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Развитие профессиональных компетенций студентов – будущих переводчиков в рамках скопос-теории

Введение. В новых условиях развития рынка переводческих услуг возникает проблема повышения качества подготовки по специальности «Перевод и переводоведение» и по направлению «Лингвистика» в соответствии с образовательным стандартом и профессиональным стандартом. Это в полной мере соотносится с международными требованиями к переводу, сформулированными Департаментом по делам Генеральной Ассамблеи ООН. Актуальным становится развитие профессиональных переводческих компетенций, что требует новых подходов к подготовке будущих переводчиков. Эффективно обучать переводу, базируясь только на основе лингвистических алгоритмов перевода, невозможно, так как переводческая компетенция не формируется автоматически в ходе развития языковой компетенции.

Материалы и методы. Методологическую основу исследования составили компетентностный и профессионально-ориентированный подходы к обучению переводу. Основными методами исследования являются анализ научной литературы российских и зарубежных ученых по проблеме обучения переводу, теоретический анализ работ по теории перевода и скопос-теории по исследуемой проблематике, наблюдение, анализ текстов и обобщение опыта.

Результаты исследования. В ходе исследования, исходя из собственного переводческого опыта и с опорой на дидактические принципы К. Норд, были проанализированы и отобраны тексты для перевода, включающие прагматические, конвенциональные, языковые, нормативные проблемы, а также разработаны схема предпереводческого анализа текста и подходы к оцениванию качества переводов.

Выводы. Лингвистический подход к осуществлению перевода не позволяет успешно выполнять требования к качеству перевода, так как при переводе требуется учитывать аспекты, вытекающие из цели заказа и конкретной переводческой ситуации. Включение в процесс обучения переводу текстов с тщательно подобраными переводческими проблемами и целенаправленная работа над этими проблемами позволят будущим переводчикам в будущем более эффективно решать переводческие задачи. Разработанные и представленные в данной статье схема предпереводческого анализа текста и подходы к оцениванию качества перевода могут быть использованы при оценке любого другого перевода.

Ключевые слова: теория скопос, переводческие проблемы, прагматические проблемы, конвенциональные проблемы, языковые проблемы, проблемы нормы, переводческие ошибки

Introduction. The development of the translation services market in modern conditions, presents new challenges in improving the quality of education in the training courses of “Translation and Translation Studies” and “Linguistics” in accordance with the Federal Educational Standard of Higher Education (FSE) and the Professional Standard. This fully correlates with the international requirements for translation, formulated by the UN Department of General Assembly Affairs. The development of professional translation competences becomes urgent, which requires new approaches to the professional training of future translators. It is impossible to effectively teach translation based only on linguistic translation algorithms, since the translation competence is not formed automatically in the course of language competence development.

Materials and methods. The research methodology is based on competence and professionally oriented approaches to translation teaching. The main research methods are the analysis of Russian and foreign scientists’ research on the problem of translation teaching, theoretical analysis of works on translation theory and Skopos Theory, observation, text analysis and generalization of teaching experience.

Research results. In the course of the research, based on our own translation experience and on Ch. Nord’s didactic principles, the selected texts for translation, including pragmatic, conventional, linguistic, regulatory problems, were analyzed and a scheme for pre-translation text analysis and approaches to assessing the quality of translations were also developed.

Conclusion. The linguistic approach to the implementation of translation does not allow us to successfully fulfill the requirements for the quality of translation, since translation requires taking into account the aspects arising from the purpose of the translation and the specific translation situation. The inclusion in the process of teaching translation of texts with carefully selected translation problems, and purposeful work on these problems enable future translators to solve translation tasks more effectively.

The scheme of pre-translation text analysis and the approaches to assessing the quality of translation developed and presented in this article can be used to evaluate any other kind of translation.

Keywords: Skopos Theory, translation problems, pragmatic problems, conventional problems, language problems, language norm problems, translation errors

For Reference:
Introduction

Translations must meet the highest quality standards in terms of accuracy, legibility and use of correct terminology, moreover they must be delivered in accordance with production standards and on time. Such requirements are formulated by the Department for General Assembly Affairs of the United Nations [31].

The Soviet and later the Russian system of training specialists in the field of translation has always been and remains high-quality and effective, as confirmed by the high qualifications of translators who successfully solved and are solving now the most complex problems at the international level. Russian translators are equal and sometimes even surpass their foreign colleagues in the quality of interpretation and oral and writing translation.

However, under new conditions of the development of the translation services market and regulatory documents, in particular, the new Federal State Educational Standards for the specialty 45.05.01 “Translation and Translation Studies” and for the specialty 45.03.02 “Linguistics” require new approaches to the training of modern translators. The formation of professional competencies in accordance with the requirements of the Professional Standard, which is currently being discussed [32; 33], is becoming more and more relevant.

Therefore, in modern conditions it is impossible to continue teaching translation exclusively basing on the established system; it is necessary to develop an innovative approach to the translators’ training and build the most effective model of translation teaching.

In Russian translation studies, the methodology of teaching translation is described in a rather diverse way, but nevertheless it still fits into the framework of the theory of equivalence and the theory of adequacy. V. N. Komissarov, who has developed his own system, believes that the main thing is to teach universal translation techniques and the ability to apply them in a specific translation situation, in specific conditions, to different texts and for different purposes [7].

Ya. I. Retsker sees the main goal of the teaching methodology for future translators in the language training of students using the concentric method, which involves multiple consideration of the topic with a gradual complication of tasks, exercises and texts for translation [11]. In addition, Ya. I. Retsker pays attention to thematic exercises aimed at removing lexical, grammatical and stylistic difficulties. Comparative analysis of translations at all stages of education, from the point of view of Ya.I. Retsker, contributes to the development of the future translators’ ability to independently analyze and determine the advantages and disadvantages of several versions of translation of the same text. Ya. I. Retsker sees the success of training in the so-called individual path of a student’s training, since individual translation classes contribute to developing creative abilities and serve as methods of overcoming individual student’s shortcomings. This point of view is widely supported by many translation scientists, for example, the great importance of an individual approach in the preparation of translators is emphasized in the works of A. D. Shveitser [15] and L.S. Barkhudarov [7].

L. K. Latyshev and A.L. Semenov proceed from the principle of goal-setting, for which pre-translation and translation tasks play an important role [11].

O.V. Petrova and V.V. Sdobnikov believe that training in translation should develop professional translation thinking, and only a highly qualified teacher of translation can...
implement this kind of learning process. It is the teacher who is able to note not only the mistakes of the language level, but also to concentrate the student's attention on the extralinguistic problems of translation, thus preparing a professional translator [26].

A theoretician and practicing translator, the author of many textbooks on translation from German, as well as the founder of the well-known translation school I.S. Alekseeva, believes that the teacher must adhere to an individual approach to future translators, and form a sense of personal responsibility for translation by combining various types of work [4].

Despite different accents in the views of all of the above mentioned researchers, the traditional approach in the Russian school is as following: translation as a form of intercultural communication. Encoding and decoding of meaning according to the linguistic laws of a pair of languages involved in the translation process are always relevant. Understanding the meaning by all the participants in the process of intercultural communication is a marker of the translator's effective work. The main goal of the translation is to achieve equivalence in relation to the ST (source text) and adequacy in relation to the recipient of the TT (target text).

However, in the 70s, a change in the approach to the translation process began and the communicative-functional principle was proclaimed. In Russian science, this principle is analyzed in the works of Z.D. Lvovskaya [12], O. V. Petrova and V.V. Sdobnikov [26; 29], according to which the translation takes into account not only the linguistic aspects of the original and translated texts, but also the extralinguistic factors associated with the personal characteristics of the communicants. Translation is always carried out with a specific purpose, and the translator strives to perform a specific task that he has chosen himself or received from the customer. The goals of the translation can be very different, and the corresponding translation texts will be fundamentally different from each other. At the same time, according to V.N. Komissarov, it is insignificant to what extent the translation turns out to be close to the original, it is much more important how much it corresponds to its purpose [10].

In this case, the specific communicative situation, the goals of the translation and the expectations of the recipient of the translation are important [3]. The task of the translator is to achieve the goal of translation, which is determined by the initiator/customer of the translation and the conditions of the bilingual communication situation [14].

The communicative-functional approach to translation was developed in the works of foreign scientists Katharina Reiß and Hans. J. Vermeer. They proposed their own theory known as the Skopos Theory. The universal model of Skopos turned out to be a new step in the development of theoretical views on translation and expanded full understanding of the role and function of the translator in the translation process, considering the latter as a full-fledged participant of communication, and not just a mere translator. The followers of modern Skopos Theory, first of all, pay attention to mastering translation techniques, developing professional translation thinking and analyzing the translation situation, which presupposes the definition of the purpose and function of translation (Ch. Nord [23; 24], E. A Nida, Ch. R. Taber [19]). When preparing translators, teachers are advised to pay special attention not only to the difficulty of understanding but to the difficulty of expressing the original thought in the translating language (S. Wurm [30], S. Gaur, N.H. Vo, K. Kashihara, C. Baral [17]). According to I.A. Alekseeva, this approach seems to be quite effective because the concept of Skopos is aimed first of all at explaining the versatility of the previous "practical" concepts, and those paradoxical results of translation that did not fit into any of the translation concepts [6, p. 142-143].

This approach is widespread in Western Europe, but it is very limitedly represented in Russian translation studies. Despite the fact that Skopos Theory has both supporters and
opponents, many ideas undoubtedly deserve attention, and the approach itself deserves practical application in teaching translation.

Currently, the translators’ arsenal includes good digital translators, translation memory programs, online translators which cope with standardized translation tasks that exclude the recipient's request. But only a human translator can analyze a specific translation situation and predict the expectations of the recipient. It is the Scopos Theory that considers the functionality of translation, which explains the topicality of this article.

The most tangible practical contribution to the teaching of translation according to the principles of Skopos Theory, from our point of view, was made by Ch. Nord. Ch. Nord is a follower and disciple of K. Reiß. A successful practicing translator, professor at the University of Magdeburg and the visiting professor at many European universities (Vienna, Innsbruck, etc.), the author of numerous and practice-oriented works on the Skopos Theory, Ch. Nord actively advocates for the usage of certain rules in teaching translation process, that can prepare future translators for a functional approach in translation activities [20-22].

Ch. Nord believes that in contrast to the traditional theory of equivalence, according to which the translated text should be equivalent to the original text, the Skopos Theory implies the adequacy of the translation for the purpose for which the text is created for the recipient of the receiving culture.

The article describes the methodological principles of the Skopos concept, developed by Ch. Nord, and the possibility of their application in teaching translation within the framework of existing educational programs, which is the purpose of the research.

Research objectives:
- to study the didactic principles of translation teaching, developed by Ch. Nord;
- to analyze the possibility of organizing practical translation classes, taking into account the approach of Skopos Theory in our conditions;
- to describe the methodological principles of the selection of materials for classes;
- to select texts for written translation with a certain level of translation problems;
- to propose a pre-translation analysis scheme of texts for translation;
- to develop a translation quality assessment system depending on translation problems.

Practical significance of the research is as following: the results of the research can be used in practical translation training classes.

Materials and methods

The research was undertaken to plan practical lessons with students studying in the training course 45.05.01 “Translation and Translation Studies” and in the specialty 45.03.02 “Linguistics. (Profile of training): Translation and translation studies” in the framework of the disciplines "Workshop of translation and interpretation (German)" and "Practical course of translation in the first foreign language (German)".

Authentic German texts were used as material, covering all levels of translation problems. The competence-based approach involves strengthening the practical orientation of teaching, the purpose of which is not to ensure students’ passive acquisition of knowledge, but to form their ability to operate and effectively use this knowledge, which is important for preparation for real professional activity. In particular, in the process of translation training, the development of translation competence, which is understood as a set of
knowledge, abilities and skills, which allows to successfully solve professional tasks in the future, depending on a specific translation situation, plays a crucial role.

The professionally-oriented approach is aimed at developing the skills of searching and using knowledge necessary for professional development and effective solution of professional tasks.

The implementation of these approaches requires a careful selection of the content of the educational material, as well as the choice of methods and forms of work with this material, taking into account the future professional activities of students.

When solving the set tasks, the following research methods were used: theoretical analysis of works on the issues under study, the analysis of texts including various levels of translation problems and generalization of their own teaching and translation experience at PAO MMK in Magnitogorsk.

Results

When teaching any type of translation, we proceed from the fact that translation is, first of all, a kind of practical activity, and the success of any activity is determined by the extent to which it achieves the set goal.

Based on the principles of the Skopos Theory, it can be argued that it is not the text in the source language, but the goal formulated by the customer, determines the choice of strategy and translation techniques, the quality of which is evaluated in relation to its adequacy to the goal. Therefore, according to the instructions received from the customer, the translator has the right to independently determine the translation strategy and to choose the translation techniques. The translator has two options. He will either reproduce the original, deviate from it or neglect it, giving up the role of an intermediary, and acting as a language expert who knows the language, culture and characteristics of the country in question and is able to create the kind of text that is required for successful interaction with representatives of this culture. The result is either a documentary (equivalent) translation that fully corresponds to the original text, or an instrumental translation, the essence of which is to fully comply with the customer's instructions. The documentary translation is perceived by the recipient as a translation, and the instrumental translation is perceived by the recipient as created in his native language [20]. It is possible to imagine such a case when the original text does not exist at all and the translator independently creates his own text, guided by the knowledge of the goal or the customer's assignment. Thus, the translator turns into the central figure of interlanguage communication [10].

This message implies a different quality of the translator as the main communicant – here is a different area of responsibility, a larger volume of extralinguistic factors and a different mechanism of dealing with other aspects of communication. Consequently, the methodological principles of training professional translators are also changing.

Ch. Nord has developed her own translator training system, which implements the main approaches of Skopos Theory.

Ch. Nord proposes to organize the training of translators, substantively dividing it into three phases. The so-called phase 0 includes teaching foreign and native languages and cultural competences. Phase 1 is the development of passive (receptive) competences, intercultural communication, text analysis and text writing exercises (in native and foreign languages). In addition, this phase provides a contrastive analysis of texts – comparison
and identification of the reason why texts are composed differently for representatives of different cultures. This work can be based on the material of multilingual versions of the same magazine, for example, GEO, Cosmo, etc., which are published in parallel in several languages. Phase 2 implements the development of productive translation competences. At this stage, the student should be offered real tasks on request (according to the assignment), teamwork (blogs, forums), role-playing games.

The authors’ own long-term translation experience, as well as the experience of translation teaching, allows us to note the validity and logic of this division into stages [2]. However, from our point of view, there are not only subjective, but also objective factors for the implementation of these stages. For example, in the curriculum, the block of disciplines in the native language is presented in a limited way, which is a significant drawback in the training of future translators.

Ch. Nord pays special attention to such aspects as selection of material for translation, classification of translation problems, assessment of translation quality, increasing student’s motivation, organization of work on written translation. The main goal is to develop the translator’s competencies, taking into account the fact that, according to the Skopos Theory, the translator is simultaneously a participant and translator of two cultures – the source (original) and the receiving [25].

This is achieved through careful selection of materials according to the following didactic principles:

- the texts must be absolutely authentic. The teacher should not simplify, shorten the texts, provide a fragment of the text (layout in its original form). If the text is large in volume, then it should be divided into fragments and worked through to the end;
- the texts should be focused on a real potential order, and not on the relevance of the topic, for example, the coronavirus today;
- when translating, one should not only refer to dictionaries and encyclopedias, but also compare translations with texts from the host culture: these can be parallel texts and model texts;
- the work on one text is planned for two weeks with two classroom hours per week.

It is difficult to disagree with these principles, but they require a lot of preparation from the teacher and a thorough analysis of teaching materials. It is not a secret that many foreign language teachers tend to constant search of new information, new words, relevant topics and carry this over to translation classes.

Ch. Nord identifies 4 categories of translation problems on which it is necessary to focus the attention of future translators, as they cause difficulties in translation. Problems of a pragmatic nature (PÜP – pragmatische) arise when comparing the source text with the target text. These problems cover such aspects as deixis, realities, background knowledge, the study of prehistory, etc., so this is the knowledge that a translator needs to implement pragmatic adaptation.

The next category is problems caused by traditions and conventions in different languages (KÜP – konventionsbedingte). For example, the designation of measures, weights, treatment, strict norms of the formal/informal style, clichés, etc.

Problems caused by the linguistic systems of a pair of languages (SÜP – sprachbezogene) or so-called linguistic problems, for example, differences in syntax, vocabulary, intonation, stress during interpretation. This includes the so-called "false friends of the translator", etc.
Problems specific to a certain text (TÜP-textspezifische), for example, puns, transmission of occasional and other creative words of the author, deliberate distortion/deviation from the norms, dialects (sociolects, regiolects), defects in the representation of the text itself – fax, poor copy, etc.

Highlighting translation problems is very important, first of all, when teaching translation. The inclusion of a step-by-step study of the categories of translation problems at the stage of pre-translation text analysis will allow one to see these problems, structure them and find solutions which will have a positive effect on the quality of the educational translation. The solution of the problem must start from the bottom, i.e. from the 4th category, moving to a higher level.

Ch. Nord believes that assessment criteria and classification of translation errors are important components of translation studies.

The main evaluation criterion for assessment is quality. In the Skopos concept this criterion is functionality that is determined by the choice of an OR/OR (binär) translation strategy. This means that it is necessary either to reproduce the original text for the sake of the source language, or to adapt the translation for the sake of the translating language and at the same time the host culture. The Russian theory of equivalence also operates with this system of translation evaluation [6], however, the supporters of the Skopos Theory are more inclined towards the priority of the host culture.

Ch. Nord proposes a classification of errors, which is clearly correlated with translation problems and distributes them into 4 levels: pragmatic mistakes (PÜF): these include temporary data, personalities, realities. The next level is conventional mistakes (KÜF). These include the discrepancy between the translation text and the model text in the host culture. This usually concerns either strictly regulated clichéd texts (epicrisis, personal documents, etc.), or intuitive assessment when it does not sound German, for example. In the latter case, it is a very subtle subjective assessment based only on the authority of the teacher. The third level is language mistakes (SÜF). These include "false friends of the translator", structural interference, word usage and style errors. A special level is deviations from the norm (NA). These mistakes, a large proportion of which are grammatical, are not strictly assessed, but only by the difficulty of proofreading, and in the case if the mistake affects a higher level.

The classification of mistakes should be clear to the student. Therefore Ch. Nord proposes to present the analysis of mistakes in the form of a table, and then remove them, starting from the 4th level and moving on to a higher one. All mistakes must be discussed during the lesson. This technique seems to us to be very clear, transparent and effective.

It is known that each teacher tends to have their own error classification system, however, in practice, the following thing usually happens: grammatical non-gross mistakes that the teacher is used to correcting in practical lessons in a foreign language, are strictly evaluated in translation, while the mistakes of a higher levels are ignored. This is fundamentally wrong, because it leads to an incorrect assessment of the translation quality.

To increase the motivation of students, Ch. Nord suggests, when discussing the "translation product", saying that 50% have succeeded, not that 50% have failed. It is important to highlight creativity, focus not on mistakes, but on adequate, smart findings. It is useful to read out good solutions to those translation problems that have not yet been discussed, but the student has found the solution himself.

It is important to convey to future translators the idea that within the framework of the Skopos concept, special requirements are imposed on a translator of a new generation,
who is an intermediary not in languages, but in cultures. Since translation is a process aimed exclusively at a goal, the professional and ethical position of the translator should be moderately correlated with loyalty to the customer, recipient and all participants of the communication. In addition, the principle of impartiality (Überparteilichkeit), which means the neutrality of the translator, and the principle of self-respect (sich selbst nicht klein machen) are of vital importance.

Based on the described methodological principles of Ch. Nord, we plan to conduct practical training in translation for students in the specialty 45.05.01 “Translation and Translation Studies” and in the specialty 45.03.02 “Linguistics”.

We proceed from the fact that preparatory work will take time for a conscious approach to a fundamentally new organization of classes, a thorough study of theoretical issues, the selection of material for translation and the working out the criteria for evaluating translations performed by students. The implementation phase will include familiarizing students with the theoretical foundations of the Skopos concept during the class.

We consider it necessary to introduce an important concept of the Skopos Theory—“translation task” (Übersetzungsauftrag), proposed by Ch. Nord. The translation task should contain the following information for the translator: where and how the translated text will be used, target audience, functional style of the text/style of reference to the reader/reference materials/context/additional information materials and the main communicative idea of the text.

After getting acquainted with the theoretical material, students can be invited to make a comparative analysis of the two translation approaches.

Sample of the test for the choice in accordance with Skopos Theory:

1. The text interpretation
   a. The translator must understand the text in the same way as the author.
   b. The translator's understanding must be compatible with the author's intention and with the situation in which the reader finds himself.

2. The text function
   a. The translation’s function must be compatible with the author's intention.
   b. The translation must fulfill the same function in its culture as in the original’s culture.

3. The cultural distance
   a. The world of the text is constructed in accordance with its function for the readers.
   b. The reader of the translation must understand the world of the text in the same way as the reader of the original understood it.

4. The effect
   a. The effect produced by the translation on the reader must coincide with the effect produced by the original on the original reader.
   b. The translator should strive for an effect that would correspond to his function for the future readers.

The main and the most time-consuming work of the preparatory stage is the selection of texts for translation. We have selected 8 texts for the academic semester, planning that we have translation classes 2 hours per week. The texts are correlated with the levels of translation problems.

Based on our own practical translation experience, we believe that the main criteria for the selection of educational texts are as following:

- the principle of "from simple to complex";
• the presence of 1-2 translation problems and step-by-step addition of 1-2 new problems;
• the presence of a pragmatic aspect that varies from text to text (for example, to highlight the topic from another side, to change the addressee, to use a different format);
• thematic criterion (selection of one text with the main topic and subsequent ones with subordinate topics);
• varying tasks (to make a draft translation, to make a selective translation, etc.).
• a formal criterion, i.e. the usage of different formats (for example, WORD, PDF, etc.).

Teachers often give much attention to the content side of the text, overlooking the "trifles", but modern translators need to be able not only to convey the content of the text, but also to adequately present it so that the design of the translated text corresponds to the source text as much as possible. As an interactive game component, it is possible to envisage the implementation of a functional criterion, namely to prepare tasks for changing recipients.

So, we offer the following types of texts.

Level 1. The first type of texts includes pragmatic translation problems. It is known that there is always a pragmatic and cultural distance between the source and the target texts, which is revealed as a result of juxtaposing and comparing the communicative situations of ST and TT. First of all, these are realities (linguistic cultures), which are not always recognized by a representative of another culture. The texts, we have selected, include, for example, realities from the education fields (Akademiker, BWLer), food and drinks (Printen, Sprotte, Strammer Max), utilities (kalte Miete, 2 Z.-Whg. 90 m2), sports and games (auf Schalke, Skatkloppen), geography (Rheingau, Halligen, Fischland), history (1933, 8. Mai, Weimar), etc. This also includes the "false friends of the translator" (Konkurs, Ministerpräsident).

In addition, the pragmatic problems include mentioning of famous personalities, allusions and reminiscences to literary and advertising texts typical of the culture of the source text: Oskar Matzeraths Trommel, Schillers Glocke, Roman und Novelle, ein wahrer Stürmer und Dränger, Klassik und Romandetel.

In general, linguistic culturemes that can cause pragmatic problems in translation include proper nouns (personal names, geographical names, products, clothing, names or symbols of institutions, companies, buildings, attractions, memorable places), references to literary works and advertising, metalanguage expressions with intentional or unintentional associations typical of a particular culture.

Sample text 1.
Hugo Th. Vittermann
Der Volkswagen
Die Deutschen wissen – sofern sie auch Leser sind – von Christian Morgenstern, dass der Mond ein «deutscher Gegenstand» ist, gibt er doch durch seine jeweilige Wölbung «auf Deutsch» zu erkennen, ob er zu- oder abnimmt. Ausländer mögen da andere Vorstellungen haben, und fragte man sie, was sie für einen typisch «deutschen Gegenstand» halten, sehr viele unter ihnen dürften sagen: «Na, der Volkswagen, zum Beispiel!»

Sie meinen natürlich den «Käfer», den sie auch in ihren verschiedenen Sprachen so nennen, und sie meinen es gut mit uns, wenn sie so antworten. Sie könnten ja auch sagen: das KZ oder Gummibärchen oder das Ladenschlussgesetz. Sie haben, wie die meisten
Deutschen, vergessen, dass der «VW» von Hitler und seinen Technikern erfunden worden ist – zur Beglückung des deutschen Volkes, woraus dann die Motorisierung des deutschen Volksheeres wurde. 999 Reichsmark sollte er den VW-Sparer kosten, der durch diese Vorauszahlung zugleich Arbeitsplätze schuf, ja eine ganze Stadt von Automobilbaumeistern (text from the personal translation archive).

Level 2. Texts which include conventional problems. Such problems arise as a result of differences in cultural and conventional norms in the texts of the source and the host cultures in the broadest sense. For example, these are different types of texts, different structures and forms of organization of texts in different cultures.

These problems include stylistic features, ways of organizing the coherence of the text, certain grammatical constructions, rhetorical means that differ in different cultures, clichés and fixed expressions, formalized in one culture and free in another.

*Sample text 2.*

Vorläufiger Arztbrief
Köln, 30.07.2012
Sehr geehrte Frau Kollegin, sehr geehrter Herr Kollege,
Hauptdiagnose:
Rezidiv eines klassischen Hodgkin Lymphoms (04/2012)
LK-Histologie vom 04/2012: Rezidiv des mischzelligen Hodgkin-Lymphom
Rezidivbefall: zervikal rechts und fraglich submandibulär links
Klassische Hodgkin Lymphom (ED 08/2012)
Stadium: nach Ann-Arbor-Klassifikation nicht dokumentiert
LK-Histologie: nicht dokumentiert
KM-Histologie: nicht dokumentiert
Initialbefall: nicht dokumentiert
IPSS: nicht dokumentiert
Risikofaktoren: nicht dokumentiert
Aktuell:
Hochdosis-Chemotherapie nach Schema BEAM mit anschließende autologe Stammzelltransplantation gestellt worden.
Therapie:
Initialtherapie:
10/2010 - 02/2011 ......................................................... 8 Zyklen BEACOPP-14
Verlaufskontrolle: komplette Remission
Rezidivtherapie:
- 29.05.2012 .............................................................. 1. Zyklus DHAP
09.06.2014: .............................................. Stammzellapherese: 46,46 CD34/kg KG x 106
-21.06.2012 .............................................................. 2. Zyklus DHAP
Verlaufskontrolle vom 03.07.2012 PET-CT: komplette Remission
Aktuell:
18.07.2012 autologe Stammzelltransplantation mit insgesamt 30, 98 x106 CD34+ Zellen/kgKG.

Procedere:
- Blutbildkontrolle nächste Woche in Moskau (Termin wird durch den Patienten vereinbart)
- CT-Staging und Knochenmarksdagnostik bei PD Dr. T. E. am Tag 100 nach autologer SZT
- bis dahin Fortführung der antiinfektiösen Prophylaxe (Cotrim Mo/Mi/Fr 1-0-0, Valtrex 500mg 1-0-1)

Mit freundlichen Grüßen
Prof. Dr. M. H., Direktor der Klinik
Prof. Dr. med. P. B., Oberarzt
J. S., Assistenzärztin

Sample text 3.
Höhere Krebssterblichkeit durch gestiegenen Zigarettenkonsum


Level 4. Texts with specific translation problems are individual texts with intentional or unintentional deviation from the standardized template. The solution to the translation problem of such a text cannot be transferred to another text; it can be very specific and is associated, for example, with the author’s style, wordplay, or a defect in the text. These are, for example, conversations from everyday life, personal letters, diaries, advertising texts, etc. We attribute to an external defect the poor presentation of the text, for example, poor copy quality, illegible handwriting, blurred lines.
Lieber Rolf,


Mit 6 Jahren bist du dann in die Schule gekommen. Du wusstest schon früh, was du mal werden wolltest und bist deinen Weg gegangen. So manche schlaflose Nacht hast du deinen Eltern bereitet, wenn du mal wieder viel zu spät von einer Party nach Hause gekommen bist.


Bleib wie du bist, denn so haben wir dich kennen und lieben gelernt. Wir möchten mit dir anstoßen auf die nächsten 100 Jahre. Glück, Gesundheit und Erfolg sollen in deinem neuen Lebensjahr deine ständigen Begleiter sein. Hab immer Sonnenschein im Herzen. Die Liebe soll dich nie verlassen.

Wir wünschen dir alles Gute und die herzlichsten Glückwünsche.

Deine Kumpel (text from the personal translation archive).

The next step of the preparatory stage was the development of a pre-translation text analysis scheme.

Stages of text analysis:
1. Text type
2. Text function
3. Translation assignment
4. Translation strategy
5. Translation method
6. Translation problems

The main goal of translation in educational activities is to form the translation competences of future translators. Therefore, the following criteria are important: the number of detected and overcome translation problems, the complexity of translation problems, analysis of one's own or someone else's translation for success or failure.

We have identified 4 types of mistakes: pragmatic mistakes, conventional mistakes, language mistakes and mistakes related to the violation of the norm. Each type of mistake has its own "weight". The first type of mistake, that is pragmatic mistakes, is the most significant in terms of weight, so their quantity affects the quality of the translation in general. Mistakes of the fourth type related to the violation of the norm will have a minimum "weight", but at the same time, they should not be allowed in large numbers, as this will lead to distortion of the translation text.

In general, the main indicator of a successful translation is the ability of the translated text to correspond to a communicative situation.

The discussion of the results

Nowadays, there is some contradiction in the context of training future professional translators. On the one hand, the requirements of the translation services market are constantly becoming more complex, which is reflected in the regulatory documents, and on the other hand, the approach to translation adopted many years ago is still widely used in
the real process of translation teaching.

Traditional methods of teaching translation based on the works of the classical works of Ya.I. Retsker, A.D. Schweitzer and L.S. Barkhudarov, who undoubtedly have made a huge contribution to the theory of translation and developed a linguistic approach to translation, from our point of view, are gradually losing their relevance.

A more interesting approach is found in the works of V.N. Komissarov, who believes that the correspondence of the text to the original is less important than its adequacy to the goal of translation [10]. Thus, as V.N. Komissarov rightly believes, that taking into account only the peculiarities of the language base of the source text and the translation text is not sufficient.

Therefore, the question arises: how to prepare a translator effectively and analyze what is not being taught at the present time.

This is what made us turn to the study of the experience of Skopos Theory, which, from our point of view, is a new step in the development of theoretical views on translation. From the point of view of the Skopos Theory, a translator is a full-fledged participant in communication, not a mere translator who must strictly follow the translation task and the conditions of the communicative situation in order to achieve a pragmatic impact identical to the pragmatic impact of the original text.

This requires a new organization of the translation learning process. However, as practice shows, a translation teacher is often fond of language training, and during translation classes he corrects language errors without evaluating the quality of the translation in general.

We believe that translation competence is not formed automatically during the development of language competence. It must be specially formed [2]. Therefore, we have turned to the works of Ch. Nord, who presented new didactic principles of translators’ teaching and described her approach to the rational organization of translation teaching [25].

The approach to organizing translation classes proposed in the works of Ch. Nord seems to be extremely interesting. It is hardly possible to maintain that it is absolutely innovative and fundamentally different from the traditional approaches of Russian and foreign translation experts, who work, for example, within the framework of the theory of equivalence or the theory of adequacy, or who have adhered to none of them. However, a number of strict requirements, so as not to turn translation classes into a foreign language lesson, to devote time to the native language, to model texts in the native language, to set clear various tasks for translation and to teach how to perform these tasks, was presented for us in such a decisive form for the first time. In addition, we believe that the approach of correlating translation problems with translation errors is very effective.

Basing on the didactic principles of Ch. Nord, we selected a corpus of texts which include pronounced translation problems, and also proposed an algorithm for pre-translation text analysis and our own assessment of the translation quality.

The proposals presented in this article, from our point of view, can make a certain contribution to the theory and practice of translation and enable translation teachers once again to think of what and how they should teach modern students in the field of translation.

**Conclusion**

The current situation poses new challenges for the teachers of the practical translation course, which can be solved only on the basis of the richest Russian experience in training professional translators with the involvement of advanced foreign experience.
The linguistic approach to the implementation of the translation does not allow today to successfully fulfill the requirements for the quality of the translation, since translation requires taking into account not only the peculiarities of the language bases of the source text and the translation text, but also the pragmatic aspects arising from the purpose of the order and the specific translation situation.

Skopos Theory opens up a new direction of research, it covers a wide range of functions performed by the translator, highlights the personality of the translator, emphasizing the importance and prestige of the translator’s profession.

The analyzed didactic principles of teaching translation, developed by Ch. Nord in the framework of Skopos Theory, allow us to conclude that they can be taken into account in the course of training future translators.

The organization of practical translation classes, considering the Skopos Theory approach, presupposes a careful selection of the texts corpus that necessarily include different levels of translation problems.

The texts proposed in this article meet the above considered requirements, as they contain pragmatic, conventional, linguistic problems and problems of text representation.

The proposed pre-translation analysis scheme helps to determine the level of translation problems, translation strategy and translation techniques and can be used when translating other texts.

The system for assessing the quality of translation, depending on translation problems, is of particular importance, since only in this way it is possible to develop translation competences.

The didactic principles of Ch. Nord are an undoubted contribution to the methodology of translation teaching, they can be effectively implemented due to their practicality and give direction to the thinking of a translation teacher.

REFERENCES

3. Akasheva T.V., Rakhimova N.M., Rakhimova L.M. Cultural transfer as a fundamental factor in the implementation of the translation strategy. Modern studies of social issues, 2017, no. 3-2, pp. 193-203.