

- в учебном коллективе создается атмосфера высокого интеллектуального напряжения, когда умственная деятельность приобретает особую ценность как процесс познания и движущая сила личностного развития;
- обучающиеся овладевают эффективными стратегиями умственной деятельности, что в последствии переносится и на процесс иноязычной коммуникации.

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USING NATIVE LANGUAGE WHILE TEACHING FOREIGN LANGUAGE

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Summary. This article deals with some foreign language teaching issues at higher educational establishments, the possibility of using a native language in class and its importance while training professionally oriented translation skills.

Key words: professionally oriented education, foreign language, principles of native language support and consideration, translation, terms.

ИСПОЛЬЗОВАНИЕ РОДНОГО ЯЗЫКА ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК»

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Аннотация. В статье рассматриваются некоторые проблемы преподавания иностранных языков в высших учебных заведениях, возможность использования родного языка на занятиях, а также значимость родного языка при обучении специализированному переводу.

Ключевые слова: профессионально-ориентированное обучение, иностранный язык, принципы опоры и учета родного языка, перевод, термины.

Currently, a professionally oriented teaching a foreign language and foreign language culture is the priority area in the higher educational system. The emphasis is put not only on the acquisition of knowledge in the chosen major, but also on mastering communication skills in a foreign language. The goal of the state is to train a highly qualified specialist who is ready to solve professional tasks in the context of foreign language communication.

The aim of our research is to show the possibility and sometimes the need to use the native language while translating professionally oriented texts. It's vital to be precise in conveying the meaning and giving the appropriate translation of professional terms. The relevance of our research is due to the emergence of new socio-political, economic and cultural realities that change traditional views on a foreign language and the methodology of teaching it. Within the framework of the dialogue of cultures, a foreign language is already considered not only as a means of intercultural communication, but also as a means of forming a personality as a subject of national and world culture. With a focus on the dialogue of cultures, the knowledge-centric paradigm of education is replaced by a culture-like one, where the strategy of "language plus culture" is replaced by "culture through language, language through culture" [1].

Material and methods. The research gives the examples of different terms and their appropriate translation depending on the field in which they are used. The following methods were used in the research process: data collection, theoretical analysis of the scientific literature on the research problem, descriptive and comparative methods.

Findings and their discussion. The "Foreign language" curriculum for higher educational institutions is characterized by a competence-based approach, which is to strengthen the practice-oriented component and develop the communicative competence of a future specialist. In reality, the increasing of communication in the educational process is often carried out by adding speech exercises to the traditional way of giving a class.

The competence approach sets the goal to provide students with language skills at the level of functional literacy that means acquiring "survival language" skills, which does not lead to the ability to conduct a dialogue of cultures. According to E. I. Passov, «only the native language and literature and, to a large extent, national history have such a developing and educational potential as a foreign language in education and we often forget this fact and do not use it effectively» [1, p. 16]. The dialogue of cultures is a process of interaction between people of different cultures with their own mentality, and the aim of this process is to understand the interlocutor's position and respect it.

It should be noted that the communicative approach rejects the use of the native language and the translation from the native language into a foreign language, as it is considered to be unnatural. L. V. Shcherba in his works argues that studying another language in comparison with their native language allows them to understand their own mentality and improves the knowledge of their own language, so “comparing different ways of expressing the same concept, that is what learning a foreign language boils down to, gradually saves thoughts from the captivity of the word” [2, p. 103]. He states that “a detailed comparison of a foreign language with a native language is the key to deeper assimilation that creates the basis for mastering new languages” [2, p. 104].

Representatives of different methodological schools are known to take different positions regarding the use of students’ native language. The followers of direct and natural methods believe that the influence of the native language should be excluded from the educational process. Their opponents, on the other hand, approve the principle of native language support, which involves constant comparison and analysis of the forms and categories of the two languages.

From the standpoint of the modern science, the exclusion of the native language is irrational, since the linguistic knowledge and skills accumulated by students in the process of mastering their native language is ignored, and it is impossible to teach a foreign language in a non-linguistic environment. Therefore, methodological views have developed and continue dominating in the national methodology, recognizing the advantages of conscious usage of the native language in studying a foreign language, comparing/analyzing structures and means of native and foreign languages.

The principle of the native language consideration was one of the main methodological and didactic principles of the conscious comparative method in the 1930 s–1940 s. Prominent representatives of this school are L. V. Shcherba, I. V. Rakhmanov, A. A. Mirolyubov, I. L. Bim and other scientists representing the traditional methodology of teaching foreign languages. The general educational value of a foreign language is reduced without reliance on consciousness, as the student is forced to intuitively come to linguistic generalizations formed on an independent comparison of native and foreign languages.

Although the principles of native language support and consideration have a common fundamental feature, that is an indication of the native language role in the process of teaching a foreign language, they differ significantly from each other. The former assumes that the student always needs to compare the forms of two languages, purposely analyze their similarities and differences in class. The latter is aimed at mastering speaking skills. The organization of speech material helps to prevent interference from

the native language, as well as the implementation of this principle is facilitated by the appropriate organization of assimilation of foreign language forms (lexical units). Taking into account the native language, we can highlight possible difficulties, formulate rules for working with the language material and create preparatory exercises. Besides, translation is recognized as a means of semantics and control.

The foreign language curriculum in higher educational institutions includes a module of professional communication, which doesn't only involve the study of the chosen major, as a scientific branch, typical situations of industrial work communication typical situations of communication at workplace, but also the ability to work with professionally oriented literature in a foreign language. It is worth mentioning the importance of translation and the role of the native language in teaching this type of activity.

The very concept of "translation of professionally oriented texts" is defined by V. A. Iovenko as «a type of translation activity that is performed by a non-professional translator and the objects of which (activity) are texts related to his major» [3, p. 48].

One of the main tasks of a specialist translating professionally oriented texts is to transfer information from English into his native language. It is also important to pay attention to the means by which the information will be interpreted as it is necessary to keep the native language and culture of the source text.

Practicing this kind of activity, a student must overcome obstacles that make the translation process complicated. The most typical problems of translating professionally oriented texts are:

- ignorance of terms;
- inability to recognize grammar structures;
- lack of skills how to use dictionaries;
- the lack of educational skills required in the translation process (for example, students don't learn active vocabulary and avoid using it).

We should draw students' attention to the fact that translating a professionally oriented text has significant difficulties in choosing a specific term from a number of equivalents that are offered by a paper or electronic dictionary. The difficulty of such a translation is that, that the same term is often used simultaneously in several fields of science and technology and expresses different concepts. Let's consider the word *reduction*. In mathematics we say *reduction* to a common denominator '*приведение к общему знаменателю*'; in medicine we encounter *reduction* of dislocation '*вправление вывиха*'; in chemistry it means '*восстановление*'. Mathematicians use the term *jet* in different ways: jets as '*струи*' are used in

the theory of singularities, and specialists in the geometric theory of differential equations fundamentally call them jets 'джетами'.

Students need information about the main types of language correspondences, word ambiguity, equivalent and non-equivalent vocabulary. Students sometimes have to look for the required translation equivalent not mentioned in the dictionary article. The dictionary entry contains only those units of the translated language that significantly coincide in their meaning with the unit of the source language and represent its most regularly repeated translation equivalents. Sometimes choosing an adequate translation, students can face problems that a foreign language teacher cannot solve and it is necessary to ask for the help of a specialist in the relevant field. No linguist will guess that *Borel-Moore homology* is translated into Russian as 'гомологии Стинрода – Ситникова'. In Russian mathematical terminology, there are such names for two completely different properties of topological spaces: *сепарабельность* and *отделимость*. In English, in the former case the word *separable* is used, and the latter one is translated after the inventor *Hausdorff*.

Mathematical terms are often represented by a phrase. They form the basis of terminological units of various fields. Researchers explain the significant increase in the number of such terms by the fact that they are able to fully reflect the necessary distinctive features of the concept. For example, *partial differential equation of second order* means 'уравнение в частных производных второго порядка'; *recursively enumerable set* is translated as 'перечислимое множество'; *algebraic variety* is defined as 'алгебраическое многообразие'; *leading coefficient* means 'старший коэффициент'.

The difficulty of translation also lies in the difference of realities and the discrepancy of terms in different cultures, as A. B. Sosinsky, a mathematician, professor at the Independent Moscow University, often points out in his works. So our scientists translate *плоскость Лобачевского* as 'the Lobachevsky plane' which is an acceptable way to say it in English. In Western mathematical literature the term '*Lobachevsky geometry*' is not used because Lobachevsky was not the only one who invented this geometry, since Carl Friedrich Gauss and the Hungarian mathematician Janos Bolyai were also involved in its creation.

The English language is characterized by the ambiguity of words, but in the Russian language we can sometimes face problems while choosing the appropriate translation of a professional term. So the word *component* has the following meanings: *составной элемент, компонент, компонента, деталь, ингредиент, член, звено, композант, координата*. It's correct to say the phrase in Russian «Важным компонентом доказательства является рассмотрение неприводимой компоненты рассматриваемой

поверхности». In the language of mathematics *компонента* is feminine and in Russian *компонент* is masculine.

Students make some other mistakes when working with foreign language terms; they often use borrowed concepts in Russian without understanding their meanings. For example, the word '*obsessive*' in psychology is translated as "обсессивный", but they cannot explain what it means or replace it with the appropriate Russian term. In various publications there are such terms as "обсессивный характер", "обсессивный невроз", "обсессивно-компульсивное расстройство", they were formed from the noun "обсессия" which comes from Latin "obsession", meaning 'siege'. In psychology, 'obsession' is understood as a kind of obsessive states that are revealed in experiences and actions that do not require certain situations to appear (for example, obsessive hand washing).

You can also hear the word "аттитюд" from psychologists, meaning 'attitude' in English. If we look up the definition of this term in the psychological dictionary [5], we will make sure that only a specialist can adequately apply such a term. In ethology and comparative psychology, this term is used as readiness for certain movements and the expression of 'intention' to make certain movements. In traditional personality psychology, "аттитюд" is considered as a kind of internal affective orientation (preconfiguration), depending on the previous experience, which could explain the actions of a personality. In social psychology, it is the predisposition (propensity) of a subject to commit a certain social behavior. There is even the adjective 'аттитюдинальный', although it is difficult to pronounce it in Russian: «под аттитюдинальной политикой мы подразумеваем такую ситуацию, когда человек придерживается определенной точки зрения и высказывает её не потому, что он в неё верит, а потому, что таким образом обеспечивает осуществление некой стратегической цели» [6, p. 77].

Why is mastering scientific terms a rather difficult task for beginning researchers? Scientists have been trying to formulate a single scientifically based definition of the word "term" and fail because the content of the concept itself has not been fully clarified. We agree with the opinion of V. D. Tabankova: «on the one hand, this is due to the fact that the theoretical foundations of terminology have not yet been sufficiently developed, its basic concepts have not been differentiated and there is no consensus on what a scientific and technical term is. On the other hand, those various definitions that exist now in the literature do not always and do not fully reflect the essence of the phenomenon being defined» [7, p. 24].

Conclusion. While researching, it was proved that translation is a complex process, it is both a means and a goal of learning, and it is impossible

to exclude the use of the native language. When learning how to translate professionally oriented texts, a student doesn't only study a foreign mathematical discourse, but also learns to use the appropriate Russian terms. If you do not perceive a professionally oriented text as a product of human thought, having a certain structure, and do not consider it as a communication tool, it is impossible to correctly and fully translate the meaning of the text in the target language. Thus, we come to the conclusion that without knowing the vocabulary and basics of the major it is impossible to fulfill the task set by the author and convey his main idea correctly.

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ИСПОЛЬЗОВАНИЕ СКАЗОЧНЫХ ТЕКСТОВ ПРИ ОБУЧЕНИИ ЛЕКСИКЕ НЕМЕЦКОГО ЯЗЫКА (НА МАТЕРИАЛЕ СКАЗОК БРАТЬЕВ ГРИММ)

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Аннотация. В статье анализируются различные варианты использования текстов немецких сказок, записанных Я. и В. Гримм, в процессе обучения лексике иностранного языка (немецкого); приводятся примеры упражнений, направленных на пополнение студентами словарного запаса.

Ключевые слова: сказочные тексты; лексика; упражнения; волшебная сказка.