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**Development of discourse and functional skills of pragmatic adaptation when translating English publicistic texts**

When translating publicistic literature, the basic skill comprising the translator’s communicative competence is being capable of reading like a translator, i.e. deeply and briefly. It is fulfilled on the first stage of the translation process when the translator represents a recipient (V.N. Komissarov). The written translator’s task on this receptive stage is to achieve deep understanding of the reading part, necessary and sufficient for conveying information with a target language which is important for the consumer to deal with a special task within his or her study, scientific or professional activities.

Reading the publicistic literature like a translator means having cognition level and providing necessary quality of translation. The quality of translation is defined by two indicators: equivalence – maximum linguistic cohesion of the source and target texts – and adequacy – additional characteristic of equivalent translation which means pragmatic depiction of informative function of the message. In our research, adequate type of translation is to be that one where the form and content show communicative intention of the source text in that part which is pragmatically significant for the target text. The category of translation adequacy cannot serve a conclusive assessment of the quality of translation as it is oriented at the function of the text and does not take into account of its linguistics. From the viewpoint of the target text content, the value of adequate translation is that it conveys that content-based part of the original which is communicatively important for the user of translation and as a secondary text can be partially adequate to the communicative intention of the source text. Therefore, translation adequacy, as we understand it, is functional and pragmatic category deriving from communicative intention of the source text and is explained by communicative need of the target text.

Comparison of published translations with the original ones reveal that several types of equivalence exist. Each of them contains different content parts of the source text. Study of equivalence levels enables us to define a degree of proximity to the original text a translator can attain in every individual case. ‘Equivalence’ discloses the most important features of translation and is one of the key concepts of contemporary translation studies. Achievement of translation adequacy influences upon the level of equivalence. Therefore from the pragmatic point of view when translating scientific and technical literature as type of speech activities equivalence turns out to be subject to adequacy and minor feature concerning the pragmatic value of translation.

Deep understanding of the original text, author’s communicative intentions as well as features and pragmatic direction of the end-user of the target text form the basis of adequate translation. That is why teaching deep and conclusive comprehension of the source text, being an obvious translation task, and correspondingly adequate conveyance of important information by translating the original text have to be the cornerstone of teaching translation techniques.

Accomplishments of philosophers, psycholinguists and cognitologists dealing with text understanding constitute potent theoretical base of contemporary but not numerous research teaching students of various majors scientific text translation in certain areas. [1, 2, 3, 4, 6, 8] But unfortunately contemporary textbooks on translation approved by Ministry of Education and Science of Ukraine for use at translation departments of higher education institutions do not take account of the results of methodological research in practice. [7, 8] Having carried out an analysis, we found out that the lion’s share of well-known course books on translation of scientific and technical literature deals with translation skills formation on the basis of contextually isolated sentences. As for teaching equivalent translation and pragmatically adequate translation, which meet the requirements and conditions of individual act of interlingual communication, the student’s task in these books is just to translate the text. This task does not lead to managing the process of forming reading skills like a translator has. And consequently, it does not facilitate the discourse and functional skills’ formation of pragmatic adaptation so students will be capable of translating texts which meet the requirements and conditions of individual act of interlingual communication.

Perhaps, this fact is one of the reasons that in practice, teaching a written translation occurs randomly and is isolated from interlingual correspondence situations, i.e. beyond the linguo- and culturologicalcontext of informational and analytical texts of the mass media. Lack of methods of equivalent and adequate translation led to it. Thetranslationofcontent-areatextsassumessuchskills:

* carrying out structural and composite analysis of information of content-area text;
* equivalently conveying composite structure of the source text, keeping logical consistency of information in the target text;
* transfering from superficial structure of content-area text to be translated to the deep one and vice versa;
* choosing adequate ways of translation and defining the conclusion and essence of the text that are related to the aim and conditions of the specific communication reality consequently.

Our observations, interviews with experienced teachers as well as questionnaire data and testing unveiled common blunders. It indicates quite low level of above-mentioned skills development. Theflawsinclude:

* absence of attitude on acquiring specific historical information concerned with meanings of terminology;
* unjustified use of synonymic variants of translation of terminological lexical unit within one text;
* absence of skill to convey the content of the original text briefly;
* non-adequate conclusion , assessments, interpretation of information explicitly expressed in the given text.

A society’s need in efficient translators of publicistic literature and along with an array of unsolved methodological issues concerned with teaching adequate comprehension and pragmatically relevant translation of scientific and technical texts, absence of methodological innovations that lead to technological advances of learning comprehension and translation of specialized literature and consequently not high level of functional and discourse skills in translating English publicistic texts as necessary foreign component to coach contemporary journalist make this research urgent.

The object of the research involves teaching future journalists the comprehension and adequate translation of publicistic texts.

The subject of the research entails using effective methodological techniques and a set of communicative exercises aimed at forming and developing skills of content and semantic information analysis of English informational and analytical text as a basic component of communicative competence when translating publicistic literature.

Analysis of philosophical, psychological, linguistic and pedagogical research of the comprehension, speech and comprehensive learning connected with receiving information when reading as well as analysis of genre peculiarities of publicistic style texts and understanding their impact on the quality of semantic change enabled us to make a hypothesis. It says that teaching future translators deep understanding and translation of publicistic style texts, for example, articles, narratives, reports, interviews, as a mandatory component of a journalist’s competence will be effective under communicative and oriented skills to fulfill basic comprehension actions: distinguish necessary information in the text, generalize information, correlate separate content of the source text, make conclusions, interpret information with a target language.

The aim of the research is to create grounded methods of teaching future journalists-translators understanding and adequate translation of publicistic texts.

Achieving the objective involves dealing with special tasks:

1. learning and analyzing interdisciplined fundamentals of the content-area publicistic texts;
2. defining the main skills including communicative competences of the translator of publicistic literature;
3. finding out lexical and grammatical and genre and stylistic peculiarities of informational and analytical texts published in English and Ukrainian periodicals and their influence on cognitive processes connected with the reading comprehension and its translation;
4. clarifying the selection criteria of English texts to teach the reading comprehension strategies;
5. working out the strategic set of comprehension and translation including methodological ways and the series of relatively communicative and communicative activities targeted at developing discourse and functional skills of the written translation of English publicistic texts;
6. experimentally checking the efficacy of the methods.

The scientific innovation of the planned research involves working out the teaching methods of comprehension and translation of publicistic texts that will comprise a system of text activities to separate information in the text to be translated, generalize information, correlate separate content of the source text, make conclusions on the basis of the source text, assess and interpret information with a target language.

The theoretical significance of the future research covers such issues as:

1. learning the cognition peculiarities of publicistic literature like a translator;
2. extensive understanding of ‘adequacy’ of the written translation that relates to communicative intentions of the source text and involves appropriateness of the written translation;
3. design and experimental check of the approaches to translating publicistic literature;
4. proving the efficacy of the methods and the series of activities for learning translator’s reading strategies and written translation of publicistic literature;
5. clarifying scientific grounded selection criteria of the publicistic style texts to use in teaching discourse and functional translation skills.

The practical value of the research is that these methods can either be used in non-language higher educational institutions, where the written translation of literature for specific purposes is taught, or at the Department of Translators, Faculty of Foreign Languages.

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