Compensatory Strategies in Simultaneous Interpretation

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Abstract: *The article defines the components of translation competence, its invariant and variable components are distinguished, and the requirements for translation competence are also clarified, taking into account two qualification levels.*

Keywords: *translation, components of translation competence, levels of transfer of translation competence.*

Introduction

The globalization of modern society, the new conditions for political and economic development and cooperation of countries lead to an increasing need for qualified translators. However, not every person who speaks several languages can work as a translator. Unfortunately, not all graduates of unreasonably overgrown translation organizations are ready for translation activities. Attempts by the Union of Translators of Russia to correct the situation by the introduction of a certain certification exam have not yet been successful. This dysfunctional situation is largely explained by the question of the requirements for professional translators, i.e. about the components of translation competence. The component composition of Translation Competence in various scientific schools of training is greatly varied. There are many coincidences with the definition of Communicative Competence itself. So, speaking of the components of translation competence, V.N. Komissarov calls its components such as linguistic, communicative, text -forming, personal and technical. At the same time, Wilss describes translation competence as the unity of the three other competencies - receptive competence in a foreign language, productive competence in their native language and supercompany as an opportunity to convey messages between linguistic and textual systems of foreign culture and linguistic and textual systems of native culture. Harris and Sherwood in turn, proposed the concept of "natural translation"; OK.Latyshev distinguishes the basic part consisting of conceptual and technological components, and the pragmatic part, including specific and special components; Campbe divided the competence to textual (Textual), dispositional (Disposition) and monitoring (Monitoring); Bell highlighted knowledge in the language of translation (Target-Language Competence), knowledge of the type of text (Text-type Knowledge), competence of the original language (Source-Language Knowledge), subject knowledge (Subject are), contras tent knowledge (compassionate) knowledge (compass) , the skills of coding and decoding (communicative competence), including grammar, sociolinguistics and discourse (Decoding and Encoding Skills (Communicative Competence) including Grammar, Sociolinguistics and Discourse).

Materials and Methods

Shafner divides translation competence into linguistic, cultural, textual, subject-special (Domain Subject Specific competence), research search (Research) and transferred (Transfer). Campbell and Sofer, in turn, describe translation competence as a unity of textual (Textual), lexical (Lexical), monitoring (Monitoring), Cultural (Cultural), self-improved (Self-updating), content-comprehensive (Content-Knowledge (VeloCit), research / search (Research) and high-tech (hi-tech) competencies. Chi-Chiang Shei divides translation competence to the following components: lexical and grammatical competence, textual competence, sociocultural competence, content-comprehensive competence, high-tech, research / search, strategic, monitoring and self-improved competence. The component composition of the translation competence developed by the Pacte Group is bilingual subcompensation, extralinguistic subcomplete competence, instrumental sub compensation, psychophysiological sub compeencity, translation subcompeencity and strategic subcomplete competence. Gregory M. Sriv identifies the following five main components of translation competence in his works: linguistic knowledge, textual knowledge, transferior knowledge, subject knowledge and research search skills. Thus, we can say that different authors distinguish different amounts of components of translation competence, give them a different name and sometimes put a different volume of values in similar terms or, on the contrary, use the same term to refer to different concepts, which complicates the understanding of the problem being studied. To develop a model of a certification exam, it is necessary to determine the general thesaurus of the field of translation competence, as well as compile a glossary by the name of possible components of this competence. Communicative sub-competence in two languages. Under the communicative subcompetence, we will further understand the set of the following sub competences in two languages - language competence, speech competence (including both the actual discourse at the level of reception and production, and the strategy for building it depending on the situation using various compensatory strategies and techniques), sociocultural competence (including sociocultural, sociolinguistic, social knowledge, skills, abilities and abilities). Transfer sub-competence. The totality of the translator's theoretical knowledge and ideas about the essence of translation, the specifics of certain types of translation and translation know-how, and the ability to apply this knowledge in practice.

Results and Discussion

Subject-specific sub-competence (Domain/Subject sub-competence). General information stock and a certain volume of the semantic field within a specific subject and issue. Technical / instrumental sub-competence (Technical / Instrumental sub-competence). Knowledge of existing resources that facilitate the work of the translator, and the ability to use these resources. Research / search sub-competence (Research sub-competence). Willingness and ability to quickly find and organize the necessary information for a particular translation task. Psychophysiological sub-competence (Psycho-physiological sub-competence). The formation of psychophysiological mechanisms and certain linguistic characteristics necessary for the effective implementation of professional translation tasks. Self-improvement (Self-updating). Willingness and need for constant self-education and development.

Having named the key components of translation competence, it is necessary to consider in detail the essence of each of these components, and also to clarify to what extent a specialist needs to master them at the level of "Translator" and at the level of "Highly qualified translator".

Communicative sub-competence in two languages This sub-competence includes the following components: Speech competence: possession of receptive (reading, listening) and productive (writing, speaking) types of speech activity; possession of compensatory strategies of speech behavior in the conditions of oral and written communication within the framework of receptive and productive types of speech activity; possession of various methods of organizing texts of various types and the ability to use adequate means of communication between individual parts of the text.

Language competence: knowledge of grammatical rules and the ability to apply them in solving communicative problems in oral and written speech; a certain amount of vocabulary and the ability to choose and correctly use lexical units to solve communicative problems; knowledge of the phonetic norm at the segmental and super-segmental levels and the ability to master the norms of the phonetic design of speech at the level of articulation of sounds and variation of rhythmic-intonation patterns.

Sociocultural competence: Knowledge/understanding: cultures of native and foreign languages in the system of historical synchrony and diachrony, taking into account the peculiarities of cultural diversification in each historical period; etiquette and norms of politeness in various fields of activity, taking into account the communicative role; the specifics of the use of non-verbal means of communication in the cultures of the languages used. Skills: to make a choice of language and speech units, taking into account their sociocultural acceptability for a specific communication situation, as well as the social roles of communication participants, their intentions and communication strategies. For the qualification level "Translator" it is necessary: for a foreign (non-Russian) language, proficiency at a level not lower than B2 (according to the common European scale of proficiency in a foreign language); for the Russian language, proficiency at a level not lower than C2. For the qualification level "Translator of the highest qualification" it is necessary: for a foreign (non-Russian) language, proficiency at a level not lower than C1 (according to the common European scale of proficiency in a foreign language); for the Russian language, proficiency at a level not lower than C2. At the same time, it should be understood that the communicative sub-competence, being the basis of any translation activities, does not fully ensure professional translation activities. We can meet bilingual professionals who have a communicative sub-competence in two languages, but in the absence of a transfer sub-competence they cannot successfully translate professionally. Transferential sub-competence

This sub-competence includes the following components: The translator's theoretical knowledge and ideas about: the essence of translation as a type of professional activity; the specifics of certain types of translation; collections of translation know-how; translation algorithms. Skills: apply the above knowledge in the process of translation; perform pre-translation, actual translation and post-translation analysis; observe the language and speech norms of the target language; undertake the necessary cultural adaptation; observe the actual division of the sentence (correctly convey the communicative structure when translating from a native language into a foreign one and vice versa); perform all lexico-grammatical and syntactic transformations (concretization, generalization, modulation, antonymic translation, explication, compensation, integral transformation, compression, etc.);perform self-editing. For the qualification level "Translator", it is necessary to possess these knowledge and skills, taking into account the specifics of translation from a foreign language into a native language within the framework of consecutive / written translation.

Subject-specific sub-competence This sub-competence includes the following components: thesaurus, information stock, vocabulary within the intended context of activity in various areas of communication, terminology of the relevant field. For the qualification level "Translator" it is necessary to professionally translate in the following areas of communication: household; cultural; educational; socio-political; business. For the qualification level "Highly qualified translator", it is necessary not only to be able to translate in the same areas of communication as for the "Translator" level, but also to be able to translate one or more specific professional fields of activity (medicine, geology, jurisprudence, political science, etc.) .d.).

Research / search sub-competence This sub-competence includes the following components: willingness and ability to quickly find and organize the necessary information for a particular translation task. For the qualification level "Translator" - within certain subject-specific sub-competences; for the qualification level "Translator of the highest qualification" - in any field and any

subject of comSubject-specific sub-competence This sub-competence includes the following components: thesaurus, information stock, vocabulary within the intended context of activities in various areas of communication, terminology of the relevant field. For the qualification level "Translator" it is necessary to professionally translate in the following areas of communication: household; cultural; educational; socio-political; business. For the qualification level "Highly qualified translator", it is necessary not only to be able to translate in the same areas of communication as for the "Translator" level, but also to be able to translate one or more specific professional fields of activity (medicine, geology, jurisprudence, political science, etc.) .d.).munication, subject to the necessary time frame. Subject-specific sub-competence This sub-competence includes the following components: thesaurus, information stock, vocabulary within the intended context of activities in various areas of communication, terminology of the relevant field. For the qualification level "Translator" it is necessary to professionally translate in the following areas of communication: household; cultural; educational; socio-political; business. For the qualification level "Highly qualified translator", it is necessary not only to be able to translate in the same areas of communication as for the "Translator" level, but also to be able to translate one or more specific professional fields of activity (medicine, geology, jurisprudence, political science, etc.). Research search sub-competence This sub-competence includes the following components: willingness and ability to quickly find and organize the necessary information for a particular translation task. For the qualification level "Translator" - within certain subject-specific sub-competences; for the qualification level "Translator of the highest qualification" - in any field and any subject of communication, subject to the necessary time frame.

Conclusion

Technical instrumental sub-competence This sub-competence includes the following components: knowledge of existing resource support that facilitates the work of a translator (dictionaries of various types, including electronic dictionaries such as "Lingvo", "Multitran", thesauri dictionaries, dictionaries of synonyms, etc.; Internet , Trados system and or analogues, CAT-systems, etc.); the ability to use these resources to solve translation problems. For the qualification level "Translator" it is necessary to possess these knowledge and skills in relation to the resource provision for two languages. For the "Highly qualified translator" level, it is necessary to possess these knowledge and skills in relation to resource support for two languages, plus the obligatory knowledge of CAT systems.

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