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TEACHING OF ORAL UTTERANCE FOR MILITARY INTERPRETERS

LANTSOVA Anna Sergeevna

ASHIKHMINA Tatiana Anatolyevna

Military Telecommunications Academy named after S.M. Budyonny

Saint Petersburg, Russia

The article is devoted to the issue of the importance and necessity of training of oral utterance for military interpreters. The authors of the article give criteria for the classification of the oral utterance, determine its main style features. Also, the possible forms of the oral utterance teaching for military interpreters are given.

Keywords: communication skills, oral speech, public speaking, scientific text, language competence.

An integral part of people's social existence is speech, and it is a necessary issue for the human society functioning. It is an important condition for human cognitive activity. People receive knowledge and transmit it through speech. It is an undeniable fact that speech plays an important role in the educational process, since well-developed speech is one of the most important means of human activity in modern society.

One of the main tasks of teaching a foreign language is the student's speech development. This implies the formation of students' communicative competence, including foreign language competence. Since «developed communicative competence allows a person to contact other people, to carry out professional and information exchange» [5, p. 144].

Communicative competence is understood as «the knowledge, skills and abilities, which are necessary to understand others and generate their own programs of speech behavior, adequate to the goals, areas, situations of communication» [4, p. 5]. Whereas the formation of foreign language communicative competence is «the ability to communicate through language, to convey thoughts and exchange them in various situations in the process of interaction with other participants in communication, correctly using the system of language and speech norms, choosing communicative behavior that is adequate to the authentic situation of communication» [1, p. 27].

These competencies are of particular importance in teaching productive types of speech activity – speaking and writing. «Speaking is a

productive type of speech activity, through which (together with listening) oral verbal communication is carried out. The content of speaking is the expression of thoughts in oral form» [2, p. 74]. Considering that in the process of language disciplines studying, a student speaks a significant part of the study time, answering questions, participating in discussions, making presentations and reports, it becomes obvious that the knowledge of this type of speech activity, in a foreign language particularly, is necessary and extremely important.

Teaching monologic utterance is one of the priorities in the practical classes for the development of oral speech skills of cadets in the Military Telecommunications Academy within the professional program «Translator in the professional communication». One of the most important professional qualities of a military translator is foreign language communicative competence, since translation is not only a means of overcoming the language barrier, but also a means of intercultural communication in the process of establishing international contacts and intercultural relationships.

In accordance with the definition of the main function of a translator/interpreter (hereafter – translator), formulated by V.N. Komissarov: «the translator acts as a language intermediary, providing interlingual communication, transferring the content of the original by means of another language» [6, p. 51].

The language competence of a translator is considered as knowledge of the system, norms and usage of the language, its grammatical, lex-

ical and stylistic features. A translator needs to have linguistic competence in at least two languages, both receptively and productively. At the same time, the language competence of the future translator predetermines his professional competence.

In accordance with the objectives of training in the professional program «Translator in the professional communication», cadets must be able to speak in a foreign language on socio-political and military-technical topics; report on past and planned actions, the conditions for their course, and possible consequences; hold briefings; explain the purpose, principle of operation, procedure for use and characteristics of the equipment.

The translator needs to be fluent in oral speech skills, since when performing translation tasks, it is often necessary to edit the source text, making it more logical and coherent. If the speaker left a sentence or thought unfinished, sometimes the translator is forced to finish on his own. To sound natural, the translator must skillfully use lexical and grammatical transformations: change the order of words, replace parts of speech, cause-and-effect relationships, etc.

One of the means of developing oral speech in communicative classes is an oral utterance to a specific topic.

An oral utterance is based on the reproduction of certain scientific information and the ability to operate with it. So, oral utterances are classified according to the following criteria:

By content; by preparedness: fully prepared (on their own or in class), unprepared, partially prepared (to a greater or lesser extent); according to the source of the utterance: oral answers based on the finished text (read or heard), graphic information (tables, diagrams, etc.), as well as text and graphic information; by the degree of collecting the material: not requiring the collection of material (partial retelling of the educational material or teacher's explanation); requiring the collection of material: a) by sample size (one or more sources); b) by the nature of the material (the text of the paragraph, the text of the exercise, the table, the text of the task for the exercise); by the nature of systematization (mental operation): oral utterance based on synthesis (descriptive characteristics), generalization (generalizing rules and definitions), com-

parison (comparative complete and incomplete characteristics); by the degree of independence of the judgments expressed: a) answers based on the reproduction of the finished text – answers of a reproducing nature, b) answers that are based on independent searches – answers of a productive nature [3, p. 68].

In the context of being related to the functional-semantic types of speech, an oral utterance (answer) can be of three types: narration, description and reasoning. More often it is a synthesis of these types of speech.

In relation to the structure, an oral utterance, like any scientific text, is built according to a single logical scheme. The basis of the answer is the thesis – a statement that requires proof. The proofs of the thesis are the arguments (arguments, grounds given in proof), the number of which is determined by the degree of the answer's deployment. For a more complete argumentation, the answers provide the necessary illustrations – examples that can confirm the arguments put forward. The text ends with a conclusion, which should correspond to the main idea of the thesis.

The relation of an oral utterance to the educational and scientific sub-style of the scientific style determines a number of style features. This is due to the fact that the educational and scientific substyle serves the educational and scientific sphere of communication and has its own specifics in the choice, use and organization of language tools. These include the following features: “In ... the educational and scientific (sub-style) aimed to teach, only the basics of sciences are stated, which ... significantly changes the nature of the presentation, which is replete with illustrative material, comparisons, examples, explanations, repetitions and other didactic and educational and cognitive methods” [7, p. 78].

The following are recognized as the main stylistic features of an oral utterance: compliance with the norms of the literary language; lack of personal assessment of events; information content, objectivity; use of special terminology and specific language means; deductive method of presenting the material – from the general position to particular cases (examples).

The stylistic features of an oral utterance are revealed at all levels of the language. So, for

example, at the level of vocabulary, an oral utterance should have a generalized and abstract tone, words should be used in specific meanings, the main semantic load falls on terms. At the level of grammar, verbs are used in a generalized sense to indicate the regularity of the phenomenon of the form of the past and present tenses. At the level of syntax, an oral utterance involves the use of sequences, causal relationships, judgments of subordinating conjunctions (due to the fact that, taking into consideration that), introductory words (first, finally) to express the meaning of the sequence. The generalized nature of the narrative involves the use of impersonal, generalized or indefinite sentences; generalized impersonal constructions are used to introduce terms.

To develop oral speech skills, cadets-interpreters, in addition to speaking in the classroom, take part in scientific and practical conferences. Public speaking is an important part of translator training for several reasons. Firstly, some people who show perseverance and diligence in mastering the art of translation are somewhat shy and withdrawn by nature. When faced with the need to speak in front of an audience, they may become confused, which will negatively affect their professional skills. Secondly, interpreters – especially the best ones – are often required to carry out their professional duties in the presence of people in high posi-

tions, which can be quite intimidating even for those who are not particularly shy. Fear of public speaking can be overcome in the same way student actors use: repetition/rehearsing. Last but not the least, the interpreter must learn to use his voice. To understand the language spoken by speakers at international conferences, interpreters must understand how it differs from everyday speech. A diplomat making a lengthy political statement is trying to convince other diplomats to support his position by portraying his country and its policies in a favorable light. Any speaker who uses explanatory language to connect facts or communicate information often does so to support a particular point of view, thesis, or proposal. Speakers usually gain experience in the art of persuasion, and interpreters must be able to reflect and convey this.

Thus, an oral utterance is the most important language component in the speech of a cadet-interpreter, which allows developing oral speech and purposefully teaching speaking as a type of speech activity, controlling the formation of communicative speech skills and correcting them.

Interpreters should strive to be good speakers. An important step on this path is to learn how to use not only your communicative skills, but also to develop the ability to persuade listeners. Improving this skill will also help the interpreter to gain more confidence and thus become a professional in their field.

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ОБУЧЕНИЕ УСТНОМУ ВЫСКАЗЫВАНИЮ ВОЕННЫХ ПЕРЕВОДЧИКОВ

ЛАНЦОВА Анна Сергеевна

АШИХМИНА Татьяна Анатольевна

ФГКВОУ ВО «Военная орденов Жукова и Ленина Краснознаменная академия связи
им. Маршала Советского Союза С.М. Буденного» Министерства обороны РФ
г. Санкт-Петербург, Россия

Статья посвящена рассмотрению вопроса о важности и необходимости обучения будущих военных переводчиков развернутому устному высказыванию. Авторы статьи приводят критерии классификации устного развернутого ответа, определяют его основные стилевые черты. Также приведены возможные формы обучения устному развернутому высказыванию военных переводчиков.

Ключевые слова: коммуникативные умения, устная речь, публичное выступление, научный текст, языковая компетенция.