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Peculiarities of teaching translation as a complex speech activity in a higher-education institution

Abstract. The article covers issues related to the linguistic preparation of students in the intercultural communication space, as well as the difficulties that arise when translating terms in legal texts from English into Russian.

Key words: intercultural communication, professional communication, language personality, communicative competence, conceptual picture of the world, translation skills, preparation of students.

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Особенности преподавания перевода как сложной речевой деятельности в высшем учебном заведении

Аннотация. В статье рассматриваются вопросы, связанные с лингвистической подготовкой студентов в области межкультурного общения, а также трудности, возникающие при переводе терминов в юридических текстах с английского на русский.

Ключевые слова: межкультурная коммуникация, профессиональная коммуникация, языковая личность, коммуникативная компетентность, концептуальная картина мира, навыки перевода, подготовка студентов.

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**Peculiarities of teaching translation
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Modern world and intercultural professional communication are inseparable. Changes occurring in public relations, means of communication require increased communicative skills of students, and demand improvement of language training programmes. We are speaking of the formation of the communicative competence of the “linguistic personality”, i.e. the ability and readiness to communicate both directly (producing speech and auditory perception - listening comprehension and understanding of speech), and indirectly (reading skills and understanding foreign texts, and writing).

Legal regulation and qualified legal assistance is required for indirect communication in a foreign language, for an accurate understanding of the legal text while reading. This successful indirect communication is considered in modern science as an intercultural communicative act.

And here the “language personality” is faced not only with reading, but also with the translation of legal texts, which is necessary for understanding legal texts. The process of translating such texts is a subject of interest to scientists, and the definition of the translation process as a special discourse is completed and specified by individual researchers.

Thus, M.P. Brandes proposes to consider the translation as a complex, diverse and multifunctional type of intercultural communication aimed at identifying and interpreting written or oral texts created in one culture and adapting their content for perception by representatives of another culture [4].

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E.A. Pankratova notes that because of the existence of different “conceptual pictures of the world” among the participants of communication it is impossible to achieve mutual understanding in acts of intercultural legal communication. For successful communication, representatives of different legal cultures need to acquire a unified legal background knowledge belonging to the cognitive level of consciousness and correlated with the “conceptual picture of the world” [9].

The concepts “language picture of the world”, “conceptual picture of the world”, are of fundamental importance for the translator in the sphere of jurisprudence, whose task is to bring together the two “conceptual pictures of the world”, taking into account the legal terminology and techniques for constructing the legal text of various styles.

Translation of a legal text is the transfer of the meaning of a text in a foreign language by creating a text in the target language. And here the errors, inaccuracy and mistakes in the translation of terms have irreversible consequences. Without the correct transfer of the system of these concepts in the language of translation, the achievement of equivalence and adequacy is possible only through the correct transfer of these concepts and terms. Hence, close attention is paid to the training and formation of translation skills for students of legal specialties. Also, attention should be paid to the ways of eliminating the complexities that arise when translating legal terms.

Eliminating the difficulties in the translation of terms in legal texts, students should bear in mind the reasons for the linguistic nature of the term, the specific characteristics of the legal term, the mismatch of legal systems, and finally, the insufficient preparation of students doing translation of written and oral texts in the field of jurisprudence.

With the goal of analyzing this problem, an experimental study was conducted among the students, which allowed to identify and describe the main difficulties that students experience when translating legal terminology. Namely, an experiment was carried out that made it possible to establish a degree of understanding of the meaning of legal terms and the ability to give an adequate translation correspondence.

The students were asked to give translation correspondences to the words and phrases that are related to legal and other terminological systems and legal terms that are not. All mistakes and inaccuracies made by them were systematized and analyzed for further work to eliminate these errors in future.

Among the commonest and typical mistakes translators most often make is incorrect derivation of hidden senses in idiomatic word combinations without a figurative meaning. Some word combinations that have only a literal meaning were often perceived by the students as non-idiomatic phrases,

and the metaphorical word combination often amazed them with its unexpected composition of components, which naturally led the student to search for hidden meanings. The terminological translation of nonterminological units related to the literary language or colloquial vocabulary, but containing a word in its legal terminology is another common mistake. And finally, ignorance of the normative Russian correspondence. Students correctly understand the meaning of the term, but there is a difficulty in the selection of adequate translation correspondence.

Summarizing, it should be noted that the training to translate is based on legal texts and requires specific serious and lengthy preparation and training. Translation serves as a reliable means of verifying the students' understanding of a foreign text and learning of the lexical-grammatical and stylistic foundations of the language the students learn and at the same time enhances the language culture of the students. The conducted experiment clearly demonstrates that the problem of adequate correspondence of information when translating from one language into another, in this case from English into Russian, does exist and require, in addition to knowledge of the two languages and the subject of legal competence, preparedness in the field of the theory of translation and practical translation skills.

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