

**COURSE OF TECHNICAL TRANSLATION  
AS NECESSARY COMPONENT  
OF MODERN ENGINEER'S EDUCATION**

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**Key words and phrases:** bilingual; interpretation; language training; linguistic competence; mediated intercultural communication; technical translation;

**Abstract:** The psychological and pedagogical features of language training for the professional activity of technical university students are determined. The goals of teaching foreign languages for oral or written communication are described. The problems of interpreter training and translation quality are studied. The need to form a secondary language personality involving the foundations of foreign conceptual system is substantiated. The main aims and purposes of interpreter training in nonlinguistic higher education establishment are formed. The linguistic competence of the future specialist is considered in the context of the activity and contextual approaches as an important factor for adaptation and preparedness to the modern conditions of competition in the labour market. The conclusions are drawn that mastering the skills of transcoding from the native language and vice versa contributes to successful implementation of professional-mediated communication..

Modern civilization has entered the information age – the period of its development, aimed at ensuring the complete use of reliable, timely and comprehensive knowledge in all socially important areas of human activity. Under conditions of the spread of global computer networks, containing the huge amounts of scientific and technical information in a foreign language and accessible to almost every specialist there is the requirement that a technical university graduate understands and is able to highlight professionally important information. In this regard, the practical value of technical translation is

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increasing and foreign language proficiency is becoming one of the basic conditions for a successful career of the modern engineer [1].

The existence of dialogue between cultures, the presence of the elements from other cultural environment in relation to the recipient in the translated text is an important condition for the process of the world cognition, involving the representation of reality in all its manifestations. In addition, the accumulation of new information about the achievements in the sphere of engineering in other countries in the consciousness of recipient ultimately leads to the transition of a personality to a higher level of cultural development, in which certain elements of foreign language culture can be used in the professional activity of the individual.

The reasons for increasing the role of interpretation in the professional activity of a specialist are diverse, but we think that the most essential are the following:

- development of media and communication means;
- dramatically increased need for intercultural communication;
- need for the exchange of scientific and technical information;
- awareness of the need of mutual understanding and scientific cooperation;
- constantly expanding system of international contacts;
- search for the ways and means of solving global problems of contemporaneity.

Paul Engle mentions in this regard that the fact of the rapprochement of peoples from different cultures “puts humanity before... a tough choice – TO TRANSLATE OR TO DIE. One day it may happen that the life of every human being in the world will depend on the instant and accurate translation of a single word” [2]. The principle of “multilingualism” and “multiculturalism” as a principle of rather numerous UNESCO projects is proclaimed as a fundamental one for education systems and at the same time establishes the framework for the recognition of equivalence of professional educational programs of various educational institutions in the future.

Teaching a foreign language in a higher education establishment may pursue different aims. It is either language acquisition for oral or written communication, or the acquisition of knowledge about the foreign language. It is quite obvious that the study of science of language is a privilege of linguistic higher education establishments. In a technical higher education establishment language acquisition should be a means of the completion of students’ knowledge on their major speciality. The practical orientation of the learning process and the purpose of the acquisition of speech activity in a foreign language are typical to these higher education establishments, and it conditions both the content and organization of the educational process.

As it is known, the methodology of teaching a foreign language (linguodidactics) is the science about teaching and learning a foreign language. It ascertains those laws that form the educational activity basis of a teacher and a student, aimed at the acquisition of a particular activity, namely the speech activity in a foreign language. The development of linguodidactics, beginning with teaching a language (systematic and structural approach), went to teaching speech (functional approach) and then teaching speech activity. Thus, there is the activity type of teaching, which conditions a large number of modern

methods associated with teaching the different types of speech activity, namely: reading, listening, speaking, writing and translating. Speech activity in all its forms becomes an object of research and the subject of teaching a foreign language [3].

Our analysis of the currently existing programs on a foreign language in non-linguistic higher education establishment leads to the conclusion that they provide teaching such types of speech activity as reading, writing, speaking, listening comprehension. Interpretation is not considered separately, despite the fact that the translation skills and abilities are necessary in any other kind of speech activity in a foreign language. Exceptions are programs of educational institution specializing in training professional interpreters. When teaching a foreign language in communicative purposes, the practical mastering of the mentioned types of speech activity is sufficient. However, this approach takes into account only the direct monolingual communication when a native speaker and a specialist (bilingual) act as communicators. If we are talking about bilingual mediated communication, the skills and abilities of reading, writing, speaking and listening comprehension will not be enough. In this case, the ability to switch quickly from one code to another is the most important and it is the basis of interpretation activity and can be formed only through special theoretical and practical training. At the same time, none of the types of speech activity is performed in isolation from the others. For example, the translation process is directly related to listening comprehension (the aural comprehension of foreign language speech), reading (the visual comprehension of a text), speaking (the oral information transfer) and writing (the written information transfer). Thus all types of speech activity are interdependent and condition each other. Simultaneous work on all kinds of speech activity promotes better mastering of a foreign language. In our opinion, it should be represented in the curricula and programs on a foreign language in technical higher education establishments [3].

Now there is quite a radical revision of teaching methods of foreign languages at all levels, including engineering schools that implement comprehensive training to activity in the conditions of modern infomedia. Requirement to the modification of both training system and its individual units in the form of individual disciplines (in particular foreign language) is caused by the fact that the conditions in which graduates realize their professional activity have evenly changed.

It should be noted that recently issues related to the study of interpretation as a form of speech activity and training interpreter (the word “interpreter” means a student, an engineer or any other person who is faced with the need to translate technical texts) are of great interest for linguodidactors. This is due to the expansion of the information field and, consequently, an increase in information processes, the need to address multiple communication tasks. In Russia, where new communication opportunities in many areas of social and economic life and political and business contacts are being developed, the role of an interpreter – an intercultural mediator providing society information activity becomes considerable [3]. Now we are increasingly talking about the specialization of interpreter activity, specialists who possess professional competence in a particular subject area are in demand. On the other hand, specialists try to get supplementary qualification of an interpreter. Meeting modern requirements, domestic universities graduate interpreters who are

professional linguists and interpreters with diplomas of professional development. And if the former, having good language training, encounter difficulties in specific subject areas, the latter being the specialists in their own domain, are not able to penetrate deeply enough into linguistic basis of interpretation and foreign language as a whole. In this regard, the question of translation quality and interpreters training is raised. It is necessary to find effective ways for the improvement of interpreter skills and the creation of conditions for learning autonomy and professional postgraduate self-perfection.

The results of recent studies in the field of linguistics, speech psychology, ethnopsychology make the specialists teaching foreign languages and interpretation to rethink the concept of engineers and technicians training. In determining the goals and objectives of training, most specialists agree that one of the important tasks is to ensure the transition of the Russian-speaking students in inophone type of mentality, the formation of a secondary language personality able to implement successfully social interaction with other native culture.

As part of specialist engineer training to translational activity within the activity and context approaches one can't rely solely on pragmatics of his future professional activity, taking into account only the different areas of communication and relevant texts as derived from these areas. The task of training an interpreter is the formation of a secondary language personality carrying the grounds of not only his, but also a conceptual framework, thereby mediated intercultural communication becomes possible and the potential of recipients understanding of inophone text activity in the various fields of communication increases.

Since intercultural communication is determined by various social spheres of communication, it is natural that most intercultural contacts occur between partners characterized by similar traits and features, which are located approximately within the same social origin in the native culture of each communicant. The generality of the object allows partners from different cultures to understand each other. This special form of social relations between different cultures is "INTERCULTURE" which boundaries are delineated by a particular subject area [3].

Teaching students to implement the mediated intercultural communication, we aim to educate a bicultural personality.

Thus, bilingual is not just a specialist, bilingual is a personality that exists simultaneously in two cultural spaces, able to perceive the world at the same time from two different points of view. Only in this case, the engineer will be able not only to communicate in two languages, but also to carry out professional-mediated communication. Hence, the basic step you need to teach the student who wants to know a foreign language is the action of transcoding from the native language and vice versa. Recoding is considered in this case as a way of overcoming intercultural gap, combining two linguistic consciousness. The interpretation is of first importance in this process [3].

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### **Курс технического перевода как необходимая составляющая образования современного инженера**

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**Ключевые слова и фразы:** билингв; опосредованная межкультурная коммуникация; перевод; технический перевод; языковая компетенция; языковая подготовка.

**Аннотация:** Определены психолого-педагогические особенности языковой подготовки студентов технического университета к профессиональной деятельности. Описаны цели обучения иностранному языку для устной или письменной коммуникации. Исследованы проблемы качества перевода и подготовки переводчиков. Обоснована необходимость формирования вторичной языковой личности, заключающей в себе основы иной концептуальной системы. Сформулированы основные цели и задачи подготовки переводчиков в неязыковом вузе. Языковая компетенция будущего специалиста рассмотрена в контексте деятельностного и контекстного подходов как одно из важных условий адаптации и готовности к современным условиям конкуренции на рынке труда. Даны выводы, что овладение навыками перекодирования с родного языка и обратно способствует успешному осуществлению профессиональной опосредованной коммуникации.

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