

MODERN IMPLEMENTATION OF RUSSIAN TRADITIONS IN TRAINING INTERPRETERS

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Abstract

Training interpreters has always been one of the main directions of higher education in the Soviet Union. Special higher education institutions were concentrated on professional training of these specialists. National scholars worked out different pedagogical approaches, methodological tools and techniques to make interpreters training more effective. After the changes in the economic, political and social situation in the country in the 90s of the XX century, national higher education has acquired new shape and nature.

The country being integrated in the international educational community participates in the exchange of theoretical view and opinions on the ways of the interpreting skills and competencies development in the frames of the world multilingual cooperation. Apparently, new educational tendencies and international teaching experience are thoroughly examined by Russian researchers and practicing teachers.

The new findings of contemporary lingo didactics, pedagogy, psychology, lingo cultural mediation as well as the documents of European Council on educational issues are taken into consideration and implemented in the national higher education in general and in training interpreters of special settings in particular. New methodologies are successfully integrated into the Russian educational environment.

The paper focuses on some aspects of training interpreters in a specific setting. The objectives of the paper are to analyze how Russian national traditions of training interpreters are incorporated in the contemporary educational environment, to study how well the international modern lingo didactic methods and technologies are implemented in the Russian higher education institutions. The paper presents the examples of teaching experience of training interpreters-to-be in a specific setting and considers the practice of Peoples' Friendship University of Russia (RUDN University).

Keywords: Higher education, training interpreters, historical background, modern didactic methods and technologies.

1 INTRODUCTION

The first demand of interpreters in the country was connected with the Christianisation of the Rus' when two monks from Byzantium Cyril and Methodius not only translated parts of the Bible into Old Church Slavonic language but also interpreted and extended the new religious ideas among the people. Time passed and the trade and political relations were established between Rus' and the neighbouring countries. The role of the interpreters increased. By the XVII century translating and interpreting were integrated in such domains as medicine and anatomy, astronomy and astrology, mathematics and even zoology. In the XVIII century, the first official organization of translators and interpreters was held under the supervision of the Petersburg Academy of Sciences. One of the objectives of the Organization called "The Russian Assembly" was to realize the professional training in translation and interpreting. It was at that time when the specialists-to-be got the knowledge of the foreign language, the culture of another country and the information of other domains (Perevodcheskaya deyatel'nost' v Rossii s perioda Kiyevskoy Rusi po XVIII v).

If the culture of the XVIII century regards the translation and interpreting as the professional activities, in the XIX century they were considered as kinds of art. Such well-known Russian writers and poets like N. Karamzin, A. Pushkin etc. were involved in translating novels and poems from French, German, English, Greek, Latin and other foreign languages.

The first half of the XX century is related to the great development of translating and interpreting activities due to the multinational nature of the country. Interpreters into such languages as Georgian, Armenian, Kazakh, Uzbek etc. were in great demand. Interpreting activity penetrates political, social, scientific, technical, economical domains of the life. As a result, many linguistic higher education institutions started new programmes of interpreters' professional training. And non-linguistic higher education institutions organize informal, non-formal and continuous professional development courses on interpreting in various settings (Perevodcheskaya deyatel'nost' v Rossii s XIX po XXI vv)

2 RUSSIAN SCHOOLS FOR TRAINING INTERPRETERS

In the Soviet period, not many higher education institutions realized the professional training of interpreters. Among such institutions was Maurice Thorez Moscow State Institute of Foreign Languages, Philological Faculty of Leningrad (now St. Petersburg) State University, the Gorky Pedagogical Institute of Foreign Languages (now N. A. Dobrolyubov State Linguistic University of Nizhny Novgorod) and some others.

Nowadays the number of higher education institutions specialized in training interpreters has been increased e.g. Lomonosov Moscow State University, Moscow Institute of Foreign Languages, Moscow State Pedagogical University, MGIMO University, St. Petersburg University and many others (<http://translation-blog.ru/vusydrugie/#ego1>).

Moreover, some Universities train translators and interpreters in a special setting. A well-known higher educational institution the Moscow Aviation Institute (National Research University) trains interpreters in aerospace domain.

Starting from the first days Peoples' Friendship University of Russia (RUDN University) runs various programs of training interpreters. The students of the University have an opportunity to get a diploma of "Translator/Interpreter for Specific Purposes". As the University trains students in various domains such as Humanitarian and Social Sciences, Engineering, Medicine, Science, Law etc. the scope of domains for interpreters is wide. This program is realized in the frames of the Content and Language Integrated Learning, on the one hand, and the continuing professional development, on the other hand. This program assumes a four-year period of training and is adjacent to the students' training as bachelors. Some faculties also have special Master Programs for training interpreters. The Institute of Law runs two programs for interpreting training, such as "The Master of Arts in Legal Translation and Interpreting (MALTI)" and "Master's Program Translator and Interpreter for Public Services and Institutions". The programs for training interpreters include learning mandatory and optional subjects, studying theory and much practising.

3 RESEARCH AND THEORY OF INTERPRETING

Professional training of interpreters in higher educational institutions has been based on the practical experience of interpreters and much research. The names of Russian researchers I.R. Halperin, A.V. Kunin, Y. I. Retsker, V. Y. Rosenzweig, A. D. Schweitzer, L. S. Barkhudarov, V. N. Komissarov, H V. Chernov, S.F. Goncharenko, M. Y. Zwilling and others are known all over the world.

The examination of the special factors and aspects of interpreting and the theory of interpreting characterize the second half of the XX century. In this period, three main directions in research were distinguished (1) studying the factors that influence the interpreter's extraction of the information from the original text. The oral speech perception depends on the speaker's intonation, the number and length of pauses. The information is perceived in separate segments and is based on "meaningful points of reference". An interpreter can guess the subsequent meaning of the text taking into consideration the information that has already been received.

(2) Considering the interpretation as a specific kind of speech in a target language. The speech of an interpreter differs from the original speech by the fact that the former is closely related to the original utterance and is created in the process of interpreting.

(3) Examining interpretation as some kind of an opposition to translation. The focus is made on quantitative and qualitative characteristics of interpreting (Sdobnikov, Petrova, 2006).

Komissarov V.N. determined interpreting as the process of decoding in a non-fixed form when the original segments of the information are produced and perceived only once. When the interpretation is realized, its output cannot be improved or corrected. The creation of the text occurs either simultaneously with the perception of the original utterance or after its completion (Komissarov, 1990).

In the connection the interpretation can be subdivided into (1) a consecutive one that can be realized either sentence after sentence; paragraph after paragraph, or after the original text is completed. Depending on the ability to change the direction of interpreting one-way or two-way interpreting is distinguished. (2) Simultaneous (conference) interpreting is realized almost at the same time of the perception of the utterance or in 2-3 seconds later.

Specialists involved in simultaneous (conference) interpreting should be able to make various speech actions e.g. listening and comprehension in one language, decoding and speaking into another language. The most important thing for a consecutive interpreter is well-trained fast memory, where as a simultaneous interpreter should have an ability of listening and speaking almost at the same moment (Komissarov, 1990).

Different varieties of interpreting cause unique ways and methods of developing appropriate skills. These issues are the subject matter of the Russian methodology of training interpreters.

4 DEVELOPING INTERPRETING SKILLS

Developing practical skills of interpreting takes much time and many efforts. Many assignments and exercises should be done. The first skill that should be developed is related to ability of working in the time limits. A speaker produces the text in a definite period of time; it is assumed that an interpreter generates the decoded information either simultaneously or in a short time gap. So all training tasks and assignments should be made by an interpreter-to-be during a particular time. Students have no time to think over the best option of the language unit, the process of decoding from one language into another should occur almost automatically without any delay. The learners should correlate language units in two languages fast and what is more to produce them aloud distinctly. Here such abilities as to omit some less important details and compress the original text are very important.

Another ability that should be developed is the ability to perceive, comprehend and decode different unequal segments of the utterance. The length of the segment can differ from a phrase to a statement and even to a long extract. The segment is produced by the speaker only one time and it cannot be repeated again, so an interpreter should memorise it.

Interpreting usually occurs under the direct contacts of the interlocutors, sometimes in public. The interpreter should not be scared to speak in the presence of many people and realize the interpretation ignoring any distractors on the background (Min'yar – Beloruchev, 1980).

These are only a few challenges that interpreters face in their work. The instructor should try to help his learners overcome the challenges of practical activity, it needs lots of exercising and drilling.

5 CONCLUSION

Modern educational environment integrates the national pedagogical traditions and the international experience of teaching and training. Professional training interpreters has a long history and is connected with famous people. Many higher educational institutions have great experience in training specialist in translation and interpreting. A lot of non-linguistic Universities started various programmes of interpreting in a particular domain. Such international universities as RUDN University train not only the Russian students but

also foreign students. The students from Africa, Asia and Middle East get the profession of an interpreter from the Russian into the national languages.

The second half of the XX century gave rise to a lot of research in training interpreters. The researchers analyzed the factors that make effect on the interpreters' output, discussed the transformations necessary when interpreting searched for the ways that can improve the interpreter's skills and abilities.

The ideas of the theory of interpreting that was worked out by the Russian scholars can serve as a basis for practical development and training of interpreters-to-be.

Practical training of interpreters includes many various exercises, assignments and tasks. Different methodological tools and techniques are used for the purpose. The students' books of the Russian authors (Fomin, 2006; Min'yar - Beloruchev, 1980 etc.) and the books by foreign authors (Garcés, Martin 2008; Setton, Dawrant, 2016 etc.) are integrated in the teaching practice.

Training interpreters is complicated, labour and time-consuming process. It needs the integration of all resources and practical experience.

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