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**TRANSLATOR EDUCATION
IN THE SPHERE
OF PROFESSIONAL
COMMUNICATION
WITHIN THE CONTEXT
OF RUSSIAN EDUCATION
MODERNISATION**

Рассматриваются актуальные проблемы подготовки переводчика в сфере профессиональной коммуникации в связи с процессом модернизации российского образования в контексте всемирной интеграции и глобализации человеческого общества. Отмечено, что этот процесс оказал существенное влияние на образовательное пространство России, что необходимо формирование общей образованности и профессиональной компетентности специалиста, который сможет применять иностранный язык как рабочий инструмент для качественного решения профессиональных задач.

Ключевые слова: переводчик в сфере профессиональной коммуникации, профессиональная компетентность, образование, качество образования, иностранный язык, личность переводчика.

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Modern educational environment (both in Russia and in other countries) faces a number of structural and qualitative changes that are substantiated by global integration processes and human society globalisation. In general, these changes must address the new educational, economic and political reality. The trends of cultural transfusion, the active growth of international cooperation in many areas of national economies, science and culture have resulted in a rapid demand of societies for specialists being able to use foreign languages as the instruments for solving professional goals. Improving the quality of education is becoming the priority objective of reforming professional education in all countries. The quintessence of this process is the improvement of both the level of general education and the professional competence.

Within this context, one must pay attention to the fact that the provision of state guarantees of quality education availability and the creation of the conditions facilitating the improvement of the higher professional education quality are one of the priorities of educational policies of modern Russia. The results of reforming the sphere of education must be evaluated by the indicators of its quality, availability and correspondence with labour market demands. One of the three target goals is the practical implementation of educational standards addressing modern world's demands.

It should be emphasised that the developers of the Russian Federation educational policies associate the issue of educational quality with the necessity to achieve the require-

ments of state educational standards setting the level of professional qualification of a graduate student and also his or her professional qualities. In the modern labour market conditions, a competitive specialist is the specialist possessing high professional, informational and language culture who is able to use foreign languages as operational instruments for the timely and quality achievement of professional goals. These conditions predetermine the foundation of his or her further professional establishment and success. Professional communication determined by society's demand is one of the key components of education of future specialists and is largely determined by the level of their professional culture formation. The analysis of the above-said reveals that the problem of revising the contents of educational programs, improving and managing the quality of education has an utmost significance today.

It was reflected in O.A. Artemenko's dissertation study called 'The formation of interpreting competence in the sphere of professional communication for students of non-linguistic specialisations with the application of informational and communicative technologies', that education within the scope of the 'Interpreter in the sphere of professional communication' programme must be conducted in parallel with studying the main educational programmes of higher professional education. This provides for the capability to improve the level of social adaptation and mobility of graduate students of higher educational institutions of the Russian Federation under the conditions of increasing competition in the labour market. [Артемченко, с. 3]

To support this point of view, he provided the data of the monitoring conducted among the students participating in the 'Interpreter in the sphere of professional communication' programme at the KS SEI HPE 'Bauman Moscow State Technical University'. This monitoring identified that only 56,6% of the respondents had a substantiate level of professional competence. At the same time, only 34 % of the respondents were ready to use modern computer technologies in their future interpreting and translation activities. It is also interesting that the interviewing of their teachers revealed that the following reasons were named as the cause of insufficient efficiency of forming interpreting and translating competences in students: 95 % of teachers named the lack of class hours to execute educational programmes due to the small number of hours allocated to the whole course of education; 75 % of teachers named the lack of modern textbooks with industry-specific texts; 60 % of teachers named the difficulty of switching from teaching English as a foreign language to teaching professional interpreting and translation [Ibid.]

The point of view provided above is supported by the research studies of T.A. Rakhimova, A.Y. Alipichev, N.N. Gavrilenko and O.A. Artemenko. For example, A.Y. Alipichev remarked that the readiness of an interpreter or a translator in the sphere of professional communication to conduct his or her professional activities with a good level of quality reflects his or her professionally oriented personality structure that is based on such foundational aspects as: a) professional motivation reflecting the specialist's professional direction; b) readiness to conduct professional activities as an integrative

characteristic of interpreter or translator's personality structure determined by his or her profession; c) professional activities as the environment of forming and development of his or her personality; d) the growth of translator or interpreter's professionalism in the sphere of professional communication through forming his or her professionally significant qualities; e) professional competences of a translator or interpreter in the sphere of professional communication as the reflection of his or her professional experience in the professionally oriented personality structure, etc. [Алипичев, с. 12]

Let's pay special attention to the significant importance of the process of forming the professional culture of a professional communication sphere specialist through the instruments of verbal communication that constitute a system of interdependent didactic principles, goals and educational objectives, directions and variants of their effective realisation as well as the system of value-based orientation, professional skills and knowledge, professional activities and behaviour, criteria and levels of professional culture formation in the conditions of professional training. Besides that, the specific contents of the future professional communication sphere specialists' training predetermine the necessity of theoretical and methodological substantiation and implementation of elective and specialised courses intended at teaching the basics of professional communication into the higher education practical studies. These elective and specialised courses must provide for a universal and thorough training of students in such important aspect of their future professional activities as the ability to conduct negotiations, execute contracts, make public appearances, etc.

Within this context, we must once again emphasise the high significance and relevance of another informational component's role, the ICT, in the structure of both the training and the professional activities of a translator or interpreter. This problem has received little theoretical attention recently. However, it was analysed in the works of A.V. Grebenshikov, N.N. Gavrilenko, A.F. Shiryayev, Y.V. Tissen, A. Rut, O.A. Artemenko and others.

The reason for that is the difference between the professional training of students with non-linguistic specialisations for working as translators or interpreters and teaching interpreting of translation to linguistics students that perceive the translator or interpreter qualification as an additional one that is directly associated with their sphere of professional competence within their main specialisation. Unfortunately, the teachers training translators or interpreters in the sphere of professional communication do not teach their students the methods of written translation optimisation by the ICT instrument. They use such ICT instruments within the formation of translator or interpreter competence in the sphere of professional communication rarely and without a system. Consequently, there arises a controversy between understanding the necessity of using modern information and communication technologies within the process of forming translator or interpreter competence in the sphere of professional communication of students of non-linguistic specialisations and the lack of scientifically tested pedagogical conditions of their effective implementation.

In order to overcome this controversy, O.A. Artemenko suggested that the following methods should be implemented into the process of education: first, a system of exercises, educational and professional situations in translating or interpreting aimed at forming a value-based attitude to using ICT in translating or interpreting activities; second, implementation of multimedia interactive training programmes with open structure and non-predetermined contents, based on the speech synthesis technology that will allow to activate the assimilation of lexical and terminological units from the sphere of professional communication and the classroom control; third, information and procedural complex developed on the basis of didactic materials in electronic form, easily updatable by ICT instruments and aimed at mitigating the difficulties arising in the process of forming transformational competence; fourth, quasi-professional, educational and professional situations providing for the organisation of synchronous and asynchronous communication of students with foreign translators or interpreters and potential employers via the Internet using foreign languages; fifth, integrative method providing for the optimal use of ICT for the activation of individual extracurricular work. [Артемченко, с. 6]

The problem of forming an integrative system of knowledge and skills is the primary drawback of the currently existing specialist education in our country's higher educational institutions. The formal controversy of associated disciplines in curriculums, unjustified differences in conceptual and terminological apparatus and the insufficient use of intersubject associations in the educational process lead to the situation when students have to synthesise the obtained educational information on their own. As a result, the obtained knowledge is grouped separately for each subject and are not integrated properly, students do not form a holistic and easily-to-use system and the clear understanding of their future professional activities and their constituent functions.

At the same time, a modern specialist must not only possess knowledge and skills but also be able to apply this aggregated structure to practical activities. Therefore, knowledge and skills cannot act as an educational goal per se due to them being the instruments for conducting professional activities. If some activities serve as the result, a model is necessary that can reflect the real structure of these activities with minimal distortions.

Hence, the education of a translator or interpreter in the sphere of professional communication is perceived as a complex multi-faceted continuous process incorporating the formation of professional competences and accounting for the professionally significant psychophysiological factors of post graduate students' personalities that must reflect the contents and character of higher education institutions' education and his or her future professional activities.

Finally, it is necessary to remark that teachers can choose from a variety of specialised literature aimed at 'bridging the gaps' between theory and practice. While this abundance of educational literature meets the concept of the modern state of education as 'healthy eclectics' when every teacher can

highlight some key points and decide which methods to use in a particular situation, we should remember about the dangers of becoming victims of new theories that became popular in the latest publications.

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Translator education in the sphere of professional communication within the context of Russian education modernisation

The article considers relevant problems of training an interpreter in professional communication in connection with the process of modernization of the Russian education. Attention is drawn to the fact that the process of global integration and globalization of human society has essential influence on the educational space in Russia and around the world. The authors emphasize that improving the quality of education is a priority in the reform of vocational education. The quintessence of the process is to achieve the formation of general education and professional competence, in particular, and the translator in sphere of professional communications, which will be able to use a foreign language as a working tool for fast and qualitative solving of professional problems.

Key words: *translator in the field of professional communication, professional competence, education, quality of education, foreign language, translation of the individual.*

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