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ON SPECIAL APPROACHES TO TEACHING A SECOND FOREIGN LANGUAGE FOR TRANSLATORS OF TECHNICAL INFORMATION (GERMAN BASED ON ENGLISH)

The article reveals the peculiarities of teaching a second foreign language for technical translators (German based on English). On the other hand, the issues of other training of technical translators of German as a second foreign language are considered. Existing studies on this problem relate mainly to the training of technical translators both students of philological and technical faculties. Abroad, interest in the problem of teaching German as a second foreign language on the basis of English arose only relatively recently. In connection with this, we can talk, on the one hand, about the lack of scientific research on the methodology of teaching a second foreign language, on the other hand, about the presence of already quite extensive experience, which requires analysis and generalization of teaching technical translation. Special attention is paid to the realization of pedagogical goals in the process of formation of foreign language communicative competence of technical translators. It should include socio-cultural, educational, translation, and engineering parts, taking into account the peculiarities of learning a second foreign language. The announcement of the 2017/18 German language year in Ukraine is an important step in the development of international relations in the field of science and culture. The development of this concept became an important step in the implementation of multilingual foreign language learning (FL), which has become extremely relevant in recent decades due to the geopolitical situation. Currently, the range of multicultural, multilingual communicative situations is expanding, mastering several foreign languages not only acquires great social and economic importance, but also allows meeting the ever-increasing communicative needs of modern people.

Key words: technical translation, linguistic and regional studies, training, engineering, features of teaching the German language, translation competence.

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**ПРО ОСОБЛИВІ ПІДХОДИ ДО ВИКЛАДАННЯ ДРУГОЇ ІНОЗЕМНОЇ МОВИ
ДЛЯ ПЕРЕКЛАДАЧІВ ТЕХНІЧНОЇ ІНФОРМАЦІЇ (НІМЕЦЬКА НА БАЗІ
АНГЛІЙСЬКОЇ МОВИ)**

У статті розкрито особливості навчання другої іноземної мови для технічних перекладачів (німецької мови на базі англійської). По-іншому розглядаються питання іншої підготовки технічних перекладачів німецької мови як другої іноземної. Наявні дослідження з цієї проблеми стосуються, головним чином, підготовки технічних перекладачів, як студентів факультетів філологічного, так і технічного напрямку. За кордоном інтерес до проблеми викладання німецької мови як другої іноземної на базі англійської мови виник порівняно недавно. У зв'язку з цим можна говорити, з одного боку, про дефіцит наукових досліджень з методики навчання другої іноземної мови, з іншого боку – про наявність вже досить широкого досвіду, що потребує аналізу та узагальнення навчання технічного перекладу. Особлива увага приділяється реалізації педагогічних цілей у процесі формування іномовної комунікативної компетенції технічних перекладачів. Вона повинна включати соціокультурну, навчальну, перекладацьку, інженерну частини з урахуванням особливостей навчання другої іноземної мови. Оголошення в Україні 2017/2018 року роком німецької мови є важливим кроком у розвитку міжнародних відносин у галузі науки, культури. Розвиток цієї концепції став важливим кроком у реалізації мультилінгвального навчання іноземної мови (ІМ), яке в останні десятиліття через геополітичну обстановку є надзвичайно актуальним. У даний час розширюється діапазон полікультурних багатомовних комунікативних ситуацій, володіння декількома іноземними мовами не тільки набуває великого соціального та економічного значення, а й дозволяє задовольнити постійно зростаючі комунікативні потреби сучасної людини.

Ключові слова: *технічний переклад, лінгвокраїнознавство, навчання, інженерія, особливості навчання німецької мови, перекладацька компетенція.*

Formulation of the problem. According to historical circumstances, after the end of World War II, teaching the German language for a long time was widespread in Ukraine and had its own culturally traditions. Over the past 20 years the German language has been increasingly supplanted by English as the first foreign language (1FL) and gained the status of a second foreign language (2FL).

Analysis of recent research and publications. In the 80s of the twentieth century, the concept of “German as a foreign language after English” (Deutsch als Fremdsprache nach Englisch DaFmE) arose. German linguists began to talk about this problem, concerned about the changed status of English as a language of intercultural communication.

The crowding out of the English language as the first of other foreign languages is the most common phenomenon among the studied languages in non-linguistic universities. With the organization of bilingual education, the German language acquires the status of a second foreign language (SFL). Today it is in demand in the labor market.

The purpose of our research is the peculiarities of teaching a second foreign language for technical translators (German based on English), training of technical translators of German as a second foreign language both students of philological and technical faculties.

Methodology of the research. More than 140 million people speak German as their native or second language. German is the most widely spoken language in the European Union and the state language in seven countries. 289 million people around the world studied the German language, the Germanist Ulrich Ammon calculated. Now German as a foreign language is studied by 15.4 million people worldwide, 90% are schoolchildren, 10% are adults (Аммон У., 2018).

BRD invites undergraduates to study at the magistracy, graduate students to take internships at prestigious universities in Germany, a lot of students through participation in DAAD competitions get the opportunity to take summer or winter practice at various universities in Germany.

The range of communicative situations in technology, science, economics, and trade currently is expanding. Proficiency in several foreign languages is becoming relevant, and this is gaining great social and economic importance. This makes it possible to satisfy the ever-increasing communicative needs of a modern person.

The main goal of teaching a foreign language in modern universities, therefore, should be associated with the formation of a “multicultural linguistic personality that has professional competence” (Козлова Н. В., 2008).

When teaching a foreign language, the concept of “trilingual learning” (Tertiärsprachendidaktik) was introduced. The term “trilingual training” is interpreted differently. In most cases, we are talking about the 2FL after the native language UL and the first foreign language of the 1FL.

At the same time, the settings for teaching a foreign language have changed:

a) mastery of 2FL is directly related to how much the teacher will be able to compare languages in order to identify similarities and differences in language systems;

b) the formation of students’ linguistic horizons, which allows for cross-language comparison, designed not only to reduce the time spent on mastering the language, but also to create the prerequisites for studying an increasing number of languages (Hufeisen B., Marx N., 2005), (Hufeisen B., 2011).

The process of crowding out languages is largely spontaneous and must be considered both from the point of view of theory and practice of the process of teacher training.

The study 1FL or 2FL is impossible without an analysis of its structure, system word formation, vocabulary and grammar of the language. Trilingual training allows you to study concepts in a comparative aspect, which positively affects the quality of knowledge of the native and two foreign languages (Василенко С., 2015).

Practice shows that German as the 2FL begins to be included in the compulsory list of subjects studied and is introduced in all types of general education institutions: in schools with a basic curriculum, in schools with in-depth study of 1FL, various schools, colleges, lyceums and universities. And the announcement of the 2017/18 the German language year in Ukraine is an important step in the development of international relations in the field of science, culture and the relevance of studying the 2FL.

It is very important to determine the general patterns of learning the second foreign language, in particular German based on English, taking into account which would help to make learning 2FL more effective and efficient.

Presentation of the main research material. Available studies on this issue relate mainly to the training of technical translators as students of the faculty of philology as well as technical areas. Abroad, interest in the problem of training 2FL was outlined only relatively recently.

The provisions should be oriented towards the process of teaching university students who already had language training, as well as for beginners learning German on the basis of English.

According to Salif Traore, the basis of teaching foreign languages is given priority to the development of grammar so that students “not only know a foreign language, but can also use it correctly”. The author considers grammar and communication as the main components that develop the learner’s speech capabilities [Traore S., 2005].

Dietmar Resler believes that the basis for teaching German as a second foreign language should mainly be the similarities between these languages: the interaction of cultures and languages, speech borrowings, grammatical structures. Meeting with the German language should have a mandatory

“social intercultural aspect”, which can later be successfully used in future professional activities (Traore S., 2005).

According to Gerhard Stikel, the teaching of German as a second foreign language should be based on “contrasts with other languages”. At the same time, the main emphasis is placed on “difficult moments”: grammar, morphology, syntax, which can be clearly seen when comparing with English texts. It is repeatedly emphasized here that the excellent mastery of the grammar and vocabulary of the German language is unsuccessful without the “external and internal motivation of the student” (Stickel G., 2005).

Scientific studies based on psychological and pedagogical experiments have shown that the problems of multilingual education are very complex and significant problems in the case of studying the German language on the basis of English, in the conditions of contacting the three languages of the native UA, 1FL and 2FL give rise to two features:

a) the occurrence of interference not only from the native language of UA, but also from the side of 1FL and 2FL;

b) the emergence of a positive transfer of languages as they both belong to the same group of Romano-Germanic languages.

The resulting interference due to the negative impact of the mother tongue of UA and 1FL on the studied third language of the 2FL, covers all levels of the language (phonetics, vocabulary, grammar, spelling).

The previously mentioned positive transference can take place at four levels:

a) mental activity: the more languages a person speaks, the more developed are his thinking mechanisms, such as short-term memory, visual and auditory perception mechanisms, selection mechanisms, production mechanisms in speaking and writing, etc.;

b) at the level of the language: similar linguistic phenomena in the UA and in the 1FL are transferred by the students to the 2FL and thereby facilitate their learning;

c) at the level of educational skills that the student has mastered in the process of learning the native language, and especially 1FL, and which are transferred to them for mastering 2 FL, which greatly facilitate the process of learning;

d) at the sociocultural level: sociocultural knowledge acquired in the process of studying the 1FL, non-native language can also be objects of transfer, especially if the West European cultures are identical.

In addition, the frequency of occurrence of the considered phenomena of interference and transfer depends on three factors:

a) the level of speech development in the UA;

b) the level of knowledge of 1FL and the better the student owns 1FL, the less interference phenomena arise in him and the more opportunities for positive transfer appear. But it also means that a low level of 1FL can inhibit the mastery of 2FL;

c) the magnitude of the time interval that separates the study of 2FL and the study of 1FL and the smaller the interval, the greater the impact of 1FL on the mastery of 2FL.

In addition, there is an opinion that the influence of 1FL on the study of 2FL is stronger than the influence of the native language of UA.

The communicative goals of the training of technical translators take place, as in the training of 1FL, and 2FL. In this case, we are talking about creating a basic course of teaching the German language as 2FL, which could provide students with mastery of the elementary communicative competence of technical translation into 2FL.

This means the development of:

1) the ability to communicate verbally and in writing with native speakers in a limited number of standard communication situations;

2) the ability to perceive by ear (listening) and visually (reading) simple authentic texts of different genres and types, understanding with varying degrees of depth the information embedded in them;

3) sociocultural competence based on familiarization with the culture of German-speaking countries, a better awareness of their own culture and the ability to represent it in the process of communication;

- 4) compensatory strategies to circumvent difficulties, using, for example, when speaking peripherals, while listening – request additional information, clarifications, etc;
- 5) educational skills (skills to learn).

All this should contribute to the general education and development of students of future technical translators and prepare them for practical activities in various fields of science and technology. In Europe, pedagogical goals are outside the domain and are considered common to all subjects. But, based on the specifics of the training of technical translators, it seems advisable to integrate the subjects of study with the communicative learning objectives, since communicative competence we consider it not so much as a linguistic category, but as a linguodidactic and methodological category. And all the goals set should together determine the content, and methods, and principles, and teaching aids.

The communicative competence of technical translators as a goal and a planned learning outcome should be interpreted quite broadly, since it includes sociocultural, educational, translation, engineering and compensatory competencies.

The specific implementation of pedagogical goals in the process of forming foreign communicative competence of technical translators (FCCTT) is determined by the specifics of the subject.

English and German are very similar in origin and development. They have common roots, as they belong to the West Germanic family of Indo-European languages and the Anglo-Saxon group. Their proximity is confirmed by a large number of related words, that is, words that are more or less similar, as well as some similarities in grammar.

When acquaintance with the auxiliary verb *sein* at the initial stage of training, an analogy with the English verb *to be* should be introduced. Deutsch / English *ich bin / I am, du bist / you are, er ist / he is; sie ist / she is; es ist / it is; wir sind / we are; ihr seid / you are; sie sind / they are*. These two auxiliary verbs have their own forms, some of them are very similar in two languages (*ist* and *is*).

In addition, they perform the same connecting function in the construction of the proposal. The same applies to the auxiliary verb *haben* in 2FL and *to have* in 1FL.

All this helps to master the elementary foundations of the grammar of 2FL. The possessive case can also be attributed to this: *Lenas Buch* (German) and *Lena's book* (English). Three temporal forms of the verb are also similar. *Beginnen-begann-begonnen* (Deutsch) / *begin-began-begun* (English). The education of some times is also similar in both languages: *Perfekt haben + V3 Ich habe es gelesen / Perfect have + V3 I have read it*. Comparative degrees of adjectives also have much in common: *dick-dicker-der dickste* (Deutsch) / *thick-thicker-the thickest* (English).

Common things can be found in grammatical constructions:

It rains. (English) / *Es regnet.* (Deutsch)

I am 10 years old. (English) / *Ich bin 10 Jahre alt.* (Deutsch).

The use of definite and indefinite articles in both languages makes them easier to understand when learning a second language: and man – the man (English) / ein Mann/der Mann (Deutsch).

The modal verbs present in 2FL and 1FL have similar forms: *he can, he must.* (English) / *er kann, er muss* (Deutsch). The lexical system of 2FL has similarities with 1FL. Therefore, when meeting some previously unexplored lexical units, trainees can translate them based on the 1FL. Deutsch English *der Onkel / uncle, das Feld / field, das Gras / grass, der Wind / wind, das Haus / house, der Kaffee / coffee, der Freund / friend, hallo / hello, alt / old, jung / young, lernen / to learn*.

With the constant use of the knowledge of the 1FL as a support, students understand that they already have a large potential reserve of knowledge and skills in the German language. As for the communicative goals of training, they act, as in the training of 1FL, as system-forming. It is about creating a basic course of teaching the German language as 2FL, which could ensure the mastery of at least elementary communicative competence in 2FL.

This means the development of:

- 1) the ability to communicate verbally and;
- 2) to communicate in writing with a native speaker in communication situations;
- 3) the ability to perceive by ear (listening) and;

4) visually (reading simple authentic texts of different genres and types, understanding the information contained in them);

5) sociocultural competence based on familiarization with the culture of German-speaking countries, a better awareness of their own culture and the ability to represent it in the process of communication;

6) compensatory strategies to circumvent difficulties, using, for example, when speaking peripherally, while listening, requesting additional information, clarifications;

7) educational skills (learning skills) (Пассов Е.И., 1991).

Traditional educational programs in foreign language education of philological, linguistic and technical departments of universities are usually based on two foreign languages with a clear preference for the first or “main” foreign language. Most applicants choose English as the “main language”. As a result, the German language is “undeservedly” relegated to the background.

Conclusions and prospects for further research. With the multilingual approach, the concept of teaching FL changes, since this involves the joint study of not only languages, but also different cultures, which contributes to the formation of a multicultural multilingual personality, both of the student and the learner. In parallel, the problem of training students-future technical translators who are able to put into practice their acquired knowledge is being solved.

Thus, prospects for further research will be devoted to multilingual learning as it seems to be one of the most promising areas in modern foreign language education.

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