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TRANSLATORS' TRAINING: UKRAINIAN EXPERIENCE

The main task of the higher educational establishment is to prepare graduates for modern dynamic national and international labour markets that demands to find the way into teaching practices, which can respond to the created expectations. Nowadays reality of the translation market reveals problems in translator training. Ukrainian teachers and scientists will have to re-think existing translator training programmes in terms of present-day market demands to professionals and to work out comprehensive educational professional programs. They should look for ways how to manage limitations caused by changes in the global situation taking into account that the profession of translator requires profound knowledge in various spheres of life. The successful implementation of future translators depends on their professional training that includes forming of communicative competence and also allows them to perform

all the functional responsibilities provided for their profession. The main idea for this article is the relationship between the training process and the profession. The characteristics of today's translation market have been examined and the issues that are addressed in modern translator training have been analysed. The definition of the term translation has been presented. Characteristics of translator's professional activity have been distinguished and components of comprehensive educational professional programs were investigated. The requirements for a professional translator should be an integral part of the standard, as they are the subject of further elaboration. In international practice among the most important are the requirements of maintaining a high level of their own professional skills and knowledge, the ability to solve translation problems of a new type, the ability to translate and summarize texts in one language from another, regularly improve their skills. The content of the requirement, the characteristics of professional activity, the necessary knowledge and skills have been determined in the articles.

Key words: translation teaching; training; activity; interlingual; communication.

1. INTRODUCTION

The profession of translator or interpreter is very demanding, responsible and complicated because it requires diverse, extensive knowledge not only of foreign languages and modern linguistics, but all round education, including history, economy, country studies, ethics and aesthetics, terminology in special fields of human activities.

Besides the translator must be well versed in the communicative registers, political and diplomatic relations with foreign countries, their customs and traditions.

In order to acquire knowledge and skills necessary to perform professional duties of a translator one should obtain theoretical knowledge and practical skills in the process of study. Methods, applied by the teachers, their own experience in translating and interpreting plays a decisive role in the translators' training. A number of scholars dedicated their works to the problem of teaching students for their professional activity.

The most important events in the modern world are impossible without translators, whose activities contribute to the development of political, diplomatic relations with foreign countries, economics and science, culture, cooperation in all spheres of human activity. Well-known linguist G. Kelly asserts “There is no world without translation”[14]. The profession of the translator requires extensive knowledge diverse of modern linguistics, foreign languages in the field of country studies, history and literature, art and religion, ethics and aesthetics, knowledge of terminology in special fields – economics, law, politics, education, etc.). The professional worldview of a translator is a system of generalized views on the world of the dynamically developing profession, its place and role in the society, which determines the attitude to the field of intercultural, foreign language and personal communication and to oneself as a subject of professional translation. The successful activity of future translators depends entirely on their activity to use knowledge and skills. It is clear that the professional training of future translators is a process of forming their communicative competence and involves not only mastering the language as a means of communication, learning, self-education and provides free, normatively correct and functionally adequate possession of all types of foreign language speech activity, but also allows them after graduation to perform all the functional responsibilities provided for the translator. As a rule, professional training of the translators in higher educational establishment is conducted in process of studying of theory translation and practice, the purpose of which is to form students’ basic, specific and special components of translation competence. That means to apply knowledge, skills and the abilities of translator to successfully solve their professional tasks [23]; [25]; [27]. The basic components of translation competence include the knowledge, skills and abilities that a translator needs to some extent to perform all types of translation (written or oral translation in one of its varieties) and regardless of the genre of the translated text (scientific, technical, business, newspaper and journalistic, etc.) The specific components include knowledge, skills and abilities required in one or more related types of translation (written, visual-oral, paragraph-phrase, sequential, synchronous). Special components of translation competence are the elements necessary for the translation of texts of a

particular genre and style: legal, economic, scientific and technical, artistic, medical, etc. To ensure each translator's high-quality and responsible fulfillment of the requirements of intercultural communication, in the educational process of training such a specialist it is necessary to select carefully and take into account special knowledge and professional skills paying attention to the creative nature of translation [3; 21].

The training of translators in higher educational institutions in Ukraine is experiencing a period of rapid development, when all new translation faculties and departments appear annually, and the number of which is approaching to ninety, we will focus in this article only on the methods of future translators training.

Analyses of investigations and publications. The problem is extremely relevant, taking into account the insufficient amount of researches in this area both in Ukraine and in the Commonwealth of Independent states. Issues have been raised by some authors regarding the mismatch between competences acquired by novice translators through training programs and the level and range of competences required in the translation marketplace (Bowker [4]; Chesterman and Wagner [7] and Gouadec [12]). Authors Kiraly [15] and Pym [20] have been working with the problem of translation training at universities. Also there many researches who focus on translation training (Bernardini [5], Cammarata [6], Cochran-Smith [8], Englund [10], Göpferich [11], Kearns [13], Kussmaul [16], Newman [17], Palmberg [18], Piccardo [19]).

Despite the fact that there are the number of works on methods of teaching translation and a similar number of works on methods of teaching foreign languages, we can conclude about presence of a significant amount of unresolved problems in teaching translation as a specialty. Naturally, Ukrainian researchers cannot stand aside from world trends and must participate in the development of a new direction, though given the existing system of training translators in the country, which inherited from Soviet times and differs significantly from that used in the West. This is all the more necessary in view of the inevitable transition of Ukrainian education to generally accepted principles, which is already being attempted within the framework of the so-called Bologna Process, despite all its criticism.

The purpose of the research is to investigate the problem of translators' training in the higher educational establishment of Ukraine.

2. METHODOLOGY OF RESEARCH

The practical lack of basic research aimed at developing the basics of the theory of translation training in Ukraine is easy to explain. Until recently (some 25 years ago), the training of translators in Ukraine was carried out only at two universities (Kyiv and Kharkiv), the enrollment of which was relatively small, as was the number of translation teachers. The teachers themselves slowly honed their own translation and teaching skills, mainly through practical activities and imitation of the techniques of more experienced colleagues. That is, it was a typical medieval system of teaching “master – student”, which more or less worked in a small number of teachers and students and the quality of which depended largely on random factors. The situation has changed radically with the introduction of tuition fees, the emergence of private higher education institutions and the easing of restrictions on the enrollment of students for training in “Translation”. These factors contributed to the rapid and poorly controlled reproduction of translator training centers, which, in turn, caused a number of significant problems, primarily related to the lack of teachers with experience in teaching translation as a specialty. Add to this the weak supply of modern teaching materials for the training of translators and the scientifically based theory of their training – and we have what we have: the overall low quality of training of future translators on average in the country. The above mentioned, convincingly demonstrates the urgency of the problem. During the analysis of translation studies bases of the content of the subject “Methods of teaching translation” the key issues that should be taken into account in the process of teaching translation are highlighted. These include, in particular, the types of translation, meaning and significance, the implications of the original text and the problem of their transmission in the translated text. Among the concepts that form the psycholinguistic basis of the subject “Methods of teaching translation”, the psycholinguistic content of the translation process, its stages and cognitive strategies used in translation are analyzed. The analysis of such strategies is based, among other things,

on the results of the original experiment, and consideration of the sources of difficulties that arise in this process is illustrated by the material of two experimental studies. Linguistic bases include the analysis of such phenomena as interlingual differences in categorization, grammatical, lexical and phraseological problems of translation. Considerable attention is paid to the content of the preparatory stage in the process of learning to translate terminological vocabulary. In particular, based on the original study, the method of contrastive analysis of vocabulary related to education in the American and British versions of English is shown, as well as recommendations for its transmission when translating texts related to the Ukrainian education system.

One of the key categories of translation teaching methods is the professional competence of the translator and its components (competencies). The importance of this category is explained by the fact that it acts as a learning goal, and therefore requires the greatest possible clarity. Teaching translation as a specialty in Ukraine, as in the vast majority of countries, is currently carried out in higher education, and therefore, naturally, is in the context of the state national program “Education”, designed for the 21st century [26]. According to the program, education in Ukraine should be based on certain principles, the most important of which are the priority of education (which means sufficient funding to ensure the advanced nature of education and take into account future needs), its democratization, i.e., among other things, wide autonomy of educational institutions in determining the content of training of future translators taking into account local needs), humanization (disclosure of abilities of each person and satisfaction of his educational needs), humanization (formation of personality culture in the broadest sense of the word), constant study of world cultures, expansion of one’s own worldview and increase of culture of individual behavior), national orientation (for teaching translation this means, among other things, obligatory use of Ukrainian as one of the working languages and its development through translation), openness of systems education (lack of isolation within national borders, intensive exchange of experience, critical study and rational introduction of foreign experience in training translators), continuity (continuity in training at different levels of training, lifelong learning

through self-improvement and special training courses), inseparability of training and education (formation of ethical principles of professional and everyday behavior of the future translator), multiculturalism and variability (possibility, due to the variable component of educational content, flexible choice of professional components of the curriculum, according to personal needs and local employment, creation of a network of non-governmental educational institutions, the presence of different versions of the curriculum in different educational institutions).

The content of the state national program “Education”, of course, requires consideration of these principles in the development of the concept, definition of the content and methods of teaching all specialties, including future translators. Such consideration can take various forms, starting with the development of a general concept of training in the specialty “Translation”, defining the purpose, principles and methods of teaching at different levels (bachelor, specialist, master), selection of training content for these levels, development of textbooks and manuals for training of future specialists, development of ways to ensure continuous professional development of translators through the development of their own professional competence, and ending with the development of variable content training programs for translators at all levels to ensure individual needs and other situational factors.

Today in higher educational institutions of Ukraine, within the direction of training “Philology”, the qualification of a translator can be obtained in several ways (in this review we abstract from other qualifications that can be obtained by graduates, such as “Philologist”, “Foreign Language Teacher / Languages”, “Teacher of foreign language(s) (and Literature)” etc.). Firstly, this can be done by studying at the specialty “Translation”, where after graduation at the bachelor’s level (four years) graduates usually receive the qualification “Translator from the first foreign language”, which encourages them to continue their studies to graduate (one year) or a master’s degree (one or two years) they were awarded, among others, the qualification “Translator from two foreign languages”. Secondly, the qualification “Translator from a foreign language (or two foreign languages)” is also awarded after studying for a corresponding number of years (from four to six) in the specialty “Ap-

plied Linguistics”, although today there are some controversies about the content of this specialty. Some universities that offer training in this specialty interpret it as mathematical linguistics, as a result of which students are taught to compose computer programs designed to process text data. Obviously, in this sense, this specialty has only to do with translation (mostly machine). Another part of higher education institutions interpret “Applied Linguistics” as a translation of professional languages (mechanical engineering, aircraft construction etc.) and teach translation in relevant fields. Thus, the qualification of a translator (limited to a specific field), which is assigned to graduates, in this case seems reasonable. Thirdly, in some universities the qualification “Translator from a foreign language (or two foreign languages)” (depending on the level of training) is also awarded to graduates majoring in “Foreign language” or “Foreign language and literature”, for whom this qualification is written after other qualifications (for example, “Philologist”, “Teacher of a foreign language / languages”, “Teacher of a foreign language / languages (and literature)” etc.). There are other, less common, ways to obtain a translator qualification, such as passing a state exam in the theory and practice of translation externally after self-study of the required content of training, but in the following presentation will consider training translators only in “Translation”. This choice is explained, in addition to the natural limits of this work, also by the fact that only in the mentioned specialty the qualification of the translator is the main one, and all the others are additional. It can be argued that in some cases, studies in Translation, on the one hand, and Foreign Language or Foreign Language and Literature, on the other, differ little in content (especially if these specialties are within the same faculty), due to the natural desire of management to unify plans as much as possible and save money by combining student flows. However, as we will see later, such an association is not always beneficial, because even when the names of the disciplines for future teachers and translators coincide, their content may ideally differ.

Translation is one of the types of human activity. Activity – is a psychological concept that means “specific processes that carry out a particular life, i.e. active, the attitude of the subject to reality” [22]. It consists of actions and operations and characterized by the presence of such governing factors

(determinants) as need, motive, goals, conditions in which it occurs. Any activity arises out of necessity. A need directed to a particular subject is called a motive. The subject of activity (needs) can be both real and ideal. By its activity, the translator satisfies not a personal but a social need, and at the same time he is guided not by a personal motive, but by a motive offered to him by society. The purpose of translation is “the production of language expressions from a particular social order” [2]. Translation satisfies the ever-emerging need for communication between people who do not speak a common language, or, in other words, people separated by a linguistic-ethnic barrier. The question of the public purpose of translation is closely related to the question of its definition. The vast majority of definitions agree that translation is the process of converting text in one language into text in another language while maintaining relatively unchanged content. A number of definitions of translation, along with reference to the accuracy of the presentation of the original content, and includes an indication of the functional and stylistic adequacy of the translated text, its compliance with the original in terms of style and form. The position of Ya. I. Retsker that “a translation should convey not only what is expressed in the original, but also as it is expressed in it” [28]. However, this possibility (correspondence between the translation form and the original) is quite limited. The definition of a translation can be built on a list of its relative features, if this list is sufficiently complete. The vulnerability of many definitions of translation and its requirements can be seen in the fact that they are put forward either a priori – as something self-evident, or on a purely empirical basis – as a result of the authors’ practical acquaintance with the translation business. This approach to solving the problem does not allow moving beyond the definitions that represent a list of translation properties. The author of the work will proceed from the following definition: “Translation” in the sense of a product of human activity – is a text in oral or written form. “Translation” in the sense of translator’s activity is the process of creating this product. The translator needs to have an adequate idea of translation in both guises” [4]. Translation is a very complex type of thought-provoking activity, which requires specific knowledge and skills and is carried out largely intuitively. As a result of acquiring such knowledge and skills (in the process of learning or

through long-term practice) develops an intuitive ability to properly solve translation problems. Naturally, the success of the creation and the achieved level of such ability largely depend on the individual data of the student. It is possible that the most outstanding results in translation can be achieved only by those who have an innate inclination (talent) for this type of occupation. There are also cases when especially talented translators without special training and special efforts from the very beginning demonstrated high translation skills. However, experience shows that translation is not the destiny of only a few particularly gifted people, and that most students can achieve the required professional level in this field [5]. Of course, the success of learning largely depends on the organization of the educational process, curriculum and teaching methods. Thus, translation should be taught as a special discipline, and mastering the ability to translate is not (exclusively) the prerogative of particularly gifted people. This provision is now generally accepted, and in all educational institutions that train translators, students are offered classes on the theory and practice of translation.

At the heart of translation teaching methods is the belief that a person has the ability to translate genetically as well as the ability to master languages, although each individual does not have this ability to the same extent, it can be developed and brought to a professional level. Learning to translate has not only a purely applied meaning – the creation of students' necessary translation competence. It also performs important general linguistic and general educational functions. Translation classes encourage students to pay attention to the subtle nuances of semantics and connotative aspects of language units, reveal the uniqueness of the system organization and functioning of languages, features of the “picture of the world” created by each language, general and special in culture and thinking of different language groups. Creating translation competence contributes to the comprehensive development of the personality of future translators: forms of attentiveness and a sense of responsibility, the ability to use directories and additional sources of information, make choices, quickly make the right decisions, identify and compare numerous linguistic and extra linguistic data. Professional training of a translator involves high culture, broad encyclopedic erudition, sociability, tact, constant replenishment of knowledge, diversity

of interests. All these qualities are manifested in two languages and two cultures.

The content of any discipline is determined by the characteristics of the subject and the ultimate goal of learning. The essence of translation studies evaluates and describes the theory of translation, the provisions of which underlie the training program for future translators. However, the main task of the translation course is not to inform students of some set of knowledge, but to train them to highly qualified specialists who are able to perform translations at a professional level. Therefore, much of the course is devoted to the development of professional translation skills, mastering the elements of translation strategy and techniques, gaining experience in translating texts of varying complexity. The organization and methods of teaching translation are determined by the adoption of a number of basic postulates: "Translation is seen as a complex and multifaceted type of mental activity that can pursue different goals, is carried out in different conditions, in different ways and under the influence of many factors", "Like any activity, translation requires for its implementation certain knowledge, skills (conscious performance of certain actions) and skills (semi-automatic and automatic performance of certain actions), which must be created in the learning process". Translation activities can be performed by a translator consciously (as a result of analysis and sound conclusions) or intuitively. The ratio of conscious and intuitive is different in different translators and when translating different texts and in different conditions. The ability to perform conscious and intuitive translation actions (translation competence) can be developed in the process of learning and practical work. The implementation of translation competence takes place with the participation of the entire linguistic personality of the translator. It presupposes that he/she has comprehensive cognitive and linguistic knowledge, broad general cultural erudition, the necessary psychological qualities and literary abilities. All these qualities should be developed and encouraged in teaching translation. The task of teaching translation is not to learn some rules, regulations or recipes that the translator could automatically apply in all cases, but to master the principles, methods and techniques of translation and the ability to choose and apply them differently in specific conditions, to different texts

and for different purposes. Private tasks that are solved by the translator in the translation process can be typical, allowing using a known technique or method of solution, and individual, requiring a new solution based on the general principles of translation strategy and taking into account the context and situation. The search for a solution includes conclusions about the possibility of using a known technique or method of deciding on the need to modify it or abandon the typical in favor of a unique, occasional. The object of translation activity is the information contained in the original text. The content of the text (message) is a semantically and formally complete whole, the individual parts of which are interconnected, but equally important for communication. The ratio of the whole and its parts is different in the translation process: depending on the type of translation and its purpose. Perhaps we can get a more accurate and complete reproduction in the translation of individual elements of the text, if they are more or less important. In this sense, the whole may or may not be relatively more significant than its parts. The linguistic units that make up the text are not in themselves the object of translation. However, they form the content of the text, and the presence of certain linguistic means in the text has semantic significance and can determine the nature of translation tasks and create special difficulties for translation. In this sense, there is the problem of conveying the meaning of language units in translation as part of the global content of the text. This ratio determines the nature of educational materials used in teaching translation. First of all, these are texts of different types that allow bringing educational translation closer to the working conditions of a professional translator. At the same time, separate parts of the text and separate statements are used for educational purposes, which allow singling out typical translation difficulties and tasks in the minimum necessary context. In the process of learning translation, it is not the ways of translating the used educational material (text, expressions, and words) that should be studied, but the methods of solving typical translation problems and the strategy of finding individual creative solutions. In this sense, translation training involves the ability to identify in the training material typical translation tasks and formulate general principles and specific methods of solving them. Dif-

ferent types of translation can use both general principles and techniques and specific methods for each type.

The nature of interlingual communication determines the fundamental plurality of translation options for the same segments of the original. In this regard, in the process of learning students are not tasked to create the only correct (or optimal) translation of the intended text. However, the learning process includes critical evaluation of educational translations and rejection of unacceptable options. The content of translation training is determined by the knowledge, skills and abilities that are necessary to create in students the professional competence of a translator. First of all, let's try to briefly describe the knowledge and skills that make up the main content of education. It should be borne in mind that there is a close connection between them and many skills can be created only on the basis of relevant knowledge. During the training the future translator should get, basically, the following knowledge: get an idea of the main stages of the history of translation and features of translation in the modern world; get an idea of the concept of translatability, the non-identity of the content of the original and the translation, the principle of ensuring minimal losses; get an idea of the concepts of interlingual communication, equivalence and adequacy of translation; get an idea of the pragmatic aspects of translation and the main ways of pragmatic adaptation of translation; get an idea of the classification of translations and different types of translation strategy; to study the main models of translation and translation transformations and ways of their use in the analysis of the translation process and its results; to study the main types of translation correspondences and methods of translation of non-equivalent language units; get an idea of the basic principles of translation of coherent text; get an idea of the grammatical and stylistic aspects of translation. All this knowledge is given to students both in special lectures and seminars, and during practical classes. It is very important that students clearly see the connection between the acquired knowledge and translation practice, their need to solve specific translation problems.

A professional translator needs to have an idea of the socio-historical role of translation and the main stages of development of translation activities. He must know about the great contribution of translators to the for-

mation of the national language, literature and culture of the peoples, about the role of translation in international contacts in the field of diplomacy, politics, trade, science and technology. All this knowledge allows future translators to realize the complexity and importance of their profession, to get acquainted with the material and organizational aspects of the work of a translator. At the heart of the idea of the essence of translation is the understanding of translation as one of the main ways of language mediation, which provides the opportunity for communication between people who speak different languages. Future translators study the main components of interlingual communication and the factors influencing its implementation, get acquainted with different types of language mediation and identify translation as a way to create a language of translation of the text, intended for full functional replacement of the original text. Students get acquainted with the basic requirements that must be met by the translation in order to successfully perform its communicative function: the requirement of equivalence, i.e. the necessary and sufficient proximity to the original, and the requirement of adequacy, i.e. the ability to perform the pragmatic task for which the translation is made. An important condition for the implementation of the principles of the state national program "Education" in the training of future translators is the development of a state standard [26] in "Translation", which can serve as a reliable basis for determining the direction of solving problems related to formulating and implementing training goals. Today, the functions of such a standard are performed by the educational-professional program (EPP) [2] (determines the normative content of education, sets requirements for the content, scope and level of training of the specialist of the relevant educational-qualification level). EPP is formed by each university separately in preparation for accreditation of the specialty "Translation". They are part of the sectoral component of state standards of higher education and are used in determining the primary positions of graduates, the objectives of their training, in developing EPP, assessing the level of training, determining the content of training (including training), certification of graduates and more. It is designed to develop curricula, programs and tools for professional evaluation, the development of the university's variable component of the industry standard, and so on. These tasks

generally meet foreign national standards of the translation profession. If we abstract from the considerable amount of non-translation knowledge and skills provided by the graduate at the master's level (as in other specialties, the specialist's activity is not limited to translation, but includes a number of other activities, such as informatization or humanities and social sciences). The task of the mentioned graduate is to provide interlingual and intercultural oral and written communication and interlingual and intercultural exchange of information in different fields by translating texts of different content and genre into foreign and Ukrainian languages. An analysis of the numerous EPPs developed by different universities shows that their content is very similar, which can be easily explained by each successive experience of the predecessors, on the other hand, it leads to repetition and not very successful fragments of content (for example, translator competencies such ambiguous skills as "differentiation of lexical units of correlated languages by relevant branches of science", "establishing a connection between translation and interpretation, linguistic stylistics and psycholinguistics of the text", "analysis of translation texts of different types of social differentiation" etc.) and generally inhibits the creative element in this process. Therefore, it seems more rational, instead of criticizing the existing EPP, to try to identify the most appropriate components of the future state standard, which, we hope, will be developed in the near future. In the process of reflection we will try to take into account the experience of other countries, in particular, Great Britain, where such standards have long been developed [1]. Again, we will limit the scope of analysis to those aspects that are directly related to the translation, abstracting from others, while not denying their importance. First, given the international tendency to train interpreters and translators separately, it would be appropriate to have separate standards for interpretation and translation, especially since each of them, in turn, includes several types (consecutive and simultaneous as types of interpretation full and abstract – as types of written). Secondly, the standard, after a general description of its content and purpose (this component, in our opinion, is at a satisfactory level in existing EPP), must include a definition of the content of the concept of translation and the role of the translator in this process. Defining the content of the concept of translation in general,

and translation and interpretation in particular, is extremely important because it determines the content of all subsequent components of the standard. If the compilers of the standard are based on the linguistic theory of translation, as it has been for a long period of time, it will determine the appropriate list of knowledge and skills, as well as the content of translation activities. If they take later theories as a basis, it will significantly change both the components of the list of knowledge and skills and the content of translation activities, which will be significantly expanded by taking into account factors that were not taken into account in linguistic theory. When describing the role of a translator, it is important to emphasize the fundamental inadequacy at the professional level of only knowing two or more languages, as professional translation also requires special knowledge and skills that are formed in the process of learning and practical translation activities. It is worth noting the importance of a wide range of background knowledge and knowledge of special terminology, continuous professional development, as well as ethical aspects of the translator's work (responsibility for objectivity and confidentiality of information, real assessment of own professional knowledge and skills in relation to tasks, ethical requirements to professional behavior etc.). The next section of the standard should be devoted to the principles of professional activity of a translator, which would detail the principles listed, some of which may repeat some of the features already mentioned in describing the role of a translator. Accordingly, this section should clearly indicate the need to maintain the confidentiality of information to which the translator had access during the translation process, the importance of such traits as impartiality, honesty and professionalism, the extreme undesirability of translation in areas beyond the translator's knowledge, the impossibility to accept any unethical proposals from customers or to agree to the translation in situations where there is a conflict of interest, which may interfere with the professional execution of the translation. It is also worth emphasizing the personal responsibility of the translator for the continuous improvement of professional competence, as well as the importance, on the one hand, of corporate solidarity, and on the other – respect for ethical principles and principles of other professions.

The requirements for a professional translator should be an integral part of the standard, as they are the subject of further elaboration. In international practice among the most important are the requirements of maintaining a high level of their own professional skills and knowledge, the ability to solve translation problems of a new type (i.e. those not previously performed by this translator), the ability to translate and summarize texts in one language from another, regularly improve their skills. Next, it is advisable to consider each of the above requirements in detail in three aspects: the content of the requirement, the characteristics of professional activity, the necessary knowledge and skills. Let's show this on the example of perhaps the most important of them – the ability to translate texts in one language from another at the professional level – as it is presented in the British standard. Content of the requirement “Written translation of texts in one language from another” applies to the accurate execution of the translation at the professional level. The translated text (TT) should reflect the type, purpose, style and intonation of the original text (OT). The translator must perform the customer's instructions qualitatively and within the agreed time. Any omissions, additions, grammatical errors are secondary, if they do not significantly affect the content and meaning of translation. Translators regularly ask colleagues to edit or criticize their translations before the maintenance is given to the customer. Such behavior meets professional requirements. Characteristics of professional activity: 1) the creation of translation, which accurately reflects the general meaning and function of maintenance; 2) TT must accurately reflect the type and purpose of maintenance, style, attitude (author) and intonation of maintenance, concepts, factual information and point of view (author), cultural customs and style, role and intention of the author in relation to his readers; 3) the translation must meet the parameters of the customer, such as the industry and requirements to take into account the peculiarities of the perception of TT by the recipients, as well as such as determined by the customer the degree of approximation of translation to OT; 4) the translation must be performed qualitatively and on time; 5) the translator must take into account the expectations and priorities of the customer by maintaining constant contact with him, especially in case of doubts and complications; 6) the translator

makes changes to the content of the task, if the content of the order changes; 7) any omissions, additions, grammatical errors and inaccuracies are secondary, if they do not significantly affect the content and meaning of the TT; 8) realizing that the TT may be imperfect, the translator regularly asks colleagues to edit or criticize his translations; 9) TT is checked and edited by the translator before being given to the customer; 10) if for any reason the text has not been edited, the translator shall notify the customer; 11) the translator informs the customer of any doubts he has about the TT, adding the translator's notes wherever appropriate; 12) the behavior of the translator must comply with professional and ethical standards.

Knowledge and skills: 1) knowledge of the content of the translation process in one language from another; 2) reading skills in the language from which the translation is made, at level 4 (the second highest level on the scale of the European guidelines for language education: adequate operational competence – the ability to understand long and complex documentary and literary texts, assessing their style. Ability to understand specialized articles and long technical instructions, even if they do not relate to the scope of the reader (in this case, the translator) [24]); proficiency in the language of translation at level 5 (the highest level on the scale of the Common European Framework of Reference for Languages [9]: global operational competence – the ability to easily write clear, consistent text in a certain style; the ability to write complex letters, reports and articles, presenting the problem (subject of consideration) with the help of an effective logical structure that allows the addressee to highlight and memorize important points, the ability to write summaries and reviews of professional or literary works [24]; features of language communication; 4) knowledge of stylistic registers (archaic, solemn, official, conversational, informal, intimate) and ways to transfer them from one language to another; 5) the ability to establish lexical and phraseological meanings of language units in different ways; 6) knowledge of the field to which the TT belongs; 7) skills of self-organization and the ability to complete work by the deadline; 8) the ability to communicate with customers and mastery of the technique of interpersonal communication; 9) mastery of techniques for ensuring the quality of translation, such as proofreading, critical evaluation, editing, reverse translation,

as well as knowledge of the conditions of application of these techniques; 10) the ability to compile translation notes and knowledge of the conditions of their use; 11) knowledge of the role of the translator and the principles of professional activity. According to the same scheme, it is advisable to consider each requirement for each type of translation, both oral and written. This would help students to have a clear idea of the range of skills and abilities they need to master, and translation teachers would be better informed about the content of operations and actions they need to form in students throughout the learning process. In addition, a detailed presentation of all the parameters of each type of translation greatly facilitates the choice of techniques that are appropriate in the formation of a skill or in the process of organizing the acquisition of relevant knowledge. Such a detailed standard would certainly be useful to both curriculum developers and textbook developers.

3. CONCLUSIONS

Thus, we can conclude that the training of translators requires constant work to improve the forms and methods of teaching, a rational combination of general and special disciplines, training and practice. Students should remember that the skill and high qualification of a translator is not only fluency in lexical and grammatical systems of the languages he works with (foreign and native) and basic knowledge of translation disciplines, such as knowledge of translation tools and techniques of different nature (or genre) texts. The professionalism of the translator is the result of his continuous and persistent work on self-improvement. Highly qualified translators use their knowledge, skills and abilities necessary to work in constantly changing conditions in order to meet today's requirements and become competitive professionals in their own professional interests.

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Лемешко О., Гапонова В. Підготовка перекладачів: український досвід

Основним завданням вищого навчального закладу є підготовка випускників до сучасних динамічних національних та міжнародних ринків праці, що вимагає пошуку шляхів до викладацької практики, який може відповісти на створені очікування. У даний час реальність ринку перекладів виявляє проблеми у підготовці перекладачів. Українським викладачам та науковцям доведеться переглянути сучасні програми підготовки перекладачів з точки зору сучасних вимог ринку спеціалістів та розробити комплексні освітні про-

фесійні програми. Вони повинні шукати шляхи управління обмеженнями, спричиненими змінами у світовій ситуації, враховуючи, що професія перекладача вимагає глибоких знань у різних сферах життя. Успішна реалізація майбутніх перекладачів залежить від їх професійної підготовки, що включає формування комунікативної компетентності, а також дозволяє виконувати всі функціональні обов'язки, передбачені їх професією. Основна ідея цієї статті – взаємозв'язок між навчальним процесом та професією. Досліджено характеристики сучасного ринку перекладів та проаналізовано проблеми, які вирішуються в рамках сучасного навчання перекладачів. Представлено визначення терміну переклад. Визначено характеристики професійної діяльності перекладача та досліджено складові комплексних освітніх професійних програм. Вимоги до професійного перекладача повинні бути невід'ємною частиною стандарту, оскільки вони є предметом подальшої розробки. У міжнародній практиці серед найважливіших є вимоги підтримки високого рівня власних професійних навичок та знань, вміння вирішувати проблеми нового перекладу, перекладати та узагальнювати тексти, постійно вдосконалювати навички. У статті визначено зміст вимоги, характеристики професійної діяльності, необхідні знання та вміння.

Ключові слова: навчання перекладу; підготовка; діяльність; міжмовний; спілкування.

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