

PECULIARITIES OF STUDYING ABSTRACT TRANSLATION BY ENGINEERING STUDENTS

Ponikarovska S.

Kharkiv National Automobile and Highway University

Abstract. Problem. The article studies the task of teaching abstract translation to students of non-philology majors. **Goal.** There are two types of translation – written and oral. Having a common goal, they nevertheless take place in completely different conditions. Engineering students have limited time to study translation. The **purpose** of this article is to focus on the features of referential translation as something that can be mastered with the available number of hours. **Methodology.** The purpose and specifics of the research made necessary to use the description method with elements of comparative analysis for comprehensive coverage of the issue. During the translation of a written text, the translator can put the text aside for some time and return to it later, he can use dictionaries, consult with specialists and eventually completely edit the text, which forces the author to focus on the written language, in particular, abstract translation to clearly outline its mechanism and goals, as it is a more achievable prospect for future engineers. **Results.** Abstract translation is a creative process that includes the content of written texts and a summary of the content of the referenced material. This process teaches students to summarize information concisely. Referencing teaches not only a meaningful approach to the text with the extraction of the most relevant information, but also develops written communication skills, enriches the vocabulary of scientific and technical special vocabulary, terminology, and introduces the extralinguistic realities of the country whose language is being studied. The article emphasized the peculiarities of this process. **Originality.** The article deals with special requirements for abstracting texts in another language. They should be semantically adequate, limited to a small volume, and at the same time describe the main content of the primary document as fully as possible. **Practical value.** The article contains several tips on teaching referential translation, several examples of exercises for the formation of the necessary knowledge and skills.

Keywords: abstract translation, abstract, text, editing, mechanism, knowledge.

Introduction

Studies of translation as a separate discipline started in 1980s. It developed in many parts of the world and continues developing in the twenty-first century. These studies bring together a great many areas, including literary study, linguistics, history, psychology, anthropology, and economics. Of course, translation is a rewriting of an original text. But apart from the fact that rewritings can introduce new concepts, it is the right transition of the original idea of the text that is particularly essential.

In general, there are two types of translation – written and oral. Having the common goal, they still take place in completely different conditions. While translating a written text a translator can put the text aside for a while and return to it later, he can use dictionaries, consult with specialists, and completely edit the text in the end. Interpreters do not have such advantages: they must instantly react and respond to the message and immediately translate it correctly, which is not completely impossible, but still harder for a student of engineering specialty for whom foreign language

is a knowledge, not a profession. Therefore, here we just stick with written, in particular, referential or abstract translation to clearly outline its mechanism and goals.

Analysis of publications

Many foreign authors study the pedagogic theories that include research of translation peculiarities, among them are A. Beeby Lonsdale, S. Colina Garce, M. Gonzalez Davies and others. O. Bigych, O. Bilous, L. Chernovaty, S. Nikolaieva and others work on the translational and methodical principles of teaching.

Translation problems were studied by scientists who developed a classification of types of translation and text compression, among them O. Cherednychenko, I. Korunets, V. Sdobnikov, and others. The problem of referencing texts is studied in the context of scientific information processing (V. Hnedyshev, Yu. Surmin), the study of scientific language in the context of the progressive concept of the activity approach (H. Onufrienko), the development of informational

and analytical competence (O. Haydamak, O. Naznachylo, V. Omelchenko, L. Petrenko).

The aim of the work

The fact is that the process of forming the skills of abstracting texts of the future translator is reflected in scientific pedagogical literature but not in full, and there is always much to add. Referencing is a creative process that includes meaningful compression of written texts and a generalized presentation of the content of the referenced material. This process teaches students to concisely summarize information. The problems faced by foreign language teachers push the search for the most effective forms, methods, means, and technologies of training abstract translation using various types of abstracting, which is the aim of the article.

Teaching abstract translation to future engineers

Translation is an integral part of teaching a foreign language in a higher technical educational institution. The written translation is considered the main type of technical translation. The short versions, i.e. abstract or reference translation are considered the derivatives.

One such shortened version of a full written translation is an abstract translation. Abstract translation means everything that is contained in the word “abstract”, meaning that it is a short version of statement, but we can use the different means to make this statement. Abstract translation is one that conveys the content of the original text in an abbreviated form.

The work on translation begins with the linguistic analysis of the text and ends with the synthesis of the text in the native language. Analysis and synthesis are carried out in parallel. During the preparatory work, the content-thematic structure of the technical text is analyzed. When synthesizing the text, those paragraphs containing redundant information (reasoning, historical excursions, etc.) are removed. Complex sentences and sentences containing gerundial, adverbial and infinitive clauses are subject to transformation. They are transformed into simple sentences, the complex sentences are also collapsed by removing various meanings, circumstances, interjections and constructions [1].

The tasks of analysis and synthesis are solved in the process of performing the following types of work:

- skimming the text in order to get a general idea of its content;

- introductory reading with concentration of attention on paragraphs of the text containing information on the topic;

- reduction of redundant information;

- drawing up a plan;

- summarization of extracted information;

- text editing.

There are certain skills required for written translation and these skills must be taught. Those who translate become the main mediators who ensure communication and convey the content of the text. Abstract translation, although it may be oral, actually belongs to the written form of translation which is at the same time preferable for teaching to non-philological students. The skills of such translation also prove to be a means of saving time when reading a large number of printed foreign texts. In the situation that we have now, meaning a great amount of information around us to be perceived and absorbed, we have the possibility to see the information in the form of a secondary text, that is actually an abstract, which is in its turn a short version of the main content of the text in the foreign language and which gives the main idea of its essence. The main purpose of reduction of the massive information is to save its main content. Since the task of the essay is to list the issues that are highlighted in the text, and not to reveal them, then students can be given exactly such a task – to find the main idea and write it down. The style of an abstract translation is, as a rule, arbitrary, its main purpose is to give the reader the opportunity to form an appropriate idea of the abstract material, to acquaint him with it. Though the text in translation is times shorter, the formation of translation skills should emphasize the fact that the translated text is derived from the original text.

It should also be noted that when working with scientific and technical sources of information, the translation of titles is important. This especially applies to abstracting, when the relevance of the given article to one or another topic needs to be determined by the title. In the event that the general title does not fully reveal the content of the text, we should refer to the subheadings, read the first and last paragraphs, and after that make the next try to translate the title [2].

There are specific requirements for abstracting foreign language texts. They should be semantically adequate, limited to a small volume and at the same time give the most complete presentation of the main content of the primary document. There is often a need to clear up several problems concerning the ontological nature of this type of secondary texts and, first of all, to

the concept of “main content”. It is about questions regarding the conditions and criteria of success in the abstracting process. After all, considering abstract translation, and not just abstracting, the translator deals with two processes – translation and abstracting, and then a dilemma arises: which process should be dominant, and in what sequence should these processes take place – in a certain sequence or simultaneously.

When the course is started it is advisable to devote several hours to the introductory theoretical course, which would be carried out in parallel with the systematization and repetition of high school language material. Such a course aims to give students an idea of the main features of the language of science and technology, about translation in general and about abstract translation in particular, that is, about a type of sequential translation, namely, the transmission of the main content of another language by the most economical means of statements. At the first stage, it is also necessary to specify the methods of translation of the most frequent syntactic constructions according to the method “from content to a way of expression”. The main focus in translation of professional texts should be not only on students' memorization of terminology and grammatical correspondences, but also on the development of the ability to define the content of the main idea and to express it with the help of different linguistic means [2].

Classes on teaching the translation of foreign language texts consist of formation of language skills, improvement of language skills and development of skills by reading and translating foreign texts. Students need to be given an idea of the features of the science language, of translation, of abstract translation in particular, and of using the most economic means of another language. Much attention should be paid to the development of students' vocabulary, at this not only to mastering the special terminology, but general means of language as well.

The basis of the specialized text is the specified terminology of the branches of science. Terms play a big role in translation as translation errors can lead to meaningful deviations from the text. The one who translates needs to improve his mastery of linguistic phenomena of two languages so that he could choose the right version of their translation. Besides, it is rather helpful when the translators have sufficient professional training, that is, certain knowledge of the subject in question, that is why the program should include such discipline as teaching translation on the third or even fourth year of study. The main

difficulties of translation of a professional text are related to the transfer of the correct meaning of each phrase, to whom literal translation does not always correspond. The translation of professional literature must be precise, the thought is expressed succinctly, clearly. Here the tasks can help which include performance of grammar exercises based on known vocabulary, performance of exercises for study of new lexical units and linguistic phenomena, actualization of what has been learned concerning language material while reading and translating thematically selected texts, making abstract translation, abstract texts and evaluation of the information presented in the text.

Speech behaviour of a foreign language teacher consists not only of mastery of speech as a means of communication, and mastery of it as a means of teaching others. Classes aimed at teaching the various types of translation of foreign language texts consist of following stages: formation of language skills; language improvement skills; development of reading and translation skills [3].

Algorithms for translation analysis of the text include special exercises for comparing individual sentences of the original text with the native language and exercises for lexical and grammatical transformations.

Here are the examples of exercises for teaching abstract translation.

A sample exercise for the formation of speaking skills, the purpose of which is to teach how to select the necessary means of connecting phrases during translation, can be like this: Translate pairs/parts of sentences into Ukrainian, connecting them with the help of the necessary conjunctions and connecting words given in brackets.

A sample exercise for improving the skills of semantic compression of the text, the purpose of which is to teach compression of the text using paraphrasing and generalization techniques can sound like: Read the article. Underline the key words and phrases and formulate the main idea of each paragraph in English, using them unchanged, using paraphrasing or generalization techniques.

A sample exercise for the development of text creation skills, whose purpose is to teach how to perform an annotated translation can look like this: To complete the following task, familiarize yourself with the page of the magazine and read the text of the article in it. Then formulate the main idea of the selected paragraphs in English, using key words or phrases in an unchanged form, paraphrasing them or applying the genera-

lization method; write down the content of the article in English, using means of inter-phrase connection. Translate the received summary into Ukrainian.

Based on an understanding of key word meanings and grammatical structure of the sentence the translator is forecasting its content. From understanding individual words the student goes on to find out the semantic connections between them, the content of the sentence in general. It is necessary to understand the grammatical structure of sentences, recognize morphological forms of words, determine their contextual meaning.

Sample exercises for grammar training can include the exercises on giving the infinitive forms of the active state of the given verbs and using them in students' own sentences; making the passive infinitive forms of the given verbs and using them in their own sentences; making the perfect infinitive forms of the given verbs and using them in their own sentences.

Lexical and grammatical exercises can be focused on: a) reproducing the content of the following sentences using the other form of the English verb. Sample: One must prove this theory. – This is the theory to be proven; b) translating into Ukrainian paying attention to translation transformations; c) using a dictionary, choosing the Ukrainian verb that most fully reveals the meaning of the English verb.

In order to be useful an abstract has to be “as concise and as faithful to the source text as possible” [4]. The abstract has to be understood without the source text. An abstract is an induced text having an imposed number of words being conceived by a second author who writes it as if he himself is the primary author of the text and is trying to preserve the initial characteristics of the original text [5]. So, in teaching abstract translation, the aim of the final abstract is determining the student's skills in presenting another person's way of thinking. The student cannot change the way of thinking or omit the important parts of the text. Students should be taught that they write the abstract as if they are the author of the text, i.e. the phrases like “the author says”, “in the author's opinion” must be banned from the very beginning as they mean commentary. The content of the text is developing in a specific way and the abstract should go in the same course. However, the student should not take the specific parts or paragraphs of the text and connect them, or replace just a couple of words in them. He/she cannot make a mechanical reduction of the text paragraph by paragraph. A student cannot write a good abstract while he is looking at the text, the

abstract must be written after the text is read and fully understood. The same is true for translation but in case of an abstract the requirements are even stricter.

Marion Ivonne Cohen-Vida suggests a number of techniques for abstract translation which seem very handy at teaching abstract translation.

The first is to make an abstract in just one phrase. The students should understand the very essence of the text, only in this case they can write an abstract that reflects the problem highlighted in it. Thus, they are to reduce the idea of the text to one phrase. It must not be inserted at the beginning or in the middle of the abstract. The students must understand that the resulting phrase is not the phrase for the abstract, it is just the idea, the point to organize the abstract around.

The second can be to make an abstract based on the notes. The text for abstract translation can be long and complex. That is why it can be a good practice to highlight or underline the particular places, sentences, words in it. These words and phrases will not be used in the final abstract, but they give the structure and order of the original text. As a result the students can obtain several parts, several units to properly combine and make a complete abstract translation. Now they may begin to resume it paragraph by paragraph because they are now paragraphs of the abstract, not of the text.

The next technique is making abstract after composing a plan of the text. In order to understand the number of important units of the text to be abstracted, the students can find it useful to make a plan of the text. Outlining the text helps distinguish between generalization and supporting details. This method can help rethink and reformulate the main ideas.

The last technique is writing an abstract based on the scheme. It is possible, sometimes, to draw a kind of scheme either in your mind or on the paper which helps to see the text in full but schematically, which can help choose the essential parts of it.

Anyway, the best method of writing the abstract is established according to the peculiarities of the original text, the necessary size of the abstract translation and the own preferences of the translator [5].

If we speak about reformulating and rethinking, there is a question if we can use the words from the text in the abstract. It is a difficult issue, there are different points of view on it. Anyway, even in the case of different viewpoints the common rule can be drawn: the key words cannot be

avoided, but the specific expressions or phrases used by the author should not be repeated.

Conclusion

Abstract translating is by any ways an exercise of intelligence. No good abstract translation is possible before having a lot of practice in it. Thus, training and constant practicing is totally fundamental, the more the better. Writing a good abstract requires a good proficiency in English and rather decent common knowledge in various spheres of life. Mastering the languages of translation is necessary both to understand the original text properly and to transmit its idea without serious errors of misunderstanding and misinterpreting when reformulating the text. The meaning of good abstract translation is not in reducing the original text and finding the synonyms to the words in it with the aim not to repeat the original sentences, but in searching for the means of substitution of the key expressions in the original text with the relevant expressions in another language.

Література

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Понікаровська Світлана Володимирівна, старший викладач кафедри іноземних мов, Харківський національний автомобільно-дорожній університет, вул. Ярослава Мудрого, 25, Харків, 61002, Україна, ponikarovska@gmail.com, +380677825250.

Особливості вивчення рефератного перекладу студентами інженерного фаху

Анотація. У статті розглядається навчання реферативного перекладу студентів нефілологічних спеціальностей. Реферування – це творчий процес, що передбачає змістовне ущільнення письмових текстів і узагальнений виклад змісту реферованого матеріалу. Цей метод навчає стисло узагальнювати інформацію. Реферування вчить не тільки осмисленому зверненню до тексту з вилученням найбільш актуальної інформації, а й розвиває навички писемного спілкування, доповнює запас термінів з науково-технічної і мовознавчої галузей, ознайомлює із суспільними та культурними реаліями країни, мовою якої вони створюються. Існують особливі вимоги до реферування текстів іншою мовою. Вони мають бути семантично адекватними, незначними за обсягом і водночас максимально повно викладати основний зміст первинного документа. У статті подано кілька порад щодо навчання реферативного перекладу, деякі приклади вправ для формування необхідних знань і вмінь.

Ключові слова: переклад реферату, реферування, текст, редагування, механізм, знання.

Svitlana Ponikarovska, Asst. Prof., Department of Foreign Languages, Kharkiv National Automobile and Highway University, 25, Yaroslav Mudry Str., Kharkiv, 61002, Ukraine, ponikarovska@gmail.com, +380677825250.