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Information and Communication Technologies in the Teaching of Interpreting

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Abstract

This article is devoted to the features of training oral consecutive interpreting for language students of the Department of Chinese. It is focused on a competence-based approach to education and takes into account the linguistic and cultural characteristics of the Chinese language. This is also the ability to use information and communication technologies in teaching this kind of activity as opportunities to improve knowledge in the field of interpretation, not only in the learning process, but also for future professional activity.

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1. Introduction

Currently, due to the development of relations between Russia and China in all spheres (political, business, economic, etc.), there is a need for professional interpreters, whose knowledge and skills meet the current requirements for high-level professionals. Thus a series of competences are formed, which are required for an interpreter in sphere of oral consecutive interpreting when dealing with Sino-Russian language pair. Thereby there is a need to reorganize the process of teaching this type of activity and to search for new methods and ways of teaching that could not only intensify the training itself, but also allow graduates to develop their skills for future professional activity.

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Due to the new understanding of the place and the role of language education policy of the Russian Federation, scientists and methodologists often emphasize the need to have knowledge of communication theory, a sufficient volume of thesaurus to establish and maintain contacts in various areas of communication and interaction situations, as well as developed skills of speech activity in communication using two languages. However, to achieve this goal it is necessary to solve a number of issues in the methods of teaching language students of the Department of Chinese oral consecutive interpreting:

- Can information and communication technology as an additional learning tool, to ensure the formation and development of skills and competencies that are part of the professional competence of an interpreter in oral consecutive interpreting?
- What are the main difficulties encountered by language students of the Department of Chinese in oral consecutive interpreting at the initial stage of training?

2. Methodology

2.1. The learning environment

Oral consecutive interpreting education for language students of the Department of Chinese with the use of information and communication technologies is based on:

- systematic, activity, personality-centered approaches in foreign language education (Gural, 2012; Zimnyaya, 1991; Millrood, 2011, and others.);
- conscious and comparative, communicative and cognitive approaches to teaching foreign languages (Gural, 2012; Polyakov, 2008; Serova, 2010; Sysoev, 2010, and others.);
- translation studies and teaching methods in translation (Alikina, 2010; Retsker, 2004; Tikhonova, 2013, etc.);
- innovative technologies in teaching foreign languages and linguistic education (Yevstigneev, 2010; Sysoyev, 2010).

2.2. Research design

In this study the term "*oral consecutive interpreting*" is seen as auditory, straight, one-sided, outgoing interpretation, which does not require translation equipment and is used in conference interpretation situations; it takes into account temporal, technical, stylistic, content and spatial features of interpretation and involves writing notes during a single perception of the original message and creation of an interpretation based on written notes after the large utterance (Alikina, 2010). Thus, oral consecutive interpreting is one of the most complex activities, for the implementation of which the translator must have the relevant expertise to achieve his goal. We distinguish (Tikhonova & Minakova, 2013) the following competencies that are part of the interpreter's professional competence in oral consecutive interpreting: *language (linguistic) competence* (the ability of an interpreter to speak Russian and Chinese languages at a high level, the ability to identify the vocabulary of the normative word-formation models of the Chinese language, to define abridgement words, etc.); *text-forming competence* (the ability to create and analyze texts of different types and styles of Chinese and Russian languages, taking into account the linguistic content of the genre); *communicative competence* (the ability to translate the text, taking into account the relevant features of the situation, the national character, stylistic features in combination with extralinguistic factors); *technical competence* (theoretical knowledge in field of translation studies); *operational competence* (possession of the key translation classifications with a rely on mental differences in the linguistic world-image of Russian and Chinese communicants); *strategic competence* (knowledge of the history, culture and traditions of Russia and China, their reflections in the act of intercultural communication for the most complete adequacy of the translated text, as well as the prediction of a situation depending on national circumstances of communicants). It should also be noted that the mechanism of switching between the two languages should be attributed to the core competencies in learning oral consecutive interpreting. This is due to the fact that this type of operation is very

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