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INTEGRATED TEACHING TRANSLATION AND FOREIGN LANGUAGE

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The article emphasizes the importance of the process of learning a foreign language combining with other humanitarian cycle subjects, defines the objectives and forms of integrated studies in higher educational establishments. The author points out the main activities applied in the process of integrated teaching, describes the most efficient way of organizing the class – a role play – and practical skills which are improved while complex teaching.

Keywords: activity, forms of implementation, integrated teaching, practical skills, translation.

A foreign language is one of the most universal items that can enrich the learning content. Combining the process of learning a foreign language with other subjects intends to solve problems that can handle not only within a single discipline, but also the whole cycle because of the need to apply knowledge of various sciences. [4] One of the ways of structuring teaching according to problems is integrated courses of a foreign language with learning arts and ethics, history and humanity science, and other subjects for secondary and special schools. The creation of such complex subjects to some extent solves the problem of developing and implementing methods of accelerated learning. That is important in modern conditions in which humanity finds ways to reduce the terms of a learning process and makes the relevance of this study.

The development of integrated courses that include a foreign language can be organized in higher educational establishments for different forms of learning: full-time, part-time, external, distant, which is the purpose of this study. A foreign language, let us take English, promotes identity and professional development, gives basis to student's skills and abilities of foreign communication and directs him in a certain field of knowledge [2]. For specialty "Translation" professionally oriented teaching language is caused by the nature of its intersubject links of humanitarian items, linguistic and translation cycles. That is the focus of practical English course allows either creating complex subjects or conducting integrated studies "Translation + foreign languages" where subjects are characterized by common purpose, content, tools and teaching techniques. [3]

Learning a foreign language in high school covers the types of speech activity associated with the reception, production, interaction and mediation (translation, mediation). Integrated classes "Translation + foreign language" create conditions for a reasonable practical applica-

tion of acquired skills and abilities and enable students to see the results of their work, feel joy and satisfaction from it. The main objective of such integrated studies is to improve communicative cognitive skills, aimed at systematizing and deepening knowledge of translation principles and techniques, and their content – translation studies as an independent type of speech activities along with more digestible for English lessons speaking, reading, writing and listening comprehension.

Teaching a foreign language with the help of integrated approach, translation, means to use different types of activities: in teaching grammar, vocabulary, oral speech, etc. [4] On the other hand, having above mentioned language skills makes it possible to interpret the source text, to understand what is necessary to know the ways of overcoming the difficulties of language and speech reproduction of the units in the target language. Difficulties of English-Ukrainian and Ukrainian-English translation are based on such features as grammatical structure, vocabulary, semantics and pragmatic of the both languages; genre of texts, and different frequency of language elements usage and equivalents in speech. Proper translation is based on foreign language skills like speaking, listening, reading and writing, which work automatically. Requirements for translation are expressed in specific skills: using semantically appropriate words; navigating formal features of lexical and grammatical units; transferring the contents of the target language with the help of language equivalents conveying semantic and stylistic features of the original.

Translation and a foreign language are both components of the integrated approach to the lesson. They are autonomously independent and equally important for the formation of a students' personality and development of their professional skills. These subjects use similar types of work. Texts of different genres, magazine and newspaper articles, advertisements, manuals, catalogues, directories may be used as the material for activities. [7, c. 8] In the process of translation students learn vocabulary, grammar and phrasal phenomena, which are characteristic of a particular discourse and methods of translation from English into Ukrainian and vice versa.

Integrated classes such as “Translation + foreign languages” include such types of activities as listening to tapes, and film review as required by a modern communicative approach to teaching foreign languages; conducting researches, press conferences, round table discussions, interviews and role-plays [8]. The tasks on translation are also added (for example, do the role of an interpreter, find out and analyze the difficulty rendered into a certain language and speech peculiarities, etc.). Similar tasks are professionally and communicatively oriented and have a directed target installation: a reaction to the alien mind, questioning, conviction interlocutor expression agreement/disagreement, approval / disapproval. They can have both of an oral and written character. Some complex tasks should be used as individual work. Integrated character can acquire training and testing of students' knowledge: different activities, consisting of one or more tasks objectives of which are the control of language, speech and interpreting skills.

During integrated foreign language classes and translation the following practical skills are improved: further development of creative skills in oral and written language, the capacity of a deep reading, accurately and comprehensively understanding the original English text of any complexity; enriching active students' vocabulary, and intensive activation of lexical units accumulated in previous stages of education, training and correction of pronunciation

skills, development of discussion and communication skills, annotation and translation from Ukrainian into English and vice versa, improving professional skills of the future translator, including communication and interlingua skills.

The most efficient way of organizing the class is a role play that allows you to engage a foreign language translation model in the process of learning for future students. Role play (cooperation, conflict solving, racing competition, etc.) is such a type of activity, the core of which is professional issue [6]. It simulates business communication, which aims to establish business contacts. In most typical situations of business communication include exchanges of views, conversations, discussions of formal and informal nature, for participation in which students should be able to ask for the information, address the audience with the message, debate.

Moreover, during the integrated classroom “Translation + foreign languages” students act as interpreters in situations described in these emerging skills to identify and overcome language difficulties playing this or that aspect of the original language (for example, clichés in policy-text scientific and technical terminology, non-personal verb forms, etc.) in the target language, and understand and share a wide range of concepts that express excusing, appreciation, assessment, etc. In the business game, all groups of students with varying degrees of participation, which depends on their psychological characteristics and educational opportunities, may be involved as “translators”.

During the integrated lesson the translation acts as a mean of checking of the heard/read material. It is also a type of speech activities that creates professional skills. The ability to translate orally requires knowledge the most often used equivalents and automated skills to use them. The only knowledge of the translation equivalents is not enough for a good interpreter as he is lack of time to recall the necessary one.

Hesitation and pauses during the interpretation prevent one from adequate perception of translated text, and disrupt communication between partners. [1] A thorough memorizing of both linguistic units and patterns in speech, translation exercises can also train speech, translation skills and abilities. In professionally oriented exercises the teacher draws students’ attention to important moments in the mediation attempts: diagnosis and prevention of phonetic, grammatical and lexical errors in playback of Ukrainian English text, translation analysis of the exercises, motivated choices and equivalents.

Integrated study of translation and foreign language has different forms of implementation. Some English classes may take integrated character, not only the subject of translation cycle, but also linguistic and cultural studies, comparative grammar, lexicology, stylistics, practical course the second foreign language.

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КОМПЛЕКСНЕ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ТА ПЕРЕКЛАДУ

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Наголошено на важливості поєднання процесу вивчення іноземної мови з іншими предметами гуманітарного циклу, визначено цілі та форми організації інтегрованих курсів у вишах. Автор вказує на основні види діяльності, що застосовують у процесі комплексного навчання перекладу та іноземної мови, описує найефективніший спосіб організації роботи на заняттях – рольову гру – та практичні навички, що удосконалюються в результаті інтегрованого навчання.

Ключові слова: види діяльності, комплексне навчання, переклад, практичні навички, рольова гра, форми застосування.

КОМПЛЕКСНОЕ ОБУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА И ПЕРЕВОДА

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Сделано акцент на важной роли объединения процесса обучения иностранного языка с другими дисциплинами гуманитарного цикла, определяются цели и формы организации интегрированных курсов в высших учебных заведениях. Автор указывает на основные виды деятельности, которые применяются в процессе комплексного обучения иностранного языка и перевода, описывает самый эффективный способ организации работы на занятиях – ролевую игру – и практические навыки, которые усваиваются в результате интегрированного обучения.

Ключевые слова: вид деятельности, комплексное обучение, перевод, практические навыки, ролевая игра, формы применения.