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TRANSLATION AND TRAINING OF THE PROFESSIONAL SKILLS OF FUTURE LAWYERS

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Abstract. *The article is devoted to the formation of the translating or interpreting the English texts as the professional ability of the future legists or international lawyers. It is shown the problems of training the lawyers' skills to translate during the process of learning foreign language which is connected with the developing lawyers' professional ability.*

Keywords: *to translate, to interpret, translation studying, professional ability, student-teachers, exercise, activity.*

Translation Studies is multidisciplinary subject which involves a whole range of aspects of modern teaching life at the high education. Students of different Business branches for getting their foreign language education are oriented at the English of Specific Purposes. Students' knowledge of Special Business language takes the first place for developing their Translation Studying. Teaching Translation Studies extremely needs as well as student's knowledge of English, knowledge of world's history, literature, art and other subjects. Given the enormous variety of the aspects on one hand and the rigidity of a syllabus on the other, it is very important to select the most relevant items and facilitate the effectiveness of teaching them.

The material of our work deals with the problems of the subject "Translation Studying" and ways to decide them.

We set *the goal of our research work*, both linguistic and methodological tools of Translation contribute to the development of the professional and language education students future jurists. Mastering the purpose of our study planned orientation abilities which are developing during the formation linguistic and culture competence in the legal specialists, forming philological skills, forming socio-culture competence, the organization of foreign-language text.

Bolliven N., Davidova V..D., Wood J. said that realized background information connected with the correct choice of the lexes, which often depends on the rules of co-occurrence. The most frequent problem at the Translation Studying is the case when students cannot come to the grips with translating different terms, word combinations with the professional terms, the parts of the text with those terms. It is the rule that the combinability in the source language and the target language do not do the same tail. This lack of correspondence limits the freedom of translator's choice and compels him to employ other words to overcome the barrier.

Students at Translation Studying regard language as the specific code. Thesaurus which students have got studying all professional subjects at any language is one of the most remarkable elements of their Professional Code. Knowledge of the particular meanings of the vocabulary is the real problem for all fresh translators.

The Translation Studying is the special subject for the International Judicial faculty, where I teach it.

Up to the program this subject is going at the third course. Students of the third course are practicing Translation Studying in parallel with the General English Studying.

The first step in teaching this subject surely was to prepare the materials, text-books, cassetts and CDs. At first there were taken all text-books for studying Judicial and Economical English. At the universities, institutes, faculties, where the subject “Translation Studying” for the Specific Purposes trains the common usage got text-books for practical work by such Ukrainian authors as: L.M. Chernovaty, V.I. Karaban, U.P. Ivanko, and L.V. Misik, M.S. Kozoloup, S.E. Lopatnichenko. For the theoretical studying the experienced teachers and librarians advised the books “Basic Translation” by G.E. Miram, V.V. Daineko, A.M. Gon, L.A. Tarnaouhova, M.V. Gristchenko.

We can say that the subject “Translation Studying” for the Specific Purposes is provided by the necessary educational materials.

I took all these materials as the principle for training the Translation Studying at the judicial faculty. But as we know the training material is only one of the components of the educational process. We faced with the real problems at the lessons when students and the teacher started working over the texts and theory of translation.

The first studies showed that the students’ knowledge of English at this third course is not at the mono level, which was necessary for getting the next their professional skill – translating or interpreting the juridical texts. We found several reasons for uneven level of the language:

- different professional interest, the number of students does not see using English language in their professional future (21%);
- different foreign language education, all of them finished schools with different language programs and even there are students who started their English studying at the first course at the University(43%);
- different personal’s language natural capability.

One of the most important Translation Studying principles for students is to realize all their “baggage” of the language. At the studies of this subject we saw that it is important to teach students analyzing their language “baggage” for interpreting aspect in translation judicial text. Interpret correlates with reality, but each student visualizes it in he’s own way. Interpreting is connected with the background information. And the background information at our studies is students’ knowledge of the judicial texts, understanding native and worldwide professional texts. The studies of the “Translation Studying” showed us, that for the students it is very important to understand not only the main, general content of the professional judicial text, but to know its judicial vocabulary and to realize every judicial term. Translation as the interpreting means both: a process and a result. And we are interested in both its correct aspects during defining translation as the studying subject. Some authors of the pedagogical theory say that educating process is interesting and more important for studying. But our experience

made us to say that long and careful work with translating and interpreting judicial texts is in student's power as the way for the next professional skill of the future legists or international lawyer's ability.

The problem of forming professional interpreting language ability as it was said bases on their professional judicial vocabulary. One of the first tasks of the Translation Studying we did practicing the judicial vocabulary through reading professionally oriented texts. Translation skills development cannot exist without active reading, listening and communicating at the professional topic.

The experience showed that there is a number of students who are not interested in their profession during their auditorium educating. The number of translation exercises cannot help if students are not interested in general English and in their profession. So such students as the all other need the number of exercises and activities which the teacher dynamically changes during the lesson.

The line of those activities which we used at the lessons of the Translation Studying with future lawyers developed their translating professional abilities: correct the statements; transcribe the words; paraphrase the phrases; find in the text some language phenomenon; retell the text or its piece are the provocations not only to think in English. We can say that using these activities gave us as the result forming the Translation Studying ability, widening English vocabulary, connecting the language of thinking with the content of thinking, professional lawyer's speech abilities. Surly at our studies we tried to realize the main task – to study and to practice translation. If the task was to correct the statements we added and translate it. This correction was done by the speaker or his group mate. The task to transcribe the words had one more task – to translate them orally or in a written form. The task to paraphrase the phrases and translate them we gave as the home task as it took too much time at the study. But the tasks to find in the text the word, the paraphrase or to retell the text or its piece are correct to do during the studies. Among all different exercises for practicing translation the basic was translation itself. Students were translating sentence after sentence finding the most correct native word. Such kind of translation we did only with the texts which students over worked as the home task.

Certainly students gave preference to some exercises. We can say that students liked the exercise which we called "Fresh". The main idea of this exercise was to work with the unknown-fresh peace of the text at the study. Mostly at first the students started to analyze the text looking for the new words in it. They translated every one using the dictionary. They did translation of the text word by word. This translation is called the "short translation". We oriented students to such practicing as it made them to look for the vocabulary equivalents at the dictionary and to do the careful study of the context, to identify the contextual meaning of the word which should be

rendered in translation. We found that this exercise can be useful for the work with such fields of words: legality, policy formulation, policy directions and strategies. Even if one student looked up the new words in a dictionary, which were the combinations of signs before that, he could spread and disclose their meaning in a group. Moreover, some of them looked though English grammar finding, at least, one combination of the words which showed them such sometimes not simple for understanding, full of messages and meaningful texts as: policy formulation, policy direction. This activity was oriented to the discussion. Students formed the working groups where after discussing the language phenomena (vocabulary, grammar) they came to the main message of the text. Such discussions helped students to find the correct forms for interpreting the general content of the professional text to the second language.

Conclusions: the effective Translation Studying is the subject which is forming good specialist; the knowledge of professional vocabulary, terms is always the inner side of professional language; for knowing the professional terms need not only the students' and teachers' wish but special textbooks; work at the class for practicing with the monitor. So we can say that good translation or interpreting reflects knowledge of: - the professional source languages; - professional target languages; - the personal ability of future translator; - the situation of preparing process.

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