

THE CONCEPT OF THE BASICS OF TRANSLATION COMPETENCE OF NON-LINGUISTIC HIGH SCHOOL STUDENTS

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Specialized training for high school students helps students identify their professional interests. It is important to teach high school students how to work with text information. This creates a unified educational space and establishes interdisciplinary connections. Students of specialized classes should master the methods of profile-oriented translation of popular science texts. The authors in this article define the concept, content and aspects of the implementation of the basics of translation competence.

Keywords: specialized training, foreign language in high school, translation training in high school, translation competence, the composition of translation competence.

Modern society is currently experiencing globalization and the widespread use of information technology. These developments require a reassessment of the scientific and practical knowledge we have accumulated. The main goal of modern education is to develop people capable of innovation and creativity. Such people make conscious career choices, continually improve their skills and knowledge, demonstrate critical thinking, and demonstrate curiosity to explore the world. To achieve this goal, high schools have introduced special educational programs. This training phase supports students in choosing a career that suits their individual characteristics.

The results of the educational process are set out in key regulatory documents, namely the Federal State Educational Standards for Secondary General Education and the «Development of Education until 2030», as amended by a Decree of the Government of the Russian Federation dated October 7, 2021 (No. 1701). Afterwards, high school graduates are expected to have not only universal competencies, but also specific specialist knowledge and skills.

The document «Development of Education until 2030» focuses specifically on the handling of different types of information, while the Federal State Educational Standard for general secondary education addresses the required levels of competence for different types of information. As part of specialized language courses, the course places particular emphasis on developing the skills required to work with texts relevant to a specific professional field in a foreign language.

The country therefore emphasizes how im-

portant it is to have a variety of instruments and methods for imparting and maintaining profile-related knowledge. In the educational process of high school students in specialized classes, a new element is emerging in the set of profile-oriented competencies, namely the basics of translation competence.

Translation competence is a fundamental aspect in this context, since the state educational standards for upper secondary school do not provide for training in professional translation. The school's main goal is to familiarize students with translation tools to improve their language skills, research skills and pedagogical developments in their chosen field of study. For a high school student in specialized training, translation competence means having a wide range of knowledge, including the necessary language skills and specialist knowledge to understand technical texts. This also includes acquiring the specialist knowledge required to translate popular science texts in the chosen field, as well as the ability to use sources and information conversion tools to support the educational process.

Based on the study of scientific literature, it can be concluded that the problem of mastering the basics of translation skills and teaching translation in high school has not been sufficiently studied. The research of scientists does not take into account the content of teaching this competence. The purpose of the article is to try to resolve these contradictions. The article is based on work in the fields of translation studies, school pedagogy, competency-based, personality-oriented, and linguistically integrative approaches (L.K. Latyshev, A.D. Schweitzer, I.L. Bim, I.A. Zimnaya, and

others). Translation competence is a complex concept consisting of a number of competencies required for the successful professional activity of a translator. One of the key competencies is operational competence, which includes theoretical knowledge and the ability to analyze the original, edit it, and critically evaluate the results.

The structure of translation competence includes two main components: basic and pragmatic. The basic part consists of fundamental and practical components, and the pragmatic part reflects the specific knowledge and skills required for specific types of translation (oral, written, simultaneous, etc.). Both authors, L.K. Latyshev and I.S. Alekseeva, identify the basic and practical components of translation competence. L.K. Latyshev focuses on the fundamental part [6, p. 14], and I.S. Alekseeva emphasizes the importance of the practical component [1, p. 28]. A.D. Schweitzer proposes a different approach to the structure of translation competence, highlighting it as a system of elements that include knowledge of the original language and translation, the ability to analyze text, mastery of translation technology, understanding of language norms and translation strategies, and knowledge of the norms of style and genre [8, p. 43].

There are different interpretations of the components that make up translation competence. However, scientists agree that basic language skills are the basis for building this competence. This knowledge serves as a basis for developing specific translation skills, which vary depending on the type of translation, genre, and specific characteristics of the material being translated. Based on our research results, we propose the following competence system, which forms the structural composition of translation competence: *verbal competence* includes the development of both receptive and productive language activities, with an emphasis on creating a meaningful equivalent of the source text, taking into account its functional and genre aspects [5, p. 52]; *language competence* involves a conscious and deductive understanding of the language being studied. This understanding is shaped by the process of language learning and the comparison of language systems between native and foreign languages [9, p. 127]; *sociocultural competence* includes knowledge of culture, traditions, non-equivalent types of vocabulary, and methods of translating them

into the native language; *profile-oriented competence* includes familiarity with key terminology within the specific field of study as well as the ability to transfer specialist information from the source language to the target language; *pedagogical and cognitive competence* refers to the ability to grasp the core message of the translated text and the ability to find and use relevant sources, methods, and techniques to overcome translation problems.

In addition to the general classification of the components of translation competence, it is important to note the importance of information technology in teaching, which has a major influence on the education system today. We therefore believe it is necessary to include information technology competence in the structure of translation competence. Information technology literacy is the ability to use information technology to master the knowledge, skills, and abilities of a subject area, the basics of translation, and a foreign language.

It is important to note that these aspects are not ignored when learning a foreign language at school. However, there is currently no profile differentiation (with the exception of language training programs). This means that students who have chosen a non-linguistic profile cannot apply their basic knowledge of the subject in question when learning a foreign language, and vice versa. This situation arises because foreign language studies do not offer profile-oriented study sections or only offer them insufficiently. This weakens the connection between a foreign language and a subject, which contradicts modern educational standards.

In our opinion, organizing the educational process with elements of ICT and technology of subject-language integrated learning can be a successful way to overcome the contradictions that have arisen. The latter is intended to offer the possibility of studying a special subject and a foreign language in parallel using the means of written translation of popular science profile-oriented texts.

Based on the generally accepted understanding of the structure of translation competence of professional translators and research in the field of teaching foreign languages to high school students (I.L. Bim, V.V. Safonova, N.V. Golovina and others), we determined that this is the result of written lessons through the translation of popular science texts, focusing on the profile,

high school students have the opportunity to form a lexical and grammatical foundation of the original language and translation; develop specific translation skills (substitution, permutation, omission, analysis); Improving skills in analyzing, editing and reflecting on the original text and translation results; to establish a connection between the profile subject studied and a foreign language [2, p. 9; 7, p. 54; 3, p. 177]. Thus, high school students should master not only the basics of translation skills but also integrative translation skills, which are the result of associations and interactions between subject areas and a foreign language.

As part of our research aimed at teaching high school students with a socio-economic profile to translate popular science texts, we examined the subject programs and requirements for results. Based on this analysis, we identified the projected subject outcomes that are formed in the process of integrated subject-language learning. These results include: the acquisition of theoretical knowledge in a subject area, a foreign language, and the basics of translation; practical knowledge of acquired and already existing basic knowledge; and the ability to analyze the available information. Cognitive, active, and analytical components make up the three main pillars that form the basis of a high school student's translation competency. Mastery of the fundamental theoretical components of instruction in the fields of language, translation, and subject matter falls under the purview of the cognitive component. According to I.A. Zimnaya the activity component seeks to develop particular skills in the areas of translation, language, and profile [4, p. 146]. A supporting role is played by the analytical component (e. g., text

analysis) as well as a contemplative function (e. g., in the theoretical and practical aspects of learning (an examination of the translated result).

The analysis of the structure of translation competence and the importance of information and communication technologies (ICT) in modern education shows the need to identify the following components for the formation of translation competence in high school students at the profile level of education: linguistic, subject-oriented, and information technology. The linguistic component includes knowledge of the lexical and grammatical systems of the original and translated languages, knowledge of subject-oriented vocabulary, and various types of language activities. The subject-oriented component requires knowledge of the relevant subject area, basic specific skills in the written translation of popular science texts, and the peculiarities of the stylistic genre of the text in the translation process.

The information technology component is responsible for the perception of cognitive information, the use of translation techniques and information technology resources in the translation process. The training of these components ensures the achievement of integrative subject results of the profile educational level and allows secondary school students to successfully develop in the chosen profile area, work with text information, and develop investigative and cognitive activities. For the successful formation of the basics of translation skills at a profile school, it is necessary to introduce elements of a profile-oriented language in an integrated approach based on the interaction of a foreign language, specialist disciplines and written translation.

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ПОНЯТИЕ ОСНОВ ПЕРЕВОДЧЕСКОЙ КОМПЕТЕНТНОСТИ СТАРШЕКЛАСНИКОВ НЕЯЗЫКОВОГО ПРОФИЛЯ

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Профильное обучение старшекласников помогает учащимся определить свои профессиональные интересы. Важно научить старшекласников работе с текстовой информацией. Это создает единое образовательное пространство и устанавливает междисциплинарные связи. Учащиеся профильных классов должны овладеть методами профильно-ориентированного перевода научно-популярных текстов. Авторы в данной статье, определяют понятие, содержание и аспекты реализации основ переводческой компетенции.

Ключевые слова: профильное обучение, иностранный язык в старших классах, обучение переводу в старших классах, переводческая компетентность, состав переводческой компетентности.