RECENT TRENDS IN TRANSLATORS TRAINING IN UKRAINE AND EUROPE

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Abstract: The article aims to study goal-oriented, process-oriented, and competence-based approaches that aim to meet the above requirement and currently dominate the process of professional training of future translators both in Ukraine and Europe. In the past two decades, the process of professional training of future translators has undergone significant changes to fill the gap between academic knowledge in the field of translation activities and direct professional translation activities around the world. The first place among the requirements of modern society for future translators' professional training is the formation of the ability to apply the acquired knowledge, skills, and abilities in real translation situations. The research methodology was formed by the dialectical theory of knowledge; general dialectical principles of the interpretation of integrity as a unity of diversity. In the course of the research, a theoretical method was used, namely, a scientific analysis of special literature, the study, and the generalization of pedagogical experience.

Keywords: Competency-based approach, European experience, Goal-oriented approach, Process-oriented approach, Trends in translators training, Ukrainian experience.

1 Introduction

Translation studies are developing and enriched with new ideas only due to their orientation towards translation practice [18]. As a scientific discipline, translation studies initially developed in connection with the need to understand the essence of translation as a practical activity. The essence of the translator's tasks and ways of solving them are the main approaches to the implementation of translation [27]. However, the relationship between translation theory and translation practice appears to be more complex. There are relations of interaction and mutual influence between them. Translation studies, being in a certain sense the result of generalization of translation practices, at least their analysis, should, by definition. Influence the state of translation practice, set certain guidelines in the constantly changing translation process, that is, orientate in the process of finding optimal translation solutions in conditions of constant change conditions for the implementation of translation activities [30, 31]. That is why, as one of the tasks of translation studies, the development of general principles for the training of translators that meet certain requirements imposed on them in the translation services market in Ukraine and Europe is considered.

Principles of this kind, implemented in the educational process, determine the quality of the final product – a professional translator and, ultimately, the general level of quality of the translations carried out [68]. In the last two to three decades, the conditions for the implementation of translation activities have changed significantly. Translators are now working in a computerized world covered by the Internet, using a variety of platforms and environments, translation memory systems. The use of machine translation systems is also becoming an increasingly expressed reality [57]. Moreover, types of translation that were previously on the periphery of the translation profession or did not exist at all (audiovisual translation, social translation, translation-editing, transcription, audio description) are gaining popularity. These types of translation activities are often presented as something fundamentally different from the so-called "translation proper"; they are opposed to it.

2 Literature Review

Depending on the specific field, the term "translation" is crowded out or replaced by other terms [39]. They reflect various professional realities and practices, as well as specific areas of research. The emergence of certain types of translation activity, if not to the fore, then at least to the general visibility zone, pushes researchers and translators-practitioners to comprehend the fundamentals, including theoretical ones, and the characteristics of these types of activity. The result of such comprehension is not only new terms or labels but also some conclusions, which, it would seem, should enrich the science of translation with new observations and new ideas. However, there is a fear that these ideas, by their nature, undoubtedly new, in fact, do not at all contribute to clarifying the essence of translation activity, but, on the contrary, obscure the meaning of the concept of "translation". At the same time, the statements often made indicate the vulgarization of the idea of translation, about the assimilation of an amateurish approach to its definition, referring us to the initial period in the history of translation studies, instead of charting a new (one would like to say "bright") path in the development of the science of translation.

There are two translation paradigms that are currently developing. The first is "the most traditional concept of translation that has existed for centuries and manifested itself in the paradigm of equivalence." [51] According to the researcher, this paradigm has become more recipient or audience-oriented. It is difficult to disagree with the last statement [54]. Suffice it to recall the following statement of one of the founders of the linguistic theory of translation in our country and the author of the theory of levels of equivalence: "A translator must clearly understand why and for whom he is translating, what task the text he creates, how and by whom this text will be used. In this regard, at the advanced stages of training, assignments for future translators to translate educational texts should be accompanied by an indication of the purpose of the translation, the nature of the intended readers, the organ in which it should be accepted for publication, etc. On the basis of such data, the translator can decide whether he will do the translation or some other type of language mediation" [55]. It can only be noted with great regret that this was not noticed by the adherents of linguistic translation studies or deliberately ignored.

The linguistic approach to translation suffers from contradictions and some uncertainty of its attitudes, although one cannot fail to note this paradigm's greater orientation towards the recipient [1, 12, 20, 25]. The second translation paradigm reflects the various platforms and environments that are used in translation today. In this sense, there is a transition from paper format to digital and to the Internet format (where the translated text becomes multimodal). This rapidly changing context is the reason for the growing number of terms used to refer to what was once thought to be translation.

Gambier, one of the reasons for the emergence of new terms to denote supposedly "new" types of translation activity, refers to the use of modern media in which translation is carried out. There is no doubt that the translator's activity conditions - in a purely technical sense - have changed significantly. But is this enough to indicate a new approach, a new paradigm in translation studies? According to European researchers [7, 9, 13, 23, 64], new translation technologies are not just additional tools but systems that change the very nature of the translator's cognitive activity, social relations, and professional status.

Ukrainian researchers believe that the opposition of the equivalence paradigm (the linguistic approach to translation in our terminology) to the paradigm due to the use of new media

seems artificial and illogical [5, 30, 65]. If the equivalence paradigm is a certain attitude towards translation, an idea of its nature, and the essence of the tasks solved by the translator, then the second "paradigm" contains an indication only of a set of tools used by the translator to increase the speed and efficiency of the translation process and the specifics of their use. After all, a translator can apply the same translation approach, using and not using translation memory systems or machine translation. This was observed before, before the advent of new information and communication technologies. Conversely, using the same tools, different translators can take different approaches.

In the 16th century, Martin Luther and his opponents defended completely different approaches to the translation of the Holy Scriptures, while both wrote with quills on parchment or on paper. In the 19th century, all translators used the same tools, but how different were the approaches to translation. If we talk about the ratio of approaches to implementing a transfer and the means of transferring, then absolutely nothing has changed. Suppose the paradigm of equivalence is opposed to another paradigm. In that case, functional translation studies should become such a paradigm (this is exactly the opposite in the history of the development of foreign translation studies [3, 24, 26]. In our works, we operate with the term "communicative-functional approach." This term is used to denote the approach to translation, in which translation is considered as a type of translator's activity, providing the implementation of another - subject (production, cognitive, recreational, etc.) – activities of recipients ("consumers") of the transfer and initiators of the transfer.

According to this approach, translation as an activity is included in a certain communicative situation's structure. Translation implies taking into account the peculiarities of a given situation, the purpose of translation, the needs and expectations of subjects of substantive activity, as well as purely linguistic factors that affect the course and result of the translation process, from the peculiarities of the ratio of two languages to the type of text and its communicative task.

3 Materials and Methods

The first approach in the professional training of future translators is focused on the goal of translation; that is, the translation process itself is built to achieve a specific final goal. The second, process-oriented approach, focuses on the translation process itself and aims to identify both methodological problems in the translation process and ways to overcome them [28, 29, 37, 38]. The last, competence-based approach, focuses on the skills and competencies of future translators and includes the advantages in the previous two approaches in the process of professional training. Let's consider these approaches in more detail.

The goal-oriented approach is based on the model of renowned translator Christian Nord, known as text-in-translation analysis. This model is based on using a group of special questions necessary to analyze the original (translated) text and the translation itself to identify the differences between the original text and the translated text. Also, by answering the proposed questions, future translators can determine which elements of the original text can be left and which need to be changed in order to achieve the greatest accuracy in translation [11, 50, 59]. Two groups of questions are used:

- Group 1: who is the sender of the text; who is the recipient; for what purpose the text is sent; whereby the text is sent, where, when, why the text is sent; what function does the text have;
- Group 2: what issue (problem) is being discussed; what is said on the issue; it is not said on the matter; in what order the presentation of the problem is constructed; what non-verbal means are used; what vocabulary is used; what types of offers are used; with what intonation; what effect should be achieved.

The first group of questions concerns extra-textual characteristics related to the communicative situation with the original and translated texts function is used. By answering these questions, the translator receives information about the author or sender of the text and about its recipient, the sender's intentions, the means or channel by which the text is transmitted (in writing or orally, as a file or as text printed on paper), the time and place of communication and the purpose of communication. The above questions determine what function the analyzed text has.

It should be noted that the Christian Nord model uses the concept of a communicative situation, or speech situation, as well as the concepts of the source text, translated text, producer, sender, recipient, method of communication, place of text production, perception, communication time as properties and relationships of this communicative situation.

The textual properties reflected in the second group of questions relate to the text itself and also include non-verbal means of conveying information. Suppose the extra-textual properties can be determined without reading the text, based on the data obtained from the very created communicative situation. In that case, the text properties can be determined only after reading [49, 53, 60-62]. Text properties are determined by finding out what issue or problem in the text is in question, what is the content of the text, what is the structure of the text, what non-verbal means are used, what are the lexical, syntactic, and intonational characteristics of the text, which is used to highlight a certain part of the text as basic information, and which remains secondary.

One of the indisputable advantages of this model in the process of training translators is that the proposed system of special questions is easy to remember and can be used to translate any text. Professional training of future translators is carried out so that the K. Nord model guides students step by step in the translation process when they have to think about making the necessary decisions and choosing the appropriate strategies.

However, the Christian Nord model's orientation to the purpose of translation implies that the translation process is an understanding of the purpose of the text. Therefore, it should be borne in mind that not so many students may have sufficient knowledge and skills in order to understand and determine the purpose of the translated text accurately or, in other words, correctly analyze the translated text.

In contrast to the considered approach, many Ukrainian specialists in the field of professional training of future translators are inclined to believe that the processes taking place in the minds of translators or future translators are more important in training than the final product of the translation [31, 51, 66].

The next process-oriented approach is based on the Think Aloud method, which is used both in psychology and in other sciences and is a tool for understanding the cognitive processes occurring in the minds of translators. The essence of the method lies in the fact that translators say everything they think about when working with the text in the process of translation. They make it possible to understand what translation strategies they use, why they choose specific strategies, at what stage of preparation are they using certain techniques becomes a skill, and at what point and why certain mental processes influence the creation of a successful or unsuccessful translation [2, 4]. Thus, the method of thinking aloud has a specific pedagogical purpose; namely, it warns future translators about potential translation problems.

The sequential model of the translation process is divided into two stages: understanding and rephrasing. In the process of understanding, future translators read a passage of the original text and mentally formulate a hypothesis of its main meaning, based on the knowledge of the language from which they are translating [40-47]. However, the available knowledge is not always enough to determine the text's essence, and the translator has to find additional information using his information retrieval skills. At this stage, defining the text's main meaning, future

translators should examine it for compliance with the additional information presented in the text to identify contradictions. If such contradictions were found, the meaning of the text was determined incorrectly, and another hypothesis must be built.

At the paraphrasing stage, the translators verbalize the hypothesis of the main meaning of the text into the translated language using their knowledge of this language and extralinguistic knowledge [69-71]. Then you need to check the translated text for accuracy, that is, whether it matches the original text (no important information in the translated text was omitted, and there is also no information that was not originally in the original text). In addition, the translated text undergoes an editorial check, namely for the correct choice of lexical units, for compliance with the stylistic characteristics of the original text [72, 73]. Thus, checking each element of the translation, be it a sentence, paragraph, or page, helps prevent the omission of the important necessary information and inconsistencies in terms of functional styles, terminology, and meaning.

The process-oriented approach is especially appropriate at the initial stage of professional training of future translators since the training focuses not on the correct or incorrect choice of lexical units or linguistic structures in the translated text but on the very process of their choice [68]. As a result, the teacher criticizes the finished translation less (which is a motivational advantage), but at the same time, the quality of the translated texts becomes much higher due to the correctly chosen translation technique. However, the use of a process-oriented approach is not sufficient to achieve a high level of excellence in translation activities.

4 Results and Discussion

It should be noted that students in Ukraine and Europe cannot always apply theoretical and linguistic knowledge to solve translation problems. It is the abilities and competencies that are of greater importance in solving professional translation problems.

Based on the above, we will consider a competency-based approach in the professional training of future translators, the purpose of which is to form a professional with a system of universal and professional competencies.

European scientists, investigating the professional competence of translators, distinguish such components as linguistic, communicative, text-forming, technical, and mention the need for certain personal qualities [14, 15, 19, 48].

Foreign specialists studying the problem of professional training of future translators argue that the main component of translators' professional competence is translation competence, which should include linguistic competence, extralinguistic [6]; competence in the transmission of information, professional; strategic competence [68]. It is also proposed to take into account the complexity, heterogeneity, and the relative empirical nature of the knowledge and skills of a professional in the field of intercultural communication [5]. The specificity of the content of translation activity lies in the fact that it is not final, has no restrictions, and the degree of its effectiveness and completeness is in direct proportion to the creative potential of each particular individual, his giftedness.

Ukrainian authors define the concept of competence as a system of abilities, knowledge, skills, and behavior necessary to fulfill the professional tasks assigned to the translator in specific conditions [5, 57, 58]. The authors of the document propose the following groups of competencies:

1) Linguistic (includes knowledge of grammatical, lexical, and idiomatic structures of working languages, the ability to use these structures in translation);
2) Thematic (subject) (includes the ability to find information corresponding to the genre of the document, increasing the level of knowledge in various narrow areas (mastering the system of concepts, terms, methods of justification),

developing curiosity, developing the ability to analyze and generalize);
3) Intercultural, which is divided into two blocks:

▪ Sociolinguistic (includes the ability to correctly choose and use language forms depending on the communication situation, the ability to determine the rules of speech behavior depending on the specifics of society, the ability to recognize and use communication registers in a specific situation (when working with written documents and in speech);
▪ Textual (the ability to understand and analyze the microstructure of the document, the ability to recognize the conceptual and subtext information of the document, its intertextual nature, the ability to describe and evaluate difficulties in understanding the text and find ways to overcome these difficulties, the ability to highlight the basic information in the document, knowledge of the rules for constructing documents of various genres and functional styles, the ability to paraphrase, change the structure, shorten, edit the document) [74];

4) Technological (includes the ability to efficiently and quickly use the entire range of available programs for preparing the translation text (proofreading, layout, text editing, using the memory of the used translation systems and terminological correspondence bases, software for speech recognition); skills in creating databases and their management; knowledge of mastering new translation tools, in particular, those related to the translation of multimedia and audiovisual materials; the ability to prepare and implement translation using various software tools; knowledge of the capabilities and limits of machine translation);
5) Information retrieval (includes knowledge of ways to establish information and genre correspondences; development of strategies for documentary and terminological research (including the involvement of experts); knowledge of methods for obtaining and processing information for specific purposes in combination with the interpretation of facts, terms, idioms; the ability to assess the reliability of information obtained from unofficial sources (from individuals, from the Internet) (critical mind); the ability to effectively use software and search engines (text corpora, electronic dictionaries, automatic translation systems); creation of our translation archives);
6) Providing translation services, which in turn is divided into two blocks:

▪ Abilities in the field of interpersonal relations (includes the translator's awareness of his social role, understanding of the need to meet the requirements of the labor market, the ability to look for work in accordance with the training profile, the ability to find an approach to the client, establish contacts with regular customers, the ability to negotiate with the client about working conditions, terms, rights and obligations, peculiarities of translation, access to information, the ability to clarify and change the conditions for performing work with clients and other stakeholders, the ability to plan and manage your time rationally, work performed, budget, professional development).
▪ Skills in the field of translation includes the ability to create and propose a translation that matches the goals and the translation situation; the ability to identify stages and choose a translation strategy; the ability to identify translation difficulties and find ways to overcome them; the ability to justify your choice of translation strategy, proficiency in professional metalanguage; the ability to correct and edit the completed translation, knowledge of translation quality standards and adherence to them.

All of the above components are interconnected and represent the basic requirements for future translators' professional training. The mastery of the competencies presented above

underlies the competence-based approach in future translators' professional training.

Earlier discussions about the role of strategies in language learning have often been associated with European researchers' work on the characteristics that a learner must have to learn a foreign language better [16, 21, 22, 52, 63]. We identified the characteristics that students should have in order to obtain the maximum effect in learning a language:

1. They guess diligently and diligently without being uncomfortable with uncertainty.
2. They have a strong desire for communication or learning through communication and a desire to do many things to communicate their messages clearly.
3. There is little that can hinder them, and they are not afraid to make language mistakes and seem stupid if communication is effective.
4. They are willing to pay special attention to dialects, constantly looking for examples in the language.
5. They continually practice skills and seek opportunities to do so.
6. They monitor their own speech and that of others, constantly paying attention to how their speech is perceived and whether their presentation is up to the standards they have learned.
7. They pay attention to meaning, realizing that in order to understand a message, it is not enough to pay attention only to grammar or superficial linguistic form.

The relevance of strategy theory to foreign language teaching is that some strategies are very likely to be more effective than others [6, 8]. And as a result of understanding the differences between them, strategies for learning and teaching a foreign language can be improved. Methods and techniques implicitly or explicitly require the use of special learning strategies. However, most research focuses on strategies of self-management, which may be independent of those that fit a particular method [32-36]. According to their function, many studies identify four different types of strategies: cognitive, metacognitive, social, and emotive strategies.

Cognitive strategies refer to the processes that learners use to better understand or remember the studied material or incoming new information, for example, by establishing mental associations, understanding key phrases in the text, compiling a list of words, etc [10]. Metacognitive strategies - these are the ways in which learners control their language learning by planning what they will do, performing a routine check, and then evaluating the final presented solution to the problem posed, for example, the learner can focus on the following types of listening questions that the teacher uses during the lesson [56]:

▪   "What approach should I take to this listening text?" (planning)
▪   "Which parts of the text should I pay closer attention to?" (planning)
▪   "Am I focusing my attention on the right part of the text?" (monitoring)
▪   "Did I understand correctly the words that the author used?" (monitoring)
▪   "Did I do a good job?" (evaluation)
▪   "What caused me to misunderstand the text?" (evaluation).

Social strategies are the means used by learners to interact with other learners or native speakers, such as asking questions to clarify the role of communication participants in society and their relationships, questioning to obtain explanations or confirmation, and interacting with other communication participants in order to accomplish some either assignments [57].

Emotive strategies are actions that learners take in order to control the emotions they experience in the process of learning a foreign language or when they try to use the knowledge they have already gained in real communication [65]. For example, it may be less stressful for the learner to first try out their language skills in a conversation with a language-more advanced non-

native speaker than with someone who, for example, is a native speaker of English. Of course, the study of learning strategies is necessary to obtain reliable knowledge that can be used both in teaching a foreign language and in developing student independence. Therefore, in the process of teaching a foreign language, it is necessary to reveal to students the nature of these strategies and help them develop effective skills in their use.

To this end, in our opinion, it is important to provide the employed with a variety of opportunities for the practical use of the language in order to help students independently apply strategies through the gradual abandonment of the teacher's assistance. Moreover, it is necessary to create conditions in which students could evaluate the effectiveness of the strategies they use and other attempts that they have made in order to subsequently transfer the most successful strategies to new tasks. Among teaching strategies, both direct and indirect strategies are used. In a direct approach, the teaching strategy is the language lesson's hallmark, while the teaching lesson includes five steps: preparation, presentation, practice, assessment, and development.

The strategies are initially modeled by the teacher, after which the students are given practical assignments, and the use of teaching strategies turns them into learning strategies. Throughout the training, teachers and students reflect on the choice and effectiveness of the strategies used to solve the assigned tasks [67]. As a result, learners apply the strategies they have been taught to language learning and language assignments. Thus, the responsibility for making strategic decisions gradually shifts from the teacher to the learners, while the instructions given in the classroom change step by step to the full responsibility of the learners in choosing strategies and using them until the end of the training.

The concept of learning strategies adds an important insight to what we mean by teaching a foreign language because since techniques and methods have generally been conceptualized as teaching modeling instructions, they are, in fact, models for language learning, and using an appropriate strategy is often the key to successful language learning [11, 17]. Each teacher, in our opinion, in his teaching practice should ask the following important questions that relate to the techniques and methods of learning a foreign language:

▪   What learning strategies should this method develop?
▪   What learning strategies are my learners using?
▪   What would other learning strategies be helpful to my learners?

Since learning strategies can be viewed as an aspect of learner independence, as already mentioned, flexible techniques and methods can also be borrowed to develop strategies for learning a foreign language. Today's foreign language teacher faces a difficult task since it is very difficult to teach language learning strategies [5, 21, 48]. They are accumulated, analyzed, and transformed by the learner himself. These are the stages that he goes through in the entire learning of the language. Each student can develop his own individual effective model of strategies, the formation of which will depend on various factors.

Teachers of Ukraine, who in their work use methods of forming strategies for learning a foreign language, are focused on the needs of the learner [30]; they do not manipulate learners but stimulate them to form and use their own strategies. Focused attention on strategies for learning a foreign language and methods of their formation will help students in the implementation of the educational process and provide more opportunities for a conscious approach to the process of mastering a foreign language, will allow students to become more independent, increase their personal interest in learning, teach the processes of self-assessment and self-correction, increase the importance of the role of the teacher [66]. Moreover, such strategies are most often problem-oriented, which is very important for a future specialist, and include several aspects at once, and not just cognitive activity. The implementation of just such strategies in the educational process

creates favorable conditions for the active, creative and productive activity of future specialists in higher education and forms the effective teaching and learning of a foreign language.

5 Conclusion

An analysis of the noted trends in the theory and practice of translation leads us to the conclusion that both among translation theorists and among practitioners, there is a naive idea of translation as an activity, the purpose of which is seen by many as just the transmission of cognitive information, mainly in the form in which it is which it was presented in the source text.

In future translators' professional training, three approaches are successfully used, which may well complement each other. For example, even though the goal-oriented approach pays more attention to understanding the text nevertheless, competencies related to translation are taken as a basis [19, 58, 74].

The results obtained during the source text analysis according to the goal-oriented approach can be successfully used at the stage of paraphrasing in the process-oriented approach. The competency-based approach presupposes the mastery by future translators of a system of knowledge, abilities, skills, and the experience of their application solving professional problems in translation situations.

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