Theoretical Aspects of Sight Translation Training in Scientific and Technical Fields

Iryna Simkova

Igor Sikorsky Kyiv Polytechnic Institute, Kyiv, 37 Peremogy ave., Ukraine.

*Corresponding author: isimkova@ukr.net

Abstract. The paper deals with the theoretical backgrounds of future bachelor-philologists training of bilateral sight translation in the scientific and technical domains. In this study the sight translation training is considered through the research of translation, psycholinguistic, methodological, psychological, and linguistic foundations of the development of teaching methods in translation/interpreting. The theoretical aspects of the sight translation training in scientific and technical fields are considered. The definition of "sight translation" is given. The sight translation is considered as a versatile process and its specific features are determined. The main phases of the sight translation process from the psycholinguistic point of view are highlighted. The peculiarity of scientific and technical style on the basis of which the sight translation training is carried out is discussed. The place of the sight translation in the structure of professional competence of the translator/interpreter is considered from the point of view of knowledge, skills and abilities that the specialist must possess. It is concluded that the sight translation training needs multidisciplinary approach.

Keywords—bachelors; future philologists; theoretical aspects; scientific and technical domains; sight translation

INTRODUCTION

These days the significance of international communication has increased tremendously, compared with the previous years. It is considered as one of the noticeable phenomena of nowadays. The development of transport, media and communication, the raising of cultural and educational levels, the comprehension of the need for international mutual understanding and cooperation, the ways to solve the current global problems can be achieved only by uniting international efforts. Without a doubt, the above-mentioned factors are a powerful stimulus for the development of the sight translation activity. The various forecasts about the world's changes, what they are now and what they will have been by 2020, give us an opportunity to see what a huge place the translation/interpreting activity takes in the scientific, political and cultural life of each country and the world in general. All that proved the relevance of the sight translation training methods designing and considering of the theoretical backgrounds of its training.

Holmes [9] emphasizes that in recent years, translation/interpreting studies as a process have been complemented by empirical studies. Thus, the sight translation is considered in three categories: descriptive, theoretical and applied.

According to the descriptive category, the study of sight translation focuses on the study of existing translation products (product approach) and the results of the different types of translation (process approach) that perform the corresponding functions in the target language culture (context approach). Thus, the aim of the second category is to study general parameters and models that can help explain and predict the sight translation performance. The main difference between the first and second categories is that the first attempts to describe the phenomenon of the sight
translation, while the second states general principles and explains the sight translation from the theoretical point of view. The applied category focuses on educational, critical and historical goals of the sight translation.

This study aims to consider the theoretical aspects of the sight translation training in scientific and technical domains. The sight translation was chosen as one of the main types of translation/interpreting that occurs during scientific conferences. It may be defined as a "reading" a source language text aloud in a target language. According to Gile [8] it takes place when conference participants receive a text and want to have it translated orally in short order, after that a text is handed over to the interpreter and he/she is asked to translate it orally.

The sight translation training study includes general preconditions of the sight translation training methodology, the introduction of the translator's professional competence, the consideration of sight translation as a special type of speech activity and a complex psychological process, the investigation of the subject content of sight translation training (scientific and technical domains).

Objective of the Study

The purpose of this study is to consider the theoretical backgrounds of the future bachelor-philologists training of bilateral sight translation in the scientific and technical domains through the research of translation, psycholinguistic, methodological, psychological and linguistic studies within the scope of interpreting training methods. The study provides an overview of the theoretical aspects of sight translation training as follows: the specific features that distinguish sight translation among other types of activities, (the nature of activity, the nature and main components of communication), main phases of the sight translation, examples of tasks for the sight translation training.

RESEARCH METHODOLOGY

To achieve these goals, the following theoretical methods were used, for instance, a critical analysis of scientific literature on translation/interpreting studies, the sight translation training methods teaching in translation, psychology, psycholinguistics and linguistics and other disciplines.

Review of Related Literature

The investigation of new sight translation training methods was carried out by Ukrainian and Russian scholars [13, 14, 15], foreign linguists [8, 21, 23, 24, 26, 30], psycholinguists [10, 18] and methodologists [6, 7, 16, 25].

In this study the sight translation process and its results is analyzed from the theoretical point of view. The sight translation is considered as a versatile process. It may be identified due to the specific features that distinguish the sight translation among other types of activities [15]. Taking into account the fact that activity during translation/interpreting process are closely connected with different types of speech activities, further we consider these types.

All types of translation/interpreting (sight translation, consecutive translation, simultaneous translation etc.) are closely bounded with such concepts as "activity", "need", "motive", "purpose" and "action". The psychologists in [17] and in [27, 28] consider the activity as a system of hormes (actions that have purpose).

Nature of Activity

Any activity arises from a need, which is aimed at a certain subject, and is called a motive [16]. The purpose is considered as a result of the activity, which has a form of certain subject [17]. The general purpose of the activity may include intermediate goals, and their consecutive implementation leads to the final results. The activity is carried out under certain conditions through action. A certain group of actions forms the structure of activity. Thus,
an action is a unit of activity aimed at a specific purpose. It (an action) consists of the modes, which are called operations [16]. The essential difference between action and operation is that the purpose of the action is always realized by a person who carried this action, unlike the purpose of the operation, which is performed automatically. From a methodological point of view, it is necessary to take into account the fact that many actions became automatic gradually, especially on conditions that they repeated constantly, and after they turn into operations.

Speech activity is the realization of social and communicative activities of people in the process of their verbal communication [27]. Like activity in general, speech activity is not just a whole of speech actions, it is considered as a system of speech actions. We can talk about speech activity in the case when speech is the main means for achieving any goal, and then the amount of speech acts has certain independency and makes a system [15]. Speech activity may be seen an integral part of a wider activity or independent professional activity. Usually speech activity is carried out in two forms: oral and written.

Types of Speech Activity

The productive and receptive types of speech activity are distinguished due to the method of speech activity implementation and its communicative function. Productive types of speech activity (where the transference of the information takes place) include speaking and writing; receptive types of speech activity belong listening and reading, which are closely connected with to the perception and understanding of information. Each type of speech activity has its own features and is based on the functioning of certain mechanisms. The aforementioned types of speech activity differ depending on their final product. Thus, the products of speaking and writing are different in their linguistic formation of utterance (oral or written). The products of listening and reading are the message understanding.

The structure of speech activity includes four speech actions: speaking, reading, writing and listening. Speech actions play a dominant role and form a system of actions, and speech is the main means of achieving the goal.

Nature of Communication

Talking about speech activity, it is necessary to describe the features of the speech act or communication. The act of speech is an elementary unit of communication. The communication is considered as the transferring and reception of messages by speech, and the act of communication means the transferring and reception of a separate message [15].

The main components of communication are the situation, the product of the speech, the source of the message and the recipient of the message. It is important to distinguish the situation of speech and the subject situation. The first one is the situation in which the communication takes place, and the second one is situation discussed in the statement i.e. situation-denotate. Within the act of communication, we consider the situation of speech. The means of communication or the way of implementation is the code selected by the source of the message.

In general, the act of communication can be represented as follows: the source, using the code, sends the message to the recipient. At the same time, the statement as the result of surrounding reality reflection is created. The recipient perceives this statement and receives various types of information: concerning the reality or environment (background and situational information) and the statement itself (about the semantic and the structure of the statement).

Speech activity has a number of distinctive features. First of all, it is heuristic. It is connected with the need to create a new system of actions, depending on the circumstances. Despite the presence of automated actions, each time, depending on the situation of communication, generated one or another statement, in accordance with the situation that was formed [22].

The management of speech activity is carried out at the level of "actual awareness" [17]. It is the main thing in speech activity when we talking about the subconsciousness. This proves the fact that speech activity is always conscious. Passov [22] draws attention to the fact that speech activity is one of the forms to express an active attitude to the environment.
So, we considered the main characteristics of speech activity. The next step is to study the specificity of the sight translation as a special type of mental activity.

Activity arises from the need, so it is always motivated and purposeful. The aim of speech activity is communication. It arises only in the case when the transmission of messages from one communicator to another takes place. People perform speech actions in order to communicate. Nevertheless, there are situations when during the performance of speech activity, it is possible not to achieve the result of communication.

Translation and Psychological Aspects of Sight Translation

In the sight translation process are inextricably linked two different activities – creative and automatic activity. As Barhudarov [1] notes that the creative nature during the sight translation realizes in the ability to find unique equivalents that cannot be predicted by the theoretical studies. Latyshev [16] defines the creative nature of the sight translation, as the ability to find unique solutions to transfer the source text. Kade [12] believes that the element of creativity during the sight translation is mainly the ability of translator/interpreter to apply consciously the general knowledge in relation to the specific one. It means that during taking the decision about the translation method translator/interpreter obtains the patterns of translation that may be used only in the particular linguistic and extra-linguistic context. Komissarov [15] emphasize that in the activity of interpreter, the sight translation is a heuristic process in which the translator/interpreter solves a variety of creative tasks using the appropriate set of techniques.

From the point of view of psychology, the speech activity can be regarded as receptive-productive when translator/interpreter converts the source-language text into the target-language text. The perception and comprehension of meanings underlie the receptive speech actions. On the contrary, the creative thinking underlies the productive speech activity. During the sight translation translator/interpreter tries to preserve as much source-language content as possible [19]. So, we came to the conclusion that the sight translation may be defined as a set of well-developed semantic perception, effective reflection and reproductive thinking. It proves that translation is a complex mental process.

Consequently, the sight translation can be defined both as a mental process and as a speech activity. During the sight translation translator/interpreter performs a number of definite speech and psychological actions. And these actions are taken in two different languages (source language and target language). An indispensable condition of any translation/interpreting is the usage of two different languages, and the sight translation as well. Otherwise, we cannot talk about translation/interpreting. Listening, speaking, reading and writing belong to speech activities, while perception, analysis, synthesis, and reproduction belong to psychological activities. During the sight translation, all speech and psychological activities are carried purposefully.

Translation and Psycholinguistics Aspects of Sight Translation

In the sight translation we cannot distinguish productive and receptive types of interpreting as we did it with the types of speech activity. Due to the fact that in the sight translation productive and receptive types of speech activity are closely connected, and this fact without a doubt, is its specific feature.

As an example, let’s consider such type of translation/interpreting as bilateral sight translation. From the psycholinguistic point of view, it is quite obvious that the sight translation is a complex form of the interpreting activity, since it is carried out under rough conditions. During bilateral sight translation, the translator/interpreter receives a text that he had not seen or seen only before the translation/interpreting. The translator/interpreter should read the source text to pronounce the target text as if the text was written in the target language. Thus, the sight translation, combines different types of verbal activity: reading, perceiving the source text, taking the decision about the translation method and speaking.

But the sight translation is also a special type of speech activity [27; 28]. Considering the sight translation as a type of speech activity, we mean the social nature of the translation, its social essence and social functions. The development of society influences the rise of the sight translation. So, the sight translation may be defined as a cultural phenomenon and as an engine of cultural development of. It is impossible to imagine the communication of
different cultures without using the language and translation/interpreting. In other words, language is a mirror that reflects the culture and allows it to be seen. Language can exist without translation/interpreting, and translation/interpreting without language cannot exist.

Since the sight translation is an activity, its training must be presented with actions and operations. As a result to implement successfully this type of activity the person should possess certain skills and abilities.

While studying the process of the sight translation activity, mental phenomena can be considered as the components of particular mechanisms that carry out a planning and regulatory function in action [3]. The systemic and level approaches should be taking into account when considering the mechanisms of translation activity. Due to [3] these approaches are based on the theory of the hierarchy of spheres and types of human activity and provide hierarchy and multilevel organization of the individual and the mechanisms of his/her somatic and mental activity.

Bershtein in [3] and Gal'perin in [4] distinguish three levels of activity mechanisms during the sight translation: 1) general psychological mechanisms: (perception, memory, comprehension etc.); 2) specific mechanisms of activity: regulation of activity level, attention (switching, distribution, concentration), mechanisms aimed at monitoring deviations from the norm; probabilistic prediction of the perceived language; 3) specific mechanisms of the sight translation activity: switching, transcoding, etc.

These data are one of the important aspects of the sight translation training. The main mechanisms involved in translation process are the mechanisms of the source text perception; mechanisms of memorization; mechanisms of switching from source language into target language; mechanisms of translation processing; and mechanisms of translation operations synchronization. Next, we analyze them in accordance with the phases of the sight translation process.

The sight translation process consists of three main phases:

- perception of the source text;
- taking the decision about the translation method;
- forming of the target text.

The mechanism of perception of the source text will correspond to the first phase of the sight translation. The second phase will be based on the mechanism of switching from source language into target language. The forming of the target text phase is based, respectively, on the mechanisms of translation production. During the sight translation, the mechanism of translation operations synchronization is presented as a synchronization of source text reading and speaking (target text production). The memory mechanism takes place during the second phase of the sight translation, as part of the long-term memory mechanism and short-term memory mechanism during the first phase.

According to Gile [8] sight translation can be modeled as follows: reading effort, memory effort, speech production effort and coordination.

The sight translation is self-paced. Reading and production efforts resulted in lighter pressure on short –term memory during sight translation. But on the other side, in the Reading effort translator is not helped by any indicators (such as speakers' intonation, hesitations or pauses), which help them segment text into translation units. A translator/interpreter also cannot devote all his/her effort to perception (or understanding) the meaning of the source text. As in the sight translation the source text is written, it may include long or embedded clauses it takes more time and more effort to read much more than one translation unit before reformulating it.

**Linguistic Aspects of Sight Translation**

A significant feature of the modern stage of scientific and technological progress is the mutual penetration of the special terminology from one branches of knowledge into others. Thus, for the translation of technical documentation, for instance, on computer technology, it is necessary to use dictionaries on telecommunications, radio electronics, microelectronics, computing, economics and finance, even advertising and marketing.

Byrne [2] and Weiss [29] states that there are three domains where the sight translation is used: law, medical, and scientific/technical. In the law domain it may be legal letters, personal status certificates, documents to prove identity etc. In the medical domain there are leaflets explaining health precautions or medical advice, doctor's
preparations etc. The largest one is the scientific and technical domain, where translators/interpreters deal with excerpts from conference papers, patents, technical development engineering solution etc.

From the linguistic point of view, within each functional style, it is possible to identify some linguistic features whose influence on the sight translation process and the sight translation product is significant. For instance, in the scientific and technical domains these are lexical and grammar features. Thus, in the scientific and technical texts the terminology and target vocabulary are the most important features [15].

A distinctive feature of scientific and technical texts is also their strictly practical purpose. In [5] states that one of their main functions is to meet needs of recipient in information or provide instructions to the recipient so that he/she can handle the technical tasks, since instructions, technical development engineering solutions, and scientific articles are not read in order to obtain aesthetic pleasure. Thus, scientific and technical texts are usually written in a specialized language and using terms. It is their distinctive feature, rather than their main characteristic. The main characteristic of scientific and technical texts is their practical purpose, with their help users get information that enables them to perform tasks or solve problems connected with the use of applied sciences.

However, the genres of texts of the scientific and technical style are different. For instance, technical development engineering solutions are intended to transfer qualitative or quantitative information. They are completely free from subjectivity. According to their nature they are the means of access to technical reality, which engaged users one they start reading or listening. They directly reflect the technical reality and have a direct impact on users. Unlike scientific articles, technical development engineering solutions are not intended to inform theoretical knowledge; they also do not contain rhetorical questions or logical assumptions.

The genres that are of great importance for the sight translation training are computer technology and nanotechnology domains. In these fields a scientific article and technical development engineering solution is frequently used.

A scientific article is the kind of scientific publication, which presents (at various stages) the research results, highlights the priority directions of the scientific development, and outlines further research perspectives. A technical development engineering solution is the kind of publication that combines fragments of scientific knowledge, fragments of language for specific purposes, fragments of national culture and fragments of professional and social field. In the technical development engineering solution all those fragments are interrelated. It is based on modern knowledge gained through research and / or practical experience. It is aimed at creating new materials, products, processes, devices, services, systems or methods. These publications can also be aimed at a significant improvement of existing objects.

There are several factors that influence the selection of these genres. As it was mentioned in [19] the sight translation is used, mainly during conferences. As far as during conferences there is an urgent need for the sight translation of key parts of documents to prevent the discussion from being suspended. During scientific and technical conferences, we mainly deal with texts of presentations, scientific articles and technical development engineering solutions. It is well known that the main place in the scientific and technical texts is the description of the experiment; it is usually presented by relatively simple linguistic means and therefore does not cause particular difficulties during the sight translation. However, this detailed description is usually preceded by the introduction, and follows the conclusion. These two parts state the difficulty during sight translation.

As scientific articles, as well as technical development engineering solutions inherent authorship, in contrast to the genre of instructions, where the authorship makes not matter. For the instructions is important to direct and coordinate users clearly.

It is well-known fact that when produce the sight translating of scientific and technical texts we dealing with terms. The term is an accurate and unique definition for a definite concept, device or idea in a given sphere, and therefore it requires accuracy in its transferring. Therefore, a translator/interpreter dealing with scientific and technical sight translation should know the terminology of the relevant domain. Scientific and technical texts consist of clear and logical statements, as a rule, there are no emotions, and therefore, it suggests high level similarity between source and target texts.

Consequently, two factors distinguish the term from the text as a unit that requires the adoption of a translation decision. The first is the necessity to make sure that the word in the text is a term rather than a commonly used lexical item. To achieve that we it is necessary to determine the denotata (an actual object referred to). The second one is the need to find a target language equivalent in dictionaries or in long-term memory (in the process of the
FIGURE 1 shows the second phase of the sight translation, where we can see how the decision about terms translation/interpreting is taken.

![Diagram of decision adoption when translating/interpreting terms]

**Methodological Aspects of Sight Translation**

The professional work of the translator closely connected with communication. As it was mentioned above it is considered as a special type of speech activity. Its aim is to implement the tasks of language communication [6; 7]. Thus wise, the core of professional work of an interpreter is verbal (oral and written) and non-verbal professionally oriented communication. It is believed [11] that the professional sight translation activities combine language, cultural, personal and psychological interaction as well [11]. It requires future translators/interpreters possess knowledge, skills and abilities of the translator's professional competence. The translator's professional competence in the bilateral sight translation consists of bilingual, extra-linguistic, personal, translation, and strategic competences.

Taking into account the analysis of translation, psychological and psycholinguistic aspects let's list the skills and abilities (translation competence) required by future translators/interpreters for the sight translation production:

- Skills and abilities in reading (deverbative skills and horizontal and vertical sight line expansion);
- Skills and abilities in speaking (fluency in the target language);
- Skills and abilities in the source text segmentation;
- Skills and abilities in operations synchronization (reading and speaking);
- Skills and abilities in probabilistic forecasting;
- Skills and abilities in switching (from source language into target language and vice versa);
- Skills and abilities of translation units allocation in the clauses (for example, being able to identify key information quickly; being able to identify the primary and secondary information etc.);
- Skills and abilities of translation transformations usage (for instance, being able to use functional substitutions, descriptive translation, etc.).

So from a methodological point of view, the place of the sight translation in the structure of the translator's professional competence should be considered in terms of knowledge, skills and abilities that specialist should possess. Taking into account this point of view we can divide the tasks for translation/interpreting training [15] as follows:

- tasks for training all types of translation/interpreting;
- tasks for training interrelating only;
- tasks for training translation only;
- tasks for training certain types translation/interpreting (e.g. sight translation).

Min'jar-Beloruchev in [20] also divides tasks for the sight translation training into preparatory and practical, i.e. translation. Practical exercises are those that objectively reproduce the professional conditions existing during the sight translation production. While all changes made in the practical conditions that are introduced for educational
purposes immediately transform the practical exercise into preparation. Today, there is no single approach to the classification of exercises for the sight translation training.

Thus, we propose to divide all the variety of exercises into three subsystems: Subsystem A – preparatory tasks, Subsystem B – tasks for skills development and Subsystem C – tasks for the abilities development and enhancement.

The Subsystem A is a set of preparatory exercises that include: exercises to develop reading skills, namely, the deverbative skills development and horizontal and vertical sight line expansion skills development while reading; exercises to develop speaking skills including the optimal pace production when speaking and exercises, which helps with subject knowledge and terminology.

The Subsystem B includes groups of exercises to develop source text segmentation skills; exercises to develop translation transformations usage (lexical, grammatical and lexical-grammatical); exercises to develop translation unit allocation in the clauses. These tasks also help to increase the memory capacity of the translator/interpreter.

The Subsystem C contains exercises to develop probabilistic forecasting abilities (these exercises are used at different levels at the level of words, phrases, clauses etc.); exercises to develop switching abilities (connected with bilateral translation); exercises to develop operations synchronization abilities – reading and speaking, and exercises to develop translation coordination abilities.

When creating a system of exercises, we took into account the methodological principles of training, modified in accordance with the requirement to the sight translation training: 1) the principle of increasing difficulty; 2) the principle of hierarchy during the introduction of the material; 3) the principle of combination (it is important to combine exercises to develop skills and abilities).

Let's consider some tasks from different subsystems. As it was mentioned above in Subsystem A we can find preparatory exercises. Tasks to develop vertical sight line expansion skills while reading may be formulated as follows: You are a trainee in the Translation Agency. Your company sent you to participate in Sight Translation Training Course. Today is your third class. Look at the middle column and read all words written in right and left columns.

<table>
<thead>
<tr>
<th>accessory</th>
<th>equipment</th>
<th>гіпероточення</th>
</tr>
</thead>
<tbody>
<tr>
<td>sequence</td>
<td>bandwidth</td>
<td>пристрій</td>
</tr>
<tr>
<td>showcase</td>
<td>source</td>
<td>програма</td>
</tr>
<tr>
<td>defense</td>
<td>imagery</td>
<td>просторовий</td>
</tr>
</tbody>
</table>

FIGURE 2. The example of handouts in Subsystem A

The task to develop source text segmentation skills in the Subsystem B may be set up as follows: You are a trainee in the Translation Agency. Your company sent you to participate in Sight Translation Training Course. Today is your eighth class. Read sentence divided into syntagms (phrases). While reading you look at the dot above the syntagm. The number of your eyes stops must be similar to the number of dots.

| ○ | ○ | ○ |
| In the last decade // researchers and scientists // have investigated ways // to |
| ○ | ○ |
| leverage the power // of inexpensive networked workstations // |

FIGURE 3. The example of handouts in Subsystem B

In the Subsystem C a task to develop probabilistic forecasting abilities may be presented in the next way: You work in the Translation Agency. Tomorrow you will make sight translation during conference dedicated to Security Measures to Protect Software. So, today you are a little bit nervous and try to fill in the following quiz with missing words to refresh your knowledge.
QUIZ

A

Connectivity (1) e……(v.) computers and software that might be incompatible to communicate and (2) s……
(v.) resources.

Now (3) c……(n.) are proliferating in many areas and (4) n…… (n.) are available for people to access date.

FIGURE 4. The example of handouts in Subsystem C

After philologists will have finished the task they are provided with possible answers: A 1) enables; 2) to share;
3) computers; 4) networks. The Subsystem C also includes exercises where tasks suggest performing the sight
translation: You work in the Translation Agency. Today you together with your colleagues make sight translation at
the conference dedicated to viruses. You translate sentences one by one. In the end of the day you have a possibility
to discuss the most difficult (words) parts for translation with your colleagues or even suggest your variants.

In order to assess the sight translation performance five criteria were adopted: 1) the degree of equivalence of the
source text information in the target text; 2) fluency; 3) the absence of unmotivated pauses; 4) accuracy of
pronunciation; 5) smoothness and flexibility of speech.

Taking into account the adopted criteria we conduct the analysis of experimental data received from the
philologists who didn't do the proposed exercises. It shows that difficulties occur during the sight translation
performance are: 1) a lot of unmotivated pauses; 2) insufficient level of subject knowledge and terminology; 3)
uneven pace of speech; 4) lack of deverbative skills; 5) lack of source text segmentation skills 6) lack of
probabilistic forecasting abilities and operations synchronization abilities.

According to the analysis of experimental data, the philologists who were trained with the help of the proposed
set of exercise show better results according to all five criteria: 1) the higher level of equivalence of the source text
information in the target text; 2) the higher level of fluency; 3) rare unmotivated pauses; 4) the higher level of
accuracy of pronunciation; and 5) the higher level of speech flexibility.

CONCLUSION

Overall, the sight translation is a special type of mental process, which involves the use of two languages, the
process of translation/interpreting and its result or product. So, the sight translation can also be defined as:
1) Communication where two components and two languages are used, it is also involved interdependent
components: the source of the message, the translator and the recipient;
2) The process during which the transferring of the source language text into the target language text occurs;
3) The product obtained as a result of the sight translation process.

The sight translation process consists of three main phases. When creating a methodology for sight translation
training in the scientific and technical fields, the special attention should be paid to terminology and target
vocabulary. The variety of exercises can be divide into three subsystems: Subsystem A – preparatory tasks,
Subsystem B – tasks for skills development and Subsystem C – tasks for the abilities development and enhancement.

During the sight translation the productive and receptive types of speech activity are closely interlaced. Thus, the
sight translation training study needs multidisciplinary approach. For these reason, we consider such theoretical
aspects of the sight translation training as: translation, psycholinguistic, methodological, psychological and linguistic.
The next stage of the research in this field is the design of syllabus for the bilateral sight translation training of future
bachelor-philologists.
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