

### *Acknowledgements*

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### **Training of Translators Based on Lederer's Theory of Meaning**

The article is devoted to the identification and research of a more effective method of teaching the profession of translator. The comparison of old and new methods of teaching translation is carried out. The article analyzes modern models and theories, in particular the importance of preliminary preparation of students for translation.

Key words: new methods; old methods; professional qualities; theory of meaning; synthetic reading; analytical reading.

The profession of a translator is very important, because without it people cannot understand foreign films, books and do not learn about the news happening outside our country.

Many experts say that in the near future artificial intelligence will be able to completely replace a live translator. However, the developers themselves are cautious about such prospects. According to analytical data, in the next 20-30 years, machines will not be able to replace the work of translators even by 15%. After all, this is a unique profession, thanks to which not only books are

translated, but also international relations are established. That is why it is so important to improve the learning processes of this profession and improve the quality of education.

The aims of our research are:

1. Tell about new methods of teaching translation
2. Present modern theories and models of teaching the profession
3. Explain the meaning of the «theory of meaning»
4. Describe the professional qualities of the translator

The objectives are the following:

1. Comparison of new teaching methods with old ones
2. Comparison of the pros and cons of the profession
3. Description of the preparatory stage before the translation

Descriptive method, comparative method, analysis of lexical definitions were chosen as main methods of research.

The theoretical basis of the study was the works of the following researchers: Stern Ludmila [5], Durieux Christine [1], Lederer Marianne [4], Gile Daniel [2], Herbulot Florence [3].

The practical significance of the work consists in the possibility of applying the results obtained in the educational process, as well as with the possibility of improving the quality of education and training of translation specialists.

Professional qualities of the translator:

A translator is a specialist who translates an oral or written text into another language. What distinguishes a professional from a person who simply knows a foreign language is the absence of the right to make mistakes and the ability to correctly submit information (match the speed of the speaker's speech, avoid long pauses, and so on). In the entire history of the profession, there have been dozens of incidents that occurred in the negotiations of the same politicians due to mistakes of translators. To avoid them, a person must have such qualities:

*Excellent memory.* One of the basic requirements for in-depth study of any language;

*Logical thinking.* It is not enough to remember individual words and phrases – it is necessary to understand its logic, features of vocabulary and word formation. Developed logical thinking will become the basis for understanding grammar, slang expressions;

*Perseverance.* It is difficult to call the work of a translator fascinating – it is usually associated with many hours of sedentary work;

*Stress resistance.* It is especially important in simultaneous translations, when a person is under constant stress, trying to synchronize his speech with the speaker's speech;

*Mindfulness*. Each mistake can lead to distortion of huge blocks of text [2].

### **Advantages and disadvantages of the translator profession**

*Advantages of the translator profession:*

- Relevance of the specialty;
- Lots of options for employment;
- Career prospects;
- Quite high salaries;
- A real opportunity for emigration.

*Disadvantages of the translator profession:*

- Difficult and responsible work;
- The need for constant development;
- Monotonous work;
- Low salaries at the start of a career.

*Application of the program*

### **Disadvantages of old methods**

The old teaching methods are limited to translations and edits: the student translates the text the teacher evaluates the correctness of the translation. In the course of this method, two drawbacks arose: an attentive student remembered that in this context this text or phrase should be translated in accordance with the words of the teacher. Hence, the second drawback is the following. Basically, the teacher mentions that there is only one correct option. This approach is less effective in training professional translators [1].

F. Herbulot believes that the best way to learn is to be able to find people, having abilities for the profession. An excellent command of native and foreign languages is necessary for a future translator. A person should always improve his knowledge of the language, which is why he needs to have a good knowledge of his native language in order to be able to convey all its subtleties. After all, only then will he be able to learn many other languages. In order for this to be feasible, it is necessary to raise the level of secondary education, since, at present, it rarely gives good results in the field of language. Languages are constantly changing, we need to keep up with them [3].

New methods of teaching and the «theory of meaning»

At the first stage of training, the teacher should consider the potential of the student, meet them halfway, determine the «average» level, find out their personal characteristics, identify the skills they already possess and adjust if necessary. «It is very difficult to determine the «average» level of the group, since four elements play an important role in translation: knowledge of a foreign language, command of the native language, general culture, ability to logical thinking and analysis» [5, p. 504].

Then the teacher must act based on the level of the students. The purpose of the translation class is to find possible ways to solve problems that students will definitely encounter.

At the first stage, preference is given to reading short texts (150–250 words, which may be part of longer ones). Also effective is an exercise composed of short phrases for translation, which contain typical difficulties in translation, for example, homonyms, polysemy, homophones, paronyms, etc. In the process of learning this profession, the main role of the teacher is to increase the complexity and variability of the types of translation strategies, in choosing a variety of exercises. At this stage, the spontaneity of the situation is important so that students learn to apply various strategies.

M. Lederer, one of the authors of the interpretative theory of translation («theory of meaning»), notes the importance of proper preparation of students for translation. Students mostly perceive translation from the point of view of comparing languages and try to translate into a foreign language with the same sentence structure and word formation as in their native language. This way of thinking should be eliminated, this is how the teacher is able to teach the student the basic principles of translation. Stages of preparation before the main translation [4]

- at the initial stage, the translation of small sections of text;
- At this stage, basic knowledge is built, based on which students will understand the methodology of translation (the desire to analyze and synthesize, the acquisition of special knowledge for each translated text).

Active reading is the goal of the first lessons. It is necessary to teach the student to work with a small fragment of text (before translation) very carefully, since he will carry out the same work with large texts. The training includes two consecutive stages:

– «Synthetic reading», the fastest extraction of the meaning and structure of the text: the main and secondary ideas, cause-and-effect relationships, etc. This type of reading is the first stage of preparation for translation.

– «Analytical reading»: not a single detail of the text is omitted. There is an identification of stylistic features or inconsistencies, the emphasis is on the reformulation of poorly written passages, abbreviations. This is the second stage of translation preparation (the study of details that interfere with understanding).

However, there is a more common method of obtaining important knowledge that will help translation students understand general texts first, and then technical ones. The main idea of the method lies in the fact that it is impossible to translate a text whose meaning is unclear. Students learn to search for information on this topic. The purpose of the search is to find information

(terminology and phraseology) that will allow you to understand the topic being studied.

These principles are applied within the framework of a single translation course in the first year of study: «general translation» from a foreign language B to the native language A.

The main task of translation students is to determine the overall structure, including the main ideas of the text and their relationship. However, the most important factors are the author, the macrotext, and the purpose of the text. Then each aspect is analyzed independently and generalized information is collected. All these actions are preparation for the main translation.

At this stage, there is a broad analysis of the text, the original expressions are replaced by synonymous or paraphrased. Students determine the meaning of the general expression, it is this method that is a test for understanding the microtemes of the text. If the student made a mistake, then a comprehensive analysis of this issue is carried out. Why did this happen? Was there inconsistency of reasoning in his actions? Is there no linguistic knowledge at all, or were inappropriate translation techniques used?

The final stage is a direct translation. After completing all these tasks, including retelling the text and general discussion, the student needs to translate a certain point. This task is not a work with words, since the importance of its implementation consists in determining the sequence and the general meaning of the subparagraph. The translation must be accurate and complete. At the learning stage, the course of action leading to translation is more important than the result.

In conclusion, I would like to add that this program can be included in educational preschool and school programs. Children learning a foreign language using this method will have good knowledge, a large vocabulary and will be able to get rid of the «language barrier». The method helps people to become comprehensively developed personalities, as the learning process includes exercises and programs that contribute to achieving this goal. In particular, language learning becomes easier and a person does not overload himself with a large amount of work, which certainly helps him to hang up his working capacity.

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### **Национально-культурная специфика зооморфизмов в пословицах китайского и русского языков**

Аннотация. В данной статье сравниваются пословицы китайского и русского языков с зооморфизмами, которые присутствуют как в языке, так и в культуре любой нации. Для сравнения весьма важным является анализ пословиц, в составе которых можно обнаружить зооморфизмы, потому что именно в зоолексике очень ярко выражаются национально-культурные особенности китайского и русского народов, так как образы животных в этих языках наделяются весьма интересными свойствами, основанными на видении человеком мира и своей роли в нем.

Ключевые слова: пословицы, зооморфизмы, мировосприятие, национально-культурные традиции, фольклор.

Культура Китая привлекает своей загадочностью, сказочностью, оригинальностью и непохожестью на другие культуры. Эта восточная держава, достаточно долгое время развивалась изолированно от других стран мира, поэтому она такая непредсказуемая и манящая со свойственным только ей умением сохранять свои культурные ценности и поддерживать очень дорогие для нее традиции, которые сложно встретить в другой культуре. Жители Китая во все времена с чувством ревности хранили