

INTERACTIVE AND TRADITIONAL FORMS OF THE TRANSLATION / INTERPRETATION TRAINING IN HIGHER EDUCATION

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ABSTRACT: THE ARTICLE FOCUSES ON THE ISSUES OF IMPLEMENTATION OF INTERACTIVE AND TRADITIONAL METHODS OF PROFESSIONALLY-ORIENTED INTERPRETATION TRAINING FOR STUDENTS OF HIGHER SCHOOL. A COMPLEX TRAINING STRATEGY TO PROFESSIONALLY-ORIENTED INTERPRETATION DESCRIBED STAGE-BY-STAGE BY THE AUTHORS OF THE ARTICLE AND BASED ON YEARS OF THEIR PERSONAL TEACHING EXPERIENCE MAY WELL SERVE AS AN ILLUSTRATIVE EXAMPLE OF THE FORMATION OF COMPETENCES NEEDED FOR SUCCESSFUL PROFESSIONAL ACTIVITIES.

KEY WORDS: INTERPRETATION, COMPETENCE, COMPETENCE-BASED APPROACH, TRAINING, INTERACTIVE FORMS OF TRAINING PROCESS

MODERN higher education uses various forms, means and methods of active pedagogy called interactive. Such methods are considered to be innovative and can be applied to any sphere of professional training. Most effective are they in teaching foreign languages and translation (interpretation) due to their communicative and creative character. They should be an integral part of full-scale translation (interpretation) training technique along with the traditional systematic training approach: exercises used in different schools of translation - memory training, switching from language to language, "shadowing", "whispering", compression and extension, note-taking, mnemoexercises, microabstracting, exercises on substitution and transformation of nominations, etc.

IN the process of this training assimilation by the students there should be a gradual reduction in the proportion of exercises fulfilled in class and the dedication of the second half of the lesson to different kinds of interpretation (live voice, recordings - audiospeeches, videos with subtitles in a foreign language and without them). Thus, the bulk of time is devoted to the consecutive and simultaneous interpretation practice as all goals are achieved in a complex; the exercises of the escort nature serve as a mobilizing training. Also the on-sight translation should be used that facilitates rapid assimilation of a foreign text, quick processing of the information by means of the native language. The texts for the on-sight translation are offered in either audio or teacher's voice.

A peculiar feature of the competence-based approach implementation in the interpreting training is the important fact that students work in translation laboratories equipped with

translation booths, which give students a real opportunity to feel as practicing interpreters, acquiring and mastering not only the above mentioned skills, but also the skills of professional cooperation and mutual assistance in a translation booth.

PRODUCTIVE ways of forming and developing the foreign language intercultural competence include interactive educational technologies, such as simulation intercultural communicative situations and role-playing games (interviews with the mediation of an interpreter, public speaking, followed by the consecutive or simultaneous interpretation, conducting translational conferences), analysis of proposed specific situations (case study), a critical discussion of translation tasks, organization of meetings and workshops with practicing professional translators. These forms of educational process meet the requirements of intercultural learning due to its proximity to practice. They are more than traditional teaching methods, focused on the practical requirements and the study of practical situations of intercultural communication.

PLAY activity being one of the competence-oriented teaching methods stimulates the educational-cognitive activity of students and allows using all levels of learning. The use of play techniques of translation teaching has a number of positive aspects:

1. The play is a powerful incentive to learning foreign languages, an effective technique in the translation teacher's arsenal that shapes students' ability to solve specific translation tasks in simulation situations.
2. The play provides emotional impact on trainees, activates the standby capacities of the individual. It gives students the opportunity not only to express themselves in a situation of translation, but to survive, to empathize and to improve skills of business cooperation and ways of conflict resolutions. The need to comment on your own actions and actions of the others, to interact within the group, to argue, to disagree, to express your opinion serves as a basis for the development of speech skills and strategies of communication that are necessary for maintenance of the intercultural dialogue within the framework of translation activities.
3. The play focuses on the group activity, but it can be easily transformed into various forms of the individual activity, giving everyone the opportunity to try themselves in a particular role and to exercise individual abilities. The play provides almost unlimited abilities to create fictional situations - anything that requires verbal and non-verbal activities and which is absolutely necessary for the development of intercultural communication skills. The play stimulates the intellectual activities of the trainees, it teaches to predict, explore and test the validity of decisions or assumptions.

IN terms of teaching interpreting at the higher education institutions role-playing can serve as the most effective gaming method, which is characterized by the fact that students perform roles that recreate frequently recurring situations of intercultural communication. Role-playing games don't only create a relaxed atmosphere, consolidate the acquired knowledge in the form of behavioral communication skills in standard situations, but also contain specific critical cases to be solved, i.e. contribute to the development of skills of resolving intercultural communicative conflicts. Role-playing games make high demands to students as well as to the level of the teacher's qualification. In teaching professionally-oriented translation role-playing is a method by which in a relaxed manner it is possible to develop some ability to intercultural communication, i.e. to form students' foreign language intercultural competence. Their usage, as a rule, significantly increases the motivation and interest of students in mastering language skills and a foreign language in general as a means

of their professional and personal growth, reduces the language barrier and eliminates the psychological barrier in the interaction of students with teachers.

A vivid example of applying the method of role-playing as an active form of learning is the organization and holding of press-conferences and translation microconferences that require extensive training from both the students and the teacher. While preparing for such conferences, students perform the following activities: study some special literature on the topic of the conference, search for analog texts and glossaries on the Internet, make up their own thematic glossaries in two languages (including the native one), prepare reports on the topic of the conference and choose a role (a name, an occupation / title, a country, a language of the report), make a list of new lexical units used in the report, documenting them in the form of cards so that they could later hand them out to the "interpreters" immediately before the beginning of the conference to find the equivalents. Such training contributes to the observance of certain accepted practices in the organization of events, ethics, development of necessary linguistic phrases and clichés, logical lay-out of the whole procedure, as well as preparing their own speech and the translation. After the conference, the teacher makes the analysis of the interpretation of each student and all students in general and also ds out the students' opinions regarding the results of the conference.

THE teacher conducting a course of professionally-oriented translation, must constantly be aware of current events in the world and in the country, monitor the press, radio and television news and work with Internet resources. It is necessary to select the most interesting and relevant teaching material for interpretation classes, for which newspaper and magazine articles from the native and foreign media may perfectly serve, news and programs of various TV channels, various tapes and speeches of the rapporteurs of the European Parliament (Internet sites), video reports in the native and foreign languages. At the same time preparing a list of most needed for the translation lexis (additional vocabulary is selected and worked through by the students). After each completed translation it is necessary to conduct a full analysis of both positive and critical moments and to offer the best translation version. Tasks for interpretation exercises, prior to the interpreting the texts, should contain relevant material that contributes to the fruitful development of interpreting skills.

THE current assessment of the ability to interpret consecutively and simultaneously is performed orally during each lesson and is accompanied by comments and explanations of the teacher. The quality assessment of the students' translation reflects the ability of students to carry out unprepared simultaneous or consecutive interpretation (at their choice) into their native language from audio recordings of the text pronounced by native speakers and the on-sight translation of the text.

THE midterm assessment is carried out at the translation conferences where the student shows knowledge of the vocabulary on the proposed conference themes, demonstrates the ability to interpret, to work in translation booths, to quickly switch from a working language of the conference into other languages, to interpret in relay.

THE final assessment is carried out in the form of a test or exam where the student is offered to perform two types of interpretation of texts on different topics (the on-sight translation and consecutive / simultaneous interpretation (optional)). The on-sight translation is done without preparation. The consecutive and simultaneous interpretation performed by the student are recorded on an audiocassette and then listened by the teacher checking out with the printed original text and evaluated.

THE translator's job involves a large amount of independent work, desire for self-improvement, and sometimes even working out their own methods of mastering the profession. The independent work of students involves studying educational and scientific literature on the proposed problems with their subsequent discussion in class, preparing presentations and reports, practical assignments and exercises which provide consolidation and intensification of the skills acquired in the classroom and through independent work with literature. These types of learning activities integrate classroom and independent work. Students need to keep daily the so-called "lexical" notebook with new lexical units picked out while watching foreign or native TV programmes in order to look up their meanings in various reference books or talk to native speakers, and remember their actual translation, thereby greatly expanding their own vocabulary. The criteria of such units selection to write them down in a special notebook are complete ignorance of their meanings, prolonged induction of them from a long-term memory, set expressions, proverbs and sayings in both languages. Dated notebook containing those units as well as the names of TV shows should be checked by the teacher every two weeks, interesting moments being commented in class.

THE object of assessment is the skills of simultaneous and consecutive interpretation from a foreign language into a native language and vice versa, formed in the classroom and as a result of independent students' work. The following criteria are taken into consideration: adequacy and quality of translation, diversity of language, accuracy, completeness and consistency of translation, grammar of the target language, and the professional conduct of student-interpreter in compliance with the ethics of interpreters.

ALL the above mentioned confirms the necessity of the usage of interactive learning technologies in the training of future interpreters. A thorough analysis of the components of translator's professional competence allows us to clearly understand how to form the required abilities, knowledge, skills within the course of the interpretation training. Professionally competent actions of a teacher, while organizing and conducting training, ensure the success and effectiveness of the educational process.