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PEDAGOGICAL SCIENCES

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MAIN PRINCIPLES OF TEACHING GIST AND ABSTRACT TRANSLATION

Scientific literature analysis (Emelyanova I.B., Knyazeva E.G., Komissarov V.N., Korunets I.V., Lvovskaya Z.D., Nesterova N.M., Novikov A.I., Chernovaty L.M.) allowed to identify the peculiarities of gist and abstract translation which provide our society with such an important thing as time saving for consumers of printed texts in other languages, owing to the presentation of information in summary form in the language which they can understand. These types of translation activate the ability of semantic information processing, logical way of presentation and form the entire spectrum of interpreter skills.

These types of translation involve both translation and summarization, each one characterized with a certain type of relationships between the original text and the target text. Translation provides functional, formal and semantic assimilation of the original text and the translation of the text, while gist translation means semantic assimilation of the original text and the translation text with almost absent formal assimilation, which defines the major problem of these types of translation - the problem of semantic faithfulness of the source and the text of translation. In these types of translation the major transformation is transduction, and its final result, which does not preserve the form of the original text, but only its basic meaning. Thus, this type of translation is not similar to any other translation activity. Ignoring these features in the learning process of translation is due to the mistaken opinion that these types of translation are just occasionally selected and translated sentences of the original text.

Scientists (Knyazeva A.G., Komissarov V.N., Korunets I.V., Latyshev L.K., Nestorova N.M., Novikov A.I., Cherednychenko A.I., Safonov V.V., Sdobnikov V.V.) have proved that these types of translation are secondary solid and coherent texts,

which are very short, but adequately reflect the information contained in the source, that's why such type of translation requires the highest level of understanding the text and special competence in the relevant type of translation.

Chernovatiy L.M. offers the following model of the annotative and gist translation: 1) the analysis and interpretation of the original text, 2) summarization of the original text, 3) creating the text of translation, 4) editing the text translation. Alternative models of Novikova E.I., Nesterova N.M. involves the second phase in the internal form, merging with the first stage as translator immediately generates the text in the target language.

Thus, a two-stage approach (Novikov A.I.) offers a similar scheme, reducing it to two steps: the first step is understanding the original text and its summarization, i.e. the transition from the original text to its denotative content, and the second step consists in creating the translated text based on speech compression.

Semantic compression of the text is possible only in the case if the interpreter succeeds in explicating of the "coded" author information. The process of understanding is accompanied by a "translation " of information, decoding it on the inner meaning of the language. According to Nesterov N.M summarization is possible via understanding the text, which means a correct emphasizing of the main content. The result is always accompanied by a volume reduction. Thus, these types of translation are complete and secondary coherent text, not just reduced text. This translation is characterized by a particular sequence of steps, based on the special stage transduction which should be taught to future translators in order to create an appropriate mix of strategies that will help to perform these types of translation quickly and accurately at a high professional level. Prospects for further research is to formulate a set of exercises for the formation of competence in these types of translation and to develop the appropriate strategies for the professional implementation of them.

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