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TRANSLATION DIFFICULTIES IN THE PROCESS OF LEARNING THE POLISH LANGUAGE HIGHER EDUCATION

***Abstract.** The article deals with the translation competencies of learning Polish as a foreign language and the forms of their implementation in the academic Ukrainian-speaking environment. As an educational technique, translation is the most effective and efficient methodical tool. Mastering a foreign language and controlling the understanding of a foreign text while revealing the meaning of new vocabulary and grammatical phenomena in the process of explaining them. In particular, attention is paid to the key role of interpretation in the creation of Polish texts (dialogues and monologues) and the study of new thematic vocabulary of general and professional nature. The translation difficulties created by the translator's false friends are indicated as well as a means of identifying translation stylistic errors. The solutions to the problem of text interpretation, the difference in the morphological structure of Ukrainian and Polish counterparts are indicated.*

The article deals with different directions of students and what they should pay attention to when translating texts, as well as vocabulary when learning new material. The specified errors that can be made during the translation is a comparison of own translated text with an electronic translation proposal can serve as an additional tool for determining translation stylistic errors.

The article presents the words and expressions that need to be paid attention during text translation. Particular attention is also paid to youth slang and informal vocabulary. The effectiveness of translation in the process of learning Polish as a foreign language is indicated.

Attention is drawn to certain Polish expressions and the construction of Polish phrases. On their example the difficulties that students may face are indicated because the translation process is multi-level and complex. In this point of view, the range of general polonistic scientific problems in the Ukrainian academic environment surely contain translation competences. The difficulties in the translation interpretation of texts and expressions must also be taken into account in the process of learning Polish as a foreign language in the system of secondary and higher schools.

Key words: Polish-Ukrainian translation, Polish language, higher education, professional vocabulary, translation competencies.

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ПЕРЕКЛАДАЦЬКІ ТРУДНОЩІ В ПРОЦЕСІ ВИВЧЕННЯ ПОЛЬСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ

Анотація. У статті представлено перекладацькі компетентності вивчення польської мови як іноземної та форми їх реалізації в академічному українськомовному середовищі. Зокрема, звернено увагу на ключову роль усного перекладу в творенні польських текстів (діалогів та монологів) та вивченні нової тематичної лексики загального та фахового характеру. Відзначено, що основними труднощами такого перекладу є “фальшиві друзі перекладача”, морфологічні і стилістичні невідповідності, які впливають на вибір роду, морфеми і порядок слів. Визначено традиційні та новаторські підходи до вибору типу перекладацьких трансформацій. Ця зміна підходів особливо простежена в українсько-польському художньому перекладі, що впливає на якість інтерпретації літературних творів. Вказано на результативність перекладу в процесі вивчення польської мови як іноземної.

Ключові слова: польсько-український переклад, польська мова, вища школа, професійний словник, перекладацькі компетентності.

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TRUDNOŚCI TŁUMACZENIOWE W PROCESIE NAUKI JĘZYKA POLSKIEGO W SZKOLE WYŻSZEJ

Abstrakt. W artykule przedstawiono kompetencje translatorskie uczenia się języka polskiego jako obcego oraz formy ich realizacji w środowisku academic-

kim ukraińskojęzycznym. W szczególności zwraca się uwagę na kluczową rolę interpretacji w tworzeniu tekstów polskich (dialogów i monologów) oraz badanie nowego słownictwa tematycznego o charakterze ogólnym i zawodowym. Zwrócono uwagę, że głównymi trudnościami takiego tłumaczenia są „falszywi przyjaciele tłumacza”, niekonsekwencje morfologiczne i stylistyczne, które wpływają na wybór rodzaju, morfemów i szyku wyrazów. Zdefiniowano tradycyjne i innowacyjne podejście do wyboru rodzaju transformacji translacyjnych. Ta zmiana podejścia jest szczególnie widoczna w ukraińsko-polskim tłumaczeniu artystycznym, co wpływa na jakość interpretacji dzieł literackich. Wskazano na skuteczność tłumaczenia w procesie uczenia się języka polskiego jako obcego.

Słowa kluczowe: polsko-ukraiński przekład, język polski, szkoła wyższa, słownictwo zawodowe, kompetencje translatoryczne.

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Oral translation of the text in Polish language lessons is one of the main activities. However, the issues of this aspect of Polonistic studies haven't been sufficiently explored. Therefore, the purpose of the article is to indicate the main problems of interpretation in the process of oral translation. We have partially explored this problem in previous researches focusing in them on the development of translation competences not only in the basic Polish course in higher education, but also in the Polish language lectureship for related specialities [2]. At the same time it is worth noting that the Polish language lectureship has a different structure of the curriculum than the basic Polish studies course, since it only covers issues of historical grammar to a small extent, instead more attention is paid to communicative and cultural aspects. Under such circumstances it is possible to distinguish several variants of it: Polish as a first foreign language, Polish as a second or foreign language, Polish for professional disciplines such as pedagogy, international relations, medical and biological sciences, chemistry and ecology, history, international communication, economic relations, cultural studies, project activities, journalism, etc. In this professional diversity of the use of the Polish language as a foreign language, a spe-

cial place belongs to the translation of fiction in view of its complex intratextual transformations [3].

The specified features of the Ukrainian-Polish translation industry are contained in the Statute on the Profession of Sworn Translator [10]. Despite different translation techniques in certain fields, adequacy, accuracy and responsibility for faithfulness to the original on the part of the translator remain irreplaceable. These foundations should be laid down in each of the classes on Polish as a foreign language.

In addition, modern translation studies contribute to the development of the latest cognitive and semiotic approach. In particular, the researchers note: *“The cognitive and semiotic approach to translation has several attractive features. Firstly, as opposed to the theories of equivalence, it is mainly centered on the process of translation. Secondly, it contributes to a better understanding of algorithms and mechanisms involved in obtaining the final product of translation. Finally, the cognitive and semiotic approach makes it possible to decode the peculiar system of senses, the imprint of the source language message fixed in a definite sign sequence capable of encoding its content”* [9, p. 126].

From the first Polish language lessons the translation is a key element in understanding of the communicative and grammatical aspects of a foreign environment. This is primarily facilitated by the schemes of elementary dialogues proposed by the authors of the Polish textbook “Polska, krok po kroku” [8], educational and methodological guides recommended by the Ministry of Education and Science of Ukraine, methodological developments for the Ukrainian student environment [1], [4] etc. The method of role-playing helps to reveal cross-linguistic parallels which there are many in the Ukrainian-Polish language space. However, there is a translation problem – a misleading impression that due to the similarity of the languages it’s very easy for a Ukrainian to learn Polish. These difficulties are created by the translator’s false friends to whom the lecturer will devote the first lessons.

To this type of words such lexemes as *arbuz* (a watermelon), *dynia* (a pumpkin), *lekcja* (a lesson), *wykład* (a lecture), *plecy* (a back), *porwać* (to steal), *zakazać* (to forbid), *rozebrać się* (to undress), *pilot* (a remote

control), *czyszka* (a skull), *sklep* (a shop), *magazyn* (a storage, magazine), *dywan* (a carpet), *waza* (a tureen), *wazon* (a vase), *portfel* (a wallet), *zastawić* (to clutter up), *komórka* (a mobile phone) whose translation requires special attention should be included.

The possibility of translating this type of words must be coordinated with various examples of a contextual nature (word combinations, sentences, text fragments, the entire text). These possibilities of translation open up the views of modern researchers on various types of text transformation. Both in the literary context and in others, it is worth noting the importance of cultural influences: “*Cultural turn*’ has a clear impact on the research conducted in the field of translation. From a postmodern perspective, the main emphasis is put on the unique role of the interpretation procedures and the significance of deciphering cognitive and communicative signs regarding any reality organization and world mapping as a sign” [9, p. 128]. Additionally, in the artistic text, it is worth paying attention to its external and internal transformations [3, p. 119].

Only after getting acquainted with the wider field of interpretation of cross-language homonyms and in parallel with their specification in individual communicative situations can one move on to mastering the semantic meaning of words that are difficult to translate, build tables, write in a dictionary.

Comparing your own translated text with an electronic translation proposal can serve as an additional tool for determining translation stylistic errors. However, it is necessary to remember that machine translation does not cover a synonymous and multi-valued series of words, therefore a student may accept as the truth an interpretation of a text in a foreign language presented incorrectly on the Internet and vice versa.

One of the successful solutions to this problem at the level of oral translation is the formation of the students’ conviction that one cannot blindly trust machine translation. However, in the conditions of in-depth assimilation of the proposed background knowledge this type of verification of the translated style can be an urgent hint in the process of both oral and written speech.

One of the types of translation exercises can be an offer to carry out an independent translation of a text or words/phrases and then com-

pare it with a machine translation version of the same text. This translation action helps to supplement one's own knowledge when the learner does not notice his own mistakes due to the affinity of the language or is not oriented in a slightly different form of Polish stylistic constructions.

One of the most important types of translation difficulties in the process of learning the Polish language in the Ukrainian-speaking environment, to which special attention should be paid, is the difference in the morphological structure of the Ukrainian and Polish counterparts. This is superimposed on the erroneous translation of parts of the word, gender, parts of speech etc. For example, an unexpected linguistic discovery for a Ukrainian educationist is the generic affiliation of such words as *klasa*, *system*, *afisz*, *sałata*, *metoda* which in the process of incorrect initial translation can lead to grammatical inconsistency of a sentence or text fragment.

At the next stage of learning Polish as a foreign language, preference is given to common monologues, publications gleaned from the Internet, textbooks, fiction etc. Oral translation and interpretation of individual takens in this case is not a problematic issue as an electronic or paper version of the translation dictionary comes to aid of the student. Instead, weak knowledge in the field of stylistics of a foreign language, incorrectly constructed constructions in both case and lexical variations are among the hardest translation difficulties because they remain in the shadow of general background knowledge which is generally correct.

The main, but not the only way out of such an interlingual interpretation error at the level of syntax is constant practice in reading and retelling texts which subconsciously lays in the recipient's memory the constructions necessary for communication. A successful proposal for such exercises to expand reading and occasional translation skills is the second section of the study guide for higher schools "Polish language" [4, p. 47–314] – "O Polsce i Polakach/about Poland and Poles" and the third final part of the third section of this educational and methodical publication ("Texts for reading/Lektury") [4, p. 381–436].

Special attention should be paid to such Polish expressions: *troszczyć się o siebie*, *zakochany w niej*, *obraz narysowany przez mistrza*, *zarówno ty jak ja*, *wysłać przez internet*, *budynek o pięciu oknach* etc. It is also necessary to

learn information about how phrases are constructed in the Polish language *Wherever I am, I always return to my native land*. In Polish expressions of this type the negation aspect disappears, instead of past tense verbs, present or future tense forms are used: *Gdziekolwiek jestem, zawsze wracam do ziemi ojczystej*. Several translation difficulties are imposed here: peculiarities of the use of indefinite pronouns in the Polish language, inconsistency of verb forms in the Polish and Ukrainian versions, stylistic inconsistency, presence of cross-language homonyms (*kraj – kraina*). Using this example, we are convinced that the translation process on the Ukrainian-Polish language border is actually very complex, multi-level and requires the development of numerous personal skills and translation skills of an oral nature. At the same time it develops the skills of free communication in a foreign language in different social and age environments.

Youth slang and informal household vocabulary require special attention to which a part of each lesson where a new lexical topic is studied should be devoted. So, studying the topic “Education”, you need to emphasize the forms of informal communication in the team, compile a conversational dictionary, use it in exercises with dialogic speech. In this case, watching modern films or videos where words of this type are used will also contribute to development of translation skills. Among the educational materials, it’s worth highlighting the films of the “Allegro” studio, which adapted ancient Polish legends, reworking their scenes in a modern way (*a dragon – a plane, a bellman – a television announcer, a sheep with sulfur – an electronic prototype of the human body* etc.).

However, despite the attractiveness of modern interpretations of well-known Polish images, the lecturer should draw students’ attention to the original texts and at the same time translate the original Polish legends and translations which were transformed into new images over time. The comparison of ancient and modern material is a qualitative form of studying the Polish language in a cultural aspect as it broadens the horizons of young people.

A separate task for a student in the process of in-depth learning of the Polish language as a foreign language is the free oral translation of texts with professional vocabulary which concerns the future pro-

fession of students of higher education. In order to solve this task in practice, you need to study specialist dictionaries, choose specialized literature for reading and review materials of the relevant content. At this stage of learning the Polish language it's worth applying all types of interpretation while at the same time forming the skills of consecutive and simultaneous interpretation. Thus, along with learning the language, a student develops the skills and abilities of a professional translator who must be familiar with a wide range of topics, but focus on the specifics of his profession [5].

For students of the faculty of international relations these are such areas of activity as international statistics and information, international economy and business, international diplomatic relations, country studies, regional studies, international project management etc.

Instead, in the field of journalism, the translation of journalism and Internet sources is important. Among the intertextual materials it is worth highlighting blogs and reports that are on the border between literature and media.

In the case of the medical direction it is important to translate a medical certificate or a doctor's statement, knowledge of parts of the human body, signs of illness, etc. It should be taken into account, in this regard, professional vocabulary is combined with household vocabulary since elementary medical terms are included in the daily life of each of us.

For students of the faculty of history this is document studies, museum affairs, all periods of national and world history, national security. It is worth paying attention to the translation of historicisms, archaisms, the names of historical events and in the process of learning the Polish language use texts and examples of conversations with historical content.

In the field of cultural studies the translation of texts and vocabulary related to achievements of Ukrainian, Polish and world cultural heritage should be brought to the fore. Modern Polish poems containing metaphors, paradoxes and neologisms can be an unexpected difficulty for Ukrainian youth. This is a real challenge even for a trained, professional translator, but such tasks should not be avoided because they create new opportunities for the development of a young personality.

Instead, very narrow specialization is represented by texts of students studying Chemistry, Mathematics, Ecology and Biology. The translation of such material requires in-depth thematic preparation which is expected at the end of the course on Polish as a foreign language.

Similar texts, however, of a simplified model can be offered to high school students who are preparing for the final exam in subject. At the same time, it is necessary to remember that such material corresponds to level B2 and higher and therefore cannot be used for the entire team since it is aimed at the development of individual skills of individuals who are preparing for the certification exam.

In additional challenge for students is familiarization with Polish youth slang and argonisms. This type of vocabulary is most often found in the internet, modern youth films and the latest literature. This type of work should be performed within the framework of individual and independent classes, as well as during the writing of a student scientific paper – course or master's.

The elements of the implementation of translation competences can be traced at all stages of the formation of future Polonists without exception – both at the secondary and higher school levels. They differ in the level of complexity, lexical content, role in the formation of various competences – communicative, linguistic, literary etc.

Due to the correlation of the native language with a foreign one, the role of native language in the international context is revealed and because of this the role of the country and its own place in the world. Competently calculated use of translation plays a big role in creating a full-fledged context for learning a foreign language, contributes to increasing the motivation of students.

In order to overcome difficulties in translation, students should constantly train in this direction. A student must master not only research skills but also learn to identify important features of a text. You should pay attention to the terms if they are present in the text. Knowledge of one's native language is also indispensable in order to convey the content of the text properly. Also it is important to bring to the students' mind the essence of the translation process and to wean them

from the habit of mechanically translating words and to try to grasp the very meaning of the text read or listened to.

We can conclude that in the process of learning Polish as a foreign language in the system of secondary and higher schools, the following difficulties in the translation interpretation of texts and expressions occur: cross-language homonyms and “false friends” of the translator, real words, morphological, grammatical, syntactic inconsistency between the original and the translation, specialized vocabulary, youth slang and modern abnormal vocabulary, stylistic and cultural features of the Polish and Ukrainian languages.

In the process of formation of Polonistic education all these factors should be taken into account, emphasizing their solution as separate translation tasks. An additional possibility of solving these problems is the introduction into the educational process of such subjects as “Oral translation”, “Translation technique”, “Consecutive and simultaneous translation” etc. In this way, translation competences fit into the circle of general polonistic problems in the Ukrainian academic environment.

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