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Ласковец М.А.

Роль специальных языков в процессе профессиональной подготовки аспирантов

Laskovets M.A.

Importance of the LSPs at post-graduates professional linguistic training

Статья подчеркивает важность владения переводчиком (аспирантом) специальным языком. Рассматриваются факторы, затрудняющие процесс межкультурной коммуникации при переводе научно-популярных (технических) текстов, представляющие хороший дидактический материал для будущих переводчиков научно-популярной (технической) литературы и их следует учитывать при составлении программ обучения

Ключевые слова: аспиранты, специальный язык, научно-популярный текст, обучение переводчиков, научный дискурс, факторы, затрудняющие процесс межкультурной коммуникации

The article focuses on the importance of LSPs. It shows potential pitfalls of vulgarized texts. These types of texts offer the trainer a lot of exercises that give advice to the post-graduates on how to avoid such pitfalls. LSPs deserve a key role in any translator training program – they are the main actors in any translation sphere

Key words: post-graduates, languages for special purposes, vulgarized texts, translator training, technical translation, pitfalls

Ласковец Марина Алексеевна

Старший преподаватель

Научно исследовательский ядерный университет «МИФИ»

г. Москва, Каширское ш., 31

Laskovets Marina Alekseevna

Senior Teacher

National research nuclear university MEPhI
Moscow, Kashirskoe highway, 31

Introduction.

The Council of Europe (CoE), the European Union (EU) and their member states recognize the rich heritage of languages and cultures in Europe as a valuable common resource and promote language policies that aim to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding through education.

Education is a general organized in multi-layered systems and decisions are often decentralized. Visions, concepts, guidelines and principles tend to be reinterpreted at different levels, where decisions are taken on the basis of specific goals, priorities and evaluation criteria. Both achievement in educational program and competence and competence gained in and outside formal settings are valid and have to be taken into account.

The goal in the current program of the Council of Europe is the development and implementation of curricula for lingual and intercultural education. This implies a significant increase in scope compared with previous programs, which focused on foreign language learning and non-language specialists will outnumber language specialists.

Languages for special purposes or LSPs are gaining more and more importance in the daily life of any translator and have to be thoroughly dealt with in any translator training. This is the reason why we would like to structure our article along with the following points:

- concentrate to a great deal on LSPs;
- languages for special purposes must integrate in the translator and interpreter training of the post-graduates;
- using the languages for special purposes in order to serve the post-graduates as a future translators and interpreters in their professional life.

How to define languages for special purposes?

LSPs concern all languages which are non-literary. Languages for special purposes are sometimes called "Technolect" [1, p.11] which may give the erroneous impression that only purely technical domains require LSPs.

LSPs describe the means of communication within a special field and are often opposed to standard language. They have as major task to give subject matter information and enhance scientific and technical development. On the best definitions today is still the one given by Hoffman as early as 1985[2, p.53]:

"Fachsprache – das ist die Gesamtheit aller sprachlichen Mittel, die in einem fachlich begrenzten Kommunikationsbereich verwendet werden, um die Verständigung zwischen den in diesem Bereich tätigen Menschen zu gewährleisten".

Languages for special purposes contain specialized terminology: its own vocabulary and its own register. LSPs are not independent language systems, they do not have their own grammar, but are part of general language, they are part and parcel of the meaning of all linguistic means of any given languages.

Languages for special purposes are instrument for the transmission of information, such texts are bearing special markers, as describes by Vgl.Fluck [1, p.47].

Markers of LSPs.

Technical terms, derivations, abbreviations are the major markers of specialized texts.

Such terms are more autonomous from the context than general language (they are independent of situation and context, even though this may differ from each other).

Nominalized style reflects the fact that such texts render much information in a short way. Special attention there has to be paid to composition and their right interpretation.

The growing importance of LSPs can be seen in the fact that each special field has now some 1'500 to 10'000 highly specialized terms which the qualified translator has to be able to identify and properly research.

How we should train the post-graduates in LSPs.

The ideal would be to introduce the specialties of a given field- with a text which has to be translated. It is very important to show the pitfalls in this given domain in

order to make the post-graduates feel more at ease in a field which a priori is unknown and difficult.

In addition to it we must show the post-graduates the importance of the given field in the markets. They will better understand why such subject has been chosen for training. Technical translation is important part of training.

In this field it is of interest to present a great number of text-types: from publicity texts, via forensic technical trials up to the scientific articles and textbooks.

This choice indicates somehow the large spectrum which has to be offered to post-graduates in this field. The pitfalls here are obvious: terminology, abbreviations, eponyms, orthography, style (redundancy).

There are many methods to train technical translators and of the important steps is the knowledge of the specific terminology. Although we are dealing here with LSPs, we'd like to stress some pitfalls within the LSPs rather than go through the terminology.

Eponyms often cause problems since one would think that given names don't need to be translated. This is normally taken for granted. In the field of engineering given names may vary if it has been discovered at the same time in to different linguistic regions. The name has to be adapted and taken from the respective linguistic regions. For example, eponyms "Alzheimer disease", named after the German neurologist Alois Alzheimer [5].

Vulgarized language and language for special purposes.

Koller W. makes the following division into three groups:

- SPs-texts with general language are used in non-specialist communication and we can find it in different text-types;
- LSPs-texts presenting general and specialist features and which help to communicate specialist topics among non-specialist;
- LSPs-texts which have prevailing specialist features; for example scientific-technical texts [4, p.274].

Katharina Reiss stresses that this division makes it easy to handle the texts and their respective translations, especially if they are matched with the text-typology.

Vulgarized texts very often have a different text structure than highly specialist texts and differ in style, since they are meant for a different target public.

Vulgarization is a special challenge because the style is difficult to translate. The prevailing vague expressions make the translator hesitate and wanting to be more precise than the source text is and the target public is not well defined.

Vulgarized language can be found in magazines dealing with technical issues and which are meant for a wider public. The "Scientific American" is very useful for training since it comes in many languages. Instructions for use are prevailing in this domain and present an interest in the market.

Vulgarized texts are characterized by hypothetical questions, such as rhetorical question at the beginning of a sentence.

Special skills for the post-graduates as translators.

The post-graduates as translators have to get good knowledge about the target public: their expectations. They have to be able to judge how scientific the target text can be and how the knowledge the target public is expected to have.

The information given in a highly technical or scientific text is being generalized in adaptation, which leads to the fact that paraphrasing is used in many cases to best render vulgarized texts [4, p.364]. In this case the translator has to show specific skills in reformulation and subject matter knowledge. All the technical texts underlie precise rules, adaptations and vulgarized texts have little technical information but are stylistically more refined.

The lower the technical aspects of a text are the lower is also the amount of information this text carries [3].

It happens because in adaptation subject matter is generalized and often even skipped with the result that the texts become less interesting for specialists.

Conclusion.

The purpose of this article is to stress the importance of LSPs in translation tasks. To show the importance, the pitfalls, underlining that vulgarized texts are difficult to translate because the target public is not defined, hence the translator cannot know how "technical" his translation should be and the lack of special terminology normally is compensated by suitable expressions. These types of texts offer the trainer a great variety of exercises, including the improvement of skills in developing translation strategies and gaining new subject-matter knowledge.

LSPs determine the main point in translator training program in the process of teaching the post-graduates.

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