

INTERPRETATION TRAINING WITHIN THE FRAMEWORK OF MODERN COMPETENCE-BASED APPROACH TO EDUCATIONAL PROCESS

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ABSTRACT: THE ARTICLE FOCUSES ON THE ISSUES OF IMPLEMENTATION OF COMPETENCE-BASED APPROACH TO PROFESSIONALLY-ORIENTED INTERPRETATION TRAINING FOR STUDENTS OF HIGHER SCHOOL. COMPETENCE IS SEEN AS THE ABILITY TO APPLY KNOWLEDGE, SKILLS AND PERSONAL QUALITIES TO SUCCESSFULLY MEET THE CHALLENGES ARISING FROM HUMAN ACTIVITIES, INCLUDING ACTIVITIES IN A CERTAIN AREA. A TRAINING STRATEGY TO PROFESSIONALLY-ORIENTED INTERPRETATION DESCRIBED IN THE ARTICLE MAY WELL SERVE AS AN ILLUSTRATIVE EXAMPLE OF THE FORMATION OF COMPETENCES NEEDED FOR SUCCESSFUL PROFESSIONAL ACTIVITIES.

KEY WORDS: CROSS-CULTURAL COMMUNICATION, INTERPRETATION, COMPETENCE, COMPETENCE-BASED APPROACH, TRAINING

THE training of professional translators in various fields has currently become relevant and popular as ever. In today's world, where cross-cultural communication has gained enormous scale, the role of translation can hardly be overestimated. The translation process is an act not only of linguistic nature, it is not just having a good command of a foreign language and the ability to find appropriate words or phrases in the source language and the target language. The translator has to take into account the cultural aspect and the pragmatic-communicative features of the translation version, as well as of the original text. Fluency in a foreign language does not mean the ability to quickly and accurately perform interpretation into Russian or another foreign language. This ability requires specific professional linguistic and extra-linguistic knowledge and skills.

THE additional qualification "Translator in the sphere of professional communication" enables students to combine their knowledge in major fields of study and translation skills in the sphere of professional interests, opening perfect employment opportunities. Training within this qualification is aimed at developing professional and personal qualities of the interpreter who is able to realize himself in his future career.

THE fundamental purpose of professional education, according to the concept of modernization of the Russian education system is "training of a qualified specialist of the appropriate level and profile, competitive in the labour market, competent, responsible, highly qualified and knowledgeable in closely-related areas to their profession and able to work

effectively in the speciality on the level of international standards, ready to continuous professional development, social and professional mobility" [3].

THE graduate should meet the requirements, developed by the Ministry of Education of the Russian Federation, to the level of practical knowledge of a foreign language and the additional qualification "Translator in the sphere of professional communication" which are the following: the graduate must be able to exercise pre-translation text analysis, determine the purpose of the translation, be able to choose an overall strategy for translation taking into account its purpose and the type of the original text; be able to carry out written (to a limited extent - oral) translation of texts related to the fields of the main professional activity, be able to properly execute the translation in accordance with the rules and the norms of the language usage, the typology of texts in the target language, be able to use dictionaries, reference books, databases and other sources of additional information professionally" [2].

THE basis of new educational programs is competence, i.e. the ability to apply knowledge, skills and personal qualities to face the challenges caused by human activities, including the activities in a certain area. The ideas of competence-based approach in the learning process are widely discussed. The competence-based approach in working out new curricula suggests deep system changes in all components of higher education. The structure of these competences ("to know", "to be able", and «to acquire») is implemented as a highly skilled, meaningful, effective, creative and practical activity.

TEACHING professionally-oriented translation within the competence-based approach provides a specially organized educational process, where the translation competence is formed in the implementation of professional tasks which students need appropriate knowledge and skills for. Future translators should build and develop not only professional skills, but also the ability to improve them. They should have critical thinking skills, form a creative approach in solving difficult problems. The translator should not only be proficient in a foreign language, he should take into account the peculiarities of communication, be able to choose the right strategy for the translation, take into account all the historical, social, cultural and other extra-linguistic factors, but also be good at the latest information technologies, be knowledgeable, well-educated mediator of communication.

IN this context, one cannot but agree with N. Gavrilenko that "the translation competence is a concept that integrates a number of components / competencies due to the peculiarities of the main aspects of the translator`s activity ... such as: cross-cultural communication in a specific professional field of activity (the ability to understand the utterances in a foreign language and translate according to the norms of the native language), professional (an interpreter should have professional knowledge, abilities and skills), social (use of communication skills adopted in the professional environment, social responsibility for the results) and personal (the availability of appropriate personal qualities necessary for the execution of professional activities" [1, p.12].

THE formation of such competences contributes to achieving the following objectives:

- understanding the specifics of translation activities and features of the profession of an interpreter;
- mastering the technique of consecutive and simultaneous interpretation in all their forms;
- acquiring the experience of working as a translator at translation conferences in the framework of the training sessions;
- mastering native and foreign languages;

- broadening the knowledge on political sciences, economics, history, culture of the country of the target language and the formation of skills to draw background knowledge and to talk about recent events (political, economic, cultural, sports, etc.) in a foreign language;
- developing the skill to quickly switch to the language of translation with an extensive use of semi-automatic substitution of equivalents;
- developing the skill of segmenting of the original text into translation units;
- practicing the ability to quickly cover the informative structure of the text;
- practicing the skill of listening (understanding the overall context of the utterance at a natural speed of speaking);
- practicing the skill of translating and reading the next segment of the original text simultaneously;
- practicing the increased reading speed (about 200 words per minute at an average speed of speaking 100 words per minute);
- developing the ability to use the techniques of semantic and linguistic compression, semantic and formal cohesion of the text;
- developing the skills of writing down and translating the precision nominations with an adequate phonetic form;
- developing ability to quickly single out the elements forming the syntactic structure of the source phrase;
- developing the ability to use note-taking practice;
- mastering the technique of oratory (forming the skill of phonetically clear and intonation-adequate pronunciation of statements, maintaining an even tempo of speaking without pauses, keeping the linearity of speech without repetitions and corrections);
- studying and observing the requirements to the professional behavior of an interpreter;
- developing and mastering forecasting skills (i.e. ability to establish the probability of some speech unit occurrence on the basis of general knowledge practice, linguistic and cross-cultural competence).

SUMMING up the above-said, we may say that the modern competence-oriented approach to interpreting training should be aimed at implementing a number of strategies developing the skill of rapid interpretation and forming personal, social, cultural and professional competences of future translators / interpreters.

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