TRANSLATION COMPETENCE DEVELOPMENT AS A LEARNING OBJECTIVE

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Abstract: The article deals with the theoretical analysis of translation competence as a learning objective for those studying consecutive translation. In the article differences between “translation” and “professional” competences have been revealed and the reasonability of “translation competence” notion for our research has been proven. Detailed analysis has been made in terms of the components of communicative and special competences developed prior to learning consecutive translation, as well as the competences included into the student’s translation competence being formed during the study have been analyzed. The knowledge and abilities considered to be the most important in the course of learning activities organization have been specified. The author considers the interconnection of the learning objectives and the components of translation competence. Knowledge, skills and abilities of students have been characterized according to their pertaining to the practical, instructional, educational and developmental purpose. On the basis of the analysis of competences and their components, the skills to be developed within the exercise system have been determined.

Keywords: translation competence, learning objective, theory of translation, analysis, consecutive translation.

Introduction
Multiple aspects of studying interpreting envisage variability of definitions of this notion, namely both as the training translation, as well as the type of speech activity. Training translation is defined by scientists as the tool of decoding foreign text in order to understand it and it is used for development of the professional translator’s personality only with academic purpose (V. N. Krupnov, O. B. Tarnopols’ky, A. V. Annenkova).

Interpretation as the type of speech activity is both the purpose and the result of studying at higher educational institutions and at faculties focusing on professional translators training. The main purpose of translation as the type of speech activity is to develop students’ translation competence that implies their ability to perform professional translation based on the translator’s knowledge, abilities, skills, experience and behavioral components; and training translation is one of the means to achieve this goal (B. A. Benediktov, V. N. Krupnov, R. K. Minijar-Bieloruchev).

Competence model of teaching dominates in the contemporary pedagogy as it conforms to the modern social and economic conditions and society’s requirements and is oriented at the result of studies (N. I. Almazova, V. A. Bolotov, I. O. Zimniaja, A. V. Khutors’ky, V. D. Shadrikov). Translation or professional competence was studied by such scientists as N. N. Gavrylenko, O. Cade, V. V. Safonova, L. M. Chernovatyi, M. Shell-Hornby, etc. In the course of our research, we prefer the first definition, namely “translation competence” to “professional competence” because the latter covers wide range of tasks being the basic notion of professionalism and consequently general notion for any profession. We consider this not to be sufficient enough for choosing the goals of teaching students specialized science-technical consecutive translation. Although translation competence has been widely studied, the scientists still fail to differentiate 1) the competences developed or being developed prior to the beginning of studying consecutive translation, and 2) the competences being developed in the course of studies.

The purpose of this article is to determine basic competences included into the translation competence, as well as corresponding knowledge, abilities and skills. Consideration of the object and the subject of labor activity, namely the specific features of the text and communication participants will be of practical value for facilitating gradual acquisition of the mastered material in the course of professional training of interpreters. The results of the research will be applied:

a) to develop the exercises system;
b) to determine the translation competence components interdependency and consecutive translation learning goals.

**Method**

In order to determine current status of translation competence research, the features of the corresponding knowledge, abilities and skills at different stages of theoretical and practical teaching interpretation has been thoroughly analyzed and the theoretical research methods have been applied.

The content of the learning objectives and goals has been determined on the basis of the results of three research conducted in parallel: the knowledge, abilities and skills have been determined under the descriptors for C1 level of foreign language competence (being ideal to study consecutive translation from the beginning), as well as the students’ competences developed prior to the beginning and in the course of studying consecutive translation (Volodko, 2013).

**Results**

For the complex analysis of C1 level descriptors we have studied grading scale for the foreign language competence and DIALANG statement for students’ self-assessment, and the main components to be considered for development of the methodology of teaching consecutive translation into native language at the reception level.

As an advanced user the student can:

- understand wide range of abstract and complex topics, extended texts (lectures, discussions, debates, complex technical information, audio-visual materials) but requires confirmation of some details in case the pronunciation is unknown;
- understand implicit meaning, implicitly expressed behavior and relation between the speaker and the listener;
- identify wide range of idiomatic and colloquial expressions at this determining changes in speech modes;
- understand long speech even if it lacks cohesion and if its meaningful links are implicit and are not explicitly expressed;
- apply productive strategies of compensation (indirect speaking and paraphrasing to fill in the vocabulary and grammar gaps), control and correction;
- understand everything meant indirectly in the original text being able to make corresponding notes as freely as the notes of the information directly expressed by the speaker (Council of Europe, 2011).

In order to determine knowledge, abilities and skills to be developed by the students in the course of studying consecutive translation that will be the basis of the system of exercises, we have analyzed translation competence components determining those developed prior to and in the course of studying consecutive translation (PACTE group, 2005). In the course of studying the competence-based approach to consecutive translation, we have analyzed the numerous works investigating 31 competences grouped according to the similarity of knowledge, abilities and skills into 13 competences divided into 2 groups namely:

1) the competences developed prior to the beginning of studying consecutive translation including:
   - communicative competences such as linguistic, pragmatic, speech, lingua-socio-cultural;
   - special competences (technological, discourse, basic, personal, social);

2) the competences being developed in the course of studying consecutive translation such as subject, strategic, educational-cognitional, psycho-psychological.

**Discussion**

The results of our research provide us with the possibility to conclude about the knowledge and skills developed prior to studying consecutive translation and that the student is developed as a secondary lingual personality or professional bilingual. Consequently, we have defined communicative competence including sub-competences responsible for the development of communicative competence and special competence including all theoretical and practical knowledge on translation activity previously obtained by the student in the course of lectures, workshops and practical classes.

The main competence included to the communicative competences group is the linguistic one characterized by obtaining knowledge on language tools, methods and approaches of choice, rules of using the linguistic units and ability to use and independently enrich language knowledge. The knowledge of structural and linguistic features of the special discourse and ability to apply language tools with specific
functional purpose according to the communicative situation is specific for pragmatic competence. Before the beginning of studying scientific and technical consecutive translation, the knowledge of the specificity of communicative activity types and the development of communicative abilities in four types of communicative activity and translation are important for the speech competence. Main components of lingua-socio-cultural competence are the knowledge necessary for efficient language usage under the social context, namely, knowledge of the national psychological and sociolinguistic features of communicative activity and ability to act as the cultural mediator establishing contacts, explaining cultural specificity, prognosticating possible cultural misunderstandings and determining the level of necessary socio-cultural adaptation of the special discourse during the translation.

According to the specified knowledge and abilities, we have determined the skills developed by the students before they begin to study consecutive translation including:

- the skills of literate communication;
- the skills of context analysis;
- the skills of correspondences choice;
- the skills of revealing and comparison of word meanings within two languages;
- the skills of transactions synchronization;
- the skills of identification, understanding and translation of the equivalents-less and background lexis with consideration of socio-cultural knowledge of the recipient of translation text;
- the skills of pragmatic adaptation.

Within special competences, the technological competence is determined by the knowledge and abilities to use methods of overcoming difference between language and speech standards of special discourse and between the pragmatic and subject potential of the sender and listener for the author’s idea interpretation. The discourse competence is characterized by the knowledge of the communicative goal and the features of the main genres of special discourse in the language of the original text and that of the translation, the rules of their development and different genres. In the course of the basic competence analysis, the theoretical and practical knowledge on translation have been considered as well as the basic knowledge of translation studies and abilities to practically implement both theoretical and practical knowledge. Besides, in the course of the research, personal and social competencies have been analyzed and their specific features including acquisition of knowledge on moral and ethical component of the professional activity and responsibility for the quality and the result of work have been considered. Within the special competences developed before studying the consecutive translation, the following major skills have been determined, including editing the translated text and discussing it, probability of prognostication and switching from one language code into another.

As result of the analysis of the abovementioned competence we have characterized the developed knowledge, abilities and skills that will not be the purpose of the developed training methodology but will be considered for their improvement and the efficient organization of the academic process. That is why the next stage of our study was to determine competences to be developed before the students begin to study consecutive translation and the competences that will continue to be developed in the course of further study. After analyzing competences the main components of the translation competence have been determined including subject, strategic, educational-cognitive and psycho-psychological competences as well as the knowledge and skills developed in the course of studying consecutive translation.

The learning objective here is consecutive translation as the specific type of speech activity determining specificity of development of special training tasks by the teacher and as the communication tool between the representatives of different languages and cultures thus determining specificity of student’s attitude to studying requiring practical training, treatment, education and development of the personality of the future translator. The goals of study are the desired result of the students’ achievements in the course of study under the proposed methodology.

The main goal of study is the practical one being based on subject and strategic competence and it envisages empirical acquisition of the abilities to perform translation activity, ability to translate under language tools and time deficiency, ability to choose and support the chosen translation strategy and knowledge of the lexical content of the special sphere of knowledge. Apart from the translation competence components mentioned above it is necessary to emphasize the competence to translate into native language being also included into practical goal of studying as translating of the special discourse into the interpreter’s
native language implies professional level of this language. Despite the students’ abilities and skills of translating into native language have usually been formed before they begin to study consecutive translation they shall be controlled by the teacher due to the stress factor specific to the translation activity in the course of which the interpreter does not pay attention to the inappropriate documentation of the translated text while translating the details of the original text at the initial stages of study.

Instructional objective of the consecutive translation studying is determined by the educational-cognitive and psycho-psychological competences being realized by solution of problematic tasks requiring expression of the own opinions, critical thinking and evaluation; personality development of the translator and own attitude to the translation activity; training students to be able to act as the inter-lingual mediator that requires knowledge of professional translator’s behavior and the knowledge of cognitive behavioral and psychomotor mechanisms influencing the process of translation.

The next objective is the educational one being implemented on the basis of the studied material and envisaging subject competence development namely general scientific and special knowledge necessary to understand and interpret the scientific and technical texts, knowledge of the specificities of notions of the specialized knowledge sphere within two languages and ability to analyze and compare the notions specificities of the specialized discourse of the two languages for adequate interpreting.

Main features of the last but not the least learning objective, namely the developing one, based on the development of the educational-cognitive and psycho-psychological competences is the students’ ability to further develop their interpreting skills themselves using information technologies, ability to determine and correct disadvantages of their cognitive behavioral and psychomotor mechanisms to improve the quality and speed of interpreting and translation, gaining the creative and search activity experience.

Conclusions

On the basis of the analysis of competences and their components apart from the learning objectives, we have also determined the skills as the main criteria for the system of exercises development within the discussed methodology. These include:

- the skills of meeting challenges in using lexical composition of the specialized sphere of knowledge;
- the skills of improvement of the mechanism of choosing language tools of scientific style;
- the skills of meeting structural and genre-stylistic challenges of specialized discourse;
- the skills of translation stylistically marked lexis, realia, names, positions, foreign words etc.;
- the skills of choosing translation strategies;
- the skills of choosing translation transformations.

In order to organize efficient teaching consecutive translation, the knowledge, abilities and skills specific for the translation competence components developed only during the study of the consecutive translation have been determined to be further considered in the course of the corresponding exercises system development. Besides, the content of practical, instructional, educational and developing goals of studying as well as complete interdependency of the content of the goals of study and the determined knowledge, abilities and skills included into the components of the translation competence have been determined.

References

