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Translation peculiarities in professional communication of non-linguistic universities

The article deals with the issues of teaching translation in the area of professional communication of students of non-linguistic specialties. The authors noted that it was necessary to consider the cultural peculiarities of the country in the context of translating. In conclusion it is emphasized that depending on the specifics of the professional orientation of the translator, the principles of one's preparation are also different.

Keywords: non-linguistic university; translator; professional communication; economics; legal affairs; culture; intercultural communication.

Currently, foreign languages translation is based on an interdisciplinary integrative approach and is aimed at the integrated development of communicative, informational, cognitive, professional and cultural competencies of students of non-linguistic specialties [5]. Professional communication for work targets is framed by different professional spheres and a role of translation varies among professional settings and «within their individual vertical structures» [4, p. 147].

The relevance of this study is in the fact that relationships between representatives of different cultures depend on the correct and accurate translation. The issues of translation peculiarities were researched by different scientists: N. Anthony, Z. M. Zayyanu [1], P. O. López, R. Agost [7], M. Ayyar [2], K. Bouziane [3], M. K. Kamran, L. A. Muresan [6], A. Negoescu [10], C.-G. Voicu [12] and others. Language is considered to be communication means. It can be used in different ways to the idea. «The problem arises when translators attempt to translate word for word» [6].

Translation is an intercultural phenomenon and condition of the self-reflexivity of different cultures. In given article, translation peculiarities in professional communication of non-linguistic higher education institutions are studied.

Students of non-linguistic universities need to have linguistic competence: knowledge of a foreign language system (lexical, syntactic, grammatical, stylistic), one of their native language, general scientific and special knowledge that is essential for understanding specialized texts [8]. The vocabulary formation of «English language was affected by historical developments» [8, p. 371].

Each translator needs in resources, the potential of which can help to identify factors that have an influence on the quality of the professional text to be translated. This plays an essential role in the foreign policy situation, as well as foreign languages skills mastery «implies the comprehension of its functioning in a variety of speech realizations within the framework of socially significant situations...» [9, p. 414].

Table

Economics texts translations features

Translations used in the economics field	Peculiarities
Administrative	It is oral and written translation. It refers to general texts used in the context of businesses and organizations for management.
Commercial or business	It covers papers used in the business (tender documents, correspondence, various reports, company's accounts, etc.). International projects are being developed currently which requires translating written records, running negotiations, interpreting
Financial	Issues from banking to asset management, bonds can be covered. Negotiations take place in the world of finance, that's why oral translation is required
Academic economic translation	It is used for the paper translation relating to the spheres of economics. The text is a lot more academic in nature

One should remember that to denote new concepts, innovative words were formed or changed their stylistic coloring; some words have been enriched with other semantic means; restricted words appeared. On the other hand, while translating the maritime text one should take into consideration that «the English language borrowed foreign words in the conditions of the

colonial activity and commercial expansion of the British themselves. Borrowing is the result of a process historical change due to the enrichment of words from Scandinavian, Latin, French, Greek and Italian» [9, p. 372]. The translations used in the economics field are distinguished: financial, administrative, commercial, and academic economic ones (see table).

To encompass all categories, economic translation training should include all the activities which could be practiced.

We would like to demonstrate the methodology for teaching professional translation using the example of the developed course for students of a non-linguistic specialty based on the textbook for military translation [11].

According to the guidelines, the translation session consists of parts:

- 1) Introductory and preparatory part;
- 2) Work with the main text;
- 3) Performing translation exercises.

At the introductory-preparatory stage, work with introductory exercises takes place which are aimed at setting the correct pronunciation of words and practicing pronunciation and translating new lexical units. At the second stage of the lesson, work with the text is provided. It is recommended to read the text without a dictionary and try to answer the question «What is the topic of the text»? After the text work there is a two-way translation. Bilateral translation is a kind of interpretation when a specialist works «in both directions». That is, first the message of the foreign participant in the conversation is translated into one's native language, and then he translates (for example, from English to Russian, and then from Russian to English).

Translation exercises are the most important content part of the lesson. They are arranged in order of increasing difficulty and include:

- a) translation exercises for the development of memory in students;
- b) translation exercises for the formation and development of visual-oral translation skills in students;
- c) translation exercises for the formation and development of consecutive translation skills;
- d) translation exercises for the formation and development of students' skills of written translation from Russian into English and from English into Russian;
- e) translation exercises for the formation and development of students' skills of two-way translation [13].

Within the framework of the linguistic theory of translation, the concept of adequacy is considered as the main criterion for the quality of translation. The adequacy of the translation is exhaustive accuracy in the transfer of the semantic content of the original and a full-fledged functional and stylistic correspondence to it. This correspondence is established between two languages,

one of which is conventionally called source language, and the other – translated language. The achievement of adequacy is associated with the concept of equivalence.

Accurate translation is needed in the context of the recognition of a social context in which the processes take place. In intercultural communication translators should choose equivalents to describe the concepts from source language to sign language, taking into account distinguishes in cultures. During the translation process one should always be ready to find both the right linguistic and cultural parameters for the subjective of realizing intercultural communication. A real translator is a person who is a competent intercultural communicator [8].

The educational process for translation training has its main task to prepare a specialist who performs an adequate translation. These skills are developed through the development of methods for working with equivalents and developing skills for using them in various situations. Depending on the specifics of the professional orientation of the translator, the principles of one's preparation are also different. From the point of view of stylistic specifics, there are significant stylistic differences between the texts of professional subjects. Foreign languages translation is aimed at the integrated development of sociocultural, communicative, cognitive, professional competencies of students of non-linguistic specialties

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