

Sender and Recipient Special Discourse Characteristics in Teaching Translation

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ABSTRACT

Integrative model of special translation training considers the understanding of a foreign text as the key stage of the given activity, which is to large extent stipulated by characteristics of both the source text sender and the translation text recipient. Interdisciplinary approach permitted to involve maximum number of determining factors to consider the given characteristics. Such a possibility is given by information-reference search and analysis of utterance from discursive positions, i.e. considering the specificity of science and technique institute, professional communication, variety of text genres, stipulated by communicative function and aims of communication, characteristics of sender and recipient utterance, socio-cultural factors that influence a special discourse creation, general regularities of its creation, stylistic characteristics, the basic methods of their realization etc. Inclusion of the given characteristics into the content of translation training permits to teach students to go beyond the frameworks of the text being analyzed and to involve maximum number of factors that stipulate the understanding and interpreting of the source text aimed at its further translation.

KEYWORDS

Special translation, the sender and the recipient, special discourse, specialized culture, professional field of communication

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Introduction

The linguistic approach to translation has been predominant in Russia for a long time. The correspondence of the source text to the translation one by the example of different language pairs has been thoroughly developed, while the main attention when teaching translation in many Western-European countries was paid to the stage of a foreign text understanding, cognitive skills of a translator. These both stages are important in the translator's activity and in their own way they complement one another and that's why researches in Russian translation science

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are likely to have appeared on the cusp of the 20 and 21 centuries in which translation is considered to be the origin of a speech work in the process of which the intentional sense is not transferred from the source text into the translation text but is created by the translator as a new unity of the form and content in new communicative, culturological and language conditions (Tatarinov, 2007).

The given approach permitted to work out an integrative model for technical translation teaching having paid a special attention to the stage of understanding and interpreting the sense of a foreign utterance, and then to the stage of the translation text creation on the basis of which the future translators learn to create the text of translation based on the understood sense of the text for a new recipient, in a new communicative situation (Gavrilenko, 2010).

The structure of bilingual communication is thought to be more complicated as a translator is involved in it. The concept of translation text “transparency” is the most important factor for the translator while translating the texts in specialization. The translator should balance stylistic, culturological peculiarities of the text for the recipient to read the text of translation as an utterance in his own language (Casanova, 2015).

That’s why the question if a translator should be a specialist in that field of knowledge to which the source text is related to becomes important. The majority of researchers and translation customers tend to the text translation carried out by a translator having a good knowledge in the given field (Gambier, 2009; Guidère, 2016; Lavoie, 2016). Different traditions and communication norms have been historically formed in every professional environment. Specialists in every country receive secondary, higher education and their communication is stipulated by different social institutions. And it is important for a translator not only to know the subject of the source text but also specific features of specialists communication-creators of the text and specialists-recipients of the translated text.

The specificity of professionally oriented translation is in the first place determined by specific features of the subject of the given activity – the text being translated. One of the important conditions of the adequate translation into the native language seems to be translation analysis of the text from discursive positions. Analyzing the present views on the text and discourse ratio, V.E. Chernyavskaya (2010) notes that the discourse denotes “the text closely connected with the situational context, which determines all the facts that are essential to create the given utterance/text due to the system of communicative-pragmatic and cognitive aims set by the author who interacts with the addressee.” The given discourse interpretation is thought to be most adequate to the aims of training translators because to fully understand the sense of the text being translated the translator should consider the maximum number of factors, which influenced its creation, i.e. analyze the text from discursive positions. That’s why the concept “discourse” is very important when teaching translation, which permits the translator to be beyond the limits of the foreign text being analyzed, to involve maximum number of factors to deeply understand the meaning of the utterance, the aim and motive of the author, to “go down” to the text level so that to analyze the means which the author used to reach the set goal and to create the text of translation for a new recipient in a new communicative situation.

Literature review

Special discourse

The researchers consider professionally oriented texts as one of sub-types of a special discourse. This type of discourse is characterized from the positions of the specific subject and functions of communication, professional status of the sender and recipient of the utterance, the specific social institute, characteristics of the communicative situation, the information transferring channel. Such broad interpretation of special discourse permitting to consider technical and scientific discourses as its sub-types most conform to the aims of training translators, in whose activity both sub-types of special discourse are equally available.

Any utterance has its sender and recipient who can be a collective of specialists in the specific professional field of communication, contemporaries, likeminded men, opponents etc. While translating, the analysis of a scientific-technical text is considered to be integral with mental conditions of its creation, with the system of communicative and pragmatic strategies, operational directives of the scientific information author who interacts with the addressee, with a complex of extra-linguistic factors which are added to the language specific features (Chernyavskaya, 2010). That's why the discourse important components are the characteristics of communicators – the sender/ addresser and the recipient/addressee. The addresser sets tasks and purposes that he wants to be fulfilled and which influence the whole process of communication when creating the discourse. This factor plays a special role among extra-linguistic factors. The addresser uses certain speech qualities optimal for the given field of communication and regularized by communication traditions.

In the process of his life a person learns standards and stereotypes of behavior inherent to the family, environment through different organizations and institutes of the society. In the process of professional activity a personality also closely interacts with the social environment. Thus, the personality is initially socially determined. In the process of a person's learning certain norms of behavior stipulated by social institutes his *socialization* takes place, which presents itself a bilateral process: "on one side, learning social experience by the individual through entering the social environment, the system of social ties; on the other side, ... the process of active reproduction of the social ties system by the individual due to his active performance, active involvement into a social environment" (Andreeva, 2002). The social norms of behavior are always interconnected and stipulated by the system of the society cultural values. Considering the concept "culture" it should be noted that the given phenomenon is differently interpreted by researchers. In the present article culture is understood to be "a specific system of values and implications which differentiate one society from another (or different parts of the society –social-status or professional ones) helping its integration and imparting the identity to it" (Erasov, 2000). Accepting this system of values, traditions and customs, receiving a professional education, a person forms his life principles to be oriented to in his life.

That's why each participant of communication creates his utterance according to the cultural traditions, norms of his country, uses the style of speech in compliance with the given field of communication. It is noted in social psychological researches that a professional should always be a representative of a certain social

institute, a social group in the process of communication. That's why the given role of a specialist is determined as a preset, high- status, professional one. So, there exists the scientist's ethos in the science – the complex of values and norms, rules regulating his behavior. The common norms of the science for the representatives of different countries are considered in sociological researches: Ethics of scientific research, Ethics of professional communication, Ethics of co-authorship, Ethics of citing, scientist's responsibility before the society etc.

Therefore, the sender and recipient's special discourse characteristics should be studied in a social and cultural context. Consideration of these characteristics from the positions of sociology permits to analyze a personality from the side of his de-individualized, de-personified qualities as a certain social type, whose basic features are the product of belonging to a certain place in a social structure and determined by this position (Yadov, 2000). It is advisable that the addresser and addressee characteristics should be considered in detail when analyzing genre differentiation of a special discourse.

Special discourse sender

The sender and recipient of a special discourse often coincide in the characteristics such as general scientific specialization, belonging to one and the same school or research area. The *sender* of a special discourse, as a rule, is a specialist in the field of knowledge being discussed. He can be as an authority in a certain field of knowledge as well as an anonymous discourse sender not having subjective characteristics. The following factors will be important in the process of understanding and translating a special discourse: the sender's profession, nationality, social status, type of activity, place and the subject of work, his belonging to one or another scientific school, his attitude to the subject of speech etc. In a written special discourse the data can be included into an annotation, an introduction or conclusion to the work. When received the order for translation, the translator should specify the characteristics of a foreign text sender from the customer. Such information is often available at enterprises/firms which collaborate with foreign representatives.

Special discourse recipient

The recipient of a discourse always influences the sender making to account if the addressee has a corresponding subject matter and background knowledge, can use a special terminology, identification codes, can read formula and interpret tables etc. A lot of researchers note that the first question which the translator should ask when translating professionally oriented texts is "Who is this text meant for?" Considering the factors which determine the translator's activity V.A. Iovenko (2005) notes that the priority is given to the recipient's pragmatic determination, and the correlation of the recipient's image of communicative activity with that of the sender's one is an important task of the translator's professional activity.

K. Nord (2006) notes that a translator receives a general guidance regarding the expectation of a recipient, a kind of translation brief, how the translation should look. The given translation brief is not always formed explicitly; in this case the translator himself determines the strategy of translation, relying on his previously received experience (Nord, 2006).

The researchers consider the factor of the addressee to be constitutive, it should be accounted when creating the discourse. The sender of a special discourse and its

recipient are social personalities who organize their life interacting with other individuals, that's why any interaction related to transfer of the thought will be socio-cultural.

The special discourse is oriented, as a rule, to a group of addressees, not to an individual. In general, a special discourse recipient has an approximately the same cognitive reserve as the sender of the speech, basically close social characteristics. The recipient is that person who should be informed, be proved of something, be convinced in something, be explained the principle of action, application etc. However, in the field of professional communication a considerable difference can exist in the sender and recipient's level of knowledge, so it is required to differentiate the discourse meant for specialists and the discourse meant for non-specialists. That's why, for example, the highly-technical discourse will have a lot of terms, abbreviations, but in the discourse meant for a wider audience the terms will be explained, abbreviation will be deciphered. Such special discourse dependence on the recipient has become the ground for separating the sub-types within the framework of the given discourse (Bueno Garcia, 2013).

It is necessary to take into the account one more specific feature of a special discourse in the process of translation. The author of the source text can orient to a foreign recipient known to him with certain thematic and background knowledge. However, the recipient of the text for translation can have different knowledge, so the translator should make "a cultural adaptation" of the text. In this case one should account that the sender will differently address a small group of specialists at the symposium, a wide circle of specialists, the readers of scientific editions, the readers of a scientific popular magazine etc. The recipient of the translation can have another reserve of cognitive and background knowledge than a presumed source text addressee. The translations for internal needs of informational agencies and research centers should be related to such translations. In this case, the translator has to considerably adapt the text.

Today the greater number of translations is carried out not in the field of literature but in different professional fields of economics.

The aim of the article is to discuss specific features of a special discourse considered in Russia and France, their comparison permit to professionally orient future translators, in order to train them to be not only a mediator between two cultures but also between two fields of knowledge in different countries.

Methods

The tendency to most completely describe the factors influencing the understanding and translation of a special discourse from French into Russian and insufficient picture of these specific features urged us, firstly, to analyze researches in the field of sociology, cultural science, social linguistics, psychology, linguistics which consider the questions of communication in the field of science and technique in Russia and France, and, secondly, to conduct analysis of professionally-oriented texts from the offered discursive positions. Special discourse was considered in terms of the following subjects discourses:

- Ecology
- Physics
- Mathematics
- Computation



- Engineering
- Architecture
- Civil engineering.

The sources were French general scientific journals («Pour la Science» «Recherches et Industrie» and others.), branch journals («Bulletins du Laboratoire des Ponts et Chaussées», «Revue de l'Énergie», «Annales de l'Institut Fourier» and others.), abstract publications («Comptes Rendus de l'Académie des Sciences»), UNESCO and UN conference and session reports on science and technique issues, materials of international scientific symposiums and conferences, documentation of Russian and French enterprises, diploma papers on translation of Peoples Friendship University of Russia graduates, graduates-listeners of Higher School for oral and written translation in Paris etc.

Data, Analysis, and Results

Specialized culture

As far as the second half of 1970s while teaching English broad systems were being designed within the framework of a communicative approach based on the analysis of learners' language requirements and communicative situations. The given aspect was designed in relation to the field of professional communication and the specialization language. At that time in France a lot of text-books were published aimed at the specialization language training for working at different enterprises. Meanwhile, the cultural specificity relates not only to the relations at work but also to the communication in the field of science and technology. Over the past ten years a number of works in the field of history, philosophy, sociology, anthology, social psychology in which the concepts "culture of science", "enterprise culture" received the status of the subjects being studied have considerably increased.

A rapid development of science and technology resulted in the fact that "science culture" became an integral part of a general culture. However, in each country there exist own traditions and rules of communication in a professional field. It is explained by the fact that the concepts in the field of science and technology were formed as far back as ancient times when there were no modern means of communication and it led to their national-cultural differences. A lot of researchers pay attention to existence of these differences. Thus, T. Kun (1997), an American researcher writes that in their works the scientists go by the models learned in the process of education as well as by the rules of scientific knowledge presentation in written sources or oral communication. There are certain styles of work, styles of thinking, styles of methodology in every national science, at the same time the culture of the Russian science has a lot of common features with the German science and considerably less in common with the culture of the French science (Lyubarsky, 2000). D. Lehman, a French researcher underlines the crucial importance of cultural and linguistic limits in which the scientists are brought up and live, and shows that the history of ideas nurtured in Decartes shade brought the French physics into the world which differs from the German one which was under the influence of Kant's philosophy (Lehman, 1993). The professionally oriented translator should account the fact that the science in the country of the language being studied and in Russia has been developed and is taught differently. The understanding of difference in values, concepts, ideas, relations, scientists and

specialists' behavior in different countries is of primary importance to understand and subsequently translate the special discourse.

In view of the above-said the concept “morphological model of the culture” is thought to be interesting. Within the framework of the given model two horizontal levels of the culture are specified: *ordinary* culture (in ontogenesis and phylogenesis - much earlier stage) and *specialized* one (being mastered by an individual at much later stage). The ordinary culture relates to everyday life of people. The specialized culture is stipulated by social division of labor and the system-institutional fields of activity. A special education received in boyhood helps a person in youth to be involved into professional culture. In contrast to the ordinary culture the activity at a specialized level has more rationalist character and takes place in strict institutional limits.

Considering the specialized culture we should account convergence of international characteristics and national specificity in it.

Specific features of specialized culture in Russia and France

On the basis of the given model we can speak about the specialized culture which is manifested in a special discourse. To find out the specificity of the concept for specialized socio-cultural knowledge being received in France we analyzed researches in the field of cultural science and compared the French school text-books in mathematics, geography, physics, chemistry, natural sciences for senior forms with the Russian ones, because this knowledge is mainly formed in the process of education at school. The comparison of school text-books in natural and technical disciplines conducted in Russia and France permits to speak about dissimilarity of methodological approaches, succession of presentment, formulation of laws, national priorities when citing famous scientists. The dissimilarity of Newton's first law formulations in French and Russian text-books can serve as an example (Table 1):

Table 1. The Newton's first law formulations in French and Russian text-books

French	Russian
- <i>Un point matériel soumis à un ensemble de forces dont la résultante est nulle est au repos ou en mouvement rectiligne uniforme.</i>	- <i>Всякое тело продолжает сохранять свое состояние покоя или равномерного прямолинейного движения, поскольку оно не принуждается приложенными силами изменять это состояние.</i>

The education that the future scientists and specialists receive has a great influence on the culture of communication in the professional field.

Thus, in France the majority of industrial enterprises business executives have graduated from such major educational institutions as *Ecole polytechnique* (commonly referred as *l'X*), *Ecole nationale (l'ENA)*, *l'Ecole centrale des arts et manufactures de Paris (l'Ecole centrale)*, *l'Ecole des mines (l'X-Mines)*, *l'Ecole des Ponts et Chaussées (l'X-Ponts)*. The French people give importance to education: during all life they keep contacts with former fellow students who present a considerable sphere of influence because the leavers of these institutions take, as a rule, high positions. For example, President-General Director (Le P-DG) of French railway national society (*SNCF – Société nationale des chemins de fer français*),

most definitely, is the graduate student of Polytechnical institute (*Ecole polytechnique – l’X*).

The received education will be clearly manifested when making reports and accounts written in a neutral style with the application of stereotype language constructions of special discourse. This style also will be traced in communication with the personnel which will be much formalized. (Challe, 2002)

Knowing the names of recognized modern scientists and their predecessors in the country of the language studied main research trends seem to be very important for the professionally oriented translator. So, “Nicolas Bourbaki’s” works are often mentioned in the French scientific mathematical publications. The works of l’Ecole Normale leavers in the field of mathematics are published under this pen-name. This team organized in 1939 and carried on the traditions of the French mathematical school founded in XVI century is little-known abroad but has a great influence in France. Its members organize a prestigious mathematical seminar three times a year in Paris institute named after Poincare. It should be noted that the French people be very proud of their mathematical school traditions and of such its representatives as Viete, Descartes, Lagrange, Laplace, Poincare and others. The main tool of communication for the people in the professional field – the language of specialization – also has a socio-cultural character. Analyzing the attitude towards the category of time in different cultures the researchers note that the given category has different language rendering. For example, a day in French is vingt-quatre heures (24 hours), two days – quarante-huit heures (48 hours), a week – huit jours (8 days), two weeks – quinze jours (15 days), a year and a half – dix-huit mois (18 months), BC (before Christ) – avant J.-C. (avant Jesus-Christ – before Christmas) etc.

Lots of measurement units being used do not coincide in both French and Russian special discourse. For example, to measure thermal consumption in France the unit “tec” (*tonne-équivalent-charbon*) is used, to measure oil products consumption – *tonnes équivalent pétrole* etc. The given units are not used in Russia, whereas to measure power consumption the unit *kilowatt (kW)* is used.

- *Quand, jeune ingénieur en 1973, je me suis intéressé à la manière de stocker sur le territoire national de grandes quantités de pétrole, la France consommait près de 130 millions de tonnes équivalent-pétrole (TEP). A l’heure actuelle, nous sommes en fait à 85-90 millions de tonnes. On est parvenu à diviser par deux la consommation de pétrole par rapport à ce qu’elle aurait dû être.*

In eastern Christianity (Orthodoxy) the idea of the society for social equality is more brightly expressed than in western one. Collectivism and weakly expressed individual conscience are characteristic for the Russian mentality. Application of the pronoun “we” close to impersonal form (*we think = we see / seem*) and meaning the team of authors is used in the Russian special discourse and the researchers explain it to be the specific feature of the Russian culture (Grigoryeva, 2000). The ideology of individualism, priority of a personality, his interests are characteristic for the western civilization. The French culture being a part of western civilization follows the principle of personality priority in relations with the reality. That’s why together with the authors’ “nous” (we) the pronoun “je” (I) is used in the French special discourse as was shown by the analysis conducted (Tenchea, 2010). The pronoun “je” is more often used in articles, speeches, monographs. There can sometimes be presented a parallel application of “nous” and “je” within the framework of the same discourse:

Après avoir complété nos connaissances des concepts de la mécanique quantique dont nous avons besoin pour comprendre la structure nucléaire, on peut maintenant aborder la physique nucléaire. [...] Afin d'éviter des complications dues aux effets coulombiens, je considérerai les sections efficaces des neutrons.

All the above-presented factors make the translator's professional activity more difficult as communication takes place among various national communities and the matter is about the difference not only in codes but "national pictures of the world" as well, what permits to speak about different "national logics" (Grachev, 2003). V.A. Tatarinov's (2007) note that "a big illusion in translation turns out to be such a vulgar logical approach when the foreign text logic is equated with the logic of the native language : it is only required to change the forms" seems to be fair.

C. Hagège (1987), a French researcher exemplifies the discovery of one of the basic gas laws – Boyle-Mariotte [$pV = C = \text{const.}$] as an example of manifesting different "national logic". Boyle, an Englishman formulated this law as the result of numerous experiments (what, in his opinion, gives evidence of Englishmen pragmatic character), and Mariotte, a French scientist came to such conclusions as the result of a long chain of logical reasoning that was confirmed by a single experiment (and to the author's mind the French "Cartesian logic" is manifested by it) (Hagège, 1987).

Thus, we see that the community of French scientists and specialists in a professional field of communication has different convictions and values in contrast to the Russian ones which will be manifested in a special discourse.

Linguistic specific features of special discourse

The language of specialization is used in a special discourse within the framework of which the researchers distinguish the language of science and technology. The distinctive features of the specialization language are as follows: consistency, generality, objectivity, abstractness, exactness, clarity, coherence, and laconism. At the same time it should be noted that subjective-evaluative elements are altogether inherent to the professional scientific and technical field of communication in France. They impart a considerable emotionality to the French special discourse. Expression of different feelings, man's moods by language means are considered to be speech emotionality in linguistics. The researchers note the possibility to use imaginative means in the French special discourse what is manifested by using metaphors, which as a rule, have an auxiliary character (Hiernard, 2009).

The analysis made by us showed that the French special discourse has such stylistic paths as comparison, epithet, metaphor. However, the presence of above-listed elements is possible, mainly, in general-scientific, scientific-pedagogical, scientific-popular discourse, whereas stylistic paths are absent in a narrow-specialized discourse (Gavrilenko, 2010). At the same time a greater emotionality of oral communication in the professional field should be noted.

The analysis conducted also showed that application of proverbs, aphorisms by the sender aids to creation of imagery in the French special discourse:

- En persistant à considérer la recherche publique comme une « danseuse » qui coûte plus qu'elle ne rapporte, en refusant d'élever le développement de la science au rang de priorité budgétaire, la France, à en croire de nombreux chercheurs parmi les

plus éminents, court le risque de se faire irrémédiablement distancer par ces concurrents.

The emotionality of the French special discourse is also created with the use of question-answer forms, rhetorical questions.

- Si l'on ajoute maintenant des granulats (sable et gravillons), que se passe-t-il sur le plan chimique? Normalement les hydrates de la pâte de ciment vont servir de « colle » entre les granulats.

The authors of a special discourse often use Greek and Latin expressions *Eureka*, *Quod erat demonstrandum* etc.

- L'observation in situ montre que les désordres sont plus importants dans les zones humides.

Various stylistic patterns: repetitions, variations, gradations etc. are also used.

Repetitions and parallelisms help to dismember the thought and highlight the more important information.

- L'ignorance savante est celle dont les savants ont conscience. Elle se présente à eux comme une question à résoudre, comme une énigme posée par le savoir antérieur, et donc par la science elle-même.

The French special discourse analysis showed the presence of such stylistic pattern in it as gradation, that is arrangement of a number of words in consecutive order of increasing or decreasing notional or emotional significancy:

- Mais l'ordinateur a des limites. Il ne peut pas enseigner ou juger n'importe quoi. Il n'est pas capable d'analyse combinatoire tant soit peu complexe. Il ne saurait juger une rédaction.

To impart vivacity and impressiveness to the French special discourse the authors often use anticipation, patter and intensifying constructions.

- La défense de l'environnement, elle doit être assurée non seulement dans la rivière, mais également sur le terrain où s'érige la station et dans son voisinage.

Intensifying constructions are formed with the help of demonstrative and relative pronouns.

Ce sont les mers froides qui présentent par ailleurs les plus fortes oxygénations.

C'est de cette relative rareté d'oxygène en milieu aquatique que découlent deux importants corollaires.

The analysis conducted showed that the language of the sender and recipient of a special discourse has considerable differences; greater emotionality is characteristic for the French special discourse. There are subjective elements in it, stylistic patterns and paths are more often used. At the same time the French special discourse has more strict logic of presentment, tight structuring etc. These specific features should be accounted when teaching students professionally – oriented translation.

Discussion and Conclusion

Summing up the above-stated, let's note that translation didactics – is not a catalogue of recipes, however it provides a teacher with certain methods and skills which permit him to lead a student to a set goal. Translator's training is a complex staged process with the analytical stage of training being a very important one. At this stage the students learn to master information-reference search on the subject

of translation, to analyze the source text, to understand and interpret the source text.

Thus, as E.A. Knyazheva (2015) fairly notes that “theorists can timelessly argue ...about merits and drawbacks of concrete translations but the real readership has the last word in evaluation of the translation.

Involving French and Russian special discourse sender and recipient characteristics analyzed in the article into the training process permits to teach students to deeply analyze the source text, to form the following skills:

To select, analyze, interpret and systematize a social-cultural information;

To analyze different sources of information reflecting cultural and social aspects of specialists communication in the country of the language being studied and in Russia;

Compare, generalize facts, events in a cultural life of professional communities being studied;

The future translators should learn to be a cultural mediator between the representatives of different countries and different professional communities helping to mutual understanding, forecasting and preventing possible conflicts. In addition, as the researchers note, a translator must speak out as a representative of a native country and against cultural discrimination, cultural aggression and cultural vandalism (Zabrodina, 2012).

As the researchers fairly note, translation training is inseparably tied with the history of its development, with the history of the country the language of which is being studied (Delisle, 2015; Ballard 2013). The fact that every country has its own system of education, and every professional environment has its own traditions seems to be important for a technical text translator.

In conclusion, let’s note that translation of the text in specialization presents itself a complicated profession of communication and mediation in a certain professional environment. That’s why the training of a professional translator should be fulfilled from the position of interdisciplinary approach, including into the training process such disciplines as cultural science, linguistics, sociology, a discipline of proposed specialization of the future translator etc. When training a special translation we should always account that the concept “special discourse” is not uniform in its meaning. Depending on the recipient different sub-types of special discourse are distinguished: narrow-specialized, scientific-popular and others. In its turn a communicative situation stipulates the choice of special discourse genre which the sender will use. Familiarizing with the main characteristics of the special discourse sender and recipient will help to teach a future translator to orient in the text being translated, to separate the basic information, to understand the intention of the author, logic of his presentment and linguistic means being used to reach the set goal that will be a background for the adequate translation.

Disclosure statement

No potential conflict of interest was reported by the authors.

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