

Educational translation as a way of teaching Russian as a foreign language

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Abstract: In history and in modern methods of teaching Russian as a foreign language, it has not caused so much controversy, as many conflicting assessments and opposing opinions, as the question of the need and possibility of using translation in teaching Russian to foreigners. The article reveals the definition of educational translation as a way of teaching Russian as a foreign language.

Keywords: monolingual communication, educational translation, cognitive motives, aesthetic motives, professional motives

In modern methodology there are three global goals of teaching Russian as a foreign language: practical, educational and pedagogical. The practical (communicative) goal means mastering the language as a means of communication. From this point of view, the role of educational translation complements monolingual communication, because in certain cases, communication with the use of a foreign language requires translation of speech from one language to another.

The general educational goal is to make students aware of the variety of ways of expression of thought present in different languages, which makes the speech and thinking process more flexible, develops students' speech abilities, enriches their speech with linguistic means for expressing their thoughts.

In the process of realizing the educational goal, students' practical knowledge not only of the language they are learning, but also of their native language improves as a result of the comparison of the two languages and ways of expressing thoughts. From this point of view, educational translation plays a special role in contrast to monolingual practice, which is mainly aimed at mastering the system of the language being studied.

The educational goal is to form the student's personality, including a sense of respect for the speakers of the language studied. This also serves the awareness, correction and automation of language transfer, as it, on the one hand, contributes to the understanding that in the studied language an idea can be expressed no less effectively than in the native language, helps the student overcome the so-called "feeling of insufficiency of the studied language". [Кочетков, 1987.с.57].

Thus, the use of educational translation in varying degrees corresponds to all the global learning objectives. The specification of these objectives depends on the profile

and stage of learning. The stage of learning is understood as a relatively completed period of language learning, separated from the system of language acquisition in general and ensuring the achievement of the final learning objectives at a certain, pre-planned level, and the profile - the established type of training of foreign students in Russian language, depending on their professional interests, needs in Russian language and the duration of training.

When teaching Russian as a foreign language, the teacher does not have the opportunity to convey to them all their knowledge of comparative linguistics in the field of native and learnt languages. The more important for the realization of the requirement to take into account the native language is teaching interpreting, which allows you to combine the study of interlingual similarities and differences with practical work on the choice of linguistic and speech forms.

Although educational translation corresponds to the objective goals of Russian language learning, its use, as well as learning in general, can be successful only when the learning process satisfies the subjective interests of students, that is, speaking in terms of psychology, when students have motives for this learning. According to A.N.Leontiev's definition, "a motive is an object that meets this or that need and which, in this or that form being reflected by the subject, leads him to the activity". [Leontiev, 1975, p. 15].

To form this or that motive or to help students to be aware of it, it is necessary to introduce into training appropriate material and ideal objects, the presence of which would meet the needs of students.

Different sides of the subject of need are determined by different motivational orientations, together constituting the subject's motivation for a particular activity. Thus, in the system of motivation of learning activities there are four main components: orientation to the process of learning activity, to the result of learning, to the teacher's evaluation and to avoid trouble.

On the basis of their role in the organization of activity, researchers divide the components of these orientations into motives-stimuli and meaning-making motives. Different needs, which can turn into meaning-making motives of activity, are distinguished. So, it is considered that at the heart of a sustainable internal motivation of learning are spiritual needs, the specificity of which lies in the fact that they provide cognitive interest, a creative attitude to learning knowledge.

In addition, as the most important condition for enhancing learning activity methodologists recognize the satisfaction of practical needs of students, including the use of the language studied, the recognition of the need and value of language skills, persistent creative attitude to the study of language, culture of its speakers, the desire not only to learn the unknown, but also to find its place in their lives. Such motivation is the highest and most favorable for achieving high results in language

acquisition, because for students the learning process itself becomes a necessity and pleasure.

With this understanding of motivation, the factor of satisfaction in learning is seen as the most effective both for intensifying students' learning and cognitive activity and for implementing one of the leading principles of learning - the principle of active communicativeness.

“Successful management of educational process can be carried out in case of interaction of two factors: subjective, i.e. the need of a pupil for knowledge itself, and objective-quality of the teaching content. The coincidence of subjective and objective factors contributes to the emergence of a psychological state, called attitude, the presence of which determines, ultimately, the success of learning. It is this psychological state is called motivation to learn”. [Кудашова,1975,с.16].

There are different methods of determining the motives for learning foreign languages (including Russian as a foreign language):

- Cognitive motives: the desire to get a certain or just new information;
- Object-functional motives: inner motivations to use Russian;
- Aesthetic motives: the desire to get aesthetic pleasure while listening to a certain kind of texts in Russian;
- Professional motives to use Russian for solving production problems;
- Instructional motives for students' use of Russian to enhance their education in general and motives for applying different kinds of work to enhance their Russian language proficiency.

To prevent the formation of persistent functional-subjective motives for translation the expedient ratio of educational translation and monolingual speech training and practice with the leading role of the latter allows.

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