

functions of the linguistic medium of prose fiction, on the literary, cultural conventions and authorial individualism, on author's worldview and social consequences of the fiction. The applicability of the sociosemiotic approach to translation of fiction is examined in two aspects: theory basis and translation practice. It is proved that, today, the sociosemiotic approach is the best and most comprehensive one to study translation of fiction.

References: Halliday M.A.K., *Exploration in the Functions of Language* / M.A.K. Halliday - England, 1983. - 143p.

DEVELOPING PROFESSIONALLY ORIENTED COMMUNICATIVE COMPETENCE OF FUTURE TRANSLATORS/INTERPRETERS IN INTERNATIONAL LAW

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There has been a notable shift lately from preparing generally oriented translators/interpreters towards a more specialized professionally oriented training. There have emerged BA and MA courses in translation/interpreting in specific fields such as computer technologies, aviation, international relations, international law etc. Like any other translation/interpreting course they are ultimately aimed at developing translator's professional competence which is based on several sub-competences, such as bilingual, extra-linguistic, psycho-physiological, translation and strategic ones. As the overall translator's professional competence heavily depends on the constituent sub-competences and the latter are closely interconnected, each of them requires special attention as well as keeping in mind the overall aim of training.

Thus a foreign language (typically English) communicative sub-competence, being a component of the bilingual sub-competence, is mostly developed at practical English classes which also provide a favorable opportunity for the acquisition of extra-linguistic sub-competence, provided the teaching materials meet the necessary requirements. For this purpose new textbooks should be developed, basing on appropriate principles which (with regards to students majoring in international law with special attention to translation/interpreting) are reviewed below.

The new ESP National Core Curriculum for Universities classifies Law as a linguistically demanding specialism. Accordingly, the Curriculum determines the B2 level as probably acceptable for the Bachelor of Law's degree courses. The Curriculum estimates the amount of contact hours needed to reach the B2 level starting from B1+ level as being equal to 200. It is exactly this amount of time that the practical English textbook should be based on. The higher levels may be achieved through offering extra language courses to the students.

Taking into account the target level of students and the requirements of the Curriculum, the tasks of teaching Legal English in the framework of the practical English textbook, are as follows. The Bachelor of Law's communicative competence in Legal English should enable him/her to efficiently communicate in professional surroundings: 1) discuss professional issues to reach mutual understanding; 2) make public speeches on professional issues using appropriate means of verbal communication and debating; 3) find the new information contained in professional materials in English using appropriate search methods and terminology; 4) analyze English language sources to obtain data required to accomplish professional tasks and taking professional decisions; 5) produce texts and documents related to professional issues in English; 6) conduct business and professional correspondence taking into account intercultural communicative and professional peculiarities; 7) translate (and/or interpret) professional texts from English into Ukrainian and vice versa using two-language dictionaries, including electronic ones.

The textbook should be both student- and language acquisition-centered, basing on modern didactic principles of language teaching and learning that guarantees the realization of intercultural differences and the development of cognitive competence. The course should also focus on the socio-cultural and textual aspects of communication, as well as on its professional content.

The integrative approach should develop students' communicative competence by means of accomplishing professionally oriented communicative tasks, stimulate students' independence, develop their critical thinking etc, thus contributing to the students' pragmatic and intercultural competence development.

Professional communicative competence should be developed through the performance of various exercises based on the texts, containing the information required by future lawyers to communicate in job-related situations. Translation and interpreting skills should be developed in separate modules which are additional to the practical English module focusing on the types of tasks peculiar for the students' prospective job. The amount and content of those modules depend on the aims of training set by the corresponding authorities.

The textbook is professionally oriented, and its content is organized according to the general professional skills needed in various types of job-related spheres and situations. Those skills are manifested in various types of communicative behavior.

The system of exercises in the textbook is closely related to the integrative approach discussed above. The actual work directed at the development of skills and sub-skills is preceded by brainstorming tasks where students activate the available group knowledge enriching the collective knowledge which also becomes the individual knowledge of each individual in the group. It prepares the students for the next exercise where, on the basis of a coherent text, the first portion of the

background knowledge together with appropriate terminological vocabulary to mark the constituent notions are introduced. The task of the pre-textual exercises (to develop anticipation and contextual guessing mechanisms) is the preliminary acquisition of vocabulary items the students are going to come across in the text later. The aim of the textual exercises is the retention of the mentioned vocabulary items on the text level, as well as the acquisition of the system of basic notions being the components of a corresponding segment of the future lawyers' professional activity. At the post-textual stage the students learn to apply the acquired notions and terminology to solve new communication problems using the additional information contained in the supplementary texts, i.e. the aim of this stage is the development of speech skills. For the sake of the variety, recursive methods are widely used where the students accomplish 2-3 exercises on the basis of the same text but carrying out different operations each time, analyzing the information in the text from different points of view, which results in the involuntary acquisition both of its content and the appropriate vocabulary.

The assessment of students' communicative competence should be carried out on a permanent basis.

Formative assessment may include formal tests (e.g. filling in the gaps, multiple choice etc) or evaluation of the students' language behavior in given situations, their presentations on a given topic, assessment of their creative writing or reports on the results of studying appropriate sources. The formative assessment is expected to be carried out 2-3 times per semester and enables the teacher to have a permanent feedback. The formative assessment data may result in some syllabus changes provided the actual results deviate from the expected ones.

Modular assessment, carried out at the end of each module, is recommended to be carried in the *FCE (First Certificate in English)* format, i.e. by means of a complex test consisting of 4 parts, the content of which varies depending on the module. Odd module test structure may include the following tasks: 1) listening comprehension test (20 minutes, 2 tests: I - listening for gist, II — listening for details) may have the form of yes/no questions, multiple choice, filling in the gaps or tables, unfinished sentences etc; 2) reading test (30 minutes, 2 texts: the functions of the texts and the tasks are the same as for listening comprehension), the structure of reading exercises in the textbook is roughly similar to the one used in the tests; 3) writing (30 minutes, creative writing task (see Recommendations on Creative Writing Work at the end of the textbook).

Even module test structure is as follows: 1) listening comprehension test (20 minutes, 2 tests: I - listening for concrete information, II - listening to recognize the meaning and attitude), the form being the same as in odd modules; 2) reading test (30 minutes, 2 texts: the functions of the texts and the tasks are the same as in

odd modules); 3) writing (30 minutes, writing a 120-word essay according to the assignment).

The students' speaking competence is assessed separately at several end-of-module classes (18-24 minutes at each class) : the students are tested in pairs (6 minutes per each pair, 2 tasks: I - comparing, contrasting and speculation on the basis of a visual aid (photo, picture); II - the expansion of the topic dealt with in part I with the transfer of the discussion to the professional areas of future lawyers. While the two students are being tested, the rest of the students are engaged in doing exercises from the textbook.

End-of-Course assessment has a comprehensive character and corresponds to the full format of the *FCE (First Certificate in English)* test, i.e. it combines the tasks of the odd and even modules test structure and correspondingly requires two classes (160 minutes). This type of assessment enable to establish whether the students have achieved the level expected by the ESP National Curriculum for Universities and this textbook.

SLOVAK TRANSLATIONS OF RUSSIAN PROSE IN THE 21 CENTURY

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The aim of the article is to analyze and define the position of Russian prose in Slovak cultural area during the years 2000-2012. Among other things, we will attempt to outline the changes that have occurred in the production and reception of translations of Russian authors in Slovakia in comparison with previous years - 90s of the 20th century.

The particular consequences of cultural and political changes after 1989 became evident in translation of Russian literature almost immediately and the year 1990 was kind of a turning point, what is proved by the statistics of A. Elias (Elias, p. 132). Russian literature lost its priority status in Slovak culture, it stopped to be the so-called „pattern" or „inspiration" for the Slovak production and „Western" literature became dominant in the Slovak translation. The national publishers gradually began to wear off and instead of them appeared private publishing houses. The selection of authors and works of the world literature to be translated was no longer controlled by the state cultural policy, publishers had a free hand and new foreign authors emerged on the shelves of bookstores. The writers from Western Europe and America have taken a dominant position and this trend is still present. "Globalization" not only in Slovakia, but also in other cultures of Eastern and Central Europe was (and to some extent still is) a natural reaction to the previous literature and cultural development.