РОЗДІЛ 2 – ДИДАКТИКА ТА МЕТОДИКА ВИКЛАДАННЯ НАВЧАЛЬНИХ ДИСЦИПЛІН

ORGANIZATIONAL AND METHODICAL ASPECTS OF THE STUDY OF THE TECHNOLOGIES OF GLOSSARIES CREATION BY FUTURE TRANSLATORS

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The article deals with the issues of organizational and methodical aspects of the study of the technologies of glossaries creation by future translators. It was found that it is appropriate to include to the content of training future translators the study of technologies to create and use a glossary of terms in the relevant field. Given the general requirements for the translator, which provides scientific and technical translation (language fluency in written and oral forms, the ability to adequately reproduce the content and form of the language of the text presented in translation, knowledge of the hardware used in the translation work), special attention should be given to the learning of terminology in that field, in which a translator specializes.

It is noted that translators are able to use in their professional activities Language Corps, including for creating glossaries. Corpus is a collection of texts in electronic form, accompanied by technical layout. One of the important sources of information resources that are appropriate to recommend to future translators to be used for creating branch glossaries is a collection of electronic publications that focus research developments on a particular branch of knowledge and action. Thus, it is not a separate publication, but the database providing structured by sections of scientific publications and journals, and determining conditions and procedures for access.

It is defined that the creation of branch glossaries should include the following issues: support on previously made translations and glossaries, if any are available; agreeing new terms that need clarification from the relevant contact persons of the client institutions; compliance of glossary with standards of the source and target languages; saving of branch terminology as a glossary to ensure consistency in sequences in the following translations with similar content. Glossaries may contain any elements of language, abbreviations, words, phrases, even sentences. Terms included in the glossary may be made by means of usual translation or interpretation or accompanied with a comment in the target language and the original language.

It was found that the use of branch glossary helps to optimize the activities of translator, in particular in the following areas: improving translation quality by ensuring standardization of terminology, reducing the time to perform the translation, adaptation to national and international standards, reducing inaccuracies and avoiding errors. It is indicated on the feasibility of developing the basics of creating electronic branch glossaries.

Key words: terminology, terminology databases, branch glossary and translator.

ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ АСПЕКТИ ВИВЧЕННЯ МАЙБУТНІМИ ПЕРЕКЛАДАЧАМИ ТЕХНОЛОГІЇ СТВОРЕННЯ ГАЛУЗЕВИХ ГЛОСАРІЇВ У ПРОЦЕСІ ФОРМУВАННЯ ЇХНЬОЇ ІНФОРМАЦІЙНОЇ КОМПЕТЕНТНОСТІ

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У статті розглядаються питання забезпечення організаційно-методичних аспектів процесу вивчення технології створення галузевих глосаріїв майбутніми перекладачами. З'ясовано, що до змісту професійної підготовки майбутніх перекладачів доцільно включати вивчення технологій створення та використання глосаріїв термінів у відповідній галузі, на перекладах з якої спеціалізується перекладач. Встановлено, що використання галузевих

глосаріїв сприяє оптимізації діяльності перекладача, зокрема, у таких аспектах: поліпшення якості перекладу завдяки забезпеченню уніфікації термінології, скорочення часу на виконання перекладу, адаптація до вітчизняних і міжнародних стандартів, зменшення неточностей і уникнення помилок. Вказано на доцільність розробки основ укладання електронних галузевих глосаріїв.

Ключові слова: термінологія, термінологічні бази, галузеві глосарії, перекладач.

ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ АСПЕКТЫ ИЗУЧЕНИЯ БУДУЩИМИ ПЕРЕВОДЧИКАМИ ТЕХНОЛОГИИ СОЗДАНИЯ ОТРАСЛЕВЫХ ГЛОССАРИЕВ В ПРОЦЕССЕ ФОРМИРОВАНИЯ ИХ ИНФОРМАЦИОННОЙ КОМПЕТЕНТНОСТИ

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В статье рассматриваются вопросы обеспечения организационно-методических аспектов процесса изучения технологии создания отраслевых глоссариев будущими переводчиками. Выяснено, что в содержание профессиональной подготовки будущих переводчиков целесообразно включать изучение технологий создания и использования глоссариев терминов в соответствующей области, на переводах которой специализируется переводчик. Установлено, что использование отраслевых глоссариев способствует оптимизации деятельности переводчика, в частности, в следующих аспектах: улучшение качества перевода благодаря обеспечению унификации терминологии, сокращение времени на выполнение перевода, адаптация к отечественным и международным стандартам, уменьшение неточностей и избежание ошибок. Указано на целесообразность разработки основ созданния электронных отраслевых глоссариев.

Ключевые слова: терминология, терминологические базы, отраслевые глоссарии, переводчик.

Statement of the problem. The adequacy of translation as an indicator of the quality of the translator's work depends crucially on the proper use of appropriate terminology. Wrong or inaccurate translation of terms might not only prove translator's low skill level, but also cause certain negative effects by work of translation on customer, threatening to cause problems in production and result in economic losses. This indicates the need for terminology knowledge in the field of translator's activities. Formation of this knowledge complex is based on mastering databases of terminological support. Their creation and use are based on information technologies. Thus it is possible to achieve maximum harmonization of translated texts with the original in the sense of equivalence and adequacy.

The purpose of the article is to consider organizational and methodical support of the study of the technologies of terminology glossaries creation by future translators.

Analysis of research and publications. The issue of creating terminology dictionaries and glossaries was studied by such domestic and foreign scientists as F.Vazheva, D.Dobrovolsky, R.Ivanytsky, V.Karaban, T. Kyyak, V. Lejčik, D.Meys, B.Shunevych and others. However, the study of the technologies of terminology glossaries creation by future translators, in particular, training and methodological support of this process requires a separate study.

The main material. One reason for the complexity of the process of translation of branch texts is their lexical peculiarities connected with the terminology. The term is a linguistic sign representing the concept of special and professional field of science or technology. Therefore, translators must consider characteristic features of branch type of text in the translation process, such as:

1.   Text saturation with terms and terminological phrases. Terms can be multimeaningful, causing difficulties of translation, especially when at the same time realizing different meanings in different fields. For example, the German term «der Zug» can mean «train» and «pull». Conversely, «гвинт» («screw») can be translated from Ukrainian into German by several variants: Schraube, Spindel, Schraubenspindel, Luftschraube, Tragschraube, Schnecke. English term «train», besides the basic meaning of «train» can realize in technical texts meanings «a rolling mill» and «gearing».

2.   Use of technical phraseology. When translating, it should be noted that some common words in phrases can acquire terminological meaning. For example, starke Gabe (Ger.) – висока доза,

starre Bewegung (Ger.) – жорстке з'єднання, treatment process (Eng.) – процес обробки, operating handle (Eng.) – рукоятка управління.

3. The use of abbreviations and acronyms. Their translation is complicated by the fact that the abbreviations and acronyms are official and therefore they must be translated through their equivalents in the native language without changing. For example, PS – Pferdestärke (Ger.). A characteristic feature of unambiguous abbreviations are graphic homonymy and semantic multiple meanings, for example: N (Jahresniederschläge) – річні опади, N (Niedermoor) – низинне болото, N (Niederschlagshöhe) – рівень опадів, N (Niederstamm) – низькостовбурне дерево, N (Nutzleistung der Pumpe) – корисна потужність насоса, N (Nenn-Nutzleistung) – номінальна корисна потужність; CC (ceramic capacitor) – керамічний конденсатор, CC (connector circuit) – коло з'єднання, CC (continuity criterion) – критерій неперервності (електропостачання), CC (continuous current) – постійний струм; неперервний струм, CC (cotton-covered) з бавовняним обплетенням (про кабель); E (electric field strength) – напруженість електричного поля, E (electric potential) – електричний потенціал, E (elevator lighting and control cable) – освітлювальний і контрольний кабель для підіймачів, E (enamel) – емаль.

Since the terms are an essential component of scientific and technical texts [3], a translator should know the appropriate terminology for their translation.

Therefore, given the general requirements for the translator, which provides scientific and technical translation (language fluency in written and oral forms, the ability to adequately reproduce the content and form of the language of the text presented in translation, knowledge of the hardware used in the translation work), special attention should be given to the learning of terminology in that field, in which a translator specializes. Taking into account that the terminological system of any branch of production cannot be studied fully during training we consider that it necessary to focus on the formation of information competence of future translators that will enable them to provide their own information needs, including those for finding, using and accumulating terms. Considering the information competence of the translator as an integrative characteristic, we have identified its components – competencies: informational search; informational and technological; informational and technical; informational and analytical; informational and editorial; informational and thematic.

All these competencies are important for the translator's work with the terminology, but we consider that informational and thematic competence is especially important as basic competence in learning terminology. It defines the ability to form a base of reference materials for translation and compensation of lack of linguistic, thematic and background knowledge. For this purpose future translators must learn to find out acceptable sources of information, to understand the specific subject area, to form an appropriate thesaurus, to select the general and thematic dictionaries, to study reference books, to find the appropriate language tools for transmitting meanings of terms – words and phrases.

Ensuring the acquisition of skills in translator's training, and further in using them in the performance of professional tasks can be accomplished through the use of predominantly electronic information resources (search engines, electronic catalogs, digital libraries and journals, electronic encyclopedias, text corps, branch portals for informational search for specific topics, terminological system software, electronic bilingual dictionaries of general and special content for selection for correspondences and equivalents in translation, etc.).

In order to clarify the understanding of the importance of informational and thematic competence for successful professional activity of future translators and their ideas about the possibility of its formation was conducted a survey. The students of direction 6.020303 "Philology" at National University of Life and Environmental Sciences of Ukraine were asked to evaluate using 5 parameters what characterize, in our opinion, this competence – the ability to use specialized branch base materials (AGRIS, AGORA, DOAJ ...), knowledge of branch terms, the ability to translate materials in one or more specialized areas,

the ability to form their own glossaries, the ability to form their own electronic glossary using appropriate software.

The distribution of students' awareness of the importance of forming informational and thematic competence is presented in Figure 1.
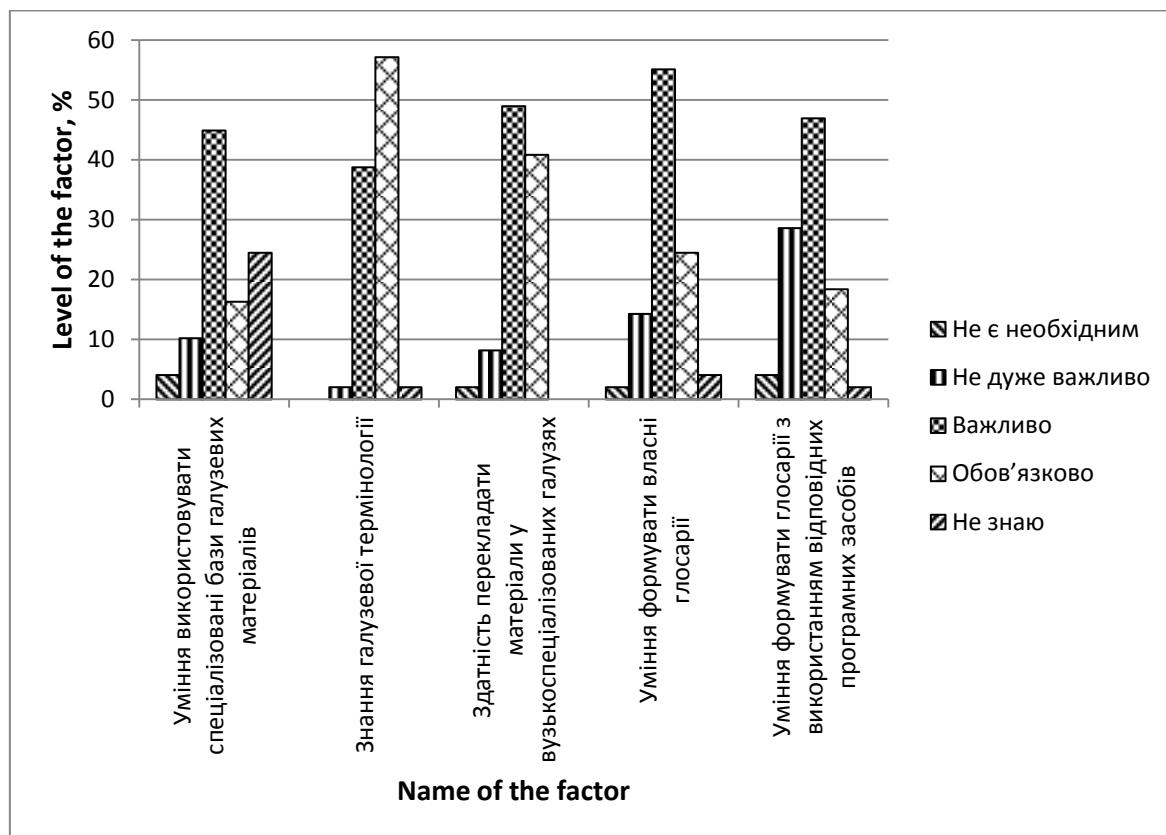

Fig.1. Distribution of students'awareness of the importance of forming informational and thematic competence

As we can see, most of the respondents' consider two factors: firstly, 55% said that knowledge of branch terms is a must, and secondly, 57% cited the importance of the ability to form their own glossaries. These results imply that future translators understand the need for mastering a certain amount of terminology of specific branches for successful professional work and think about ways to achieve this goal. One of the ways they find is creating their own glossaries. On the one hand, this suggests a conscious attitude of students to orientation of their training, on the other hand, emphasizes the need to improve the content of their training curriculum in terms of strengthening its informational and thematic component.

Despite the fact that the knowledge of branch terminology is positioned by students as important or required attribute of translation work, surveys showed significant differences between the perceptions of first-year and fourth-year students (Fig. 2). Thus, a significant percentage (67%) of first-year respondents have attributed this knowledge category as necessary what is traced as wrong idealization of terminology knowledge for successful translation of branch texts that cannot be made without taking into account a number of other aspects of translation. The presence of answers "not very important" and "do not know" indicates undeveloped ideas about the importance of professional knowledge. At the same time the number of fourth year students who view it as necessary is much less (50%), but the number of students for whom it is important (50%) is increased. The rationale for this is awareness of the need for integral complex of translator knowledge, part of which – branch terminology – is important, but not crucial. Instead, there is no category of students, which does not give due importance to this component in their training, expressed as zero percentage of answers "not very important", "I do not know".
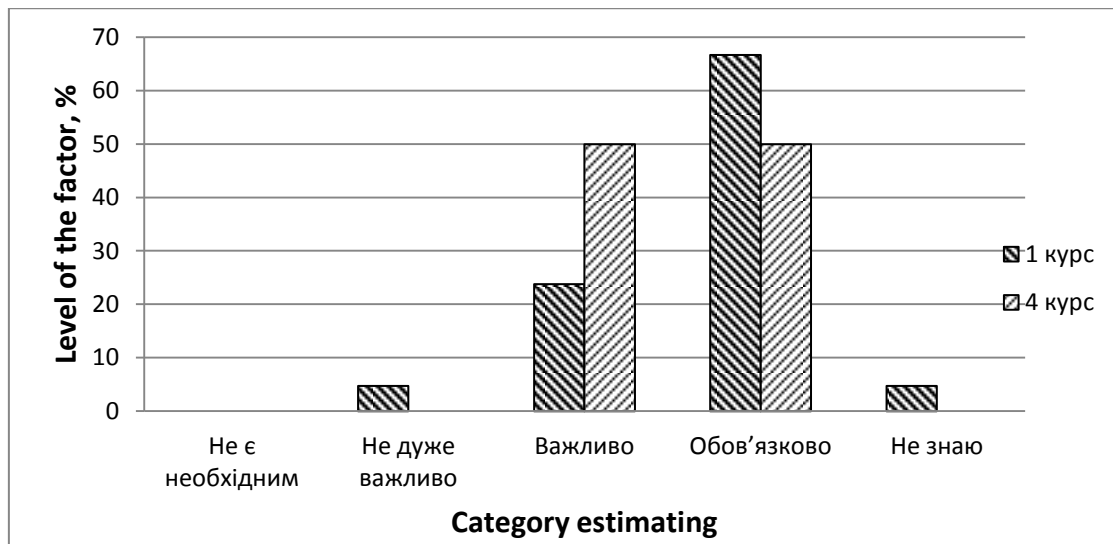
Fig. 2. Knowledge of branch terminology

The differences in the responses of 1 and 4 study years students concerning the ability to use bases specialized branch materials highlight certain trends. As seen in Figure 3, 29% of first year students answered "do not know", meaning general lack of information about the existence of such bases. In addition, quite a large percentage of responses "not necessary" (10%) and "not very important" (14%) also indicates, in our view, the lack of knowledge of students about the existence of such powerful information resource in terms of mastering branch terminology rather than about their conscious idea of specialized branch materials bases as unimportant. Accordingly, it highlights the need for such information for future translators. As for the fourth year students, when forming their information competence we should pay attention to the fact that 21% of respondents did not know about the possibility of mastering branch terms by reference to these bases.
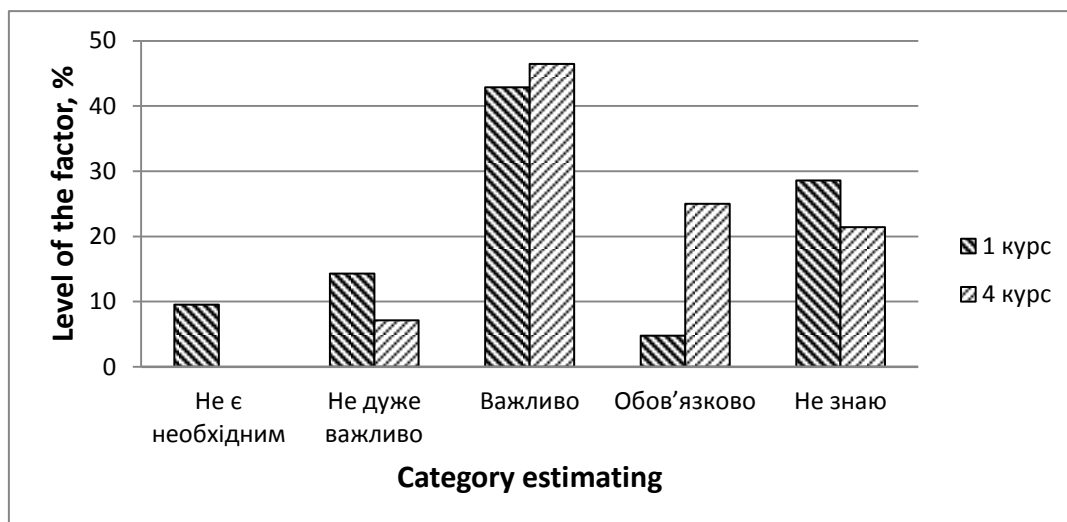

Fig.3. Ability to use bases of specialized branch materials

The study of branch terminology and the use of specialized databases of branch materials are directly related to the need to orient students to the developments of their own information resources relating to certain branch-specific areas of activity. So the question arises about creation of branch glossaries, which can greatly facilitate translation activities. By definition of B.Shunevych, glossary is a product of a particular type of lexicography, where the linguistic essences are percived by the ideographic principle and conceptual interpretation [4].

In order to master technologies for creating glossaries of future translators we offer a special course «Basics of creating branch glossaries» aimed to teach students the technology of branch glossaries creation, the use of existing branch glossaries in practice.

Herewith the course is based on the students knowledge of foreign language lexicology, has a strong vocational and translational focus and combine elements of theoretical and practical training of students. Therefore, the study of this discipline helps students to master the theoretical and practical foundations of subject; deepens the perception and the ability to analyze the terminology material of various branches and translate it adequately; promotes expansion of vision, erudition and professionalism; encourages independent thinking and creativity.

After studying this course the student acquires knowledge of the features of foreign language lexical system, the basics of lexicography, types of dictionaries and features of branch glossaries. In addition, the following abilities are formed: to identify features of terminology in a particular area; to obtain information from various sources necessary for the creation of branch glossaries; to apply methods for lexicographical work on vocabulary; to select terminological material.

Special course «Basics of creating branch glossaries» provides 14 hours of lectures, 14 hours of practical training and 26 hours of individual work on discipline, combined into two thematic modules.

Module 1 – "Typology of dictionaries. Glossary" – includes following issues: "Lexicography as a science. The concept of dictionary", "Characteristics of different types of dictionaries", "Differential features of glossaries", "The use of electronic glossaries".

Module 2 – "Principles of creating glossaries" – includes the following issues: "The concept of the term", "Features of branch terminology", "Modeling branch terminology system", "Selection of the vocabulary", "Internal structure and function of glossaries", "Overview of software for creating glossaries", "Automatic selection of professional terminology in texts".

We believe that the creation of branch glossaries should include the following issues:

- Support on previously made translations and glossaries, if any are available;

- Agreeing new terms that need clarification from the relevant contact persons of the client institutions;

- Compliance of glossary with standards of the source and target languages;

- Saving of branch terminology as a glossary to ensure consistency in sequences in the following translations with similar content.

Glossaries may contain any elements of language, abbreviations, words, phrases, even sentences. Terms included in the glossary may be made by means of usual translation or interpretation or accompanied with a comment in the target language and the original language.

It should be noted that translators are able to use in their professional activities Language Corps, including for creating glossaries. Corpus is a collection of texts in electronic form, accompanied by technical layout (abstract).

In particular, the most famous Language Corps are The Brown Corpus (Corpus of American English) and The London-Lund Corpus of Spoken English (oral and written corps of British English). These corps include samples of words, sentences, texts, dialogues, monologues and more. They can be used as a starting information resource to create a database of samples in the English language, including glossaries that are suitable in computer-aided translation and other software shells for translation support.

One of the important sources of information resources that are appropriate to recommend to future translators to be used for creating branch glossaries is a collection of electronic publications that focus research developments on a particular branch of knowledge and action. Thus, it is not a separate publication, but the database providing structured by sections of scientific publications and journals, and determining conditions and procedures for access. Today there are many such databases, including bibliographic records, abstracts of documents, text materials on agriculture and related industries. Using this type of information resources creates conditions for the formation of professional competence of future translators for agricultural sector, based on the processing possibilities of modern, scientifically verified, professionally improved terminology. The most famous and powerful among these databases

are: AGRIS (International Information System for the Agricultural Sciences and Technology), AGORA (Access to Global Online Research in Agriculture), (AGRICOLA - Agricultural On-Line Access), CAB Abstracts (The World's Leading Agriculture Database), FSTA (Food Science and Technology Abstracts), DOAJ (Directory of Open Access Journals), FAO Catalogue On-line. Support of these databases is provided with large international and national food organizations. Their volume numbers from 1 to 7 million records and materials presented mainly in English, although some of them are also in Arabic, Spanish, French.

Conclusion. It is advisable to include to contents of future translators training the study of technologies for creating and using glossaries of terms in the relevant field, the translation of which is specialized area of translator. Using branch glossaries promotes optimization of translators activities, particularly in the following aspects: improving translation quality by providing unification of terminology, reducing time for the translation, adaptation to national and international standards, reducing uncertainties and avoiding errors.

Prospects for further investigations can be related to development of basics of creating electronic branch glossaries.

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ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ АСПЕКТИ ВИВЧЕННЯ МАЙБУТНІМИ ПЕРЕКЛАДАЧАМИ ТЕХНОЛОГІЇ СТВОРЕННЯ ГАЛУЗЕВИХ ГЛОСАРІЇВ У ПРОЦЕСІ ФОРМУВАННЯ ЇХНЬОЇ ІНФОРМАЦІЙНОЇ КОМПЕТЕНТНОСТІ

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У статті розглядаються питання забезпечення організаційно-методичних аспектів процесу вивчення технології створення галузевих глосаріїв майбутніми перекладачами. З'ясовано, що до змісту професійної підготовки майбутніх перекладачів доцільно включати вивчення технологій створення та використання глосаріїв термінів у відповідній галузі, на перекладах з якої спеціалізується перекладач. Встановлено, що використання галузевих глосаріїв сприяє оптимізації діяльності перекладача, зокрема, у таких аспектах: поліпшення якості перекладу завдяки забезпеченню уніфікації термінології, скорочення часу на виконання перекладу, адаптація до вітчизняних і міжнародних стандартів, зменшення неточностей і уникнення помилок. Вказано на доцільність розробки основ укладання електронних галузевих глосаріїв.
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