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Teaching Students to Read and Translate Technical Texts in English

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Abstract: In this article, the author made an attempt to systematize the most promising technologies for teaching students of technical specialties to read and translate texts based on the material of the English language.

Keywords: student education, technical specialties, text reading, text translation, English language, teaching technologies.

The main feature of the translation of technical texts is the need for an accurate and complete presentation of the entire semantic and terminological load that is contained in the source text. Technical texts do not use various stylistic features that give expressive coloring or emotionality. The translation of such a text must be carried out in strict accordance with the existing standards in order to maintain accuracy and not violate the clarity of the presentation of thought. Many scholars deliberately seek to use metaphors to enrich their research lexically and further add theoretical value to the information. In modern scientific and technical articles, more and more metaphorical terms are found, such as: *pillow block -подушка подшипника, flywheel – маховик, wing pump – лопастной насос, fatigue crack - усталостное растрескивание, necking behavior- характеристика деформирования, worm gears- червячная передача, butterfly valve - двухстворчатый клапан, a blade root - хвост лопатки турбины* etc. [5]

It should be noted that, despite its stylistic remoteness from the spoken language, which is saturated with expressive means, the scientific and technical text uses phrases of a technical nature, as well as special terminology characteristic of a particular branch of knowledge: *beyond design basis accident – «запроектная» авария, decay heat removal – отвод остаточного тепловыделения, pebble-bed reactor- реактор с насыпной засыпкой, power response – чувствительность по мощности, transient analysis -нестационарный анализ*, etc. R.K.Minyar-Beloruchev believes that there are many terms in scientific texts that can be understood only with appropriate training. For successful translation in the scientific field, knowledge and the ability to operate with terminology are needed more than translation skills. [4]

The main feature of a scientific text is its saturation with special terminology used in the technical and technological field in which the specialist who translates this text works. The term base refers to certain terms that convey the exact names or describe scientific concepts, phenomena or processes used in a particular branch of scientific knowledge.

Terms allow the most concentrated and accurate transmission of the content of a scientific text, which ensures a correct understanding of the scientific phenomenon or process that, is described in the text. In this connection, it is very important to have the ability to correctly interpret and translate texts of terminology. For example, in the field of vacuum technology, terms such as: *positive displacement pump – объемный насос, roughing / backing pump – форвакуумный насос, reciprocating compressor – поршневой компрессор, isentropic efficiency -изоэнтропический к.п.д.* etc., which are understood only by specialists in this field. [3]

However, it should be noted that English scientific and technical texts are distinguished by a certain complexity in terms of their grammatical and syntactic structure. The use of complex grammatical structures in a scientific text, such as: The Absolute Participle Construction, Complex Subject), Complex Object), Conditional Sentences and Subjunctive Mood causes great difficulties for students

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when translating professional texts, which sometimes leads to a misunderstanding of the content of the text being presented, and sometimes even to a distortion of the meaning of the whole sentence.[2] Currently, teaching students of technical universities to translate scientific and technical texts in accordance with their specialty is one of the most important tasks of the educational process.

According to the State Educational Standard, a student is required to speak one foreign language at the level of social and professional communication, to have the knowledge, skills and abilities to use special vocabulary and professional terminology of the English language.

According to Y.I.Retsker [6] there are two sources and two types of literalism. The first, more primitive type, a kind of "childhood disease" of novice translators, is rooted in the external similarity of foreign and Russian words, graphic and phonetic similarity. This is etymological literalism. External similarity does not always mean identity or even closeness of meaning. Such words, similar in spelling or sound, are usually called “false friends of the translator (For example: *specific heat - удельное тепловыделение, candidate material - перспективный материал, revolution per minute - обороты в минуту, void fraction -объемное пар содержание, transient scenarios -переходные режимы*, etc.).[8]

The literal translation of words leads to a distortion of the meaning of the whole sentence. Therefore, the word graphically depicted on the letter is not a technical term. Similar words in English and Russian do not mean the same concept, i.e. are of no general importance.

Authentic text has its own characteristics. First, this is an unadapted text and unprocessed by the teacher. Before the text being studied, there are no new words and phrases written out, and grammatical constructions that are difficult to translate are not understood, which is typical of an adapted text. The scientific text is saturated with information that can only be understood by a specialist in a particular field of science and technology. In the theory of translation, the concepts of "equivalent" and "authentic" translation are distinguished.

The translation of scientific texts should be as close as possible to the original, i.e. authentic, and correctly convey not only the meaning set forth by the author, but also use the terminology adopted in this particular field of science. But the correspondence of the text to the original can be different, it is defined differently at different levels of the language. In some cases, full equivalence to the original is optional, and sometimes undesirable. The concept of "equivalence" implies a full reproduction of the text. However, according to Y.I.Retsker, there is a double understanding of the equivalent in the theory and practice of translation. Quite often, an equivalent means any correspondence to a word, or, in other words, any correctly found correspondence to a translation microunit. An equivalent should be considered a constant equivalent correspondence, as a rule, independent of the context. Y.I.Retsker notes that it is these units of translation that have a constant correspondence in the native language, first, clear up in the mind of the translator and help him understand the meaning of the context and the entire statement as a whole, even containing words unfamiliar to him.

Nevertheless, a translation using only equivalents is not always authentic. The adequacy of the transfer of the meaning of the text is the main criterion for the translation of a scientific text from English into Russian. An accurate rendering of the meaning of a text may have some degree of equivalence, but at the same time, an equivalent translation is not always authentic.

According to A.D. Schweitzer, [9] translation must meet certain communicative conditions and tasks. Therefore, an authentic translation requires not only a complete and accurate transfer of the meaning of the original, but also the correct transfer of the main communicative goal, which leads to the formation of public consciousness and the exchange of scientific knowledge and information between people.

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