Special Issue for "Family, Education, Culture: Developmental and Management Characteristics of the Social Institutions and Processes Under Contemporary Conditions"

Scientometric Study of Russian Research into Translation/Interpreting Pedagogy

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ABSTRACT

The article reviews Russian research into teaching translation/interpreting and training translators and interpreters based on the scientometric study methods. Doctoral and post-doctoral dissertations defended over the last 10 years are analyzed. The electronic catalog of the Russian State Library was used as a resource database. The papers are categorized according to the place of presentation, theme, and research lines. Approaches and concepts developed in the dissertations for the degree of Doctor of Pedagogical Sciences are outlined. Two major directions of scientific activity: Modeling of pedagogical conditions for the professional development of future translators and development of didactic translation training models are characterized as the basis of translation pedagogy in Russia. The structure, spatial and temporal characteristics of its subject-object area, as well as names of the most cited authors are presented. The results allow us to identify the most active centers and schools of thought, to classify the subjects of research and to define the issues that have to be studied more profoundly.

Keywords: Translation, Interpreting, Scientometric Study, Dissertations, Translation Pedagogy
JEL Classifications: N30, O30, Z00

1. INTRODUCTION

It is generally acknowledged in the modern translation theory discourse that translation pedagogy is one of the youngest branches of translation science. Indeed, the majority of translator schools were set up relatively recently - After the World War II. However, translator training had been practiced long before that because at all times and in any state of society the contacts between people generated the need for a translator/interpreter (Alekseeva, 2004).

In Russia, the interpreting profession was firstly referred to in the XVI century, when statements mentioned remuneration for interpreters working for embassies. Further, this profession was linked mostly with warfare. In pre-revolutionary Russia, there were several translator training centers as part of army officer training courses. Their graduates had to know some Eastern and European languages. In the Soviet times, the tradition to combine translation

and military sciences continued as well: The Eastern Department at the Military Academy and the Military Institute of Foreign Languages were established. Translators were also taught in Moscow, Gorky, Irkutsk, Pyatigorsk and Minsk linguistic institutes. In the modern Russian educational space, higher translation schools in St. Petersburg, Moscow and Astrakhan were set up, and virtually all national universities opened their own translation departments. Many of them have been training translators for 20 years.

Over these years, certain traditions in translation training have been formed, numerous methodologies and technologies have been worked out, and several generations of training manuals have been put to use. One can say with certainty that Russia has formed its own professional translator training approach which, though being oriented towards European education standards, has a range of specific features. In this article our objective is to outline the field of modern research in Russia related to the translator training.

2. MAIN PART

The most efficient way to determine the vector of scientific interest appears to be a scientometric analysis. The methodology was developed for an objective study of research results, as well as to reveal the trends in the research potential of the education system resources. The scientometric analysis with regard to translation activity is described in the works by Gile (2005; 2006), Mead (2001) and Pöchhacker (1995; 2005). Our previous work (Alikina, 2007) presents scientometric research results only in the interpretation teaching. In this paper we would like to address the whole spectrum of problems related to translation teaching in Russia.

As a material for research, we used abstracts of dissertations completed in pedagogical sciences over the period of 2003-2013. Works presented for doctoral and post-doctoral degrees in psychology or philology were not taken into consideration. The dissertations were retrieved from the electronic catalog of the Russian State Library. In total, 124 theses were defended in 10 years, including 8 post-doctoral ones. The number of dissertations by year is presented in Table 1.

As can be seen, the largest number of dissertations was defended in 2006 and 2011. Post-doctoral dissertations were defended regularly, one thesis per year on average.

Most of the dissertations were defended in Moscow (25 theses, 10 of them in Sholokhov Moscow State University for the Humanities), Nizhny Novgorod and Yekaterinburg (9 theses per each). Also, geographical centers are Chelyabinsk (6 theses), Kaliningrad, Kursk, Tambov and St. Petersburg (5 theses per each), Yelets (4 theses) and Komsomolsk-on-Amur (3 theses). At the same time, there are centers where the research activity is dynamic, but either there is no Dissertation Council there, or the theses are defended in other cities. For example, researchers from Perm National Research Polytechnic University, the Department of Foreign Languages, Linguistics and Intercultural Communication, presented 11 theses in this field over the given period. The defenses took place in Yekaterinburg and Nizhny Novgorod. Table 2 presents the data on the number of dissertations completed in different cities of Russia.

The data show that, according to the geographical distribution, the most active research is done in the Ural region (Perm, Chelyabinsk, and Yekaterinburg).

It seems interesting to direct our attention to the most active scientific schools dealing with translator training issues and to their leaders. The research activity hubs by the number of theses defended are the research teams under the direction of Serova (Perm - 9 theses), Tarasiuk (Kursk - 6 theses), Samsonova (Kaliningrad - 6 theses), Tareva (Irkutsk - 5 theses), Tsaturova (Taganrog - 5 theses) and Passov (Yelets - 4 theses). Over the analyzed period, three dissertations were defended under the supervision of Myltseva (Moscow).

Two out of eight post-doctoral dissertations were completed by representatives of Nizhny Novgorod Linguistic University,

Porshneva and Oberemko, both having prepared two PhDs. In 2010, a doctoral dissertation was defended under the direction of Gavrilenko (Moscow), who had presented her own thesis in 2006.

In terms of specialized fields, 8 works were defended in general pedagogy, history of pedagogy and education; 56 - In theory and methods of education; and 60 - In theory and methods of professional education. Five of post-doctoral dissertations were written in the latter area. Thus, we can see that as the translation didactics distances itself from the methods of foreign language teaching the translator training research is conducted within the theory and methods of professional education, which was rare even a few years earlier.

Referring to the thematic analysis of theses, we identified the most frequently used keywords and notions which are mentioned in the dissertation titles. The most widespread notions are translator/interpreter (72 mentions); formation (36 mentions); teaching (33 mentions); culture with its derivatives intercultural, sociocultural, poly-cultural (32 mentions); translation/ interpreting (29 mentions); methodology (26 mentions); competence (16 mentions); competency (3 mentions); development (11 mentions) and technology (9 mentions). The majority of dissertations are devoted to the development of professional competencies relevant to the translation activity.

In post-doctoral dissertations, 3 out of 8 titles mention translator training basics (Porshneva, Oberemko and Gavrilenko). A broader theme is stated in the dissertation by Makshantseva, which was defended at Shuya State Pedagogical University.

Porshneva and Zaichenko focus their research on the correlation between linguistic and translation training. Ieronova and Tarnaeva

Table 1: Dissertations by year

Year	Total number of dissertations	Doctoral dissertations	Post-doctoral dissertations
2003	10	9	1
2004	10	9	1
2005	10	10	-
2006	19	17	2
2007	5	5	-
2008	8	7	1
2009	12	12	-
2010	15	15	-
2011	19	17	2
2012	10	9	1
2013	6	6	0

Table 2: Distribution of dissertations by the city of completion

City	Completed dissertations
Moscow	14
Perm	11
Chelyabinsk	9
Nizhny Novgorod	8
Kaliningrad, Kursk	7
Irkutsk	6
Taganrog, Tomsk, St. Petersburg	5
Yekaterinburg	3

consider the culturological aspect of translator training in their works. The papers by Ieronova and Pivkin are devoted to the problem of self-realization of the translator's linguistic identity.

The translation training process (20 theses) is studied more often than that of interpretation (13 theses), but mostly these are not differentiated. This fact is linked with the tradition of translation activity flexibility fixed in education standards. In few cases, the type of translation is specified depending on the area of application: Scientific, technical, literature, bible, socio-political, military and medical translation/interpretation. A new trend is translation as a subsidiary professional qualification (minor).

Two important issues seem to be prominent in the above research papers: (1) Modeling of pedagogical conditions for the professional development of future translators and (2) development of didactic translation training models. We distributed all the theses under review into these groups and determined subproblems within each problem. The first range of problems is specified by the following research directions (the number of theses is in brackets):

1. Formation of readiness: Professional (2 works); linguistic-cultural and basic linguistic; to analytical, creative activity, professionalization and mission (1 work per each).
2. Formation of culture: Mediatory, professional and culture of professional communication (1 work per each).
3. Formation of values: Poly-cultural values (1 work).
4. Formation of tolerance: General (2 works); ethnic, intercultural, ethno-cultural tolerance; and decrease of ethnocentrism (1 work per each).
5. Formation of motivation: Of motives and interest (1 work).
6. Formation of qualities: Development of independence and self-realization (4 works); conflict management (2 works); and self-determination (1 work).
7. Linguistic identity problem: (2 works).

Thus, the most developed problem is that of forming the readiness of students to perform professional activity in the future. It should be noted that the authors of five research papers addressed the problem of translator's tolerance forming. On the whole, it is worth mentioning that the specified range of problems is presented in the Russian research only. In our opinion, the least developed are the problems that deal with axiological and deontological aspects of the translator's linguistic identity and ways to develop psychophysiological qualities important for the profession.

The second group includes the following research directions:

1. Formation of competence/competency: Professional/ translator's (6 works), sociocultural (3 works), intercultural (2 works), communicative, interactive, perceptive, linguistic, professional, projecting, pragmatic, synonymic, lexical, phonetic and phonological (1 work per each).
2. Training methodology: Of translation (4 works); bilingual interpretation (2 works); grammar (2 works), liaison interpreting, sight translation, functional equivalent translation, non-verbal communication, literature translation, reading, speech rate, translation with information technologies, translation of terminology, translation of meaning, imaginative monologue discourse, translation of linguistic-cultural

difficulties, of business letters/philological texts, text translation analysis, informatics (1 work per each).
3. Formation of abilities: Of business communication, perception and comprehension; emotive and empathic, communicative, sociocultural, and translation abilities (1 work per each).
4. Formation of skills: grammar (2 works); apprehension and understanding, listening comprehension, and lexical (1 work per each).
5. Formation of knowledge: extra-linguistic (1 work).
6. Use of methods and technologies: information (3 works); telecommunication, physical culture, public pedagogy, teaching thesaurus, programmatic pedagogical means, combination of traditional and innovative technologies (1 work per each).
7. Control and exams (2 works).
8. Text selection and organization (3 works).
9. E-learning (1 work).
10. Co-teaching with other disciplines (1 work).
11. It is logical that when the ideas of competency building approach are becoming popular in the modern Russian education, the authors often address the problem of translator's competence (20 theses). Virtually each paper discusses differentiation of competence and competency in the theoretical part, the conceptual apparatus of this approach being unsettled. Among other approaches, mentioned in these titles are sociocultural (2 works), differential (2 works), contextual (1 work), acmeological (1 work) and the dialog of cultures principle (1 work). As for the content of the training, the more developed are the problems related to abilities formation; only one work is devoted to the problem of forming the future translator's system of knowledge.

Now let us denote approaches and concepts developed in the thesis for the degree of Doctor of Pedagogical Sciences. Oberemko (2003) substantiated approach to translator training in linguistic higher school based on pedagogical interpretation of the inter-ethnic communication phenomenon. The developed conception implemented the idea of interethnic communication priority; unity of language, speech and cultural competence formation; a combination of personality developing and activism approaches in the educational process, taking into account the variety of social mechanisms of ethnic and cultural identification, accounting for 'the way of life of the people' as the basis for structuring educational information, activation of imaginative thinking and subjective and personal needs of the future translator.

Makshantseva (2011) proposed to model professionally oriented training of future linguists and interpreters in line with the conceptual approach. The author's concept is a hierarchical paradigm of modern assessments of conceptual description of language units. The thesis justifies the basic notions system of conceptual approach (e.g. professional thinking, concept, professional linguistic identity, etc.). Developed is a set of pedagogical technologies providing dialogical orientation of the professional linguistic thinking development in the future specialists and their conceptual and linguistic competence, as well as identified are the appropriate organizational and pedagogical conditions.

Tarnaeva (2011) is the author of lingvodidactic concept of formation in the future translators the ability to transfer culturally specific meanings of institutional discourse. Scientific novelty of the research is in the fact that it determined the specificity of professional linguistic identity of a translator in the area of business communication, clarified the concept of institutional discourse, developed a model of linguistic and cultural competence of a business translator, developed and tested the technology to form in the future translator the ability to translate culturally specific meanings of institutional discourse in the context of university training relying on the creative-cognitive approach.

Ieronova (2008) developed a practice-oriented concept of formation of professional mediation culture in the future translators. Among the results obtained, we should note disclosure of the concepts of "intercultural mediation as a form of translator's professional activity," "professional intermediary culture of a translator;" development of the situation and subject approach and the principle of integral dialogism;" creating a system of pedagogical techniques and conditions for the formation of the translator's professional and intermediary culture at the university.

In her study, Porshneva (2004) designed the interdisciplinary didactic system of basic language training. For this purpose, the author had developed the content and structure of the system, including the block of basic phase disciplines integrated in a coordinated manner with the goals and objectives of learning and conceptual apparatus, and proposed a unified strategy for professional mastering of languages.

The following authors have proposed new approaches that are relevant for the system of additional (subsidiary) professional training.

Gavrilenko (2006) introduced the concept of phased formation in non-linguistic major students of the scientific and technical translator's competence in the course of performing professional tasks. Scientific novelty of the research is in that the writer determined components of the professional competence of the scientific and technical translator and the basic stages of their professional activities, which formed the basis of the training progression; applied discursive approach to the analysis of scientific and technical texts in the learning process and developed a coherent translation text analysis from discursive positions; developed a genre typology of special discourse; and introduced the concepts of "social institution" and "professional environment" in the translation training content of scientific and technical texts.

Zaichenko (2006) proposed conceptual basis for the study program of additional education "Translator in Professional Communications" specified its structural and content characteristics and developed the ESP co-teaching methodology for the language and translation.

In his study, Pivkin (2012) proved the concept of self-actualization of translator's linguistic identity in a foreign language speech activity during professional and intercultural communication. This concept reflects the idea of an integrated mastering of speech activity in a foreign language, multicultural and spiritual and moral development of the linguistic personality and its creative self-development. The author has developed the appropriate pedagogical system of additional training in translation and has proposed criteria for self-actualization of linguistic identity in the training and professional activities.

The analysis shows that clear classification of types, subtypes and areas of translation is not presented in Russian research papers. Despite a widespread use and scientific interest of foreign researchers to such independent translation types as simultaneous, media, sign-language, at sight and community interpretation, in the Russian translation theory discourse they are not reflected properly.

Some paper titles contain indication of the foreign languages that make up the working combination of future interpreters/translators. Among them are the English (21 works), French (6 works), German (5 works), Japanese and Chinese languages (1 work for each). There are no papers devoted to the professional proficiency in the native language (Russian).

Generalizing about the range of research papers problems in the specified groups, we conclude that the first group defines the specific features of Russian research, and, based on the whole range of subjects, we can talk about a new scientific school which has been formed for the last 10 years in Russia and which is defined as translation pedagogy. We should note that in Western tradition the terms translation pedagogy or pedagogy of translation are used in the meaning of translation training to define the didactic branch of applied translation theory (Carové, 1999; Roberts, 1992).

The idea of extending the translation didactics is discussed by Garbovsky (2012). He talks about the didactics of translation activity as a complex system of interrelated activities of a translation teacher (teaching activity) and a trainee (cognitive activity) to form the personality of a translator who recognizes their social role of ensuring the communicative mediation between the people that use different language systems and has necessary competencies to perform bilingual psychophysical activity of interpreting the system of meanings included in the source message based on the individual capabilities. We prefer to use the term translation pedagogy the object of research of which is a comprehensive system of translation training (including academic and post-academic stages) and the subject - The personality of a future translator in the process of professionalization.

Modern educational research clearly demonstrates the anthropocentric focus on personality development, and therefore the subject matter of pedagogy provides for the interaction of subjects of teleological processes aimed at promoting the fulfillment of the human need for self-actualization (Vershinina, 2008). Translation pedagogy should refer to the personality of a translation student. In our analysis of the theses collection, in 89% of cases the subject of research was included in the statement of the subject-object area (Table 3).

As statistics show, the subject is most often a future translator (31 sources). This formulation implicitly indicates

Table 3: Research subjects

Subject of the study specified in the statement of the object and the subject	Number of dissertations
Academic status	
Future translator	31
Students majoring in., areas of training	22
Higher school students	12
Future linguist and translator	6
High school students	2
Undergraduates of philological education	1
Professional group	
Translator	13
Interpreter	6
Linguist and translator	4
Specialist in the field of…	2
Translator and assistant	2
Guide-interpreter	1
Court interpreter	1
Engineer-translator	1

Table 4: Spatial and temporal characteristics of research

Space	Number of dissertations
Location	
Country (the Republic of Kazakhstan, Tajikistan, Mongolia)	3
Region (Far East)	1
The education system	
Additional professional education (program "Translator in the field of one's professional education")	8
System of higher linguistic education	5
System of higher (professional) education	2
System of higher school	1
Environment	
Multicultural educational environment	1
Type of educational institution	
Higher educational establishment	21
Higher school	1
University	1
Gymnasium	1
Profile of the institution	
Language higher educational institution	8
Non-linguistic higher educational institution	6
Linguistic higher educational institution	4
Engineering higher educational institution	3
Technical higher educational institution	2
Military Academy	2
Special higher educational institution	1
Tourist college	1
Pedagogical University	1
Specialized school	1
Humanitarian gymnasium	1
Profile of the structural unit	
Faculty of translation	3
Department of translators/translation department	2
Special faculty	1
Faculty of linguistics	1
Faculty of linguistics and intercultural communication	1

Time	Number of dissertations
Level of education	
Initial stage	3
First stage	1
Pre-translation training	1
Senior stage	1
Year of the study	
Senior	7
Junior	2
Third year	1

both the academic status of the subject - Future and belonging to a professional group - translator/interpreter. It should be added that the currently available studies do not designate the levels of educational programs - Bachelor's or Master's degree (with the exception of one study).

Using philosophical categories, Romantcev and Ronzhina (2013) consider professional pedagogy as a science that studies people's training for professional "being" in space and time. Professional being in time determines the trajectory of social and personal development, while professional being in space - is a system of professional training and education, within which the professional competence of the individual is formed. According to the authors, the subject matter of professional pedagogy is at the intersection of these spaces.

Let us turn to the spatial and temporal characteristics of the subject-object area of translation pedagogy (Table 4).

The data show that most researchers indicate the type of educational institution (university - 21 sources) and its profile (basic dichotomy "language" and "non-linguistic" school). Due to the fact that in today's Russia there are only four linguistic universities, and translator training educational programs are implemented in 300 educational institutions, we believe that the designation of "language"/"linguistic," and "special" university considerably narrows the subject-object area of the translation pedagogy. This remark also applies to the designation of the profile of the structural unit at the institution in connection with a wide variety of types of educational and administrative organizations (institute, faculty, department, division). As for the timing parameters included in the subject-object area of the study, they are found only in 10% of the works: either level or year is designated. Two spatial characteristics (specialized school and humanitarian gymnasium) complete the picture of professional being in time with a vocational guidance level which is still not deeply enough and fully represented in the research on translation pedagogy. There are also no works aimed at pedagogical support of postgraduate education, in particular, the system of further training for translators.

Systematization of the subject-object area designations and also the conducted scientometric analysis of studies allow us to suggest the following scheme for the categorical representation of translation pedagogy as a science (Figure 1).

Thus, the object of translation pedagogy study is considered to be an integral and open pedagogical system of translation education, which includes the processes of teaching the types of professional activities and of developing professional qualities in different educational environments and at different stages

Figure 1: The main categories of translation pedagogy as a science

SPACE **(learning environment):** • The system of general secondary education (school) • The system of higher professional education (university) • The system of additional education (higher school) • The system of advanced training (refresher courses)		**TIME** **(professionalization stage):** • Pre-university vocational guidance • University (propaedeutic, initial, advanced stage) • Postgraduate stage
SUBJECT **(The identity of the translation student):** • High school students • "Translation and Translation Theory" students (speciality /bachelor's /master's level) • Students of other fields • "Translator in Professional Communications" minor students • Refresher courses attendees • Translation teachers	**OBJECT OF TRANSLATION PEDAGOGY:** • educational process • process of training in types of professional translation activities • formation process of professional qualities	**SUBJECT** **(student professionalization process):** • Pedagogical conditions and organization of educational process (systems, models, support, control, assessment) • Methodology of professional translation activity teaching (content, principles, approaches, methods, forms, techniques) • Technique of professional qualities formation (methods, principles, approaches, techniques)

Table 5: Structure of translation pedagogy

Subject matter of research	Subjects
Pedagogical conditions and the organization of educational process (system, models, support control, and assessment)	Methodology of translation education
Methods of teaching the types of professional translation activities (content, principles, approaches, methods, forms, and techniques)	Theory and methods of teaching the types of professional translation work
Methodology of professional qualities formation (methods, principles, approaches, and techniques)	Theory and methods of professional qualities formation

Table 6: The most often cited authors in the References section of the post-doctoral dissertations

Author	Number of references
Komissarov, Minyar-Beloruchev	26
Latyshev, Shveitser	15
Shiriaev	14
Tsvilling	13
Chernov	11
Alekseeva	10

of professionalization. The subject matter is the process of professionalizing the translation learner (namely pedagogical conditions, methods of teaching the types of professional translation activity and formation of professionally significant qualities).

The identified research subjects relate to specific disciplines of translation pedagogy, among which we highlight the methodology of translation education, theory and methodology of teaching the types of professional translation work, and theory and methodology of professional qualities formation (Table 5).

Recurring to the scientometric description of Russian research papers in the area of translation pedagogy, it is necessary to apply the main criteria of scientometrics - Authors' references to other scientists and the frequency of their citation. To find out the most often cited authors in translation theory and pedagogy the mentions of researchers in reference lists of post-doctoral dissertations were studied. As a result, we compiled a shortlist of eight researchers whose conceptions had been most often referred to the theoretical

or methodological base. Further, we estimated the number of references to these authors in the reference lists of dissertations. The results are presented below (Table 6).

The most popular references to the foreign translation theoreticians are to works by Delisle and Seleskovich. Among the authors of dissertations, most often mentioned are works by Porshneva and Gavrilenko. Among the leaders of the most active scientific schools mentioned above, Serova is referred to most often.

Now we proceed to the references in doctoral dissertations. For analysis, we selected the dissertations defended in 2012. We considered the names mentioned among the authors of theories and conceptions in the theoretical base. It is inconceivable but 4 out of 9 works do not list any translation and translation activity theories or methodologies of translation training at all. In the works which do cite those theories and methodologies in the theoretical base, there are 12-32 references. On average, the proportion of the national and foreign researchers being mentioned is 2.5/1. The total number of references is presented in the Table 7.

Evidently, the leaders by the number of references are Komissarov and Minyar-Beloruchev. The most popular foreign conceptions are

Table 7: References in the section theoretical base of the research of doctoral dissertations

Authors	Number of references
Komissarov, Minyar-Beloruchev	5
Zimniaya, Porshneva	4
Latyshev, Ch. Nord, Neubert, Seleskovitch	3
Alekseeva, Alikina, Gile, Jäger, Ieronova, Kade, Levitan, Sdobnikov, Serova	2

the interpretation theory by Seleskovich, functional theory by Nord, and translation equivalence theory by Neubert. Unfortunately, in references there is no reflection of not only modern conceptions of translation activity, e.g. the cognitive-heuristic model by Minchenkov, translation erratology by Shevnin, the theory of harmonization by Kushnina, the psycholinguistic theory by Klukanov, the cognitive model of translation by Gile, the skopos theory by Reiss and Vermeer, didactic models of translation teaching by Delisle and more, but also of the works by the founders of the Russian translation theory -Fedorov, Ya. Retsker, Strelkovsky, etc., As a positive point, we should note that the theoretical base sections of the analyzed dissertations mention the post-doctoral works on translation training methodology defended in the last 10 years. It should also be pointed out that the presented statistics may contain inappreciable error.

3. CONCLUSION

Corpus analysis of recent Russian publications on translation pedagogy enables some conclusions. Firstly, since the late XX century research into interpreter and translator training has been very dynamic in Russia and a number of scientific schools and academic centers have formed. We can observe a new area of research emerging - Translation pedagogy, the object of which is the process of training in types of professional translation activities on the one hand, and the process of professional qualities formation on the other hand.

Secondly, unfortunately we have to ascertain the scientific isolation of the modern Russian translation community (little proportion of each other's works' citation) and predominance of references to classic works, mostly to the Russian linguistic translation theories. One of the reasons is that Russian authors rarely publish their research results in foreign journals.

Finally, we emphasize that the analysis was performed not so much to reveal the weak points in Russian research works on translation pedagogy over the last decade as to identify its uniqueness and specify the future prospects of the Russian translation educational space that, in our opinion, should be both more consolidated and more integrated into the global translation theory discourse.

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