On The Question of the Features of the Use of Automated Translaton Programs in Teaching Written Translation of Artistic Discourse Texts

By

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Abstract

This article is focused on the problem of translating literary discourse texts using machine translation. The analysis of translations of literary texts has shown certain difficulties for machine translation in defining traditional problematic phenomena such as homonymy and synonymy, nationally marked and emotionally expressive units, derivational formants of intensification, subjunctive mood predicative constructions, elliptical constructions. The purpose of the study is to analyze the use of automated translation programs in teaching the translation of literary texts; to formulate methodological recommendations aimed at compensating translation difficulties of automated translation programs, to develop methodological recommendations on the use of a combined method of translating literary texts. The paper analyses the experience of the Department of Theory and Practice of Translation at the Institute of International Relations of Kazan Federal University. Research methods: theoretical methods, analytical (analysis of practical lessons using automated translation programs, analysis of linguistic characteristics of the literary texts); reflexive-systemic analysis based on the organization of a training session on the practical course of written translation with the use of automated translation programs. The practical part of the study involved 4th year students (50 people). Conclusions and recommendations. The approbation of practical exercises in the use of automated programs in translation, linguistic and stylistic analysis of translations of literary texts using automated translation programs allowed us to highlight the difficulties that can present the greatest problem for the so-called "machine translation intelligence". Firstly, these are nominal derivatives with subjective-evaluative formants and, secondly, the category of modality, represented by predicative constructions of the subjunctive mood. The study allows us to conclude that it is necessary to develop and introduce into a practical training course the use of combined techniques (machine and traditional) when translating literary discourse texts. It is necessary to improve the competence of students in working with parallel corpora and using their data when translating literary texts, as well as increase competence aimed at processing lexicographic information and automated translation. Research results can be used in the design of curricula, work programs for the course of practical translation (second and first foreign languages), implemented in the framework of higher education, the development of educational and teaching manuals for the translation cycle, in the implementation of special courses on the translation of literary discourse texts.

Keywords: linguistics, foreign language, learning, language, written translation, literary discourse, methods of translation, higher education, literary discourse, literary translation, machine translation.

Introduction

Modern realia of a global scale caused by the pandemic dictate an unprecedented increase in the forced digitalization of many educational processes, including teaching students of linguistic profiles. This factor puts forward new requirements for graduates-translators and translation teachers: the need to form and demonstrate mastery of new educational technologies and skills, which involves the operation of information and communication technologies, including lexicographic electronic applications, programs of automated translation tools, machine translation programs, CAT-technologies, virtual platforms for simultaneous translation, etc. The modern development of technologies in all spheres of life, the processes of digitalization of many aspects of human life happen due to the sustainable development of modern science that comprises scientific discoveries and inventions in the field of physics, neurophysiology and neurobiology, medicine, programming and artificial intelligence. This makes it possible to have an uncompromising impact on the possibilities of carrying out linguistic research, optimizing the implementation of intercultural and interlingual communication, thereby transforming the translation field of human activity. More and more often, automated translation programs, as well as machine translation, are able to replace a person in his role as a translator of the "spiritual and moral" linguistic heritage, which is necessary for the successful communication of representatives of various linguistic cultures.

Are automated translation programs, as well as machine translation, capable of replacing a person in his role as a translator of the "spiritual and moral heritage" expressed by the texts of fiction? The present study is an attempt to answer this and many other questions on this issue.

In this regard, it appears relevant to study the problem of specific character of translation with the use of automated and machine translation programs when analyzing fictional discourse texts in the course of teaching translation to fourth-year undergraduate linguistic students majoring at the specialty "Translation and Translation Studies". It also means the need to develop methods and technologies for teaching the translation of literary texts using computer-aided translation programs.

Purpose and Objectives of Research

The article attempts to answer the question: is machine translation possible when working with literary text? Is it optimal to use automated translation programs when working with texts of artistic discourse? Today, there is no unambiguous answer to this question either from specialists who improve and develop translation programs, or from linguists who constantly study linguistic phenomena and thereby replenish thesauri, or from translators who directly "build bridges" by creating and working on translations of literary texts. That is why the present research sets a number of tasks: to identify problem areas when using the ATP in the process of teaching the written translation of artistic discourse texts; to identify and determine the tactics of a combined approach in teaching the written translation of artistic discourse texts using the ATP; to carry out a linguistic analysis of the dominant units in the literary text, which present difficulties for the translation of the ATP; to determine the degree and possibilities of translation of artistic discourse texts, which contain "specific" translation units, in further research to develop a classification of "specific" units of artistic discourse texts for ATP; to develop, based on the analysis of the data obtained during the study, recommendations for ATP use in teaching written translation of artistic discourse texts.

The article studies the experience of the Department of Theory and Practice of Translation at the Institute of International Relations of the Kazan Federal University.

Methods

Research methods

Theoretical methods, analytical (analysis of practical lessons using automated translation programs, analysis of the linguistic characteristics of the literary discourse texts); reflexive-systemic analysis based on the organization of a training session on the practical course of written translation with the use of automated translation programs. The practical part of the study involved 4-th year students (50 people).

Results and Discussion

Automated Translation Programs

Analysis of modern automated translation programs, as well as machine translation programs has shown that today there are a fairly large number of such programs.

Automated translation (AP, Computer-Aided Translation) - translation of texts on a computer using computer technology. It differs from machine translation (MT) in that the entire translation process is carried out by a person, the computer only helps him to produce the finished text either in less time or with better quality. (https://ru.wikipedia.org/wiki/Automated translation — Wikipedia, (wikipedia.org)).

Thus, in the case of automated translation, the main work is performed by a translator, and special programs act only as an auxiliary tool. Its main goal is to shorten the process time, ensure consistency of terms and overall consistency (quality). (Humboldt, p. 393) Therefore, today professional translators can use the following automated translation programs and Internet services: 1) Hemungway App, Microsoft Word, Grammarly; 2) MultiTerm, LogiTerm, TermStar, Termex; 3) Ontos, Russian Context Optimiaer, Арион; 4) Trados, DéjàVu, MemoQ,MemSource, Wordfast; 5) ABBYY Lingvo, Multitran, Reverso; as well as programs and machine translation systems: PROMT, Google translate, Yandex translate and others.

Google Translate uses SMT (Statistical Machine Translation). The feature of Google Translate is the translation method: it is not based on the analysis of grammar rules, but is based on finding language matches between the translated text and a giant array of services, which consists of words entered by the user earlier during their translation.

However, the contradiction in the educational process lies in the fact that with a huge number of matches, there are no educational methods and technologies that would make it possible to teach written translation of artistic discourse texts from German or English using such programs in order to increase the efficiency of the formation of translation competencies of future translators.

There are standalone or built-in editors that automatically help to check the grammar of text and spelling of words: tables, text editors that provide terminology management (MultiTerm, Termex, etc.) with the help of which translation projects management is carried out. There are CAT tools using TM (Translation Memory), which include samples of previously translated texts or sentences. Their outstanding representatives were the programs Trados, DéjàVu, MemoQ, MemSource, Wordfast. There are corpuses, which are a large series of

documents using one or more languages. With their help, a concise description of the use of words and expressions in general cases or taking into account any specific subject topic is compiled.

The survey involved 50 fourth-year students. The respondents were asked to answer such questions as: how often do you use the ATP when translating literary texts? What are the advantages of using ATP when translating texts of fictional discourse? The survey results are presented in the diagram below (Fig. 1).
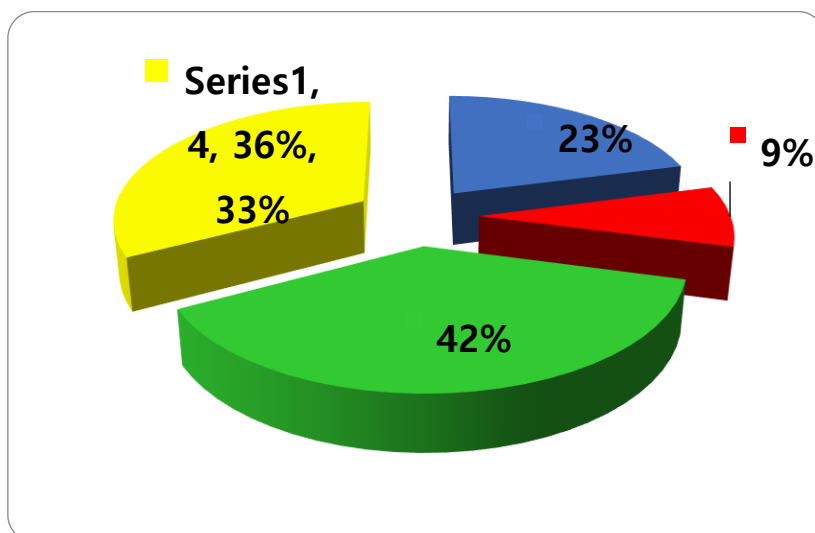

Fig. 1. Diagram "Application of ATP by students in literary texts translation"

A students' survey showed that 36 percent of respondents noted that ATP could save time when translating large volumes of literary texts. Twenty-three percent noted that they are not satisfied with the quality of the translated product presented by the ATP, since they spend more time on editing and processing the final version of the translation compared to time when they translate themselves. They have to translate and check the correctness of the ATP translation. Among surveyed, 9 percent of respondents noted that they do not use the ATP, most of the respondents, 42 percent use the ATP selectively, that is, they translate with the help of the ATP only a certain part of the text that causes difficulties. However, we noted that the ATP does not cope with these "difficulties".

ATP with extended databases represent different contexts using lexical units. These contexts help to identify the desired translation of a lexical unit for a specific literary text and allow you to form a glossary of specific units for a specific literary work or author.

Translation memory (translation memory, translation memories) - programs that allow you "not to translate the same thing twice." These databases contain previously translated units of text. If a unit is found in the new text that is already in the database, the system automatically adds it to the translation. Such programs significantly save the translator's time, especially if they work with texts of the same type. (http://spr.fld.mrsu.ru/2017/02/24-poleznye-programmy-dlya-perevodchikov).

The Problem of Literary Text Translation When Applying Automated Translation Programs

The analysis of the machine translation of literary texts allowed us to identify the general lines, which, in our opinion, represent the greatest problem for the so-called

"translation intelligence of the machine". Along with the traditional problematic phenomena for automated translation programs such as homonymy and synonymy, we also identified the following. These are nominal derivatives with subjective-evaluative formants that actualize various connotations in the context. In this work, word-formation formants of intensification are understood as affixes with a subjective-evaluative spectrum of meanings, capable of expressing pejorative and ameliorative meaning or a different spectrum of connotations. The first task for a translator of a literary text containing derivatives with derivational intensification formants, characterized by the presence of a national-connotative component faces is to convey the significative-denotative component of the meaning of the derivative by means of the target language. The second task is to express additional meanings, actualized by means of Russian derivational formants containing national specific connotation. Analysis of practical material shows that in translations of literary texts, the performance of the second task is often ignored (Abdulganeeva, p. 5).

Specific Character of Literary Text Translation

Concerning the issue of the specific character of a literary text translation, we should clarify that among the huge number of definitions of "literary translation" this article understands by this multifaceted linguistic phenomenon the following: literary translation is a process and result that presupposes "creative transformation of a literary original not only into in accordance with literary norms, but also with the use of all the necessary expressive capabilities of the translating language, accompanied by a culturally justified transformation of the literary features of the original and the emotional and aesthetic information that is inherent in the original as a secondary sign system "(Kazakova, p. 10). A literary text contains meanings, ideas, awareness and understanding of the phenomena of reality, accompanied and enclosed in the information field. For the author, a literary text is a way of expressing his understanding of the truth about reality. And "... truth in literary translation is not an imaginary likelihood of external similarity to the original, it is not just a reproduction of all particular features, but also their comprehension; this is true, grounded in the internal logic of the image" (Kashkin, p. 127).

Undoubtedly, computer-aided translation programs master and cope with the informational and informative component of a literary text, but such concepts as "creative transformation, comprehension, understanding the interweaving of meanings of a literary text, selectivity of expressive means" according to our analysis of translated texts using machine translation and automated translation programs remain unbearable for the intelligence of the ATP.

Problem Fields for Automated Translation Programs When Working With Texts of Literary Discourse

To identify linguistic units that pose difficulties for ATP and machine translation, excerpts from Russian-speaking authors of fiction were selected. The analysis of translations showed that both for English and for German languages in translation, the following difficulties are characteristic when using automated translation programs.

First, these are nominal derivatives with subjective-evaluative formants that actualize various connotations in the context.

The system of word-formation units in Russian language is characterized by the quantitative advantage of the intensifying word-formation units, suffixes that сontain this "intensity" or create an "intensifying effect" because of the semantic and ideological concept of the text and its contextual potential.

The core of the intensification field in Russian language is filled with suffixes –ушк (-ushk), -юшк (-yushk)(калинушка (kalinushka), комнатушка (komnatushka), судьбинушка (sud'binushka), волюшка (volyushka), дядюшка (dyadyushka)).The distribution of word-formation units of a negative meaning is in the left hemisphere of the field. In Russian the coreis represented by suffixes-ище (-ishe) and –ишк (-ishk) (морозище (morozishe), братище (bratishe), людишки (lyudishki),мыслишки (myslishki)),which, depending on the context, can be located in different sectors. (Abdulganeeva, Prosyukova p. 175).

Second, archaisms and historicisms

Third, the category of modality, represented by predicative constructions of the subjunctive mood.

Fourth, these are elliptical constructions, their translation using the technique of syntactic assimilation, reflecting the external form and structure, often does not convey the contextual "multilayer" and the intentions laid down by the author.

Fifth, it is a metaphorical transference.

Consider them in more detail.

The problem of the human factor in general and the emotionally expressive one in particular is a specific refraction of the main question of philosophy - the controversy of "ideal-material" - in the form of a linguistic antithesis: "rational (logical, intellectual) language" - "emotional (emotive, affective) language" (Malinovich, p. 4). Implicitly embedded meanings, actualized in the text by derivatives with word-building intensification formants, present special difficulties for translation: as a rule, the thesaurus cannot contain the entire volume of additional meanings that a given unit can actualize depending on the context, function, etc. Emotional-expressive semantics, being the object of numerous studies in linguistics, is of particular difficulty also for lexicographers and translators. However, the greatest difficulties arise in connection with this phenomenon in automated translation programs.

These programs, when working with a literary text abounding in units with nominal derivatives with word-formation intensification formants, within the framework of our research, do not recognize their connotative meanings and represent only translations with the semantics "small, a little" (Abdulganeeva, Pechunov, p. 55-58).

The category of modality, represented by predicative constructions of the subjunctive mood. The semantic description of all the components of the modal component of the utterance is fraught with great difficulties, primarily because the designator of the signs reflecting the modal part of the utterance are "hidden" objects. In particular, it is what is associated with the inner world of the speaker and listener, often with subtle shades of feelings and the experiences of the interlocutors (Miloserdova, p. 63). The semantic description of the conjunctive runs into much greater difficulties than the semantic description of the indicative. Having arisen as an opposition to the indicative expressing the real, actual, objectively existing, the conjunctive turned out to be associated with the area of the unreal or potentially unreal, i.e. with the area that, being unobservable, non-existent, is much more susceptible to subjective assessment, subjective interpretation. It is this "subjective nature" of the conjunctive that complicates its purely semantic description (Miloserdova, p. 73).

Elliptical constructions, their translation using the technique of syntactic assimilation, reflecting the external form and structure, often does not convey the contextual "layering" and the intentions laid down by the author. Fourth, it is a metaphorical transference. The semantic

structure of metaphor, which is an integral component of literary works, is very complex. This increases interest in the functional content of the figurative unit of the original and translation and leads to attempts to establish the parameters for analyzing the adequacy of the transfer of metaphors in translation (Skladchikova, p. 45). The issue of using ATP and machine translation when working with literary text still has many unresolved points. It is obvious that the depth and "multi-layered" meanings, stylistic play upon word and the versatility of the expressive means of a literary work as a cast of the author's intention and understanding of reality cannot be conveyed by formal translation of only the information field of a literary text. It requires creative transformation of the author's idiostyle and author's intention by human intelligence.

Methodological Recommendations for the Use of ATP in Teaching the Written Translation of Literary Texts

The approbation of practical exercises using automated programs in translation, linguistic and stylistic analysis of translations of literary texts with the help of automated translation programs allowed us to identify difficulties that can present the greatest problem for the so-called "translation intelligence of the machine." Firstly, these are nominal derivatives with subjective-evaluative formants and, secondly, the category of modality, represented by predicative constructions of the subjunctive mood. The study allows us to conclude that it is necessary to develop and introduce combined techniques (machine and traditional) into a practical translation course. This will make it possible to translate texts of literary discourse, improve the competence of students in working with parallel corpora and using their data when translating literary texts, as well as increasing competence, aimed at processing lexicographic information and automated translation.

In our opinion, the following solutions should be considered as the main methodological recommendations for teaching the translation of literary discourse texts:

- to form a bank of translation solutions of "specific units" for the purpose of possible further use when working with literary texts;

- to remove translation difficulties through in-depth pre-translation analysis of the text;

- to test the ATP in the process of translating the literary discourse texts by a larger number of authors to increase the verification of the research;

- to write research works on the use of ATP in the translation of literary texts;
- to enrich tirelessly native language vocabulary;
- to use a combined approach based on a combination of the traditional approach and the use of the ATP when translating a literary text.

Summary

Today, a translator is a specialist who is not engaged in highly specialized translation of a certain thematic area, but a professional who is able to effectively and efficiently carry out various types of translation, translate texts of numerous discourses. The indisputable advantage of a professional translator comes along with the quality of translation and the speed of its implementation, which increases the competitiveness of the translator in the labor market. Automated text translation programs are designed to facilitate the tasks of intercultural communication. However, their use in teaching the translation of literary discourse texts identified the problem fields that require an adequate solution. The relevance of the study of

the stated interdisciplinary problems is due to the fact that expressive semantics, being the object of numerous studies in linguistics, is a particular difficulty not only for lexicographers, but also for translators and specialists in the development of machine intelligence. At translating texts with the use of computer-aided translation programs, the greatest difficulties arise at working with a literary text replete with ambiguous equivalent units.

The results of the study can be used in the development of curricula, work programs for the course of practical translation (second and first foreign languages), implemented in the framework of higher education, the development of educational and teaching aids for the translation cycle, the implementation of special courses on the translation of literary discourse texts.

Conclusions

We consider automated translation programs as a tool, the use of which during translation allows us to optimize the time spent looking for the equivalent of a particular unit. However, we are talking about lexical units for which equivalents are fixed in lexicographic sources.

Today it is obvious that the combined approach - human + automated translation programs is inevitable and not because it is relevant, fashionable, and these programs have been developed. But, first of all, in our opinion, and due to the fact that the generation of translators who are now studying at universities is a generation of young people whose neurosystem and, as a consequence, the intellect are adapted to perceive and produce information or a language product using a variety of digital and information technologies and sources.

Despite the practice-oriented activities of translators and the actual areas of application of translation skills, literary translation should remain - through the efforts of correct pedagogical decisions and learning paths - a traditional, classical island of the physical world. This means that a modern student, a future translator, plunging into the multi-layered nature of the author's concept of a literary work, does not just translate the content and tries to preserve the stylistics. He looks into himself and comprehends the meanings of the literary space of the text looking for translation solutions in the target language, applying background knowledge and taking into account the linguocultural specificity of the target language.

Acknowledgements

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