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**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA  
(RUDN University)**

*Institute of World Economy and Business*

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(educational division (faculty/institute/academy) as higher education programme developer)

## **COURSE SYLLABUS**

### **THEORY AND PRACTICE OF SPECIALIZED TRANSLATION**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 «LINGUISTICS» (Master's)**

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(field of studies / specialty code and title)

**The course instruction is implemented within the professional education programme of higher education:**

**Foreign Language of Professional Communication and Specialized Translation**

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(higher education programme profile/specialisation title)

## 1. COURSE GOAL

The goal of the course "Theory and Practice of Specialised Translation" is to form practical skills of translation, to use the knowledge acquired in the practical language course and theoretical courses in the process of translation. In the process of studying, students should develop competences necessary and sufficient for further activity as a translator of a professional text.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Theory and Practice of Specialised Translation" is aimed at the development of the following competencies /competences in part:

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
<b>GPC-1</b>	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied	GPC-1.1. Ability to use values inherent in the culture of the countries of the foreign language studied
		GPC-1.2. Ability to understand the system of theoretical and empirical knowledge about the functioning of the foreign language system studied
		GPC-1.3. Ability to competently use the trends in the development of the foreign language system in their professional activity
		PC-1.4 Ability to carry out intercultural communication and language mediation in the sphere of business communication (awareness of the ethics of business communication in a culturally sensitive manner)
<b>PC-5</b>	Ability to translate with compliance with lexical equivalence norms, grammatical, syntactic and stylistic norms	PC-5.1. Ability to translate with lexical equivalence norms according to the required level of equivalence.
		PC-5.2. Proficient knowledge of grammatical, syntactic and stylistic norms of the target language in translation (there are no grammatical, syntactic and stylistic errors in the translated text).
		PC-5.3. The grammar, syntax and stylistics of the translated text are equivalent to those used in the original text
<b>PC-6</b>	Awareness of the methodology of pre-	PC-6.1. Readiness to use a variety of techniques for pre-translation analysis of a text

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
	translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, specialised literature and computer networks.	PC-6.2. Ability to demonstrate accurate perception of the original statement
		PC-6.3. Readiness to search for information in reference, specialised literature and computer networks necessary for the most accurate perception of the original statement.
		PC-6.4. Ability to select the most reliable and verified sources of information from reference and specialised literature, and computer networks.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Theory and Practice of Specialised Translation” refers to the core component of (B1.O.02) block of the higher educational programme curriculum.

Within the higher education programme students also master other modules and / or internships that contribute to the achievement of the expected learning outcomes as results of the course “Theory and Practice of Specialised Translation” study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

<b>Competence code</b>	<b>Competence description</b>	<b>Previous Disciplines/Modules*</b>	<b>Subsequent Disciplines/Modules*</b>
GPC-1	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied	Theory of Translation; Translational abstracting of Specialized Texts; Language of Media Texts; Information and Communication Technologies; Lexicography and Corpus-Based Linguistics ; Practice in Professional Communication (first foreign language);	Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Translational analysis of Specialized Texts; Translational abstracting of Specialized Texts; Professional Editing of Specialized Texts, Business Document Translation
PC-5	Ability to translate with compliance with lexical equivalence	Theory of Translation; Problems of Linguistic Semantics;	Professional Editing of Specialized Texts;

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	norms, grammatical, syntactic and stylistic norms	FLT Methodologies in International Examination Format	Business Document Translation Educational internship Pre-diploma internship
PC-6	Awareness of the methodology of pre-translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, specialised literature and computer networks.	Theory of Translation; Translational abstracting of Specialized Texts; Language of Media Texts	Translational analysis of Specialized Texts; Translational abstracting of Specialized Texts; Professional Editing of Specialized Texts; Business Document Translation  Educational internship

\* - to be filled in according to the competency matrix of the higher education programme

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Theory and Practice of Specialised Translation” is 4 credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	34	34			
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	34	34			
<i>Self-studies</i>	92	92			
<i>Evaluation and assessment (exam/pass/fail/grading)</i>	18	18			
<b>Course workload</b>	academic hours	<b>144</b>	<b>144</b>		
	credits	<b>4</b>	<b>4</b>		

*Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail/grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\* - to be filled in in case of the higher education programme part-time training

*Table 4.3. Types of academic activities during the periods of higher education programme mastering (correspondence training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail/grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\* - to be filled in in case of the higher education programme correspondence training mode

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Denotative Equivalence on the Utterance Level	Topic 1.1. Formal level of denotative equivalence. Direct translation equivalents (lexical and grammatical).	S
	Topic 1.2. Methods of non-equivalent culture specific words (transcription and transliteration)..	S
	Topic 1.3. Component Level of Denotative Equivalence	S
	Topic 1.4. Preservation of the elements order of the phrase, accompanied by a change in their grammatical structure, that is, parts of speech and syntactic functions.	S
	Topic 2.1. Verb metonymy..	S

Course module title	Course module contents (topics)	Academic activities types*
Module 2. Metonymic Translation	Topic 2.2. The cause and effect nature of metonymic relations: rendering cause as effect and effect as cause, rendering state as action.	S
Module 3. Types of Translation Transformations	Topic 3.1. Generalization and concretization as types of translation transformations	S
	Topic 3.2. Concretization as a type of translation transformation. Broad-valued words. Internationalisms. The translator's "false friends". Offset.	S
	Topic 3.3. Establishing denotative equivalence at the level of the purpose of communication.	S
	Topic 3.4. Compression as a type of translation transformation.	S
Module 4. Singularities of Translating Economic Texts in Mass Media	Topic 4.1. Semantic unity of the text	S
	Topic 4.2. Translation of newspaper, magazine texts and Internet texts.	S
Module 5. Fragmentation of an utterance as a way of formal expression of topic-rhematic relations in the text	Topic 5.1. Generalization, concretization, antonymic translation, metonymic translation. Fragmentation and intergration of statements.	S
	Topic 5.2. The method of translation: the substitution of language signs and calculus in the transmission of figurative means.	S
Module 6. Official Business Text in Source and Target Languages	Topic 6.1. Explanatory additions. Specific features of the style of economic texts in English and Russian	S
	Topic 6.2. Transmitting additional article meanings.	S

\* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
		SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	324 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106

\* The premises for students' self-studies are subject to **MANDATORY** mention!

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

1. Buzadzhi D.M., Lanchikov V.K. *Tekst. Analiz. Perevod : praktikum po pis'mennomu perevodu s anglii-skogo yazyka na russkii*. M. : R. Valent, 2021. -200 s.
2. Mikova Svetlana Stanislavovna. *Teoriya i praktika pis'mennogo perevoda [Elektronnyi resurs] : Ucheb-noe posobie.* - M. : Izd-vo RUDN, 2023. - 328 s.  
<http://lib.rudn.ru/ProtectedView/Book/ViewBook/3028>

### *Additional reading:*

1. Alimov V.V. *Teoriya perevoda. Perevod v sfere professional'noi kommunikatsii*. 4-e izd. – M.: Dom Knigi, 2016.
  2. Barkhudarov L.S. *K voprosu o grammaticheskikh znacheniyakh i ikh peredache pri perevode//Inostrannye yazyki v shkole*. 2022. № 3.
  3. Grigor'eva O.N. *Stilistika russkogo yazyka.* – M.: NVI–TEZAURUS, 2020.
  4. Ermolovich D.I. *Imena sobstvennye na styke yazykov i kul'tur.* – M.: R. Valent, 2021.
  5. Kazakova T.A. *Prakticheskie osnovy perevoda.* - M., 2018.
  6. Krupnov V.N. *Leksicheskie aspekty perevoda.* – M.: 2017.
  7. Lyubimov N.M. *Perevod – iskusstvo// Perevod sredstvo vzaimnogo sblizheniya narodov.* – M.: 2017.
  8. Solodub Yu.P. *Teoriya i praktika khudozhestvennogo perevoda.* – M.: Izdatel'skii ientr «Akademiya», 2025.
  9. Tatarinov V.A. *Metodologiya nauchnogo perevoda.* – M.: Moskovskii litsei, 2017.
- v) periodicheskie izdaniya
1. *AlmaMater // Vestnik Vyshei shkoly.*
  2. *Innovatsii v obrazovanii.*
  3. *Vysshee obrazovanie segodnya.*
  4. *Vysshee obrazovanie v Rossii. // Nauchno-pedagogicheskii zhurnal Ministerstva obrazovanie i nauki Rossii.*
  5. *Pedagogicheskoe obrazovanie i nauka. // Mezhdunarodnaya akademiya nauk pedagogicheskogo obrazovaniya.*
  6. *Prepodavatel'. XXI vek. // Obshcherossiiskii zhurnal o mire obrazovaniya.*
  7. *Lingvistika i mezhkul'turnaya kommunikatsiya. // Vestnik Moskovskogo universiteta.*

### *Dictionaries*

1. McKean E. The New Oxford American Dictionary. – Oxford University Press, 2005.
2. Anglo-russkii slovar' ustoichivvykh slovosochetanii / Collins Cobuild Dictionary of Idioms. AST, Astrel', 2004.
3. Bock H.K., Bock I.R., Frey G. Elsevier's Dictionary of European Community Company/Business/Financial Law. – Elsevier Science, 2005.
4. Oxford Dictionary of English. – Oxford University Press, 2005.
5. Jones D. Cambridge English Pronouncing Dictionary (+ CD-ROM). – Oxford University Press, 2006.
6. Oxford Dictionary of Economics. – Oxford University Press, 2003.
7. Eskin L. N., Fedina A. M., Butnik V. V., Fagrad'yants I. V. Sovremennyi anglo-russkii slovar' po ekonomike, finansam i biznesu / Contemporary English-Russian Dictionary on Economics, Finance & Business. – Veche, 2007.
8. A Dictionary of Finance and Banking. – Oxford University Press, 2008.
9. Zhdanova I.F. Novyi anglo-russkii ekonomicheskii slovar'/ New English-Russian Economic Dictionary. – Drofa, Russkii yazyk – Media, 2008.

### *Internet sources:*

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
  - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
  - EL "University Library Online" <http://www.biblioclub.ru>
  - EL "Yurayt" <http://www.biblio-online.ru>
  - EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>
  - EL "Trinity Bridge"
2. Databases and search engines:
  - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
  - Yandex search engine <https://www.yandex.ru/>
  - Google search engine <https://www.google.ru/>
  - Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

### *Training toolkit for self- studies to master the course \*:*

1. Methodological instructions for preparation for seminars on "Theory and Practice of Specialised Translation" course.

One of the forms of independent work of students is the preparation of a scientific report to discuss it at the practical (seminar) class.

The purpose of the scientific report is to develop students' skills of analytical work with scientific literature, analysis of debatable scientific positions, argumentation of their own views. The preparation of scientific reports also develops the creative potential of students. The scientific report is prepared under the guidance of a teacher who leads practical (seminar) classes.

Recommendations to the student:

-before starting work on writing a scientific report a student should agree with the teacher the topic, structure, literature, as well as discuss the key issues that should be disclosed in the report;

-present the report to the supervisor in writing;-perform at the seminar with a 10-minute presentation of his/her scientific report, answer questions from the students of the group.

Requirements for the design of a scientific report:

-TimesNewRoman font, font size -14, line spacing -1.5, margin size-2.5 cm, indent at the beginning of the paragraph -1.25 cm, formatting by width); the sheets of the report are stapled. The title page indicates the name of the educational institution, the name of the department, the name of the discipline, the topic of the report, the name of the student; - to the structure of the report - the introduction (indicates the relevance, purpose and objectives), the main part, the author's conclusions, the list of references (at least 5 positions). The volume is agreed with the teachers. At the end of the work put the date of its completion and the signature of the student who completed the work.

The total score for the report takes into account the content of the report, its presentation, as well as answers to questions.

Methodological instructions on work with literature on the course "Quantitative Linguistics and New Information Technologies":

Any form of independent work of the student (preparation for a seminar, writing an essay, term paper, report, etc.) begins with the study of the relevant literature both in the library and at home. For each topic of the course the main and additional literature is selected.

The main literature

- are textbooks and course books.

Additional literature

-These are monographs, collections of scientific papers, magazine and newspaper articles, various reference books, encyclopedias, Internet resources.

Recommendations to the learner:

It is advisable to review the selected monograph or article carefully. In the books it is necessary to familiarise with the table of contents and scientific reference apparatus, read the abstract and preface. It is advisable to leaf through it, consider illustrations, tables, diagrams, appendices. Such superficial acquaintance will allow you to know which chapters should be read carefully, and which to read quickly;-in a book or journal, belonging to the student himself, key positions can be highlighted with a marker or notes in the margins. When working with Internet sources, it is also advisable to highlight important information;-if the book or magazine is not the property of the student, it is advisable to write down the numbers of pages that attracted attention. Later, one should return to them, reread or rewrite the necessary information. The physical act of writing it down helps to put the information firmly in the "memory bank".

There are the following types of records when working with literature:

**Synopsis** - a short schematic record of the main content of scientific work. The purpose is not to rewrite the work, but to identify its logic, the system of evidence, the main conclusions. A good synopsis should combine fullness of statement with brevity.

**A quotation** is an exact reproduction of the text. It is enclosed in inverted commas and indicates the page of the source.

**Thesis** - a concentrated statement of the main points of the material read.

**Abstract** - a very brief summary of the content of the work read.

**Summary** - the most general conclusions and provisions of the work, its conceptual results.

**Notes** in one form or another not only contribute to understanding and assimilation of the studied material, but also help to develop skills of clear presentation in writing of these or those theoretical issues.

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus <https://esystem.rudn.ru/course/view.php?id=2205>

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### **DEVELOPERS:**

**Ass. Professor FLD EF**

\_\_\_\_\_  
Position, Educational Department

**Sibul V.V.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and surname

### **HEAD OF THE HIGHER EDUCATION PROGRAMME: FLD EF**

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