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# PSYCHOLOGICAL MECHANISMS OF STUDENT ACTIVITY WITHIN THE DISCIPLINE WRITING AND READING IN WRITTEN TRANSLATION

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## ABSTRACT

This article discusses the psychological aspects of Russian students' activities within the taught discipline "Writing and Reading in Translation". The article is written based on the experience of students in writing and reading classes in translation. Students carry out thematically oriented reading of special texts, while ensuring a culture of semantic perception of text materials, as well as, on their basis, a culture of generating secondary texts. Speech perception technology looks like a kind of strategy that is subordinated to the final goal-result. The theoretical foundation of the study was the work of I. A. Zimnyaya, V. D. Shadrikova, Yu. N. Karaulova, A. N. Leontyeva, T. S. Serova. Such psychological mechanisms as semantic perception, probabilistic forecasting, attention, thinking and memory are analyzed, their role in thematically oriented reading and written translation is emphasized. Attention is drawn to the need to highlight key words when reading special texts, create a logical-semantic structure of the topic, consisting of basic and additional key concepts, and create a referential matrix. Students learn to compare the referential histories of texts and discover their referential identity.

The article describes the technology for working with texts within the discipline mentioned above and describes its stages. As examples at each stage, work done by students is given, in which variability is clearly visible. The authentic text material analyzed by students relates to the current topic "Energy". Students, after working with small texts, move on to larger texts. The proposed technology is aimed at developing students' skills in identifying key words, creating a structure of subject-thematic content, and promoting the formation of a category-conceptual apparatus, which facilitates the work of written translation of special texts. It is students' understanding of the psychological mechanisms within the discipline "Writing and Reading in Translation" that lays the foundation for successful work in translation. Students' activities within the discipline "Writing and reading in written translation" are based on the functioning of such psychological mechanisms as semantic perception, probabilistic forecasting, attention, thinking and memory, which lays the foundation for successful work in written translation.

**Keywords:** Written Translation, Reading in Written Translation, Psychological Mechanisms, Keywords, Referential Matrix, Subject-Thematic Content, Structure of Subject-Thematic Content.

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## INTRODUCTION

The discipline "Writing and Reading in Written Translation (English/German as first/second foreign language)" is part of the Russian bachelor's program in the field of "Linguistics" with a specialization in "Translation and Translation Studies". Its goal is "to develop the culture of semantic perception of text materials and the culture of generating secondary texts based on them in a future translator to a professionally sufficient level, allowing them to successfully process flows of professionally significant information, create an information basis according to individual assignments of specialists, and provide information support for the activities of organizations" Writing and Reading in Written Translation (course abstract). (n.d.).

In accordance with state requirements for the minimum content and level of training of students in the field of linguistics and intercultural communication, a curriculum has been developed aimed at developing general and communicative competences, forming students' foreign language speech culture of a future translator, which implies fluent mastery of reading and listening skills in a foreign language in dialogic and monologic foreign language speech activity, the ability to conduct dialogue with communication partners, and to make monologic statements in various communicative situations of everyday life and professional activity.

In their professional activity, a translator deals with specialized literature and texts related to various fields. They carry out professionally-oriented reading, during which they search for, assimilate, and further use information that is significant for a specific professional sphere. It is important to take this into account when teaching future translators.

Very often, a translator is interested only in the thematic plan of textual materials, for example, when initially turning to texts for full written translation, compiling an abstract, or performing fragmentary written translation. In this case, referential reading is carried out, which is associated with orientation, search, and generalization of significant, thematically determined fragments of the text for solving professional tasks.

Therefore, the issue of representation, modeling, and logical structuring of the subject-thematic plan in the process of teaching professionally-oriented reading in a foreign language to future translators becomes very important, especially when it comes to referential reading in situations of information-analytical activity, full and fragmentary written translation.

## METHODOLOGY

The important psychological mechanisms of translation speech activity are perception, probabilistic forecasting, attention, thinking, and memory, which are closely interrelated. All mechanisms must be paid attention to in the process of training a future translator.

When we read a word and/or sentence, semantic verbal perception occurs, which implies the reception and comprehension of a speech message, its understanding or misunderstanding. Semantic perception of a speech message is a complex perceptual-mental-mnemonic activity Zimnyaya (1976). This process involves not only comprehension but also memory work. Its object is the main idea and all semantic connections, which have several levels: 1) the level of interconceptual connections, 2) the level of connections between sentences, 3) the level of semantic relations between the new and the given in a judgment, 4) the level of semantic connections between sentences and supraphrasal units Zimnyaya (1978). The text as a whole contains conceptual complexes of thought development. They have lexical design and should be the object of semantic perception when teaching written translation at the stage of reading the text in a foreign language.

In visual semantic perception, it is necessary to rely on the hierarchical logical-semantic structure of the topic, consisting of basic and additional key concepts. Thus, it is necessary to generalize the topic and concretize the structure.

When perceiving the text vertically, students need to identify a set of words that represent the main and subordinate denotata, reflecting the topic and creating the basis of the text as a whole. At the same time, students should use keywords for the text, which express the main idea and reflect the basic concepts. A keyword is a statistically significant word characterizing a document, text, or corpus of texts Todd (2011), Rayson (2019); they play a special role in the text, convey the content of the sentence, and are important semantic units Francis (1993), Stubbs (2001), Bondi and Scott (Eds.). (2010).

Keywords-concepts are in most cases terms representing the professionally closed terminological system of a field of knowledge, a system of scientific concepts, where the defining function becomes important, allowing logical definition of concepts. As an explanation of referent-terms, one can use definition, description, synonymization, analogization, and etymologization.

By subsequently comparing the referential histories of texts and their fragments, analyzing the degree of their coincidence, one can discover their referential identity and assume the presence of semantic synonymy of texts. Thus, the referential matrix becomes an information basis and a means of managing thematically oriented referential reading Serova and Chervenko (2015).

Another important way to study the external structure of texts on a specific topic is subject-logical analysis and, on its basis, the construction of the logical-thematic structure of the topic (LTST) Serova (1988) or the structure of subject-thematic content (SSTC) of a macrotext, its individual texts or fragments Serova (1988).

Any LTST, SSTC, representing a system of key lexical units, shows the development of the topic both vertically and horizontally in the unfolding of the text. Structuring the content of the topic is expressed by a spatial-conceptual scheme that actualizes the field

of nomination, represented by key referent words that express the leading concepts in their paradigmatic connections, and shows the development of the main topic in depth and breadth Serova (2013); Serova and Moshchanskaya (2015).

The developed and created SSTCs as structural-logical standards (T. S. Serova, E. V. Krylova, T. A. Kovaleva, T. V. Moshchanskaya, E. L. Pipchenko) can be used as a means of evaluating each text in the macrotext and hypertext as part of the whole.

It is very important that these key referent words as terms of a particular field of knowledge are adequately presented in texts corresponding to a specific area of subject reality on the basis of various types of relations operating in referential reading at the level of lexical paradigmatics based on the vertical axis of unfolding the thematic content of the text.

The means for unfolding thematic content is semantic and linguistic probabilistic forecasting, the components of which are the probabilistic structure of past experience, the current situation, and hypotheses.

Forecasting promotes mental activity and makes text perception purposeful and meaningful.

In probabilistic forecasting during the reading process, it is necessary to focus on the content of the text. First, pay attention to the title and formulate a hypothesis about the content of the text. For example, at the beginning of work on the topic "Energy Sources," students are asked which words will be key for this topic. Students suggest the following options: energy, oil, gas, sun, wind, water, power station, renewable energy sources, non-renewable energy sources, nuclear energy. Their hypothesis is confirmed after they look at the titles and subtitles of the texts.

Then, after reading the beginning of the text, the learner must assume how the thought will develop. Thus, probabilistic forecasting requires that the learner has developed skills to see semantic, interconceptual, and interphrasal connections, has mastered the means of text cohesion at different levels, and stores in memory information about the semantic structure of the word, the system of linguistic means, the order of conveying thoughts, and the ways of unfolding the text's intention.

It is significant that it is memory that carries out the qualitative selection of information, consolidates those words and phrases that convey the basic concepts of the topic, valuable information in each text, and act as lexical-semantic word chains or a lexical-semantic complex of each text on this topic. Repeated reference to texts of a certain topic makes keywords easily recognizable and allows one to assume the formation of a categorical-conceptual apparatus, which is very important in the work of a translator when translating special texts.

The development of thinking is associated with the formation of a concept. In the process of reading, it is necessary to define the concept, that is, to develop it in the learner, to introduce it into the line of conceptual transformations in the context of the text, to determine it by its place in the logical-structural scheme of the topic. It is also necessary to compose structures of the logical-semantic content of the topic, denotative maps, dictionary conceptual entries, taking into account all word connections, and, most importantly, generalize in the process of communication. The learner must constantly work with material that has semantic grouping and have the SSTC in front of them. We understand it, following T. V. Moshchanskaya, as "a system of key lexical units expressing the leading concepts in their connections at the paradigmatic level. The SSTC is a very important tool in the functioning of such important psychological mechanisms as visual semantic perception, thinking, memory, attention, and probabilistic forecasting" Moshchanskaya (2009).

Thanks to this, it is possible to perform operations of generalization, division, concretization, and classification of concepts based on the global logical-semantic structure of the topic and local logical-semantic structures of individual texts that have internal connections between denotata and concepts presented in this system of texts.

Next come operations to identify semantic reference points of the text, for which it is important to find lexical-thematic word chains, which are "sequences of semantically related words distributed throughout the text" Kolla (2004), and represent the semantic content of a part of the text Ercan and Cicekli (2007). When determining the thought in accordance with such points, lexical units representing one topic in a certain part of the text acquire special significance. This is determined by the correctly formulated beginning of the dictionary conceptual entry of the concept related to the topic, and knowledge of the means of cohesion Serova (2001).

Within the discipline of Writing and Reading in Written Translation, to activate mental activity, it is advisable to proceed in the following way: from general forms of thinking, its laws, rules and operations to their manifestation in reading, and then in writing in the native language, then to grouping, organizing and presenting linguistic means and texts taking into account the logic and psychology of thinking in a foreign language, and to complete with a system of tasks and exercises in reading and written translation in a foreign language.

The training is based on the theory of goal-setting in professional activity by V. D. Shadrikov Shadrikov (1996), which includes a goal-task and a goal-result.

The goal-task of reading and written translation activity within this discipline is to assign, by keywords, to the desired subject reality, in other words, to form the meaning of a corpus of texts related to different professional spheres. The goal-result allows expressing thematic content in specific types of written forms.

The goal-result is the creation of a product of written professionally-oriented translation of a special text.

**RESEARCH AND RESULTS**

For work with texts within the discipline "Writing and Reading in Written Translation," a technology is proposed that involves such an organization of the learning process in which students, in the process of semantic perception of a corpus of texts on a specific topic, carry out orienting-referential reading and analyze the corpus of texts, identify keywords, highlight synonyms through comparison, and create a referential matrix. "A referential matrix is a group of repeated key referent words associated with the phenomena of coreference as the identity of referents of a number of text fragments" Chervenko (2018).

This technology is intended for work with texts on the topic "Fossile Energieträger" and consists of several steps.

Study the titles of the texts and write out global keywords and/or phrases. Instruction: Study the titles of the microtexts on the topic „Fossile Energiequellen“and write out global keywords and phrases. Using the mechanism of probabilistic forecasting, students identify and write down one global keyword fossile Energiequelle.

Write down a synonymous series for the selected global keyword. Instruction: Read the macrotext „Fossile Energiequellen“, find and write down in the texts synonyms for the global word fossile Energiequelle. During the analysis of the texts, students suggest the following synonyms: Energieträger, Rohstoffe, Brennstoffe, Primärenergie, Ausgangsstoffe, Kraftstoffe.

Compile a referential matrix for each text within the macrotext. Instruction: Compile a referential matrix for each text from the corpus of texts. For example, for text 1 „Fossile Energiequellen“ students write out the following keywords: Energiequelle, fossile Energiequelle, erneuerbare Energiequelle, Kernenergie, Erdöl, Erdgas, Kohle, Heizen, Fahrzeugantrieb, Stromerzeugung; for text 2 „Was sind fossile Energieträger“ – fossile Energieträger, Erdöl, Erdgas, Braunkohle, Pflanzenresten, Kleinstlebewesen; for text 3 “Wie werden die fossilen Energieträger genutzt?” – Beheizung, Stromerzeugung, Benzinerzeugung, Antrieb von Kraftfahrzeugen.

Compile the structure of the subject-thematic content of each microtext. Instruction: Compile the structure of the semantic content of each microtext. For example, for text 1 „Fossile Energiequellen“ students create the following diagram Figure 1:

**Figure 1**

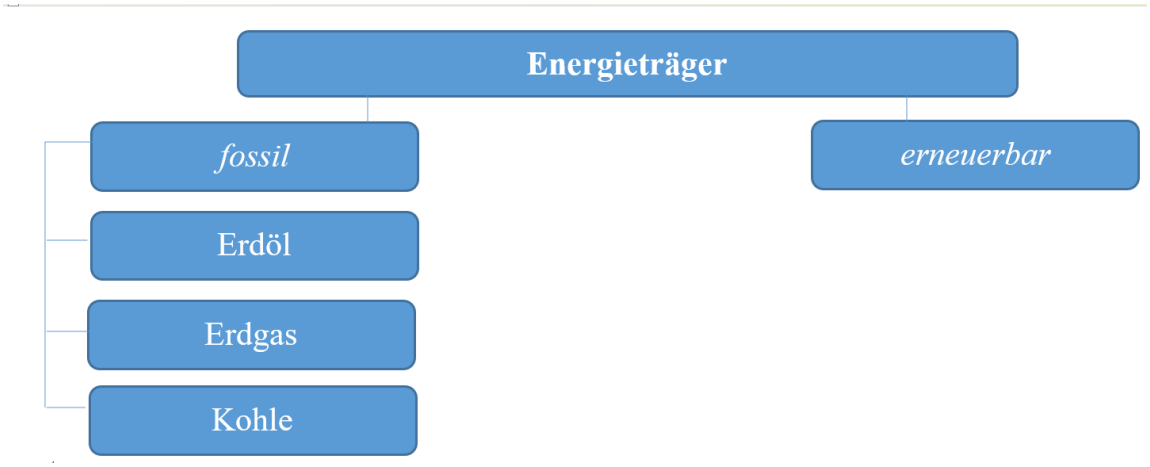



**Figure 1 Structure of the Subject-Thematic Content of the Microtext “Fossile Energiequellen”**

For text 2, students propose the following diagram Figure 2

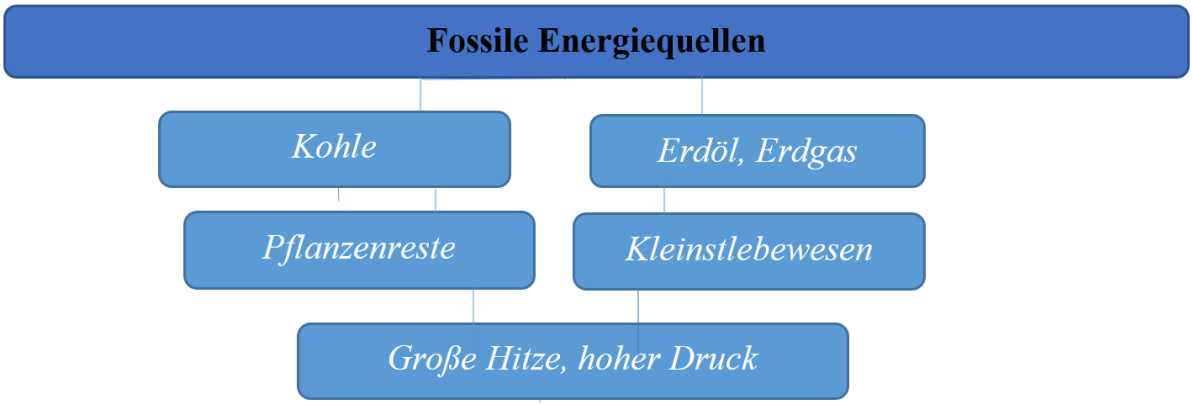



**Figure 2 The Structure of the Subject-Thematic Content of the Microtext "Fossile Energiequellen?"**

For text 3, the following diagram is created Figure 3

**Figure 3**




**Figure 3 Structure of the Subject-Thematic Content of the Microtext "Wie Werden Die Fossilen Energieträger Genutzt?"**

Based on this referential matrix and/or structure of subject-thematic content, convey the main information of each text within the macrotext in 3-4 sentences in a foreign language, translate the resulting text into Russian. Instruction: Using the given keywords and diagram, convey the content of each microtext. Students create different texts. This shows variability in conveying the content of the text. For example, for microtext 1 „Fossile Energiequellen" students create their own versions:

1) **Man unterscheidet drei Gruppen der Energiequellen:** fossile Energieträger, erneuerbare Energiequellen und Kernenergie. Zu den fossilen Energiequellen zählen Erdöl, Erdgas und Kohle, aus denen man die Energie gewinnt. Das sind die wichtigsten Energiequellen zum Heizen, Fahrzeugantrieb und zur Stromerzeugung.
2) **Es gibt drei Gruppen der Energiequellen. Das sind fossile Energiequellen:** Erdöl, Erdgas, Kohle; erneuerbare Energien und Atomenergie. Alle Energiequellen werden für Heizen, Stromerzeugung und als Brennstoff verwendet.

For microtext 2 „ " students propose the following options:

1) Zu den fossilen Energieträgern gehören Braunkohle, Steinkohle. Erdöl und Erdgas. Kohle entstand vor Millionen Jahren aus Pflanzenresten durch einen hohen Druck und eine große Hitze. Erdöl und Erdgas sind auf eine ähnliche Weise entstanden. Die Basis waren jedoch Kleinstlebewesen.
2) Zu den fossilen Energieträgern zählen vier Ressourcen: Braunkohle, Steinkohle. Erdöl und Erdgas. Sie entstanden vor Millionen Jahren durch einen hohen Druck und eine große Hitze. Kohle entstand aus Pflanzenresten, und Grundlage für Erdöl und Erdgas waren Kleinstlebewesen.

For microtext 3 „Wie werden die fossilen Energieträger genutzt?" the following options are compiled:

1) Die fossilen Energieträger haben verschiedene Verwendungsmöglichkeiten. Die Kohle wird zur Beheizung und Stromerzeugung genutzt, das Erdöl - zur Stromerzeugung, Beheizung und Benzinerzeugung, sowie zur Herstellung vieler chemischer Produkte, das Erdgas – zur Stromversorgung, Beheizung und zum Antrieb von Kraftfahrzeugen.

2) Die fossilen Energieträger haben verschiedene Verwendungsmöglichkeiten. Die Kohle wird für die Beheizung und Stromerzeugung benötigt, das Erdöl findet nicht nur in der Stromerzeugung, der Beheizung und der Benzinerzeugung seine Verwendung, sondern auch bei der Herstellung vieler chemischer Produkte. Das Erdgas wird zur Stromversorgung und zum Antrieb von Kraftfahrzeugen genutzt, findet seine hauptsächliche Verwendung jedoch in der Beheizung.

Compile the structure of the subject-thematic content of the entire macrotext as a whole. Instruction: Compile the structure of the semantic content of the entire corpus of texts. For example, students create the following diagram Figure 4

**Figure 4**

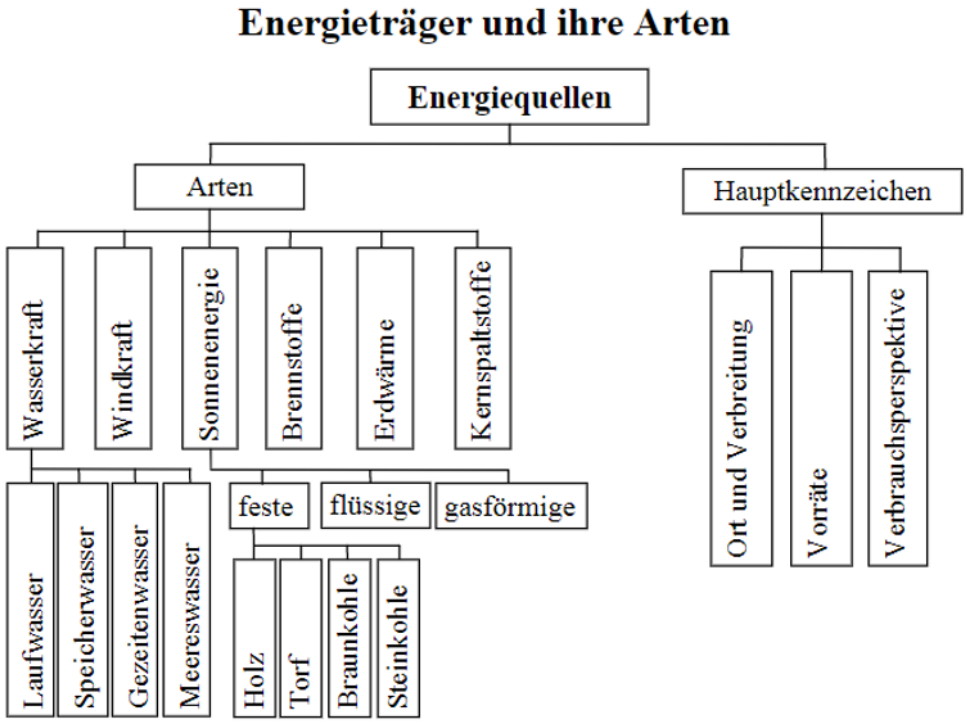



**Figure 4 Structure of the Subject-Thematic Content of the Macrotext "Fossile Energieträger" [19].**

Based on this referential matrix and/or structure of subject-thematic content, convey the main information of the entire macrotext in 6-8 sentences in a foreign language, translate the resulting text into Russian. Instruction: Using the given keywords and diagram, convey the content of the macrotext, translate the resulting text into Russian. Students create different texts. These products are characterized by variability, since previously students, having analyzed the macrotext, wrote out synonymous series.

**TEXTS COMPILED BY STUDENTS:**

Als Energiequellen können Wasserkraft, Windkraft, Sonnenenergie, Erdwärme, Kernspaltstoffe und Brennstoffe dienen. Man unterscheidet feste (Holz, Torf, Braunkohle und Steinkohle), flüssige (Erdöl und Erdölprodukte) und gasförmige Brennstoffe. Die Hauptkennzeichen der Energiequellen sind der Ort und die Verbreitung, Vorteile und Verbrauchsperspektive. Je nach Ort unterscheidet man verschiedene Wasserkraftwerke: Laufwasserkraftwerk, Speicherkraftwerk, Meeresströmungskraftwerk, Gezeitenkraftwerk. Jede Energiequelle hat ihre Vorteile und Verbrauchsperspektive.

качестве источников энергии могут быть использованы энергия воды, солнечная энергия, энергия ветра тепловая энергия земли, атомная энергия и топливо. Топливо бывает твердое., например, древесина, торф, бурый уголь, каменный уголь, жидкое (нефть и нефтепродукты) и газообразное. Источники энергии характеризует место залегания. Распространение, преимущества и перспективы использования. Например, в зависимости от места. Где используется энергия воды различают разные типы гидроэлектростанции: гидроэлектростанция на незарегулированном стоке, гидроэлектростанция с водохранилищем, морская гидроэлектростанция, приливная ГЭС. Каждый источник энергии имеет свои преимущества и перспективы применения.

Es gibt drei Gruppen der Energiequellen. Das sind fossile Energiequellen: Erdöl, Erdgas, Kohle; erneuerbare Energien und Atomenergie. Alle Energiequellen werden für verschiedene Zwecke eingesetzt und haben ihre Vor- und Nachteile.

Die fossilen Energieträger sind vor Jahrmillionen aus abgestorbenen Tier- und Pflanzenresten entstanden, sind fest, flüssig oder gasförmig und haben verschiedene Verwendungsmöglichkeiten. Sie werden zur Beheizung, Stromerzeugung, Produktion der Brennstoffe und anderer chemischer Produkte genutzt. Die fossilen Energieträger haben begrenzte Vorkommen, können nicht erneuert werden und verursachen die Umweltverschmutzung und Erderwärmung.

Die Kernenergie entsteht durch induzierte Kernspaltung oder Kernfusion, wird zur Stromerzeugung genutzt, bringt aber Gefahren mit sich.

Существует три группы источников энергии. Это ископаемые источники энергии: нефть, природный газ, уголь; возобновляемые источники энергии и атомная энергия. Все источники энергии используются для различных целей и имеют свои преимущества и недостатки.

Ископаемые источники энергии были появились миллионы лет назад из остатков животных и растений, они являются твердыми, жидкими или газообразными и имеют различные области применения. Они используются для отопления, выработки электроэнергии, производства топлива и других химических продуктов. Запасы ископаемых видов энергии ограничены, они не могут быть возобновлены и вызывают загрязнение окружающей среды и глобальное потепление.

Ядерная энергия образуется в результате индуцированного ядерного деления или ядерного синтеза, используется для производства электроэнергии, но сопряжена с опасностями.

Thanks to this technology, attention is paid to all psychological mechanisms of speech activity of the future translator: perception, probabilistic forecasting, attention, thinking, and memory. As a result of repeated repetition of lexical means, an information basis on a specific topic is created, and the categorical-conceptual apparatus of the future translator is expanded.

## CONCLUSION

In the process of training future translators, it is important to pay attention to the psychological mechanisms of translation activity, which include perception, probabilistic forecasting, attention, thinking, and memory. Within the discipline "Writing and Reading in Written Translation," these mechanisms function in the process of students reading special texts and participate in the perception and comprehension of the speech message, identification of keywords, unfolding of thematic content, construction of the structure of subject-thematic content of texts, formation of the categorical-conceptual apparatus, and creation of the product – a written professionally-oriented translation of these texts.

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