

Морозова Маргарита Владимировна

**ПОВЫШЕНИЕ МОТИВАЦИИ СТУДЕНТОВ С ПОМОЩЬЮ КОММУНИКАТИВНОГО ПОДХОДА ПРИ ОБУЧЕНИИ ТЕХНИЧЕСКОМУ ПЕРЕВОДУ В НЕЛИНГВИСТИЧЕСКИХ ВУЗАХ**

Изучение предмета "Перевод научно-технических текстов с английского языка на русский" в технических вузах часто считается скучным и неинтересным. В данной статье рассматриваются причины сниженной мотивации студентов при обычно используемом грамматико-переводном методе изучения языка. Для повышения мотивации студентов предлагается наряду с грамматико-переводным методом применять коммуникативный подход. Практические примеры такого эклектичного подхода приводятся в статье.

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## Педагогические науки

*Studying the subject “Technical Translation from English into Russian” at technical higher education establishments is often considered to be uninspiring and tiresome. The article reveals the main reasons for reduced students’ motivation at the lessons of technical translation when employing the well-established Grammar Translation Method. To improve students’ motivation some elements of the Communicative Approach were incorporated into the Grammar Translation Method. The practical instances of such eclectic approach are presented.*

*Key words and phrases:* motivation; technical translation; Grammar Translation Method; Communicative Approach; warmer, ice-breaker introductory activities; personalization.

**Morozova Margarita Vladimirovna**

National Research University “MPEI”

ladmrg@gmail.com

### ENHANCING STUDENTS’ MOTIVATION AT THE LESSONS OF TECHNICAL TRANSLATION AT NON-LINGUISTIC HIGHER EDUCATION ESTABLISHMENTS BY MEANS OF THE COMMUNICATIVE APPROACH<sup>©</sup>

Understanding English is becoming increasingly important in many fields, but particularly technical ones, as much of the current and new literature is in this language.

It is well-known that in language learning motivation is a crucial aspect of the success of educational process. As to the first-year students at technical universities, most of them believe that the target subjects for them are those that give them technical background and since the benefits of mastering technical English are distant and uncertain they consider studying English as an abstract undertaking required for getting their diploma and, therefore, their motivation to study technical translation tends to be slack. As a result, it is a frequent case when there is a significant mismatch of motivation levels among the students in the same class, with some students being eager to learn while others study English just because they “have to”; consequently, teachers are constantly in need of ways to motivate their students.

However, in practice, there are also some more reasons directly connected with the method of teaching technical translation itself, which can partially cause the issue of reduced students’ motivation.

It is a matter of fact that for teaching technical translation teachers usually employ the Grammar Translation Method. This method, meaning that language is learnt by analyzing and applying the grammatical rules making up the language, doesn’t actually imply any communication, which gives the students the opportunity “to play” with language and enliven the lessons.

In addition, lessons of technical translation are usually teacher-centred, which means that the teacher is seen as the source of all knowledge in the learning process and acts as a provider of knowledge rather than making use of the knowledge and experience of the students to guide the learning process [5].

Furthermore, the activity of the students at the lessons sometimes leaves much to be desired by reasons of rather tedious tasks (there is a lot of repetition of target forms resulting from the principle of “quantity”) or, generally owing to monotonous grammar rules explanation, with a student taking a passive role of a listener for long periods.

All this leads to students’ boredom and inattention and as a result to low motivation and ultimately less learning. Hence, the teacher’s task is to improve his students’ motivation, as an essential strategy for successful learning and the Communicative Approach can be particularly useful as a means of generating this positive motivation.

According to Penny Ur [4, p. 11], we can influence learners’ motivation in three main ways:

1. By taking every opportunity to show them how important it is for them to know English.
2. By ensuring that classroom activities are interesting.
3. By fostering their self-image as successful language learners.

Incorporating some classroom practices of the Communicative Approach into technical language teaching provides the teachers of technical translation with the opportunity to put the above into practice and in that way to enhance students’ motivation.

The Communicative Approach focuses on the functional aspects of language and less on the formal structures; it gives priority to meanings rather than to grammar and rules of structures [3]. However, teachers of technical translation shouldn’t neglect the merits of this method, which can create vitality and arouse interest in the classroom.

Moreover, first of all, a teacher must be motivated himself, as a positive and inventive teacher creates a friendly and relaxed atmosphere at the lesson resulting in more successful teaching. Being a teacher you should ask yourself: “Do I teach to prepare my students for exams, just because English is one of the subjects in the students’ schedule to be studied, or do I help them to achieve their career goals and be successful in their future life?”

Thus, at the start of a new academic year ice-breaker introductory activities can be regarded as essential to strengthen students’ internal motivation. Usually at the first lesson the students at our university don’t have any

textbooks. To some extent it is not as bad as it seems to be, as some of this “free” time can be spent both for the teacher’s and students’ benefits. When I started teaching I used to ask each of the students to introduce themselves telling about their native towns, hobbies, likes and dislikes, but then I found out that this technique can only actually work for a group of several students. For large groups of 20-25 students it is not suitable, mainly because at the first lesson the students are too shy to say something in front of the whole class or partly because this activity takes too much time and at the end of it the students get bored and stop listening to other students preferring talking with each other. For middle-sized groups “getting to know you” activities, when students do a mingle survey, turned out to be a way out. There are a lot of them, but the activity “Find someone who...,” which is a sort of language-teaching “classic”, is appreciated by my students best of all, as they can find classmates with similar interests. In larger groups students can be asked to work in closed pairs finding out what they have in common, hence, even the shyest students engage in communication. All these activities allow students some choice and this can help motivation.

At the beginning of each lesson to prevent boredom some short entertaining communicative activities involving students in discussing their student life or some relevant real life issues proved to be very useful and effective (warmers). It usually takes only several minutes but I can see that it is to the benefit of the students as it improves their overall mood and energy, which creates better conditions for successful learning. Moreover, if in the middle of the lesson while translating it can be seen that the students start losing their concentration and become lethargic I spur them to activity by asking some questions, which are not necessarily related to the translation under consideration; this provides two-minute break and refreshes the students.

To facilitate the process of studying I also start applying new grammar rules by involving the personalization technique as a way to arouse students’ interest. This technique implies that students are encouraged to connect target language with their own life and allows them to express their personality by answering some questions. Such questions followed by the exercises with more specific vocabulary help students to understand and remember new grammatical structures better.

To get better results in teaching, I try to influence my first-year students’ external motivation by explaining the things that seem to be obvious to Masters and postgraduate students but not to them; I try to show the importance of studying technical English presenting real-life situations. For example, I can tell them that when looking for a job, they will be interviewed by a human resource manager and a common question to be asked will be: “Do you know any other language except English?” Thus, it implies that knowing English is “a must” and you can’t expect to get a well-paid and interesting job without knowing it. You can also ask your students: “Do you study English to get one more mark in your diploma or to know it better because it will help you in building your future career?” In this connection it should be mentioned that a human resource manager first examines the applicant’s knowledge and only after he has passed the interview should he bring his diploma with marks. Hence, it is the knowledge that is appreciated first of all, though the marks are also important. Moreover, employers often take it for granted that students’ having English as a subject at the university means they can at least read and understand scientific articles and instructions in the original. One of my graduates had only worked for two weeks when he was asked to get in touch with a foreign firm, find out the technical characteristics of the automatic control installation and if they were suitable, place an order for it. After receiving the installation he was to demonstrate it in operation training other engineers. Taking into account the cost of the installation it is understandable that the proper translation of the installation manual was of paramount importance.

Such examples taken from the real life make my students reflect on their attitude to studying technical English and regard it as a possible means of building their future careers.

It is not the aim of a technical translation lesson to make it learner-centred, which is inherent in the Communicative Approach but still the teacher could try to shift the focus towards the students using techniques when students are more actively involved into the process of studying the rules of English grammar.

Let us take the Absolute Participle Construction as an example. This construction is widely used in scientific and technical literature but you hardly find it in the colloquial language. The teacher writes on the blackboard the sentence: “Being ill I couldn’t go to the concert.” Then the teacher asks students a number of questions: “Where is the subject in this sentence?”, “Where is the predicate?”, “Who was ill?”, “Who couldn’t go to the concert?” These questions help the students to understand that the person who was ill and the person who couldn’t go to the concert is the same. Hence, the participle expresses the action related to the subject of the sentence. After that the teacher asks students to give him the translation of the sentence. Then he writes the second sentence: “My mother being ill, I couldn’t go to the concert.” The questions to be asked will be the same, but the answers will be different. The students realize that one person was ill but the other one couldn’t go to the concert. The students also find out that there is no predicate in the first half of the second sentence, but they can see the participle instead of it having its own subject. Then the teacher asks students to give their versions of the translation for this sentence. Obviously, if a student tries to translate the participle like a participle, he will not get the proper translation. After receiving the correct variant the teacher can ask students to find examples of the target language in the technical text in their coursebooks. The students notice forms used in the text for the Absolute Participle Construction and deduce the rule of its formation.

After that the teacher should highlight the form of the target language analyzing it on the board. However, the teacher should elicit the form of the grammatical structure from the students pointing at the different parts of the sentence in turn and asking: “What is it?” rather than give the form himself. Thus, the teacher involves his students

into the process of thinking making them work at the lesson. For the sentence under consideration the analysis on the board should look like the following:

Possessive Pronoun (PP) + Subject1 (S1) + Present Participle (Pr. P) + Adjective (Adj.) + comma (it is a must!) + Subject2 (S2) + Compound Predicate (for the sentence given) + Objective (Obj.)

In this way the students focus on form and have the idea of how the Absolute Participle Construction is formed.

After that it is necessary to give some sentences, in which the students will need different conjunctions when translating. The choice of a conjunction depends on the meaning of the sentence or the contents, therefore the teacher can ask the students again: "What does the author want to say here? Which conjunction is better in this case?" Every student can offer his own variant of translation, each version is discussed and the best one is chosen.

Asking questions keep the students thinking and engage them in working. Thus, students are encouraged to work out as much as possible of the grammar for themselves, which makes them get interested in the process of studying.

The first articles devoted to problems in technical translation were published in the middle of the previous century. Now technical translation is regarded as a separate science based on the synthesis of linguistics and engineering. Therefore, the subject of technical translation from English into Russian should be considered from both a linguistic and an engineering point of view, with a teacher accounting for a correct translation from a grammatical point and the students taking responsibility for its technical part. Such cooperation is only possible when a teacher adheres to the principles of more liberal and tolerant methods of teaching, which are based on a proper and courteous treatment of students [1, c. 33]. This approach combined with a friendly psychological atmosphere at the lesson creates incentives for the students to study.

One of the main tasks of teaching translation to technical students is forming mechanical reading skills with direct data extraction from the text given [2]. Hence, technical translation requires a high level of subject knowledge and awareness of related terminology. You can hardly expect the first-year students to know any technical terms, but the texts to be translated by them are rather semi-specialized than specific. It is a different issue with Masters or postgraduate students, who usually completely realize the necessity of learning and knowing technical English and their motivation becomes conscious and controlled. Authentic materials used for Masters and postgraduate students ensure they master the language required for their future work. Moreover, unlike first-year students they have already accumulated some professional knowledge or may have gained some relevant experience when working and have got some ideas about their future job. Considering the above, a teacher working with original texts should consult his students about the proper translation. Thus, every student has the chance to become involved in the translation process and comment on other students' variants of translation. This mutual creative work provokes interest in debates with all the students and gives the opportunity for weaker students to be engaged in the process of translation, since students express their opinions in a constructive discussion. This approach develops positive motivation of the students and enforces their interest to technical translation. Moreover, the possibility of reading special literature motivates students to further improvement of their language skills as it persuades them of the necessity of studying English to achieve the career goals in their future work.

It is necessary to support students' motivation highlighting their failures, success and progress. There are a lot of cases when somebody's translation causes laughter in the class. In fact, it is not very embarrassing for the students because every now and then each of them can find himself in a similar situation. Moreover, such situations give a one-minute break and a kind of relaxation, after which the students willingly brainstorm the ideas for the best translation of the challenging sentence. There will be different variants of translation and some of them can be amusing too. However, it is necessary to remember that extremely strong criticism can cause negative emotions and provoke a destructive psychological reaction resulting in demotivation of the student. Hence, teachers need to be careful to provide negative or corrective feedback, stressing the point that making mistakes is a natural and essential part of studying. On the contrary, teachers should take every opportunity to praise and encourage their students and draw everybody's attention to accurate and felicitous way of translation.

Summing up I would like to cite: "It is very important how much English the students have learnt from our lessons, but what our students have got out of our teaching also means whether their motivation and attitude to the language have improved and it is largely up to the teacher" [4, p. 284].

It is obvious that most of a teacher's learning comes from their actual experience. In this article I have tried to show some practical ways to promote students' motivation to study technical English that seem to work.

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## ПОВЫШЕНИЕ МОТИВАЦИИ СТУДЕНТОВ С ПОМОЩЬЮ КОММУНИКАТИВНОГО ПОДХОДА ПРИ ОБУЧЕНИИ ТЕХНИЧЕСКОМУ ПЕРЕВОДУ В НЕЛИНГВИСТИЧЕСКИХ ВУЗАХ

Морозова Маргарита Владимировна

Национальный исследовательский университет «МЭИ»

ladmrg@gmail.com

Изучение предмета «Перевод научно-технических текстов с английского языка на русский» в технических вузах часто считается скучным и неинтересным. В данной статье рассматриваются причины сниженной мотивации студентов при обычно используемом грамматико-переводном методе изучения языка. Для повышения мотивации студентов предлагается наряду с грамматико-переводным методом применять коммуникативный подход. Практические примеры такого эклектичного подхода приводятся в статье.

*Ключевые слова и фразы:* мотивация; технический перевод; грамматико-переводной метод; коммуникативный подход; упражнения разминки; упражнения на знакомство; персонализация.

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### Биологические науки

*В статье излагается фактический материал многолетних исследований морфогенеза растений полиплоидных видов подрода *Boeoticum*. Обсуждается степень влияния геномов  $A^b$  и  $G$  и особенно плазмона *Ae. speltoides* на морфогенез и структуру созревших растений. Своеобразие количественных показателей колосьев, так же как и развитие верхушечного колоска, – несомненно, результат влияния генетической системы цитоплазмы эгилопса.*

*Ключевые слова и фразы:* морфогенез; вегетативные и генеративные фитомеры; листовая примордий; почка; апикальные меристемы; зачаточный главный побег; геном; цитоплазма; плазмон; полигеном.

Мурашев Владимир Владимирович, к. биол. н.

Морозова Зоя Алексеевна, д. биол. н.

Московский государственный университет имени М. В. Ломоносова

vvmur@hotmail.ru

## ПШЕНИЦА И ЕЕ ДИКИЕ СОРОДИЧИ: 2. МОРФОГЕНЕЗ ПОЛИПЛОИДНЫХ ВИДОВ ПШЕНИЦЫ ПОДРОДА *BOEOTICUM* MIGUSCH. ET DOROF. ©

Знание происхождения генома и плазмона пшеницы необходимо как для изучения путей эволюции рода *Triticum*, так и для решения многих теоретических проблем генетики, морфологии и сельского хозяйства.

Целью многолетних исследований и сопоставления особенностей морфогенеза видов пшеницы и ее сородичей в Лаборатории биологии развития растений МГУ было установление степени влияния органогеиза доноров геномов  $B$ ,  $D$ ,  $G$  на рост и развитие полиплоидных видов пшеницы.

Ранее нами уже разбирался вопрос о родстве диплоидных пшениц *T. boeoticum* (L.) Boiss., *T. Monococcum* L. и *Dasypyrum villosum* (L.) Candargy – носителей генома  $A^b$  [5; 10]. В другом сообщении был представлен материал по морфогенезу диплоидных видов *T. boeoticum* и *Ae. speltoides* [9].

В данном сообщении предпринята попытка установить степень влияния геномов  $A^b$  и  $G$  и особенно плазмона *Ae. speltoides* на морфогенез и структуру созревших растений полиплоидных видов подрода *Boeoticum*.

Методика анализа растений во всех опытных посевах 2004–2010 гг. была одинаковой. С момента появления всходов у всех посеянных видов одновременно, по возможности поэтапно, отбиралось по 10–20 особей и проводился полный морфофизиологический и структурный анализ растений (на основе концепции фитомера как основной структурной единицы, составляющей тело высших растений). Весь комплекс морфогенетических наблюдений позволяет выявить особенности структурной организации исследуемых форм, в какой-то мере специфику регуляторных механизмов.

Для понимания особенностей формирования структурной организации сравниваемых видов изложим наши представления о закономерностях формирования побегового тела у пшеницы, полученные в результате многолетних исследований [4; 6–8]. Основным структурным морфологическим элементом растения является метамер (фитомер). Формирование метамеров – основная органогенная функция всех побеговых апикальных меристем растения. Побег у пшеницы строится как цепь метамеров надставкой одного над другим. Заложение метамеров на побеге опережает развертывание элементов метамеров в функционирующие органы растения. Выделяется особая роль апикальной меристемы зародышевой почечки. В результате ее функционирования довольно быстро формируется зачаточный главный побег. Сначала закладываются метамеры вегетативной зоны зачаточного главного побега, затем метамеры генеративной зоны – зачатки колосков