

**Vinogradova Lydia Alexandrovna**

Student

Ural Federal University named after the first

President of Russia B.N. Yeltsin

Russia, Ekaterinburg

**Academic supervisor: Belozerova Anna Alexeevna**

## **FEATURES OF TEACHING BUSINESS ENGLISH TRANSLATION**

***Abstract.** The paper is aimed to discuss the characteristics of business English translation in the teaching context. It is said that innovation of foreign language education is bound to combine with information technologies. Thus, based on constantly changing society, it is important to mention teaching strategies and applying different methods in learning and studying translation. Taking this into consideration, the present paper shows the importance of translation texts for specific purposes with improving technological skills.*

***Keywords:** teaching strategies, communicative competence, information technologies, translation, business English.*

**Vinogradova Lydia Alexandrovna**

Студент

Уральский федеральный университет имени первого

Президента России Б.Н. Ельцина

Россия, г. Екатеринбург

**Academic supervisor: Belozerova Anna Alexeevna**

## **ОСОБЕННОСТИ ОБУЧЕНИЯ ПЕРЕВОДУ ДЕЛОВОГО АНГЛИЙСКОГО**

***Аннотация.** Статья посвящена особенностям перевода делового английского языка в контексте преподавания. Известно, что инновации в иноязычном образовании обязательно должны сочетаться с информационными технологиями. Следовательно, исходя из постоянно меняющегося общества, важно отметить стратегии преподавания и применения различных методов в обучении и изучении перевода. Таким образом, в настоящей работе показана важность перевода текстов вместе с улучшением технических навыков.*

***Ключевые слова:** педагогические стратегии, коммуникативная компетентность, информационные технологии, перевод, деловой английский.*

## **1. Introduction**

Globalization, economic changes and the status of English as a world language have a great impact upon the teaching and learning of English worldwide. That's why, there is a growing interest in many countries in improving the quality of teaching and learning English. These changes reflect in different areas of modern life, from business meetings to casual small talks in a group of friends and interlocutors and from people working in IT-area or politics to scientists creating new projects. The role of English language has always been diverse, because it is not only means of international communication, but also means of understanding cultural differences. On this basis, the context of language usage goes hand in hand with an increasing specialization of scientific and professional fields. Hence, it follows, that it triggers the large interest in the language for specific proposes [1].

Both scientists and professionals representing different branches and disciplines use language as a tool of communication and in these conditions there is a place for a new role of teaching. The world is constantly changing, as well as the role of teaching, which undergoes persistent modifications. Teaching and learning should be perceived as new experiences in the world of new media, integrity and interculturality, in which the foreign language is visual and expressive at every step wherever one lives. These new conditions create new opportunities for learning, with students enhancing their vocabulary, improving their writing and speaking skills, and with teachers having to

hold the role of the educator and facilitator, while having to cope with complex situations, acclimatizing to all of the new tools. One of the most important perspectives in the language teaching and learning is the integrity of disciplines. For example, teaching language with the help of IT-technologies provide learners with knowledge, not just language-based, but also multimedia-based ones. Innovative technologies are an integral part of learning foreign languages, as they serve as motivation and constant enjoyment in the process of acquiring new knowledge. The relevant issue is the question of diversification. Teachers should develop students' learning ability and language application ability, enable students to master translation skills in an interactive learning environment and improve self-learning ability. For example, students can translate consciously when they see trademarks, advertisements, product instructions to test their translation level. In addition, teachers should adopt multimedia-assisted instruction, using a variety of forms rather than single mode, such as dictation and practice. This effect is more acceptable and liked by students than the single mode. The author also suggests, that business translation should be added to the practical training of business English majors to simulate real situations, such as document translation and on-site interpretation, so as to check the students' mastery of interpretation and translation skills and lay a good foundation for their practical application in the future [2].

## **2. The concept of teaching translation**

One of their main goals in teaching translation should be students' acquisition of communicative translation competence. It is defined as «the ability to interact with a source text and its context, the requirements of the translation assignment, and the participants in the process in order to produce a target text that is adequate to the needs of the assignment and the target context». Communicative competence consists of four different issues: grammatical, discourse, sociolinguistics and strategic. Translation competence implies the necessary skills required to carry out adequate communicative translation rather than knowing all the existing equivalents for all possible texts, genres and domains. Translators and interpreters should know how to achieve interlingual and

intercultural communicative competence in order to be able to convey information in different fields and cultures [3].

### **3. Business English and features of business English translation**

Business English is a type of English that has a specific purpose. It is the brand of English that is used in an official or business setting. In contrast to regular English, this type is about maintaining a professional front, remaining polite and courteous. It is always necessary to avoid coming across as blunt and tactless. In addition, using business English well doesn't mean showing off one's knowledge or fancy vocabulary, because people are going to be impressed by how smoothly one can complete a task. It is important to remain solution-focused on communication and inform something clearly and briefly [5].

Business English translation is regarded as a translation of specific context.

1. The translated texts of business English translation have a lot of technical terms, acronyms and semi-professional vocabularies with specific business meanings.

2. The sentences in the translated texts of business English translation are compact and thorough. Long and passive sentences are commonly used. Therefore, translators should take the accuracy, precision and logic of translation into account.

3. The translated texts of business English translation are complete, concise, accurate, clear and polite. Thus, translation versions should be appropriate and line up with the strict features as preciseness and normalization [4].

### **4. The Teaching Status of Business English Translation**

Some universities still follow teaching method when teachers speak while students only listen to information. Most teachers and professors use course-related resources online and adopt case-based teaching methods to improve students' translation skills. However, the classroom activity is not rich enough, the teaching design is relatively simple and the old and new teaching contents are not closely coincided, dull class atmosphere are incapable of bringing students to learn and perceive in real life. This kind of passive-acceptance learning, which emphasizes memory rather than practice, restrains students' creative thinking and improvement of translation skills [4].

## **5. Teaching Strategies of Business English Translation in the internet environment**

1. Resourceful teaching content: The Internet has brought significant changes to the language service industry, putting forward new requirements for the traditional translation teaching. The business English translation teaching should make full use of the network platform and information technologies, integrating actual translation work with classroom teaching and building real translation environment. The translation teaching must take full advantage of the network data transmission method for more authentic materials in various fields, such as science and technology, economy and trade, law, agriculture and so on to make up for the information lag and content limitations of texts. In addition, the application of computer-based translation tools can help to expand the teaching contents for business English translation courses, which will not only assist students to bind up knowledge learned in class with actual work, but also help to improve students' ability of working with information technologies [4].

2. Innovation of teaching methods: The learning style of the Internet era is more flexible, because students can study without time limitation. They are able to learn anytime and anywhere so long as they have a computer or a mobile phone, which creates wider space to communicate and share. In the diversified learning system, students can determine the genres and contents of business translation in accordance with their different levels and preferences [4].

3. Applying the variety of translation methods: Computer assisted language learning is today regarded as a critical element that produces the development of intellectual capabilities. Today, there are a lot of ways of learning language and studying translation. For example, students are able to produce short films with subtitles, while improving technological skills. They can use mobile phones in order to experiment with audio and video captures and photos. It is also possible watching videos and podcasts in different areas and memorizing complex vocabulary. The well-known machine translation system «Trados» is considered to be a good helper in translating texts of different formats and maintaining terminological databases of

different formats. The teacher's role is constantly changing, that is why he should be familiar with all of these tools and know how to use it [2].

## **6. Conclusion**

The paper has shown characteristics of teaching translation applicable to texts for specific purposes using information technologies. According to our modern society, it is important to know how to work with innovative technologies in different fields. The teacher should not only know how to use language skills, but also be able to combine the work with multimedia-based tools and hence motivate students. The issue of translation for specific purposes is useful for students, studying translation courses as well as for a large category of professionals, working in the international companies. The raised question is very complex and certainly needs further research connected with practical solutions.

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