

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
Навчально-науковий інститут бізнес-технологій «УАБС»
Кафедра іноземних мов

Інститут вищої освіти НАПН України
Київський університет імені Бориса Грінченка
Донбаський державний педагогічний університет
Українська асоціація когнітивної лінгвістики і поетики
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ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

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Baranova S. V., Rozhenko O. S.
Sumy State University

TEACHING THE TRANSLATION OF POLITICAL DISCOURSE TEXTS

High-quality translation of political discourse texts depends on the level of the language proficiency and professional skills of an interpreter. An important component for a successful translation is the availability of the background knowledge and the related political terminology in the mind of the interpreter. Therefore, without decreasing the role of the first two components in the professional training of an interpreter, we will focus on the issue of broadening the background and terminological knowledge in the political sphere [1, 155].

Translators' training requires a maximal universalization, because there is a tendency to mutual integration of all spheres of human activity at

the present stage. In spite of the globalization processes, the issues of international relations, political situation in the world are gaining the increasing weight without which it is impossible to form background knowledge in the political sphere.

The difficulties arise due to the lack of the appropriate specialized dictionaries, and, if there are some, they do not always include new meanings of the terms that have been already actively used. Besides, occasionalisms often occur in the political texts.

It should be mentioned that it is impossible to form the adequate background knowledge of future translators in the amount that is required in a modern integrating society on the basis of textbooks on translation practice, used for translators' teaching. The main reason for this situation is the lack of an integrated approach to solve the problem of teaching materials.

In such situations future translators, who will work in the sphere of political translation, should learn by themselves. The significant role in the self-education plays the Internet. Thanks to the access to electronic resources you can take specialized courses in political science on educational platforms. In particular, the educational platform "Coursera" include following courses: «Corruption» [3], «EU policy and implementation: making Europe work!» [4], «Geopolitics of Europe» [5], «Global Diplomacy – Diplomacy in the Modern World» [6], «Global Health Diplomacy» [7], «Revolutionary Ideas: An Introduction to Legal and Political Philosophy, Part1» [8], «Social Norms, Social Change I» [9], «The Changing Global Order» [10], «Understanding Europe: Why It Matters and What It Can Offer You» [11] etc. One should read articles, reviews, comments of political scientists and analysts in Ukrainian print media (journals «Focus» [12], «Viche» [13], the scientific journal of «Man and politics») and international press («Time» [14], «The Washington Post» [15]); to watch and listen to performances, speeches, addresses of politicians on the websites of the famous broadcasters BBC [16], CNN [17], etc.

A more coherent curriculum would be preferable when courses from the cycle of humanitarian and socio-economic teaching («Political science», «International Law», «Ukraine in World Politics», «European values») would be taught in advance or concurrently with the course of political text translation.

Preliminary condition of teaching in the translation of political discourse texts is absorption of a certain amount of highly specialized theoretical knowledge from the translation field, the genre and stylistic

features of texts, the principles of the translation analysis, the content of translation techniques and so on.

One should also highlight an additional category of exercises that promote the holistic teaching of an interpreter, although such exercises are relevant neither to the learning of the translation theory, nor the translation process itself. These exercises develop the qualities, necessary for a translator [1, 143].

The preparatory exercises include exercises that increase the speech rate in source and target languages, improve articulation skills, memory, attention, linguistic compression, paraphrasing of texts and contextual guess for the development of the identification mechanism etc.

The translator of political texts should have skills of interpreter's shorthand to ensure accurate transmission of precise information. Desirable elements of professional competence is the ability to build a conceptual scheme in a particular sector, to compile bilingual dictionaries to refer its basic concepts, use different types of dictionaries and other reference sources, including electronic ones.

The teacher should offer his own systematic developments of the main political concepts, which represent certain lexical difficulties, and they can be presented in the form of bilingual glossaries, tables, diagrams, audio-visual records, presentations. They can be used for the broadening of the active vocabulary in the political sphere during the introduction classes. Once this lexical material finished, students can independently create their own bilingual dictionaries of correspondent political concepts in a form convenient to them (cards, schemes, tables either in written or electronic form).

Development of subject schemes and tables include conducting the information search which helps to improve the skills of students to work with different types of reference sources, including electronic.

With the aim to develop the understanding of the notions, that form the text of political discourse, it is useful to apply exercises to improve skills on building an abstract scheme of the translated text.

To develop the ability to change the translation strategies flexibly it is needed to provide the varying of translation units, practicing at different levels — at the levels of words, phrases, sentences, paragraph, text.

At the stage of skills formation in translation of political discourse texts, we propose the following groups of exercises:

- overcoming lexical (creating and automatizing the transfer patterns of realities, proper names, international and pseudointernational words etc.) and grammatical difficulties in translation;
- creating the transfer patterns of difficulties at the genre and stylistic level (creating the skills to convey figurative phraseological units, metaphors etc.);
- teaching the different ways of rendering the semantic units of the source text (transcoding, loan translation, contextual substitutions, semantic development, descriptive and antonymic translation, functional analogy translation, etc.);
- practicing the translation transformations (concretization, generalization, modulation, addition, omission, transposition, substitution, loan translation);
- improving the anticipating skills (texts with blanks of certain words of the original text, the weight of the deleted text may vary);
- developing the skills of compression, rephrasing, choice of equivalents, switching from one language into another, etc.

At the stage of translation abilities formation the teacher must draw the student's attention to the importance of overall teaching of already acquired skills and developing abilities in the field of written and oral translation. Accordingly, at this stage of teaching students should be involved in interpreting at the paragraph, microtext or text level.

It is translation at the text level when the abilities to overcome linguistic difficulties are developed, and these abilities are based on the relevant skills (solving the lexical, grammatical and stylistic problems of translation).

At this stage we propose the following group of exercises aimed at:

- developing the ability to implement the translation strategy, selected at the stage of the source text's analysis;
- selecting adequate methods of translation;
- determining the feasibility of the translated text adaptation to its recipients' characteristics;
- building an effective functional sentence perspective;
- holding the text retrospective in the viewpoint;
- choosing the genre of the translated text and means of its implementation adequately;
- overcoming literalism and providing the ability to create different variants of the target text;
- selecting and filtering out the intermediate versions of the target text;

- using the external resources for information search and extralinguistic knowledge;
- forming integrated skills of written translation;
- developing skills of editing, argumentation of the semantic, linguistic and stylistic accuracy of the translation.

So, presented groups of exercises will contribute to both the effective teaching the translation of political discourse texts and solving the problem of broadening the background and terminological knowledge of the political sphere.

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Ermolenko S.W., Tokar A.
Sumier Staatliche Universität

DEUTSCHE WÖRTER MIT MIGRATIONSHINTERGRUND

Der Wortschatz jeder Sprache ist solch ein Organismus, das sich schnell auf alle Ereignisse, Forderungen und Anforderungen in einer Gesellschaft reagiert, in erster Linie durch Neologismen und Entlehnungen und Neubildungen oder Neuschöpfungen in der Lexik.

Vor kurzem bin ich auf das für die Sprachwissenschaft neue Wort «Migrationshintergrund» im Artikel der Deutschen Allgemeinen Zeitung «Österreichische Wörter mit Migrationshintergrund» von Rafaela Lobaza gestoßen, wo die Rede von tschechisch-ungarischen Spuren in den deutschen Gerichten ist, solchen wie zum Beispiel «*Powidl*» für Pflaumenmus, «*Kolatsche* oder *Golatsche*» für gefüllten Haferkuchen, «*Kren*» für Meerrettich «*Palatschinke*» für dünnen Eierkuchen oder auch in der Gesellschaft, wo das Wort «*Feschak*» für einen ansehnlichen Mann vorkommt usw.

Für mich betrifft der Begriff «Wort mit Integrationshintergrund» nicht nur entlehnte Wörter, sondern auch neue Wörter, die durch den Zufluss von Auswanderern die neu gekommenen lexikalischen Einheiten entstanden sind. Dazu gehören solche zusammengesetzten Wörter wie «*Willkommenskultur*», «*Flüchtlingskrise*» und andere mehr. Aus neu in