

Итак, командная работа под руководством опытного преподавателя способствует активизации мыслительной деятельности каждого участника творческого процесса создания адекватного перевода, повышению его самооценки, развитию переводческого мышления и лингвистической догадки, формированию чувства ответственности за результаты своего труда.

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The impact of original medium on translation of the monograph

This study is aimed at analyzing the effects of medium on translation of the scientific text in philology which include the impact of academic context and culture of the source and target languages, revealed through the translation analysis of the monograph «An Obsession with History: Russian Writers Confront the Past» by A. B. Wachtel.

Key words: translation; rhetoric means; scientific text; genre; stylistics; academic discourse.

This article is based on the translation of the monograph «An Obsession with History: Russian Writers Confront the Past» (1994) by Andrew Baruch Wachtel, completed as a translation and research project for the Master's thesis. It is aimed at commenting linguistic, philological and methodological differences of this scientific text, written and in American academia.

The monograph «An Obsession with History: Russian Writers Confront the Past» represents the study of history interpretation in the works of most prominent Russian writers such as Karamzin, Pushkin, Tolstoy, Dostoevsky, Khlebnikov, Tynianov and Solzhenitsyn. In this book Wachtel hypothesizes

that these writers created within the peculiar national literary tradition which treated historical material in two opposite ways that worked in tandem:

- one as a basis for fictional writing;
- and another as facts for non-fiction work.

The key idea of such literary tradition, named by Wachtel an intergeneric dialogue, was that both writers and readers in Russia could only accept this dialogic representation of the past for the reason that a single view, either fictional or documentary, could only be subjective, and thus inherently biased [10, p. 1–18].

Wachtel combines the common philological analysis of fiction and non-fiction narratives with the methods and rhetoric of philosophical study, based on the Russian philosophy of history. Notably, fiction and non-fiction texts are examined in terms of narratological concepts – fictionality and fictitiousness, eventivity, narrator's and reader's viewpoints [9]. At the same time, Wachtel refers to the philosophical and historical interpretation of Russian history, grounded in the so-called Russian idea [6], which asserts that Russia is to play its own messiah-like role in the future due to the uniqueness of Russian past. In addition, the monograph explores the historical and literary aspects: there is an analysis of keen interest to the past of the country and historical conditions, causing the diversity of interpretations of historical events.

Generally, the work can be categorized as a common example of a humanitarian study, relying on interdisciplinary approach in philology, philosophy, and history, so, despite the originality of the author's hypothesis, the book clearly belongs to the genre of scientific texts, as defined by most scholars such as Galperin [2], Provotorov [5], Alekseeva [1]. As evidence of this, the information is predominantly cognitive, expressed via the standard set of linguistic means, as exemplified in Alekseeva [1, p. 248–250]:

- most vocabulary is neutral and belongs to the literary standards, while the terminology accounts for approximately 15% of all lexical units;
- impersonal and objective structures seemingly outnumber those expressing subjectivity and partiality;
- cohesive devices are widely used.

Yet the same pre-translation analysis of the monograph text also reveals that it contains the elements outside the standard linguistic and stylistic repertoire of scientific texts. For example, readers find an unusually large number of figures of speech and expressive vocabulary, as well as passages containing colloquialisms and irony which almost defies the genre classification of this work (see the examples in Table).

However odd the presence of such means might seem in a scientific text, there are a few possible explanations for this particular case. The first one is

related with the differences in the cultural context of the original text, as highlighted, for instance in Chibisova [7], who states that English academic discourse may be more individual and expressive than is usually admitted. Moreover, the same is true when talking about Russian academic discourse, as argued in Lobacheva [4].

The second reason is given by the author: in the acknowledgements he mentions that many chapters of this book were ‘listened’ to by his colleagues before becoming a manuscript [10, p.vii]. Thus, this monograph consists of texts whose original medium lies in oral communication which has left evident traces in the form of unusual rhetoric (as defined by Lobacheva [4]) and stylistic means (as given in Galperin [2]) in every chapter of this book (as shown in Table). Moreover, these rhetoric and stylistic means actually seem to reconcile this text with the genre exigencies as, for example, explained in Chibisova [8], and they create the so-called syntax of the text (see the definition in Provotorov [5]) that a translator has to face. To illustrate this point, there are some of the examples, selected from the book (see the Table), among which most of rhetoric means mentioned by Lobacheva [4, p. 51–54] can be found, thus almost turning it into a practical guide for writing academic speeches while at the same time making it a riddle in terms of translation.

For instance, the entire Chapter 6 seems to be built on the triad (see Lobacheva [4, p. 52], starting with the sentence «For the initiators of the Russian tradition of intergeneric historiography, the reasons for studying history can be summarized with three *p*’s: pedagogy, patriotism, and pleasure» [10, p. 130], Wachtel then proceeds referring to this triad 5 more times, and even further developing this alliteration in the sentence: «Pushkin also adds another *p* to our equation – parody...» [10, p. 132]. While the idea of the triad is translatable, the alliteration line collapses at «pleasure» which is next to impossible to transfer into Russian without overstepping the boundaries of academic style. It ought to be noted that Lobacheva mostly focuses on discourse and logic strategies rather than linguistic means, her examples are never at the level of phonetics or lexis. While in Wachtel’s text one can easily notice his lexical and phonetic experiments, using alliteration, anaphora, epiphora, etc. Also, in the monograph the rhetoric and stylistic means are obviously used for a very different purpose: unlike the predominantly pedagogic academic discourse, described in Lobacheva, Wachtel’s text is not written for teaching. The aim of these expressive means lies in participating in academic discussion with peers, and this is also part of the reason why most of these rhetorics is to be lost in translation, especially the structures based on the language form, such as alliteration and non-academic style. The reason is simple: to retain its validity for readers as an academic text rather than an odd experiment in philology, it should comply with the context and culture of Russian academia.

Table

Examples of rhetoric and stylistic means in Wachtel's monograph

Example sentence	Rhetoric/stylistic technique
What caused this anomalous situation? Did it result, as many Russians might have claimed, from the uniqueness of the Russian historical situation? the relative weakness of the historical profession in Russia? the peculiarly powerful role of imaginative literature there? the influence of censorship? the unpredictable interaction of native Russian traditions and borrowed European genres?	cascade of rhetoric questions
In a letter to F.M. Grimm on the subject, she managed to be <i>regally aloof and ironic</i> , but a <i>certain authorial pride cannot be overlooked</i> ...	alliteration and litotes
Catherine's play illustrates, <i>allegorically if you like</i> , what her history could only hint at...	non-academic style
Indeed, the implication is that both are necessary, for if one would do, <i>why bother to write the other?</i>	rhetoric question and ellipsis
Given the tragedy's conclusion, a relatively dispassionate reading could not possibly provoke the interpretation that it was <i>antiautocratic or anti-Catherine</i> .	anaphora
This leitmotif is carried through consistently to the story's end, when the <i>crushing of the revolt</i> is <i>coupled</i> with the <i>toppling of the statue</i> .	alliteration and epiphora
Autocracy is <i>rational, powerful, and male</i> ; democracy <i>anarchic, dangerous, and female</i> .	parallelism and antithesis
The result is a text in which the <i>fictional is thoroughly historicized and the historical is thoroughly fictionalized</i> .	chiasmus
<i>All very well so far</i> .	non-academic style and ellipsis
Ultimately then, Karamzin was quite right when he predicted that the Russian reader had <i>matured</i> sufficiently to appreciate history. He was wrong, however, to think that the <i>newly mature</i> reader would be satisfied solely by «scientific» history.	anadiplosis

While for some scholars, such as Lobacheva [4], Shilikhova and Solovyanova [8], it appears evident that academic discourse is not so sterile and expressionless as it looks in the translational classification (as given by Alekseeva [1] or Galperin [2]), where the use of stylistic and rhetoric means in scientific text are treated as an oddity. The reason might be the very nature of those means as argued by Kопnina who claims them to be inherently deviational [3], and marginal in terms of the literary norm. From the translator's perspective, however, the existence of such means undermines the current characteristic of scientific texts as the most «primitive» [1] and easily translatable. Failing to take into account the presence of author's persona, which manifests through stylistics of texts, or original medium means failing to admit that there are difficulties as well as inevitable losses in translation of those «simple» texts. In this particular monograph, all the rhetoric and stylistic means, built on the phonetic level as well as non-academic expressions, have disappeared as a result of translation, so the translated text has lost most of its oral communication features and now is just a written text, yet fully acceptable in academia.

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Student engagement for developing translation skills

Effective foreign language training of future engineers should enable students to acquire translation skills along with the development of their communicative competence. The authors suggest special conditions which provide students' learning motivation increase and active participation in a system of academic tasks. The main principles and stages of student engagement are discussed.

Key words: language training; linguodidactics; student engagement; translation skills; scientific text; pedagogical conditions.

The development of engineering students' skills in translation of scientific and technical texts is an integral part of their vocationally oriented language training conditioned by the necessity to provide their academic and professional mobility. The current system of language training in Russian non-linguistic universities cannot ensure the graduates to meet all the main requirements of the modern international business and institutional environment. Taking into consideration the issues and challenges the whole humanity is facing these days, our global engineering community is united collaborating in search for solutions to these problems using English as a Lingua Franca to communicate, disseminate and put into practice their theories and know-hows. In order to provide the sufficient level of English language proficiency including translation of scientific and technical texts, it is necessary to enhance the language