

**Vyshnevskya M., associate professor**

Kyiv National University of Technologies and Design (Kyiv, Ukraine)

## **METHODOLOGICAL ASPECTS OF TEACHING FUTURE**

### **LINGUISTS QUALITY TRANSLATION SKILLS**

**Introduction.** Nowadays, in the intensive international communication and information exchange, there is an increased interest in various aspects of translation as a complex multilateral process, and the importance of the ability to carry out high-quality translation in all spheres of human activity is increasing. However, the problem of determining the criteria for assessing the quality of translation should be considered, because, firstly, in the practice of teaching translation, this assessment is carried out by a teacher, whose opinion can be subjective, and secondly, there are no strict requirements for quality assessment established by society.

Currently, many teachers, trying to improve the quality of translation, focus on teaching students the techniques of translation, namely, their mastering of translation techniques, as well as grammatical, lexico-grammatical, stylistic, and complex transformations, designed to ensure that students master the ability to replace units and the structure of one language with the optimal language material of another language while maintaining the same content plan and taking into account differences in the structures of a foreign and the target language. However, training in the theory and technology of translation is only the initial stage of training a translator capable of performing high-quality translations. The performance of a high-quality translation largely depends on the correct analysis of the translated text, since it helps to correctly understand the meaning of the original text, identify the translation strategy, make the optimal choice of language means in the target language, and avoid translation errors.

**The purpose of this work** is to identify ways to analyze the translated text and create a methodology for teaching linguistic students the quality translation of foreign texts.

**Main body.** The task of improving the quality of translation can be

successfully solved only when attention is paid to the analysis of the translated text and when the importance of contextual, discursive, and pragmatic aspects is emphasized in the translation process. Many linguists agree that translation is a process of the inevitable transformation of the system of meanings of the source text, the development of which requires the analysis of significant semantic blocks [3]. The researchers emphasize the importance of text analysis to achieve high-quality translation, in which, on the one hand, it is necessary to analyze the issue of equivalent translation of different elements of individual levels that form the structure of the language; on the other hand, it is necessary to consider in detail the genre features and specifics of the translated material [2]. It is possible to create a high-quality version of the text translation on the basis of the translated text analysis, which reveals the author's message and corresponds to the goal.

The problem of assessing the quality of translation is complicated because there are diverse approaches to this process. It is possible to assess the quality of the translation from different points of view: judging by the correspondence to the original text; from the standpoint of the completeness of the transfer of information of the original text; taking into account the communicative effect that the original text is intended to have on the addressee; from the point of view of the pragmatic orientation of the completed translation, the stylistic correspondence of the text of the translation to the original, violation of the rules of lexical compatibility, the use of false equivalents, and so on.

Since the assessment of the translation quality is very subjective, because it is influenced by the attitude of the assessor, the goals of the translator, as well as the variety of approaches to assessing the quality of the translation, it is advisable to use a system of specific tasks aimed at improving the quality of the translation.

To analyze the content and form of the text, and determine its main theme and idea, it is important to follow the following scheme:

Discuss at the lesson all variants of the translation of the given text made

by the students; identify semantic aspects in each translation; determine the main emphasis in translations, which can be either on a form or on content; find and analyze text content distortions in translations.

Choose the best and most equivalent translation option from several offered ones and justify your choice; explain the shortcomings in the rejected options.

Compose from successful fragments of several proposed translation options the best translation of the entire text.

Compare the text of the original and the text of the translation, identify translation errors, such as distortions, inaccuracies, violations of semantic connections, and stylistic and content errors, and correct them.

Identify places in the text structure that caused difficulty in translation. Determine the reasons. Find multiple translations for a given text element.

Find special terms, and proper names in the text and discuss their translation options.

Perform text translation, considering the cases of transcription and transliteration. Discuss the need to transcribe words when translating.

**Conclusion.** Thus, one of the most important aspects of the translators' training is to improve the quality of translation, which consists not only in teaching students the theory and technology of translation but, first of all, in developing their skills to analyze the translated text from the position of contextual, discursive and pragmatic aspects, namely in such areas as analysis of the content and form of the original, definition of its theme and idea; background knowledge analysis and its significance; analysis of the information value of the original text and the author's message; analysis of the translation compliance with the customer's requirements; analysis of the speech situation; analysis of the structure and composition of the original text; analysis of compliance with the requirements for translation; analysis of genre and stylistic features of the text. When evaluating the translation, it is necessary to consider how it corresponds to the original, whether the information is sufficiently fully

transmitted, whether the communicative intention of the author is realized, and whether there are unjustified errors in the translation.

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