

Шутова. – Ижевск: Изд-во «Удмуртский университет», 2014. – 93-99 с.

4. Gabdulchakov V.F. The Problems of Language Personality Formation in Russia (the Analysis of Language Processes and Pedagogical Technologies) [Текст] / Third Annual International Conference «Early Childhood Care and Education». Procedia - Social and Behavioral Sciences. - Published by Elsevier Ltd. 2014. – 158-162.

5. Stern, W. Die Kindersprache. [Текст] / 4-e Aufl. Leipzig, 1928.

6. Howell P., Williams R., Roger Davis S. The effects of bilingualism on stuttering during late childhood. URL: <http://adc.bmj.com/content/early/2008/09/09/adc.2007.134114.abstract> (дата обращения: 23.01.2016).

Н.П. Постникова, Ю.С. Пожарицкая

Уральский федеральный университет имени первого Президента России Б.Н. Ельцина

г. Екатеринбург, Россия

Внедрение программ автоматизированного перевода в процесс обучения переводчиков

Данная статья посвящена рассмотрению вопроса необходимости внедрения новых цифровых технологий в обучение и работу переводчиков. Представлена дополненная модель переводческой компетенции и необходимый для работы переводчиком набор навыков.

Implementation of machine translation programs in the process of teaching translators

Digital technologies are becoming integral part of the way that people communicate and part of the context in which language is used. Especially they are widely used in education. Training of translators is no exception. There is no doubt that process of translation and translation teaching change with the development of modern technologies. Digital tools offer ways to support teaching and learning of “traditional language and skills”, they help to optimize translator’s work and become its

essential part, which helps the translators to save time, improve quality of work and speed of operation.

Over the past few years translation industry has undergone significant changes due to the emergence of new technologies, in particular with the advent of the computer. These changes resulted in rethinking of the creative nature of translation, especially for technical, legal and scientific texts. Consequently, it is difficult to imagine a person professionally engaged in translation that has never used electronic dictionaries, translation software or a computer.

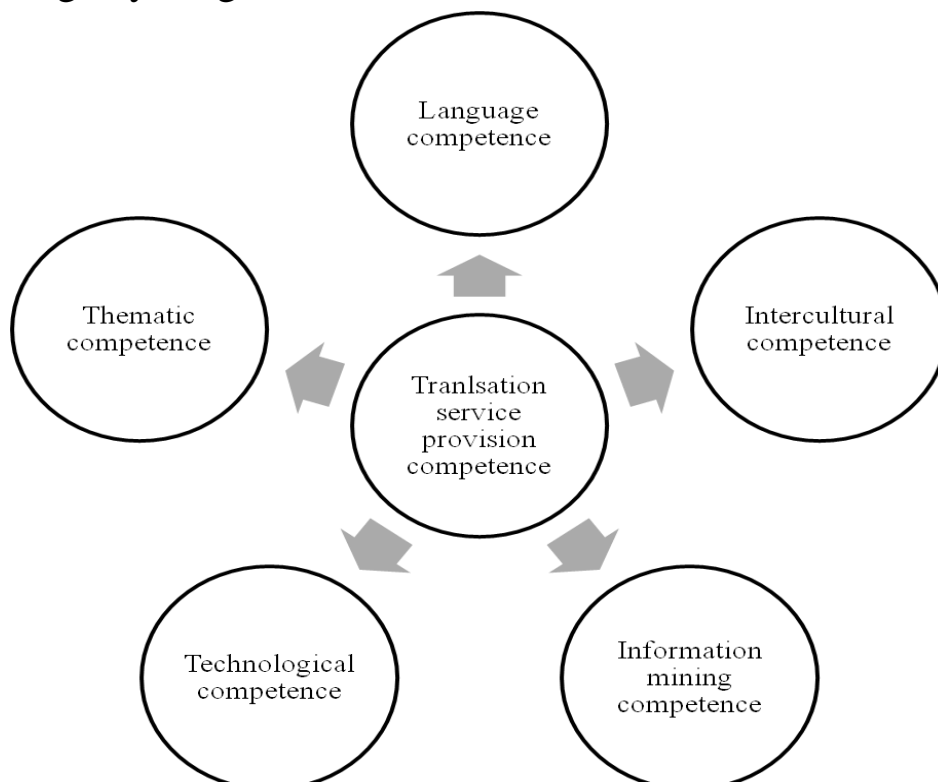
Modern translation software has all kinds of dictionaries in its databases and it is able to build meaningful sentences. Today, there exist two great classes of translation programs, namely MT (Machine Translation) and CAT (Computer-assisted / aided translation). The first class seeks to completely displace a person from the translation process, and the second class only automates and facilitates the work of the translator in its various aspects. Primarily, these are programs, implementing the concept of translation memory (TM), such as Trados, DejaVu, Word Fast, Smart CAT etc. [1]. However, both of these classes fundamentally change the translator working process. On the one hand they can optimize the process of translation and make it more efficient, but, on the other hand, they enable students to translate without any further development of language command.

In this respect, many teachers do not make full use of the technologies available. Some of them are just afraid of changes and some others suppose that it is not translation: “postediting, the correction of erroneous electronic translations, is something that “almost anyone” can do. When you do it, you often have no constant need to look at the foreign language; for some low quality purposes, you may have no need to know any foreign language at all, if and when you know the subject matter very well” [4, p. 489].

The evidence indicates that this is partly true, modern translators are no longer translators in the common sense of the word, as it was before. Their work now includes specific activity – working with different translating programs which require new set of skills and knowledge. For example, according to the model of “translation competence”, developed for the European Masters in Translation (EMT) in 2009, “translation service provider” (since this mostly concerns market, oriented technical translation) needs competence in business (“service provision”), languages, subject matter (“thematic”), text linguistics and sociolinguistics

(“intercultural”), documentation (“information mining”), and technologies (“technological”) (see pic. 1).

It seems fair to say that the EMT configuration is important precisely because it is the result of significant consensus, agreed to by a set of European experts and is providing now the ideological backbone for some 54 universities level training programs in Europe. Machine translation is indeed there, listed under “technology”. But here it is knowledge, not a skill, apparently – you should know that the thing is there, but don’t think about doing anything with it [4].



Picture 1. The EMT model of translation competence

Today, on the contrary, as technologies continue to enter our life and professional sphere, teaching to use machine translation programs should exist not only on a theoretical level, but also on a practical one. Several things might change some components of the model of translation competence:

1. The first one, “information mining”, is no longer a visibly separate set of skills: much of the information is in the translation memory, the machine translation, the established glossary, or the online dictionary feed. Of course, translator may have to go off into parallel texts and the like to consult the fine points. But there, the fundamental problems are really little different from those of using MT/TM feeds: translator has to know what to

trust. And that issue of trust would perhaps be material for some kind of macro skill, rather than separate technological components [4].

2. The “language” component must surely suffer significant asymmetry when TM/MT is providing everything in the target language. No doubt it helps to consult the foreign language in cases of doubt, but it is now by no means necessary to do this as a constant and obligatory activity. Someone with strong target language skills, strong area knowledge, and weak source of language skills can still do a useful piece of postediting, and they can indeed use TM/MT to learn about languages.

3. Area knowledge (“thematic competence”) should be affected by this same logic. Since TM/MT reduces the need for language skills, or can make the need highly asymmetrical, a lot of basic postediting can be done by area experts who have quite limited foreign language competence. This means that the language expert, the person we are still calling a translator, can come in and clean up the postediting done by the area expert. That person, the translator, no longer needs to know everything about everything. What they need is great target language skills and highly developed teamwork skills [4].

4. The one remaining area is “intercultural”, which in the EMT model turns out to be a disguise for text linguistics and sociolinguistics (and might thus easily have been placed under “language”). Indeed, anyone working with TM/MT will need a lot of these supra-sentential texts, producing skills, probably to an extent even greater than is the case in fully human translation.

The basic point is that “technology” is no longer just another add-on component. The active and intelligent use of TM/MT should eventually bring significant changes to the nature and balance of all other components, and thus to the professional profile of the person who is still called translator [4].

Therefore, the main points that translation students should be taught can be distinguished as follows:

- to be able to evaluate critically the working process with the tool;
- to learn to trust and mistrust data;
- to learn to revise translations as texts [4].

Moreover, it is important to say that despite modern technologies are in a continual state of change and improvement, they are not so highly developed to displace human resources. In other words, translation industry still needs traditional educated translators who have appropriate

spoken and written language. However, implementation of machine translation programs in the process of teaching translators will make students more qualified and adapted to the modern conditions of the constantly changing world [3].

In conclusion, it seems clear that machine translation does not tend to displace the human translation process. Conversely, it is aimed at its facilitation and acceleration. Now translators have an opportunity to make their work more efficient: to spend less time and earn more money without losing quality. Therefore, considering all of the above, it can be concluded that changes in the translation industry, and particularly changes in training approach of the future translators, are necessary. Implementation of MT programs is a great opportunity to propel the work of translators to a new level.

Список литературы:

1. Андреева А. Д. Обзор систем машинного перевода / А. Д. Андреева, И. Л. Меньшиков, А. А. Мокрушин // Молодой ученый, 2013.
2. Рыбкин С. Ф. «Доступная память: Почему translation memory для народа?» "Компьютерра" №42, 2006.
3. de Chazal E., English for Academic Purposes / Oxford University Press, 2014.
4. Рум А., Translation skill-sets in a machine-translation age, Meta, LVIII, 3, 2013.

Р.М. Фархуллина, Ю.С. Пожарицкая
Уральский федеральный университет имени первого Президента
России Б.Н. Ельцина
г. Екатеринбург, Россия

Развитие навыков критического мышления в обучении чтению научных текстов

Данная статья посвящена рассмотрению понятия критического мышления и его развития при обучении чтению научных текстов. В статье рассматриваются основополагающие навыки и принципы, которые позволяют мыслить критически, а также приводятся