Halperin, T.A. Dayk, O.O. Zalevska, I.O. Zimnya, O.O. Leontiev, S.L. Rubinstein), with its latest achievements (I.S. Alekseeva, S.V. Baranova, L.K. Latyshev, V.I. Provotorov, O.L. Semenov, V.V. Sokolova, L.V. Tsvyak, L.M. Chernovatyi). The theoretical issues there organically interact with the interests of translation practice, problems of training qualified translators. Separate aspects of the issue are considered by O. Gusev, B. Infantyev, A. Losev, N. Nazarova, V. Babenko and others [2]

So, the aim of our article is to consider the works of foreign scientists and practitioners on the study of translation in non-linguistic university.

Successful educational activity during practical classes is a flexible process that requires using various methods of working with students.

Translation is related to the text and is limited to two skills - reading and writing. As the British writer and teacher-practitioner Paul Kaye notes in his work, translation does not help students develop their own communication skills, but on the contrary encourages them to use their native language (L1) frequently, while the goal of modern teaching is to exclude it from learning process as much as possible [3].

But the advantages as he notes are that in the process of translation, when discussing the differences and similarities between L1 and L2, students first of all manage to understand the peculiarities of the interaction between the two languages and the difficulties caused by their native language. Using such a comparison, students can assess the strengths and weaknesses of L1 and L2, for example, in comparing metaphors or idioms.

Translation activities, as he notes, can be focused on very specific learning goals, such as developing certain vocabulary, aspects of grammar, styles, etc. For many students, elaborating translation skills means a natural and logical transition to a higher level of language proficiency, which is an additional motivational factor.

Following humanistic methods Paul Kaye in his article "Translation activities in the language classroom" examines the shortcomings of translation, which, according to his observations, has a significant impact on the activities of both teachers and students.

• Translation helps students to get information about the language, but not to learn how to use it, it does not help to develop communication skills.

• Translation encourages permanent usage of the native language, while the goal of modern teaching is to eliminate the former from the educational process.

• Skills trained in the translation process may not be useful for all students. They are best suited for, for example, students with an analytical type of thinking.

Students may not understand why they need translation as an activity. On the contrary, they often perceive it as a difficult specialized work.

• Translation tasks require careful preparation and time spent by the teacher, especially in unpredicted situations.

• To complete translation tasks, the group of students must be highly motivated.

• The use of translation during classes disrupts the non-linguistic atmosphere in the class.

By its very nature, translation is related to the text and the skills of reading and writing, so it is often too time-consuming given the limited class time. Therefore, it depends on the skill of the teacher to include this type of activity in the list of activities [4].

Translation scholar and theorist Alan Duff in his work Bringing translation back into the language class states that since translation requires flexibility when the reader is looking for the most appropriate words, accuracy and clarity to convey what is embedded in original, translation is, by its nature, one of the types of communicative activity. Its task is to convey the content as accurately as possible using all possible means of communication [1].

Taking this into account, in contrast to the listed disadvantages, Paul Kaye lists a number of advantages and claims the benefits of translation as an activity in classes using the communicative method. In his article, he gives a list of ways to effectively master translation in classes. As he advises, in order to include translation tasks in the lesson plan, the teacher needs to integrate them into other types of activities/skills. It is important to choose short texts for this and, especially when students work in groups, to use where possible, the element of so-called "information gaps".

According to Paul Kaye, the key element in performing translation exercises is how students perceive them. It is important to explain the goals of such an activity and discuss issues that may arise in its process. The inclusion of this type of work should not contradict the general goals of education. If the main goal is to minimize the use of L1 in class or if this activity is not interesting for students, this type of task is not the best choice. On the contrary, if students are interested in such an activity and they want to learn more, they should be encouraged to take a deeper, additional study of the peculiarities of translation [3].

In his work the British teacher-scientist Nik Peachey considers translation not the best way to introduce new vocabulary in foreign language learning. According to him, students who rely on translation are significantly dependent on a dictionary/teacher, etc. Thus, they do not develop the skills of using vocabulary in a non-linguistic reality, where the meaning may need additional explanation [4].

Context is the best way to convey meaning, as he points out, because if students can understand the meaning of a word or phrase from the context in which they encounter it, it shows that they are on the way to successful independent language use. But because of being involved into translation permanently students may not be ready for other types of work.

So, as it is studied, teaching proves that translation in a language learning in many cases intensifies and improves the process of acquiring foreign language competences. Its use, subject to appropriate planning, proves its effectiveness in deepening students' knowledge of foreign and native languages and preparing them for confident use of these languages in life.

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