

Teaching Science Texts Translation (Based on the Work Experience in Postgraduates Groups)

Developing postgraduates' professional language competence, facilitating their mobility and competitiveness in the job market, creating favourable conditions to succeed in different academic and professional science environments are priorities of ESP teaching for academic purposes.

To enhance language skills in teaching translation of English science texts clippings and their messages in postgraduates groups we focus on an ample use of tasks variety dealing with allomorphic and isomorphic peculiarities of the native and foreign languages. They fully manifest interference and transposition processes, transformation, denotative, communicative and distributional approaches to teaching translation, consider structural and, consequently, grammatical correlation specifying plurilingualism conceptual basis. In our opinion, the main objectives of teaching translation are made up of the following counterparts tasks: advancing theoretical basis, the efficiency and practical mastering of which is primarily concerned with both in-depth knowledge of a foreign language and typology motivation of the languages in question; language and speech acknowledgement together with the second foreign language specification; skills and habits enhancing as a resultative element of teaching translation of science texts; considering either interference or transpositional processes inextricably referred to different language levels.

In our work while teaching translation of science text fragments in postgraduates groups we focus on interference processes which occur, for instance, in actualizing some potential grammatical meanings typical of one or another language type; on verbalizing some conceptual matters as a result of cognitive modelling mechanisms favouring correlation at the lingual or paralingual levels of languages which are either heterogeneous or cognate.

It is relevant to envisage the priority or availability of manifold translation of configurational clusters of English (Cf: multimedia-capable-easy-to-operate mobile phones, bob-in-the-slot electric fire), different E-mail abbreviations: (J/C (just checking); LMK (Let me know), NAZ (Name, address, zip), BTW (By The Way), FYI (for your information), IYKWIM (if you know what I mean), ASAR (as soon as possible); IDTS (I don't think so), B4N (Bye for now); CUL8R (See you later)); noun compounds (air traffic control centres, vionyl floor tiles, model TL -1 blower), etc.

For one thing, we should take into account transpositional processes of the notional systems of contrastive languages, language signs polysemy at different language levels. For another thing, there exist translation correlations with identical meaning, partial equivalent meaning, hypo-hyperonymic translation equivalents, contextual equivalents, socio-pragmatic and cross-cultural equivalents, etc.

Irrespective of some progress attained in recent decades (namely, contrastive study of Slavonic languages), comperative trends in investigating isomorphic and allomorphic features of languages at the syntactic and semantic levels are the impetus to their more in-depth ;study, and therefore reinforce practical skills of translation.

Thus, in the English language the article embodies some grammatical meaning, i.e. the meaning of generalization which offers the possibilities of interlocutors to identify referential features of objects or concepts, and the delimitative meaning of the definite article enlists differential features on the gradual scale. In this case we should pay attention to some nominal differential markers. Conversely, in the French language different articles (le/les, un/de/du) are always characterized by a semantic shift expressing either singularity/plurality or discreteness/indiscreteness. Though the article as a gender marker (le/la, un/une, du/la+N) expresses sex distinctions only in case of its use with nouns denoting living beings.

And completely different is the treatment of the article system in the German language: the definite (der – masculine, die – feminine, das – neuter, die – plurality for all the three genders) and indefinite (ein-masculine, eine-feminine, ein-neuter). The indefinite article has no plural form. But while translating science clippings we should consider isomorphic and allomorphic features of the article use, for example,

in the English and German languages (Cf: constant use in German of the indefinite article with the names of countries, referring to the masculine and feminine gender or omitting an article before the plural nouns if in the singular they were used with the definite article, etc.). It proves the importance of typological analysis of languages while translating science texts.

Enhancing science texts translation skills in postgraduates groups it is significant to consider specific features of potentially motivated and non-motivated lexis; structural and semantic peculiarities of sentences, combinational and non-combinational textual relations, referential text properties (conventional and non-conventional use of language signs in the texts and their socio-pragmatic value); adequate interpreting of semantic features of grammar units by means of heterogeneous language structures; take into consideration lexical-semantic autonomy while translating phrasemes, etc).

Thus, featuring different aspects of translating science clippings in different fields of science it is appropriate to acknowledge that a large number of linguistic phenomena are graded at a daunting level as oppositions both in the language itself and in the cross-referential language contexts, and, therefore, they are influenced by interference or transposition factors. Consequently, translating science texts we should pay much attention to outer and inner interference or transposition factors highlighting and considering isomorphic and allomorphic peculiarities of foreign and native languages.

While teaching translation of science texts in postgraduates groups we suggest to focus on the system of exercises revealing isomorphic and allomorphic features of the languages. Contrastive investigation and comparative study at the morphological, syntactic and semantic levels of the languages forms an inherent part of this complicated process.

1. Прізвище	Уманець		
2. Ім'я	Антоніна		
3. По-батькові	Володимирівна		
4. Місце роботи	Кам'янець-Подільський національний університет		
5. Домашня адреса	Кам'янець-Подільський, вулиця Космонавтів 1, кв. 38 32300		
6. Посада	завідувач кафедри іноземних мов		
7. Учений ступінь, наукове звання	кандидат філологічних наук, професор		
8. Назва доповіді	Teaching Science Texts Translation (Based on the Work Experience in Postgraduates Groups)		
9. Секція, в рамках якої заявляється участь та планується доповідь	Переклад галузевої літератури – проблеми і перспективи.		
10. Варіант участі:	заочна участь	з публікацією матеріалу доповіді у збірнику матеріалів конференції	+
	особиста участь	без доповіді	
		з доповіддю	
		з публікацією матеріалу доповіді у збірнику матеріалів конференції	
11. Телефони (домашній, мобільний)	4-50-06, 80979901425		
12. E-mail	kpdu@kp.km.ua		