



ВСЕУКРАЇНСЬКА СПІЛКА  
ВИКЛАДАЧІВ ПЕРЕКЛАДУ



ДНІПРОПЕТРОВСЬКИЙ УНІВЕРСИТЕТ  
імені АЛЬФРЕДА НОБЕЛЯ

# ЗМІСТ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ ТА СУЧАСНІ ВИМОГИ ПРОФЕСІЇ

Матеріали  
науково-практичної конференції

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12 грудня 2014 р.



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**Організаційний комітет:**

*Б.І. ХОЛОД*, доктор економічних наук, професор, президент Дніпропетровського університету імені Альфреда Нобеля (співголова);

*Л.М. ЧЕРНОВАТИЙ*, доктор педагогічних наук, професор, президент Всеукраїнської спілки викладачів перекладу, професор кафедри теорії та практики перекладу англійської мови Харківського національного університету імені В.Н. Каразіна (співголова);

*Н.В. ЗИНУКОВА*, кандидат педагогічних наук, доцент, віце-президент ВСВП, завідувач кафедри англійської філології та перекладу Дніпропетровського університету імені Альфреда Нобеля (заступник голови);

*А.А. СТЕПАНОВА*, доктор філологічних наук, професор кафедри англійської філології та перекладу Дніпропетровського університету імені Альфреда Нобеля (член оргкомітету);

*В.В. КАЛІНІЧЕНКО*, викладач кафедри англійської філології та перекладу Дніпропетровського університету імені Альфреда Нобеля (член оргкомітету).

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До збірника увійшли матеріали наукової конференції, присвяченої проблемам змісту навчання перекладачів з урахуванням сучасних вимог до фахівців цього профілю.

Розраховано на наукових працівників, перекладачів, викладачів, аспірантів, студентів філологічних спеціальностей.

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## PLENARY SESSION

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### TRANSLATOR'S COMPETENCE COMPOSITION AS A PROGRAMME OF TRANSLATOR TRAINING

*Leonid Chernovaty, DLet in Pedagogy (Kharkiv)*

Translator's competence (TC) is typically interpreted as an ability to translate (interpret) at a professional level and as a list of knowledge and skills required to provide for the said ability. The former may be regarded as the aim of translator training, while the latter may provide a sound basis for its subject-matter.

Leaving aside the numerous approaches (see the review in [2]) to the TC composition and generalizing some of the said approaches [1; 3; 4], it seems reasonable to suggest for the present discussion the TC working model comprising five components: bilingual (BLC), extralinguistic (ELC), translation (TrC), personal (PC) and strategic (SC) competences.

The BLC includes the linguistic (knowledge of the two languages' structures in the contrastive aspect) and speech (practical command of the two languages in the corresponding types of speech activity, e.g. reading in language A (LA) and writing in language B (LB) for translating from LA into LB) components. There are different models of the BLC development ranging from having the necessary level of both languages command being a requirement for enrolling into the translation course to the partially overlapping language and translation courses with different kinds of problems in various models.

The ELC comprises all knowledge (except that related to Linguistics and Translation Studies), i.e. any background (encyclopedic, thematic, sociocultural etc) and subject (related to all spheres of human activity) knowledge both of which require a careful analysis to select the most important components of it to be included into the subject-matter of translator training within a particular university-level course.

The TrC encompasses the knowledge concerning the Theory of Translation / Interpreting, especially the general principles of the said activity, as well as the skills necessary to carry it out – both the basic (required for any type of Translation / Interpreting) and specific ones (required for only one or several types of Translation / Interpreting or for some specific genres, texts etc). In addition the TrC involves the subcompetences directly related to the translation / interpreting process, such as the instrumental (application of documentary – all

types of dictionaries and reference etc materials – and technological resources which include CAT tools, Internet resources etc) and the research (the ability of rapid search for the required information through the available reference materials and the expert consultations to solve translation problems) subcompetences. While the translation / interpreting knowledge acquisition and the corresponding skills development have been dealt with for decades at least, the instrumental and research subcompetences advancement is a relatively new issue and needs to be researched to cope with.

The PC embraces a range of components (psychophysiological, moral, ethical, self-developmental) all of which also need a special attention on the part of translator trainers with the professional abilities to find customers, make agreements or work in a team being probably the most neglected ones.

The SC is viewed as an ability to integrate the above mentioned competences in the act of translation / interpreting and is developed in (quasi) real situations of professional activity that can be found during the translation practice provided it meets the requirements for the SC development which is unfortunately not always the case.

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## TRAINING TALENT FOR THE FUTURE

*Vitalii Vorobyov (Kharkiv)*

The topic of this article is the pan-European initiative called **Elia Exchange** that targets intensifying contact and communication between the academic and business worlds in the area of translation services.

Elia Exchange is a cooperation initiative involving universities, translation students and language service providers that are members of ELIA – European Language Industry Association, a forum of translation, localization and interpreting companies that promotes and facilitates business development and professional standards in the language industry.

The purpose of the above mentioned program is to devise practical and mutually beneficial partnerships with universities offering translation study degrees to better prepare translation students for the rapidly changing world of the language industry.

Elia Exchange program strives to achieve this through three interlinked mechanisms:

- the Elia Exchange Online Database for offering and finding internships and sharing educational materials, ideas, CAT-tools usage techniques, and best practices,
- the Elia Exchange Forums to enhance cooperation between industry and academia in general and discuss hot topics around translation studies,
- the Elia Exchange guidelines for internships via flexible framework Memorandum of Understanding (MoU).

The Elia Exchange is promoted thanks to the efforts of the Regional Coordinators who are volunteers from Elia LSPs. They are trying to foster the relationship between the industry and the academic institutions, help transferring usable and valuable practices from other countries and regions, organizing regional meetings for the exchange of ideas, discussions on curriculum content, workshops on new skills, debates on employability, etc.

## **ОСНОВНІ НАПРЯМКИ ПОКРАЩЕННЯ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ НА БАЗІ ВНЗ**

*Олександр Бондаренко, кандидат філологічних наук (Кіровоград)  
Тетяна Струк (Львів)*

Питання підготовки перекладачів в Україні набуває особливої **актуальності** саме тепер, з невідвратною зміною геополітичного вектора й усвідомленим прагненням українського суспільства долучитися до загальноєвропейських цінностей і стандартів, зокрема й лінгвістичних. Разом із тим наш багатолітній досвід керівництва перекладацькими компаніями, з одного боку, і практика викладання в українських вишах – з іншого, доводять, що фаховість сучасних перекладачів в Україні дуже часто залишається декларативною.

Отже, **метою** нашої роботи є визначення основних напрямків приведення існуючої концепції підготовки перекладачів на базі ВНЗ у відповідність до реальних потреб перекладацької галузі. **Предметом** є стратегія навчання перекладу у вишах і її реалізація в конкретних перекладацьких компетенціях. **Об'єктом** є шляхи вдосконалення перекладацьких компетенцій до рівня, якого вимагає сучасний ринок перекладацьких послуг.

Поставлена мета вимагає вирішення таких завдань:

1) на основі результатів опитувань роботодавців і молодих спеціалістів окреслити коло проблем у підготовці фахівців зі спеціальності “переклад”;

2) описати систему компетенцій сучасного перекладача з урахуванням сучасних міжнародних вимог до надання лінгвістичних послуг;

3) виявити найбільш актуальні з ключових компетенцій, які потребують нагального коригування в процесі підготовки фахівців зі спеціальності “переклад”;

4) дослідити та виявити основні перешкоди, які заважають готувати перекладачів відповідно до сучасних міжнародних вимог сьогодення;

5) запропонувати стратегію покращення підготовки фахівців зі спеціальності “переклад” з урахуванням сучасних вимог до надання послуг перекладу та світового досвіду вирішення аналогічних проблем.

На підтвердження вищезазначеного та заради виключення суб’єктивних чинників у погляді на проблему нами було проведено опитування 638 випускників 29 перекладацьких відділень українських вишів, що закінчили навчання у 2009–2013 роках і почали працювати за фахом. Дослідження було проведено з метою з’ясування готовності випускників до професійної діяльності. Опитування переконливо довело наявність проблем у підготовці перекладачів. Понад 90% опитаних підтвердили наявність системних проблем у професійній діяльності, пов’язаних із недостатнім рівнем розвитку своїх фахових компетенцій. Зауважимо, що опитування передбачало залучення тих випускників перекладацьких відділень вишів України, які співпрацюють з організаціями, що надають послуги перекладу за міжнародними стандартами. До уваги не бралися перекладачі, які працюють виключно на внутрішній ринок через низькі вимоги до якості (або й через брак останніх). Отже, опитування показало, що понад 7% із усіх, кого приймають на роботу в українські перекладацькі компанії, роботодавці вважають відносно готовими до виконання своїх професійних обов’язків без витрати додаткових ресурсів для їх підготовки. Очевидно, що решта випускників перекладацьких відділень (майже 93%) потребує значної допідготовки, яка частіше за все не передбачена концепцією та філософією перекладацьких компаній. Зауважимо, що ми не претендуємо на точність отриманих даних, однак вважаємо, що цей зріз є достатньо репрезентативним для констатування наявності проблеми.

Слід зазначити, що Україна – не єдина країна світу, перед якою поставили такі проблеми. У той чи інший час подібні проблеми вирішувались і продовжують вирішуватись у багатьох розвинутих країнах, зокрема й у ЄС. Не вдаючись у першопричину проблем неадекватної підготовки перекладачів, зазначимо лише, що, найімовірніше, вона полягає в надмірній академічності та консерватизмі сучасної системи освіти, з одного боку, і прикладному характері перекладу як виду діяльності – з іншого. Розглянемо аспект, який безумовно є ключовим для вирішення проблеми адекватної підготовки перекладачів: перелік і систематизація компетенцій, володіння якими вимагає сучасна перекладацька індустрія. Під **компетенціями** тут і далі будемо розуміти поєднання знань, умінь та навичок, необхідних для виконання певного завдання в рамках професійної діяльності. Отже, маючи аналогічні проблеми з підготовкою перекладачів у Європі й усвідомлюючи, що найефективнішим шляхом її вирішення є тісна співпраця з працедавцями, європейське співтовариство створило відповідну експертну групу, яка, крім багатьох інших напрацювань, розробила класифікацію професійних компетенцій для спеціальності “перекладач”. Підготовка за розробленою системою компетенцій на освітньому кваліфі-

каційному рівні “магістр” упроваджується зараз у країнах ЄС [1]. Зупинимося детальніше на згаданій системі перекладацьких компетенцій.

Згідно з класифікацією, усі компетенції перебувають у межах 6 груп, тісно пов’язаних між собою.

Перша група компетенцій – **загальногалузеві екстралінгвістичні компетенції** – поділяється на два блоки: **міжособистісних і виробничих компетенцій**. Приклади компетенцій із першого блоку – це знання реалій ринку перекладу, вміння пристосовуватися до ринку, знання маркетингових прийомів спілкування й уміння знаходити клієнтів, уміння вираховувати ціну лінгвістичних послуг, знання стандартів надання перекладацьких послуг і вміння їх дотримуватися тощо. До другого блоку належать такі компетенції, як знання етапів перекладацького процесу, уміння пояснювати вибір тих чи інших мовних засобів, ужитих у перекладі, знання лінгвістичних стандартів якості, уміння вибудовувати власну систему моніторингу якості та ін.

Друга та третя група компетенцій – **лінгвістичні та міжкультурні компетенції**, відносно повно описані в методичній літературі [2 : 3] і значною мірою відомі викладачам перекладацьких відділень вишів України хоча б тому, що вони є практично однаковими як для перекладача, так і для викладача іноземної мови. За статистикою, значна частина викладацького складу українських відділень перекладу – це колишні викладачі кафедр, які випускали вчителів іноземної мови, що, зрештою, позитивно впливає на адекватність розвитку зазначених компетенцій. Принагідно зазначимо, що група міжкультурних компетенцій розгалужується на соціолінгвістичний і текстовий блоки.

Четверта група – **компетенції пошуку інформації**. Прикладом таких компетенцій є вміння знаходити й обробляти інформацію, необхідну для виконання певного завдання (наприклад, відомості про термінологічні чи фразеологічні одиниці), використовувати для цього комп’ютерні та інші пошукові системи, уміння виокремлювати потрібну інформацію з тексту й обробляти її за допомогою комп’ютерних програм або інших засобів, уміння знаходити й оцінювати достовірність інформації з Інтернету та інших джерел тощо.

П’ята група – **тематичні компетенції**. Прикладом останніх є вміння знаходити фонову або довідкову інформацію, що допомагає краще зрозуміти суть вихідного тексту, а також знання зі спеціальних предметних галузей, необхідні для перекладу спеціалізованих текстів, і т. д.

Шоста група – **технологічні компетенції**. До цієї групи входять знання, уміння й навички, пов’язані з володінням комп’ютерним програмним забезпеченням, що використовується на різних етапах виробничих процесів при наданні лінгвістичних послуг (автоматизована перевірка якості, робота з термінологічними базами даних), уміння формувати текст, уміння виконувати переклад у файлах різних форматів, уміння використовувати системи машинного перекладу, розуміння доречності їх використання залежно від типу тексту.

Не вдаючись у статистичні дані, отримані при опитуванні представників роботодавців, що відповідають за підбір персоналу на посади “перекладач” і “редактор” (тема для окремої публікації), зазначимо, що з пе-

рерахованих вище груп компетенцій випускники вишів у найкращому випадку володіють достатнім рівнем тільки лінгвістичних і міжкультурних компетенцій. Що ж до чотирьох інших груп компетенцій (загальногалузеві екстралінгвістичні, тематичні, технологічні та компетенції пошуку інформації), то наявність їх у випускників, що закінчили перекладацькі відділення, не спостерігається взагалі або перебуває на дуже низькому рівні. Очевидно, що системних кроків для розвитку компетенцій цих груп в українській освіті поки що бракує.

Окремо виділимо ті компетенції з вищезазначених чотирьох груп, на розвиток яких, на нашу думку, слід звернути особливу увагу:

1) знання екстралінгвістичних аспектів професійної діяльності перекладача (базові відомості про перекладацьку галузь, уміння пристосовуватися до її кон'юнктури, знання основних гравців ринку перекладу, усвідомлення їхнього місця в галузі та самопозиціонування на ринку праці); розуміння місця й ролі перекладача в загальному процесі створення перекладацького продукту;

2) знання спеціальних предметних галузей; уміння перекладати спеціалізовані тексти з однієї або кількох предметних галузей;

3) уміння знаходити та засвоювати довідкову інформацію, необхідну для адекватного перекладу;

4) уміння використовувати засоби автоматизованого перекладу на різних етапах створення перекладацького продукту.

Зауважимо, що зазначений перелік не є повним. Його зміст базується на нашому власному досвіді роботи в перекладацькій індустрії, а також на опитуванні представників перекладацьких компаній, що відповідають за підбір персоналу та визначають пріоритети при відборі штатного й позаштатного лінгвістичного персоналу компанії.

Основними перешкодами, які заважають готувати перекладачів відповідно до вимог сьогодення, є такі чинники:

1) ВНЗ недостатньо поінформовані про зміни в перекладацькій галузі (поява нових інструментів, технологій і послуг, зміни у виробничому процесі перекладу), які викликають потребу у відповідних змінах у професійному портреті перекладача;

2) унаслідок затеоретизованості, академічності навчального процесу та відсутності зв'язків із галуззю у ВНЗ спостерігається нестача підготовлених кадрів, які можуть донести нагальні потреби галузі до студентів;

3) відсутність доступу ВНЗ до оновлень інформації, оскільки навіть за умов упровадження в навчальний процес новітніх технологій на певному етапі розвиток галузі відбувається настільки швидко, що викладачі не встигають адаптувати до змін ані власні знання та навички, ані навчальний процес загалом.

Як і решта, ці проблеми не є унікальними для України. Унаслідок потреб глобалізації світ зараз, як ніколи, намагається вирішити проблему підготовки перекладачів. Програма будь-якої галузевої конференції (Localization World, GALA Conference, ELIA Networking Days, UTIC, TFR, FIT) передбачає ґрунтовні обговорення шляхів вирішення цієї проблеми. Це викликано перш за все значними часовими та грошовими витратами, що їх зазнають компанії, яким доводиться витратити в середньому два

роки для того, щоб отримати фахівця початкового рівня. Отже, сучасною тенденцією вирішення цієї проблеми є тісна співпраця галузі з ВНЗ в прагненні хоча б частково адаптувати навчальний процес до своїх потреб [4]. Результатом такої співпраці стають проекти, метою яких є покращення підготовки перекладачів на різних етапах: заохочення до професії (ATA School Outreach Program; Juvenes Translatore), визначення необхідних компетенцій (програма CRISP (Collaborative Research, Innovation and Standards Program) міжнародної Асоціації з глобалізації та локалізації GALA у співпраці з Європейською комісією щодо вдосконалення Європейської магістерської програми з перекладу (EMT, OPTIMALE)), визначення та формування необхідного набору навичок (Attracting and Developing Talent: A Localization World Initiative), забезпечення можливості ознайомитись із професією на практиці (ELIA Exchange, AGORA).

Серед шляхів співпраці ВНЗ та представників галузі, реалізованих на практиці для вирішення цих проблем, можна визначити описані нижче.

1. Проблема інформування ВНЗ щодо змін у галузі та вимог до перекладачів може вирішуватися шляхом **участі представників ВНЗ в галузевих заходах, участі представників галузі в академічних заходах** і під час проведення **круглих столів**, які є одним із найефективніших способів початкової взаємодії. Зібравшись разом, представники ВНЗ, перекладацьких компаній і практикуючі перекладачі мають можливість розробити спільні шляхи вирішення проблем, коли, з одного боку, представники галузі інформують про наявні потреби, а представники ВНЗ можуть розробити методологічну базу для вирішення проблем. Результатом таких зустрічей часто є укладення угод про співпрацю, у яких передбачені проведення семінарів і майстер-класів, визначення баз для практики студентів і розробка вимог до них.

2. Проблема підготовки кадрів у ВНЗ може вирішуватися завдяки таким заходам, як **проведення представниками галузі майстер-класів** із користування сучасними технологіями перекладу, семінарів із новітніх тенденцій у перекладі, побудови технологічних процесів у компаніях, окреслення вимог до перекладу тощо. Надзвичайно ефективним способом взаємодії є **надання можливості викладачам ВНЗ відвідати перекладацькі компанії** та подивитися, як виглядає процес перекладу в реальних умовах, з яких етапів складається робота над перекладацьким проектом, які інструменти використовуються для вирішення перекладацьких задач. Варіантом такої взаємодії може бути проведення для викладачів практики, аналогічної до тієї, що проводиться для студентів. Під час такої практики викладачу може забезпечуватися робоче місце в офісі компанії, де він може спробувати взяти участь у виробничому процесі на різних його етапах.

Ще одним ефективним варіантом співпраці, який дозволяє викладачу не просто ознайомитися зі способами перекладацької роботи, а й відшліфувати свої навички та знання, є **залучення викладачів до участі в перекладацьких проектах у ролі виконавців**. Це дозволяє не тільки здобути навички роботи з перекладацькими інструментами, а й ознайомитися з існуючими етапами роботи над перекладацьким проектом, вимогами до якості й іншими аспектами практичної роботи. Безумовно, такі зна-

ння, отримані під час практичної взаємодії з перекладацькими компаніями, можуть суттєво змінити вміст, якість і достовірність інформації, яка подається студентам у рамках курсів із перекладу.

3. Зміни в перекладацькій галузі відбуваються стрімко передусім унаслідок швидкого розвитку технологій, з якими зараз тісно пов'язана робота перекладачів [5]. Викладачам, які здебільшого заняті викладацькою та науковою роботою, досить складно бути в курсі всіх подій і змін. Вирішення цієї проблеми може полягати в **підтримці діалогу з представниками галузі**. Завдяки розвитку засобів зв'язку таке спілкування може відбуватися **як у стаціонарній формі, так і в дистанційній**. Слід звернути особливу увагу на перспективи, які відкривають онлайн-інструменти для дистанційного навчання: можливість спілкуватися з фахівцем, де б він не перебував, організувати заходи зручний для всіх сторін час, а також записувати такі заходи, щоб надалі використовувати їх у навчальному процесі.

Варіантами такого діалогу можуть бути **залучення практикуючих перекладачів або представників компаній до проведення семінарів і практичних занять** для викладачів і студентів, організація **онлайн-курсів** із користування перекладацькими технологіями або висвітлення різних аспектів перекладу, проведення віртуальних конференцій і вебінарів з актуальної тематики [6].

Можливість стежити за змінами в галузі та впроваджувати їх у процес навчання у ВНЗ повинна існувати на постійній основі, а не відбуватися у вигляді нерегулярних, несистематизованих подій. Тільки так можна створити передумови, які забезпечать якісне та послідовне покращення ситуації у ВНЗ. Залучення практикуючих перекладачів до регулярного спілкування може відбуватися у вигляді **створення дорадчих органів у ВНЗ**, які б об'єднували представників академічних кіл і перекладацьких компаній, а також практикуючих перекладачів. Такі дорадчі органи можуть визначати напрямки розвитку, розробляти плани заходів, оцінювати бази для проходження практик студентами та результати практик, розробляти відповідні вимоги до проходження практики й актуальні теми наукових робіт студентів. Така співпраця дозволить внести в навчальний процес актуальну та корисну інформацію.

Можливість знайти відповідних партнерів і сучасну інформацію забезпечується наявними накопичувачами даних, серед яких можна виділити описані нижче.

Платформа **VoxTran** [7], яка надає можливість усім зацікавленим сторонам (навчальні заклади, перекладацькі компанії, практикуючі перекладачі та нелінгвістичні підприємства) зареєструватися як учасникам і знаходити партнерів відповідно до своїх потреб (викладання, проведення заходів, база для практики, менторство тощо). Крім того, платформа містить записи вебінарів, які викладачі можуть використовувати як для підвищення своєї кваліфікації, так і в ролі навчальних матеріалів для студентів, а також публікації й інформацію про навчальні курси з різних аспектів перекладу. Платформа також є джерелом інформації про академічні програми, що їх пропонують розробники технологій перекладу, і методи та шляхи впровадження їх у навчальний процес.

Платформа **LIND-Web**, розроблена Генеральним директором з питань перекладу Європейської комісії [8], яка містить таку інформацію, як статистика та дослідження мовної галузі, звіти й керівництва з “найкращих практик”, галузеві події та заходи, наявні вакансії.

Платформи асоціації **GALA** (The Globalization and Localization Association), такі як **GALAOndemand** [9], що містить низку вебінарів, статей та інших матеріалів від визнаних експертів перекладацької галузі; **LocalizationCAREERS.net** [10], яка містить інформацію щодо вакансій у галузі; **GALA LT Advisor** [11] – інтерактивний довідник з інструментів і технологій перекладу; **GALA’s Collaborative Research, Innovation and Standards Program (CRISP)** [12], яка є платформою для співпраці основних учасників галузі в напрямку досліджень, інструментів і процесів, стандартів, розробки набору необхідних компетенцій і навчання ним.

### *Висновки*

1. Проблеми в підготовці фахівців за спеціальністю “переклад” в Україні дійсно існують. Це доводить як наш суб’єктивний багаторічний досвід викладання перекладацьких дисциплін і керівництва перекладацькими компаніями, так і статистичні дані опитувань, проведених серед роботодавців і молодих спеціалістів-випускників.

2. Для коригування напрямку підготовки фахівців за спеціальністю “переклад” цілком доречно взяти за основу систему компетенцій сучасного перекладача, розроблену експертною групою Європейської магістерської програми з перекладу. Перекладацькі компетенції за нею розглядаються в межах шести груп: загальногалузеві екстралінгвістичні, лінгвістичні, міжкультурні, компетенції пошуку інформації, тематичні та технологічні. Чотири із шести груп компетенцій потребують значного коригування: загальногалузеві екстралінгвістичні, тематичні, технологічні та пошуку інформації.

3. Викладачам ВНЗ слід звернути особливу увагу на розвиток у майбутніх перекладачів таких компетенцій: знання екстралінгвістичних аспектів професійної діяльності перекладача; знання спеціальних предметних галузей; вміння перекладати спеціалізовані тексти з однієї або кількох предметних галузей; вміння знаходити та засвоювати довідкову інформацію, необхідну для адекватного перекладу; вміння використовувати засоби автоматизованого перекладу на різних етапах створення перекладацького продукту.

4. Основними перешкодами, що заважають готувати перекладачів відповідно до вимог сьогодення, є недостатня поінформованість ВНЗ про зміни в перекладацькій галузі, затеоретизованість навчального процесу та відсутність регулярного зв’язку з галуззю, нестача підготовлених кадрів, які можуть донести нагальні потреби галузі до студентів, і відсутність у ВНЗ доступу до оновлень інформації.

5. Співпраця ВНЗ з галуззю є одним з основних шляхів адаптації навчального процесу підготовки перекладачів до існуючих потреб перекладацької галузі. Конкретними варіантами реалізації такої співпраці є участь представників ВНЗ в галузевих заходах, участь представників га-

лузі в академічних заходах, проведення круглих столів, проведення представниками галузі майстер-класів, надання викладачам ВНЗ можливості відвідати перекладацькі компанії та залучення викладачів до участі в перекладацьких проєктах у ролі виконавців.

6. Залучення представників галузі на різних етапах підготовки перекладачів заповнює існуючі прогалини в інформуванні ВНЗ щодо потреб галузі та підготовці кадрів у ВНЗ, які зможуть потім доносити інформацію до студентів. Успішні приклади використання цього підходу в Україні доводять його ефективність, однак така робота має здійснюватися на регулярній основі.

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## OTHER PRESENTATIONS

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### STRUCTURAL AND SEMANTIC TRANSLATION PECULIARITIES OF GERMAN ECONOMIC AND SCIENTIFIC-TECHNICAL LITERATURE

*Iryna Borysevytch (Dnipropetrovsk)*

It is especially difficult to master the translation techniques while dealing with the German economic and scientific-technical literature. Because of the German text peculiarities the word-for-word translation will not be suitable here. Such type of translation is appropriate when you work with other languages as they can have constructions similar to the Russian ones. However, while translating a German text it is necessary to pay your attention either to a beginning of the sentence, or to its end, or to its middle part. That is why one should develop the skills necessary to define the sequence of translation and abilities to recognize the separate text parts following a certain order due to the TL laws and norms as well as the reader's way of thinking.

How exactly should the target text look like? Since the translation is a difficult and creative activity, a translator is to possess a clear understanding about the translation equivalency, factors stipulating different equivalency forms of the SL and TL texts. It is necessary to know the correlation of the SL and TL meanings and structures and how it influences the translation process, the basic translation transformations and other methods along with the motivation. Consequently, the translation should:

- be accurate, i.e. to convey the SL utterance, sentence or text fragment content, the author's thoughts accurately with all the shades of meaning. Furthermore, the translation **accuracy** should not be mixed with the **literality**. SL and TL lexical and grammatical peculiarities differ greatly, so literal translation can distort the original text and the author's thoughts. To be more exact, the literal translation will not be and cannot be an accurate translation;

- be up to the TL lexical and grammatical peculiarities. The translation that meets the requirements will be **adequate**, i.e. equal to the SL text.

German syntactical structures differ from the Russian ones, especially in the scientific texts representing the examples of the scientific discourse grammar. For instance, such texts are characterized by the considerable volume of some syntactical categories, in particular, extended attribute and a attributive group in whole, predicative attribute and a sentence in whole that

is defined by the German scientific discourse style as well as the manner of German writing.

Thus, the extended attribute, passive voice construction, infinitive and modal constructions, some prepositions, demonstrative pronouns, certain sentences types, some conjunctions and conjunctive words, predicative attribute are used more frequently.

Separate meanings and functions of grammar categories, word-building patterns are used differently. As a rule, abstract meanings are resorted to in most cases unlike other styles.

Obviously, for a translator to understand the unfamiliar German scientific, economic and technical texts it is important to realize the grammatical structure of a separately translated sentence as well as a whole text. Afterwards, one could search the unknown words, terms, set expressions or phraseological units in the dictionary.

## CRUXES IN TRAINING INTERPRETERS

*Vasyl Byalyk, DLitt (Chernivtsi)*

*Anna Zasloukina (Chernivtsi)*

Interpreting, basically, is a process of transferring the message of the source language into the target language in a verbal way. This process may only occur when someone acts as an interpreter to transfer the meaning of a message directly from the speaker, from a CD player, from a television, or from other sources of verbal messages in a source language to a listener or an audience of a target language.

The process of acquiring automatic skills in interpreting is a lengthy one and may be successful provided every interpreting step and every technique are realized by an interpreter. This requires an adequate interpreters training.

Teaching interpreting in a classroom atmosphere proves rather challenging for both the instructor and the students, as each student should demonstrate his/her strategies and capabilities in performing interpreting skills in a set-up real-life situation. The teacher's role is to ensure that the students have acquired certain capabilities through the process of learning, training, and experiencing. The teacher must be sure that the students have an adequate understanding of the source language and an adequate command of the target language in their linguistic and non-linguistic aspects.

Some ambitious endeavours are now being successfully tried at Chernivtsi National University. Major issues include teaching strategies for practising interpretation, comprehension, memory, reformulation, monitoring in simultaneous and consecutive interpreting. English monologue source materials are used as sample source materials.

Hence, an interpreter training includes certain cruxes, specifically elucidating the potential value of any new training exercise to motivate and abet the students' active participation. The role of the instructor is to demonstrate psy-

cholinguistic and professional reasons for practicing the skill and explain how it can be used or adapted by interpreters later in other circumstances.

The second crux is the students' self-confidence especially if it comes for their memory. Nearly all of them complain about not being able to memorize new information or retain certain pieces of important data in their short- and long-term memory. Likewise, the students often fail to maintain eye-contact with the audience by looking across the whole class. It is the teacher's role to work hard on the students' self-confidence, to instruct them to convey the correct meaning with full confidence and no hesitation, to talk confidently even when a mistake was made regarding the meaning, the grammatical structures and tenses, and word choices. The concentration and level of attention shouldn't be neglected from the very beginning of the process, either.

The third crux deals with the level of difficulty of the sample source materials. A new exercise has to be very clear and straightforward in order to be understood and worked through the first time (with a short debriefing afterwards). Next time, the training exercise has to be difficult (an authentic or nearly real-life level of difficulty). A „real-life level of difficulty” refers mainly to the speed of presentation or the sentence complexity, or the variety of specific vocabulary.

The training of future interpreters should necessarily include some psycholinguistic training, taking into account the fact that a major part of the work depends on the students' self-training. The instructor's role, in this respect, is to ease self-preparation providing some useful guidelines and exercises that can be used outside the classroom, without an instructor and without any sophisticated equipment.

In conclusion there is one more crux regarding assessment. Each student is assessed during his/her performance in the classroom throughout the semester, thus making it an on-going assessment process. Each time a student performs a task, he/she is assessed by both the teacher and the peers using a designed assessment format. The items assessed include accuracy, clarity, fluency, eye-contact and self-confidence. Thus the students are trained to judge and give comments on an interpreting performance.

Furthermore, whenever the teacher hears something go wrong, he/she immediately has to switch into diagnostic mode thinking “What made that student just say Y instead of X?” or “Why didn't that sound natural?” and then offer useful input as to how the problem can be remedied the next time around. This gives exceptionally good feedback in class.

## **PRECEDENT PHENOMENA WITHIN THE SCOPE OF TRANSLATION STUDIES**

*Tetiana Chrdileli, PhD (Kremenchuk)*

Competency to provide efficient translation and interpreting always implies the awareness of sociolinguistic and cultural factors which influence both

the processes and the result of translator's work. In this aspect special attention should be given to analyzing precedent phenomena (PPs) as concise and expressive cultural signs meant for the recipient of the source text and may be quite unknown to the members of a different linguocultural community. That is why translation of a precedent phenomenon is considered to be very complicated because the translator should render not only the verbal form but also a concept which stands behind it.

PPs make up the central part of an individual's cognitive sphere and that of a cultural community on the whole. The corpus of PPs is very large, it covers such spheres as literature, folklore, policy and economy, mass media, religion, mythology. The knowledge of PPs can reflect people's interconnection with a certain culture and historical period. PPs are viewed as the markers of culture that represent national values, ethnic character and mentality which influence the everyday life of a society.

According to V.V. Krasnykh, precedent phenomena are distinguished on the following parameters: 1) they are well known in a certain linguocultural community, i.e. all its members know about their existence; 2) they are connected with cognitive sphere, i.e. every PP has a mental image under it which makes its use in speech understandable and connotatively coloured; 3) they are frequently used in speech [1 : 51].

The following four classes of precedent phenomena are commonly singled out: precedent texts, precedent utterances, precedent names and precedent situations [2].

A number of PPs, due to their common source of origin, are characterized in English and Ukrainian by complete identity of their syntactic structure, their componental images, emotive colouring and expressiveness (and consequently of their meaning). These PPs are considered to be of universal character. In most cases they are understood and translated without difficulties (so long as a translator is an expert with encyclopedic knowledge).

Precedent phenomena can also be of national character. National precedent phenomena are formed on the basis of componental images pertaining solely to a given culture and consequently to a national language. Such PPs are first of all distinguished by expressiveness and lexical meaning of their own. Due to their national particularity, these PPs can not and do not have traditionally established literary variants in the target language. That is why national precedent phenomena make up the greatest difficulties during intercultural communication and translation. Such PPs function within an ethnic culture and should be interpreted taking into consideration all cultural parameters.

It should be noted that PPs produce a considerable expressive effect in the discourse for, besides conveying information, they appeal to the reader's emotions, their aesthetic perception, their literary and cultural associations. An utterance containing a PP doesn't give an objective value but a subjective emotional attitude and verbalizes some ideal model to compare it with a real object. Whenever the author of the source text uses a PP, it is the translator's duty to try and reproduce it with the utmost fidelity. So, while translating precedent phenomena a translator should be well acquainted with meanings of these phenomena, try to join cognitive spaces of intercultural communicants and find out the

ways and points of their interconnection. Thus, translator's personal skills and proficiency play an important role in translation, as he/she is the first to perceive the given message and then to reproduce it into the target language trying to convey the author's thoughts as close to the original as possible.

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## ON THE ISSUE OF INTERNATIONAL REQUIREMENTS FOR THE QUALIFIED TRANSLATION PERFORMANCE

*Iлона Derik, PhD in Philology (Odessa)*

One of the relevant features of the translation process is the category of the translator's qualification and the translation quality. Therefore, the issue of the translation evaluation parameters is also of great importance. This task becomes even more complicated as the translation process is treated both in pragmatic and didactic aspects. We speak of pragmatic aspect in translation evaluation as any translation is performed in compliance with the customer's expectations and desired communicative purpose. At the same time translation should be treated academically as an educational activity aimed at improving the translator's general linguistic and particular interpreting competence.

The problems and criteria of translation assessment are studied by scientific translation criticism. A vast majority of works in this field are critical reviews of written artistic translations (e.g. works by K.I. Tschukovsky, L.K. Latyshev, A.V. Fedorov, V.N. Komissarov etc.). Yet, there are many studies of oral translation as well (e.g. P.A. Jensen, B. Moser-Mercer, D. Gile, E. Kahane, H. Bühler). The key issue in these researches is the role of the communicative situation and the recipient's expectation in the choice of translation strategies. H. Bühler distinguished 16 linguistic and extra-linguistic translation criteria for the evaluation of conference interpretation and interpreters and proved the importance of the semantic exactness as the main translation quality criterion [1 : 231].

The first detailed translation quality standards model was developed in early 2000s by F. Pöschaker in his work "Quality assessment in conference and community interpreting" [2 : 410]. The main criteria of translation assessment were divided into five categories – from the lexical-semantic nucleus up to the social and pragmatic spheres of the communicants' interaction. This model reflected the translation dual nature treated simultaneously as inter-lingual and cross-cultural mediator and communication product.

Different approaches to the translation quality assessment issue served the basis for the formation of the translator's professional competence concept. The translation competence is defined as the combination of knowledge, skills and techniques which enable the translator to successfully fulfill professional tasks. The extension of translator's functions resulted in interpreting the translation competence as the specialist's integral feature which allows to perform inter-lingual, cross-cultural and interpersonal professional communication.

Supporting E.P. Porshneva's and D. Gile's approaches to the translation competence understanding, we distinguish the basic linguistic and the translation proper competence, the latter being further subdivided into the semantic and interpreting competences. The semantic translation competence is understood as the ability to make use of background knowledge, skills and techniques for the adequate source text perception, comprehension and sense rendering. The interpreting competence is defined as the ability to make use of background knowledge, skills and techniques to spot language units context bound meaning and properly employ translation transformations.

In conclusion, it should be noted that the best way to improve the translation competence is to equally develop its methodological, cognitive and linguistic counterparts, i.e. to provide detailed information about the fundamentals of translation theory and practice, to teach future translators to control their psychological state and to encourage them to constantly enrich their active vocabulary and background knowledge.

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## TRANSLATOR'S MANAGEMENT SKILLS

*Iryna Drobit, PhD in Philology (Lviv)*

Generally, management skills are excluded from discussion on professional skills or competences of a translator. Careful attention is paid to translator's language skills, the number of languages they are fluent at and their computer literacy, but somehow a significant skill of management is left unattended. Our aim is to outline briefly why the ability to administer is vital for a translator nowadays and why a special training course or a module should be included into the university curriculum.

Judging from the title of the report a professional translator would assume that it is going to deal with computer-assisted translation (CAT) tools and namely with Translation Management Systems (TMS). However, we are not going to discuss benefits of any TMS available on the market. Within the last

two years considerable attention has been paid to promoting CAT tools among Ukrainian translation service companies and universities which provide training for translators and interpreters. It is no more a disputable question whether CAT tools should be studied. CAT tools have become already a must.

What we suggest is to introduce a special one term course aimed at the development of essential general management skills without which it is merely impossible to achieve translator's efficiency. Successful management consists in making the right decision and controlling the process, which makes it vital for any profession. To become a manager of working activities and working environment one doesn't have to obtain a degree in "career management", a training course within the university curriculum would be enough.

There are at least three essential things which an average translator needs to manage: time, software and finance. The enumerated activities are common for both a freelancer and a translation service company employee. Crucial management skills necessary for a translator to face time, software and financial issues can be outlined as a set of psychological and professional features which contribute to a successful career. Thus a course in management skills development should address such list of psychological and professional issues as: long- and short-time planning, critical thinking, flexibility, motivation, sociability, computer literacy, basic business administration, intellectual property legislation, professional ethics, and creativity. The enumerated issues should be covered with the help of study projects and case studies.

Unfortunately, the overwhelming majority of university graduates lack management skills and those who obtain a Bachelor's or Master's degree in translation in most cases do not consider their work to be a part of a multi-skilled project. When a graduate faces the reality of a translator's working life they often become stressed out and demotivated. Developing translator's management skills is a wider goal of professional training. It enables a student to design a career in translation which matches skills and abilities, envisages professional development and independence.

## **PECULIARITIES OF MASTER'S DEGREE TRANSLATORS' PRACTICAL TRAINING IN CANADIAN UNIVERSITIES**

*Yuliia Holovatska (Ternopil)*

Practical training is an important and compulsory part of Master's degree translators' education. Its aim is to form and develop readiness of students to perform professional activity, to acquire professional skills which help them to make decisions while working in real market conditions. Study of the national system of Master's degree translators' practical training shows that it needs some changing which can be done through the implementation of progressive foreign experience. In this context great attention should be paid to Canada which is one of the leaders in the sphere of translation and training translators.

Practical training of Master's degree translators in Canadian universities is realized in three ways: in-house practicum, external practicum and foreign practicum. In-house practicum takes place in the university and envisages studying of specialized translation and performing translation for the clients. Students practice in translation of the chosen sphere (law, medicine, commercial branch, education etc.) under the control of instructor. In this case practical training is combined with scientific research as Master's degree students analyze their translation on the basis of acquired theoretical knowledge. The concluding stage of the given practicum is a written report where students proved the choice of translation sphere, describe difficulties they encountered with and the ways of their solving and also give their personal impressions.

External practicum takes place in the professional environment (translation agencies, international companies, governmental establishments, court etc.). It consists of three stages:

- acquainting stage – students get acquainted with the type of work they have to do and demands of the establishment;
- learning stage – students learn the documents they have to translate;
- professional stage – students make translations under the control of supervisor; they learn to make decisions, work in team. Special skills and necessary qualities of the professional translators are formed on this stage [3].

The result of the mentioned type of practicum is represented in the form of Power Point presentation and its oral defense.

Foreign practicum is organized in foreign countries. As the most popular foreign languages are Spanish, German and Japanese students very often have their foreign practicum in the corresponding countries. It is necessary to admit that this type of practicum isn't very popular as Canadian universities train translators mostly for the national labor market because there is a constantly growing demand in English-French and French-English translations.

All types of practicum last not less than eight weeks.

One of the important features of practical training of Canadian Master's degree translators is an attraction of the experienced translators to the training process in the form of different colloquiums, seminars, conferences etc.

So, the analysis of Master's degree translators' practical training in Canadian universities shows that it has a lot of positive aspects which can be used for the reformation and improving of the Ukrainian translators' education.

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## UNIVERSITY TRANSLATION TRAINING PROGRAMS AND MARKET NEEDS: PROBLEMS AND RECOMMENDATIONS

*Olena Hrabchak (Chernivtsi)*

The paper is focused on the identification of the missing links in translation training programs in Ukrainian universities. An attempt is made to find some practical and viable recommendations on what should be taught in translation courses to train professionals with a high level of translation competence who will be able to meet the challenges of the current translation market.

For decades, translator training has followed the classical model of university teaching based on the lecture format. Teaching has been product-centered and students' products have been judged in two ways: "right" or "wrong" [1 : 519]. But in today's global world the translation profession and the way professional translators operate in the current translation industry have undergone major changes. The traditional methods have become obsolete and as a result the new translation training programs are desperately needed. Thus, the attempt of this paper is not to criticize the translation training programs and translation courses currently being taught at Ukrainian universities but rather to outline what should be taken into consideration when designing or teaching them.

So, if we have a look at a range of activities listed on the Translation websites we will see what it takes to be a professional translator or interpreter nowadays and what should constitute their translation competence. Besides translation into various languages, the following activities are involved in the translation industry: terminology management, global search experience optimization, localization, desktop publishing, media services (dubbing, subtitling of film, TV), internationalization, interpreting, testing and quality assurance, post-editing (machine translation revision) etc.

Special care should be given by translation methodologists or instructors on a number of levels. To equip the prospective students with the required skills first and foremost one should examine the teaching methodologies adopted in the translation classroom.

If a translation program seeks to meet the present market needs it should be learner-centered and moreover should comply with the ultimate mission of higher education that focuses on the education of students as "creative, intelligent and competent human beings equipped with well-rounded translation competences rather than with a narrow set of techniques" [2 : 593-594]. As translators are cultural communicators, it would be reasonable to include in the translation curricula special courses on the history and culture of English-speaking countries mainly Britain and America.

Translation training should undoubtedly keep abreast of time and be implemented with the constant use of up-to-date technologies that simplify the translator's work. Among them are translation memory programs and terminology management software such as SDL Trados 2014, memoQ, MemSource and KantanMT.

In addition one shouldn't forget about such an important component of the translation curricula as specializing. Students must be given a chance to find the area of expertise they like and do their best [3].

If adopted, these recommendations would help to enhance the design of translation training programs, the quality of teaching and the "quality" of trained students and as a result would bridge the gap between university translation training programs and the market needs.

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## THE MOST TYPICAL MISTAKES IN SPORT TEXTS TRANSLATION

*Tamara Ishchenko (Dnipropetrovsk)*

Translation is a multifaceted phenomenon and different types of translation may involve the texts of different styles and genres. This assumption explains numerous approaches to translation mistakes classifications in interpreting and translation. Linguists make difference between literary text and technical text translation mistakes, divide translation mistakes into lexical and grammatical. Translation mistakes classifications may provide tools for translation assessment or may offer translation process analysis explaining causes and effects of translation mistakes. Among the variety of translation mistakes classifications we have taken classification, offered by V. Iefimenko as the most suitable for our goals and objectives. So, according to V. Iefimenko, there are 5 types of translation mistakes:

1. Logical errors;
2. Terminological mistakes;
3. Speech errors;
4. Stylistic errors;
5. Cultural mistakes.

To prove our assumption that sport text translator should not only possess translation strategies, tools and skills but also profound theoretical and practical knowledge in the certain sport the Swimming Rulebook Ukrainian translation made by translation agency was analysed to identify and explain translation mistakes in sport texts translation.

The examples analysed demonstrate all five types of mistakes which professional translator who obviously had no idea about sport rules has made so we may speak about linguistic, social and cultural, information and technology incompetency of the sport text translator.

To sum up we insist that professional competence of a translator is an integrative feature of translator's personality which includes linguistic, cultural and social, psychological, information and technology competency for a translator to be professional.

## WORD-PLAY TRANSLATION IN EDUCATION STIRS IMAGINATION

*Valeriya Kalinichenko (Dnipropetrovsk)*

Word-play is known to be a great problem in translation, so its rendering has not got wide coverage in the theory of translation, but some authors are worth mentioning. V. Vinogradov (1972), L. Barkhudarov (1975), N. Gal' (1987), N. Vlakhov and S. Florin (1986), A. Shveytser (1988), V. Komissarov (1990), S. Kuzmin (2004), O. Troitskaya (2005) are those who contributed to the conveying of this linguistic phenomenon.

The difficulty of the rendering is caused not only by such subjective factors as ability to recognize the word-play in the text, possession of masterly mother tongue skills and sense of humor which are inevitable for the process of translation. Among objective factors one can distinguish the words combinability, the frequency of their use, stylistic and emotional load, the range of synonyms and antonyms, word creation potential, as well as associations aroused and sly hints. Moreover, if we talk about the word-play in the phraseological units which themselves represent a problem for translation because of the absence of their equivalents or analogues, hardly can we preserve the play with the elements of set expressions in TL while using the same images, playing with the words according to the principles of SL.

Calque is one of the most widespread ways of the word-play conveying. But we can apply to it only in cases when both language systems have some equivalents. This way of translation can be structural or semantic. If we talk about structural calque, we mean the occasional word-building and the correspondence with the morphemes. For example, реформофренія – reformorphrenia, «усіхність» опозиції – opposition allness, протЕСТ для України – pro-TEST for Ukraine.

If we talk about semantic calque, we mean the word-play in free and set expressions when there are absolute equivalent in the target language. So, the presence of the words with the same semantic field (*легенда про легенду* – *legend about the legend*), the presence of the consonant words (крок у «не ту» *СТЕПЬ* – *wrong STEP for Ukraine*), the compliance with the synonymic row for pseudosynonymy (броня *міцна* та *тверді* розцінки – *solid armour and*

*firm prices*), the antonymic compliance for pseudoantonymy (*брудні ігри з «чистими металами» – dirty pool with pure metals*) are compulsory.

Rendering of the phraseological units is the other category where the presence of the absolute equivalence is predetermined by the same source of the origin. For instance, if the source is the Bible (на «*еліту*» надійся, а сам не плошай – *élite helps them that help themselves*).

Absence of the absolute equivalents makes us to create one's own word-play. There are two ways of the individual word-play in the target language. On the one hand, the translator can preserve the meaning of the utterance lacking the mechanism of the playing on words, but using other type of it (Наукова *планка* нижче *плінтуса* – *Scientific underSTANDARD*). On the other hand, one can play on words chosen freely from the context using or not using the mechanism of the source language word-play (квадратні *метри* та бідні *метри* – *state has no union with the artist union; МАФічна активність – SAFE and sound*).

While translating the word-play in set expressions, one should select such language units which have the closest meaning and can render the sense of the source text most precisely – near equivalents and analogues, and only then to play on the words in accordance with the source text principles (*у наші монастир – із їхнім статутом... – when at our home the Romans do what they do in Rome, немає повісті сумнішої на світі, аніж про продаж акцій в держпакеті – for never was a story of more woe than this of share sale in state bureau*).

In the view of the above we can summarize the word-play represents an interesting phenomenon in terms of publicistic discourse. The ideal translation of it is possible if there are absolute equivalents of language units. If not, the imaginary of the translator and his ability to combine the words of the source text contribute greatly to the development of this linguistic phenomenon which is an endless source of playing on words as it belongs to the core of human nature. The findings will contribute to the further investigation of word-play in publicistic texts.

## CORRECT PRONUNCIATION AS SINE QUA NON FOR FUTURE INTERPRETERS

*Liudmyla Komar (Kremenchuk)*

The profession of interpreter requires high mastering of a foreign language in order to send a message properly. Therefore, students of this specialty should develop both their productive and receptive skills in language learning. The profound knowledge of phonetic system of a foreign language as well as awareness of the processes in connected speech help learners to improve ability to listen actively and produce accurate and correct speech [4].

Literary pronunciation/standard of pronunciation is defined by its *norm* – 1) a set of actual realizations of the language system accepted by the education-

al speakers as “correct” preferable [1 : 19]; 2) a collectively accepted, and/or socially relevant representation applied to a language [3: 4].

The English *pronunciation norm* appears for learners in the explicit, materialized form through its codification, i.e. reflection/fixing of actual pronunciation forms in pronunciation dictionaries and other sources of reference [2 : 36]. EFL learners who acquire English out of its natural environment mainly deal with the *codified pronunciation norm* as their major sources of reference are pronouncing dictionaries. On the other hand, they must be wary of the fact that codification reflects the living pronunciation more or less precisely, but there is no one-to-one correlation between them: codified pronunciation is never fully adequate to the actual one [2 : 36].

Our survey of pronunciations of borrowings (which represent the greatest difficulties) in the most authoritative pronouncing dictionaries [5; 6] gives the experimental data to elicit certain tendencies of phonological loan words assimilation within the framework of pronunciation norm and to verify them in speech data.

Auditory analysis of loan word phonetic structures reveals the following features in the speech of British and American speakers as compared with dictionary pronunciation:

1. Speech pronunciations exhibit a greater degree of anglicization as compared with the codified variants.

2. Speech pronunciations display a greater correspondence with the orthographical composition of the loan words, i.e. they demonstrate the so-called “spelling” pronunciation more vividly than their dictionary representations.

3. Speech realizations of loan word stress patterns coincide either with the first or with the alternative accentual variants featured by the dictionary.

Future interpreters should be aware of the current tendencies in the pronunciation of loan words as they are represented both in pronunciation standards and actual speech.

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## THE MULTIMEDIA PROGRAM FOR SELF-WORK OF FUTURE TRANSLATORS

*Tetiana Korobeynikova, PhD (Dnipropetrovsk)*

Ukraine's expanding contracts with Europe have enormously increased the demand for people with a good command of foreign languages, especially translators. It means that translators with well-developed communicative skills in English are required. Natural interaction in foreign language presupposes not only standard verbal communication. The socio-cultural component of education gains special significance and runs through the whole of the curriculum designed for trainee translators studying at Ukrainian institutions of higher education. According to the curriculum students' self-work accounts about 50-60 % of the time. The problem is in the absence of the materials which can ensure the demands of the curriculum.

Recent research has shown that new multimedia technologies which integrate videos, audios, graphics, text on the screen and their link due to practical aim of lesson are the powerful tools for students' self-work. New computer programs in English have been designed but these tools can be partially used in trainee translators. It is for these reasons that the multimedia program "Switch on Your English" has been specially created as an e-tool for students' self-work.

The purpose of the multimedia program "Switch on Your English" is developing English competence in dialogical speech. Its structure is organised like a Website. The navigation is not complicated and includes a list of modules, topics and rules for users (in English and Ukrainian). There are six topics in the list: "Personal Identification", "There is no Place like Home", "Meals", "Students' Life", "Seasons and Weather", "At your Service". The topic consists of three sections. The first is "Supplement" which represents names, functional exponents, new words and grammar rules of the topic. Section "Tutorials" and section "Video" are lessons of the topic. "Tutorials" provides tests with audio keys and the task which is supposed to be completed by a pair of students with use of the multimedia recorder. The recorder may be activated also in the last task of the lesson based on video dialogue "Video".

There are two audio-lessons and two video-lessons in each topic. Lessons are based on dialogues in audio or video recording. Each lesson is organised according to four levels of dialogue teaching which include: listening/watching the model-dialogue, work with its structural components, reproduction of the model and its modification, producing own dialogue.

The advantages of the program "Switch on Your English" are the following. Computer is user's partner in training conversations. It replaces a teacher by monitoring students' achievements, counting their score, rate and giving them instructions for further actions. Students can work with it on-line or off-line on the multimedia CD. Users can also choose the order of completing the tasks and decide what and how many times tasks should be done. Teacher may add and save a large amount of educational material: dialogues, minialogues, phrases, pictures, tests etc.

As it can be seen from above, the suggested way of organising self-work of future translators with the use of multimedia is interactive. As a result of use of program “Switch on Your English”, not only students’ interactional skills in English get mastered, but future translators’ overall communicative ability get developed and improved – so, the suggested multimedia program as a whole may become an essential boosting factor in creating the multimedia course for self-work of future translators studying in higher universities.

## THE QUALITIES OF THE TRANSLATOR

*Anna Kosenko, PhD (Chernivtsi)*

Nowadays there is the unprecedented growth of need in translation, and, consequently, in training translators, aimed at developing a multicomponent competence, involving sets of skills that are linguistic, cultural, technological and professional with the ultimate objective of meeting market demand [4]. This is what Douglas Robinson calls a hybrid methodology involving social, cultural and cognitive approaches [5].

The first thing one should take into account when teaching how to translate a text is to examine *qualities* of the translator.

No doubt, the main quality should be the perfect knowledge of the target language [2 : 151-152]. The translator must have the ability to produce a target text serving the desired function even though the source text may be badly written or poorly reproduced.

A good translator should be able to spot the “rich points” [1 : 168], where the behavior of the representatives of a particular pair of cultures or diacultures in a given situation is so divergent that it may lead to communication conflicts or even breakdowns, and finds ways and means to solve cultural conflicts without taking sides. The translator should be able to hear the music of the target text, the different registers and styles, and he/she should be careful not to change that style and substitute it for his/her own idiolect, since “like the original poet, the translator is a Narcissus who in this case chooses to contemplate his own likeness not in the spring of nature but in the pool of art” [3 : 139]. So, he/she must also be both humble (so that he/she does not correct the author) and distrustful (he/she must check all doubtful terms).

He/she must have a perfect knowledge of the social and cultural background – literature, arts, history, politics – of the two cultures involved. This is especially true in the case of literary, philosophical or artistic texts. The translator, says Nida, must have “the gift of mimicry”, the capacity to act the author’s part, impersonating his demeanor, speech, and ways, with the utmost verisimilitude [2 : 151].

Personality qualities are also essential for translators. They must be able to work fast, cost-efficiently, and to perfection, even under high pressure.

He/she must have a high level of professional knowledge, that is be aware of the fact that, in today’s translation practice, translations are needed for a va-

riety of communicative functions (which are not always the same as that which the corresponding source text may have been intended to achieve).

Not the last thing in translator's work is media competence, which is knowledge of both traditional and modern (i.e. electronic) translation aids and knowledge sources.

Translator's research competence presupposes a good general education and a better specific knowledge of the topic the source text is about (or how to compensate efficiently for any lack of knowledge).

Thus, these are the main aspects, which should be taken into account, if we speak about training efficient, highly qualified and professional translators, who will be able to act as bridges for conveying knowledge and ideas between cultures and civilizations.

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## INTERPERSONAL DIMENSION OF TRANSLATION SERVICE PROVISION COMPETENCE: GOALS, ACHIEVEMENTS AND CHALLENGES

*Oksana Kutsa, PhD (Ternopil)*

Different aspects of translators' and interpreters' training are becoming more and more relevant due to the growth of new pathways of international cooperation and need of competent and competitive translators in the labor market. But the issues of translator's competence (TC) are among the key aspects. L. Chernovatyi admits that investigation of TC is very important because in broad sense TC is a complex of elements which a translator or interpreter needs, i.e. on the one hand, TC may be viewed as a goal and, on the other, as a subject matter of future translators' and interpreters' training [1 : 169].

TC is studied by numerous scholars both in Ukraine and abroad, such as: R. Bell, L. Chernovatyi, O. Fox, D. Kelly, D. Kiraly, V. Komissarov, A. Kosnikova, A. Meshcheriakov, E. Pim, C. Schäffner, O. Shveitser, M. Verbitskaia and others.

Taking into account European-oriented policy of our state, we would like to pay attention to European standards of translator's training. European Master's in Translation (EMT) expert group has drawn up "Competences for professional translators, experts in multilingual and multimedia communication" [2]. According to this reference framework competence is the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions. The experts group distinguishes the following types of competences: translation service provision (TSP) (interpersonal and production dimensions), language, intercultural (sociolinguistic and textual dimensions), information mining, thematic, and technological [2].

Having analyzed various literary sources we came into conclusion that there is lack of investigations of TSP competence and especially its interpersonal dimension. At the same time some researches include this aspect of TC into their TC models, for instance L. Chernovatyi states that his working model of translator's professional competence (modified from PACTE's TC) should include personal competence with psychophysiological component, moral and ethical subcompetence, self-perfecting and professional, and social subcompetences [1 : 176]. Accordingly our **aim** is to study how interpersonal dimension of TSP competence is being developed in Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) in the process of Master's degree translators' training.

During our project we have studied all components of interpersonal dimension of TSP competence. Let's consider translation project management, for example, which is one of the topics of "Basics of Professional Activity" scientific discipline. The goal of this class was to teach commissioning, planning, preparing, translating and winding-up translation projects; encourage students to work in a team. Firstly, theoretical framework (which includes manuals, articles and video materials [3]) was introduced for the students. Then they were to present their translation projects management step-by-step, working in a team. As a result they tried to follow all pieces of advice and more or less coped with the task. However, we've noticed some challenges: interpersonal disagreements while working in a team, problems with calculating a cost, budgeting and clarifying the requirements.

To conclude, we may state that interpersonal dimension of TSP competence is of great importance such as it contributes to professional growth and competitiveness.

In perspective optimal solutions to the identified challenges are to be elaborated and implemented.

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## RENDERING GENDER AS ONE OF TRANSLATION DIFFICULTIES

*Maryna Lagereva (Kremenchuk)*

In recent years, a considerable volume of academic literature and researches in the field of translation are being focused on the concept of gender in translation. According to Chamberlain, “the issues relating to gender in the practice of translation are myriad, varying widely according to the type of text being translated, the language involved, cultural practices and countless other factors” [1 : 94].

Whereas most of researches done regarding gender in translation have dealt specifically with the issue of the translators’ gender identity and its effect on their translations, the main focus of current investigation is on how gender itself is translated and produced.

Some problems may occur when working with the grammatical gender. Most linguists consider gender as a grouping of nouns into classes of masculine, feminine, and sometimes neuter such that the choice of a noun of a given class syntactically has an effect on the form of some other word or element of the sentence or discourse (such as articles, adjectives, and pronouns).

Grammatical gender may cause translators some difficulties when they translate from source languages in which gender is differently grammaticalized compared with the target language. These difficulties may be particularly intensified when grammatical gender coincides with the sex of the referent; for example when the source language shows no gender distinction in the first-person pronoun but grammatical gender agreement patterns which may produce the effect of gendered self-reference through gender concord, and the target language shows not only no gender distinction in the first person pronoun, but also no grammatical gender agreement.

Where grammatical gender is a category with syntactic consequences throughout the grammar, English is said to show “semantic gender”, i.e. the nouns English speakers refer to as she are assumed to possess a biologically (or socially) feminine semantic property in the real world [2 : 73].

The distinction between social and biological gender (sex) as two different, but, however, interdependent, semantic levels is one of the most crucial factors in the discussion of gender. These two semantic levels of gender are often inaccurately conflated with each other. Where (social) gender usually refers to a socially constructed system of classification that, regardless of external genitalia, attributes qualities of masculinity and femininity to people, sex (natural/biological gender) refers to physical and biological characteristics of a person based on their anatomy (external genitalia, chromosomes, and internal reproductive system).

In summation, it must be mentioned that gender present rather significant difficulties in the process of translation, thus more attention should be paid to this aspect both in the course of practical professional activities and translation training at higher educational establishments.

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## WRITING AS ONE OF THE MEANS OF CREATIVITY DEVELOPMENT

*Halyna Lukanska (Kremenchuk)*

The problem of creative skills formation of the future specialists is one of the most topical problems of the current pedagogical science theory and practice. The activation of business and economic cooperation of Ukraine with foreign countries predetermined the necessity in specialists who can provide high level of mutual relations among representatives of our country and its foreign partners. The central element of this system is a skillful creative personality, whose knowledge of foreign languages is a guarantee of personal, cultural and economic contacts that promote further development and prosperity. Recently the peculiarities of writing in foreign languages as a type of communicative activity, that encourages creative development of the future specialists, are actively studied. They are reflected in the scientific researches of O. Tarnopolsky, S. Kozhushko, T. Yahontova, O. Pinska and many others.

To the academic writing belong all types of activities with the help of which students are taught to write as a type of creative productive communicative activity but which are of no practical value from the professional point of view [1 : 61]. But it considerably increases the effectiveness of education, as in this case a student expresses his own ideas and viewpoints that develops his ability of creative thinking and productive writing. Besides, it is proved that academic writing stimulates processual motivation and plays more important role than other types of writing in the development of communicative skills [2 : 190].

Creative writing is an important type of academic writing. This is such type of activity when students write in a foreign language, using their own experience and imagination [1 : 62]. The examples of creative writing can be narrations, essays, plays, poems etc. Scientists say that creativity is the process of making something new, unique and original [3 : 51]. The main features of a creative personality are the following: intellect, knowledge and experience, independence and openness of thinking, ability to estimate critically the previous experience and the surrounding environment, dialectic outlook, individuality in taking decisions, alternative and ability to use imagination, implementation of the scientific research in practice. That's why academic writing makes the most favorable ground for creative skills development, contributing to the appearance of new valuable reasons of activity, new abilities and skills, willed and ethical features and formation of the personality in general.

But we should remember that the important precondition of the formation and development of students creative skills is the high level of teacher's pedagogical proficiency, special relations between him and his student. Because teacher's creativity, ability and energy motivate seriousness of student's educational process. Otherwise we can observe only inefficient imitation of teaching. All students should be actively involved in practical work, provided with conditions for creative freedom to choose types of activity, sources, implementation of the research results etc.

Writing activities play very important role in further development of creative abilities and skills of students. Besides it is a good stimulus for linguistic competence development (considerable vocabulary enlargement, grammar improvement etc), very important is the fact that this progress is initiated by the students themselves as they feel the necessity in self-improvement. The educational process should be directed at the development of creative skills, individual thinking, ability to work on their own in order to reach the main aim of the qualified specialist preparation, whose knowledge and skills can correspond to the requirements and needs of the modern society.

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## KEY ASPECTS OF TRANSLATION QUALITY ASSESSMENT WITHIN THE FRAMEWORKS OF UNIVERSITY EDUCATION

*Kateryna Makarova (Dnipropetrovsk)*

The question, how to assess the quality of translation appeared simultaneously with the translation itself. The first ideas on criteria of grading can be found as early as antique philosophers and writers who were dealing with problems of translation.

According to the modern scholars, translation is considered to be adequate, if it fully reflects all peculiarities of the source text e.i. its style, genre and structure. Moreover translation has to substitute the source text completely and give the recipient a feeling that the text was created in his mother tongue.

Having studied various approaches to the translation quality assessment, we believe that it consists of two main components: adequacy and equivalency. Adequately translated text transfers all functions of the source text, whereas equivalent text is linguistically close to the original. What is more, such text

has no terminological mistakes, but it can include descriptions of the new terms in a specific field.

However, the problem of quality assessment deals not only with functional features of the produced text, but also with translation mistakes. A translation mistake is a unit discrepancy, or an element of source content that was wrongly translated, inappropriately omitted or added in the process of translation.

The typology of translation mistakes has been under thorough consideration of both Ukrainian and foreign scholars. Most of them agree that while assessing the quality of translation the following features should be taken into account:

- Completeness of the translation (amount of the omitted information)
- Correctness (absence of lexical and grammatical mistakes)
- Non-verbal behaviour of the interpreter (gestures, mimics, pose)
- Speed and fluency of the speech (repetitions, unfinished phrases)

Considering the abovementioned features we are offering the following typology of translation mistakes:

- Logical mistake. Such error occurs, when a unit of information has been inappropriately added, omitted or substituted on lexical or lexico-grammatical level. It includes wrong translation of proper names, internationalisms, specific numerals etc.

- Relative mistake. This type stands for wrong thematic-rhematic articulation, lack of speech cohesion, illogical expressions.

- Stylistic mistake. Wrong communication of the source text style as well as calquing the original text can result in such mistake.

- Terminological mistake. This type of error relates to inadequate use of terminology which leads to misunderstanding of the recipient.

- Presentation mistake. It can involve non-verbal (mimics, gestures) and vocal (accent, speed) characteristics.

Thus providing substantial feedback to students and assessment of their translation quality is an integral part of teaching process. This problem should be considered within the frameworks of studying methodology for teaching future interpreters and translators in Ukrainian universities.

## **PERCEPTION AND UNDERSTANDING OF THE SOURCE TEXT: INTERPRETING TRAINING**

*Alla Mandziuk (Chernivtsi)*

The perception and understanding of the source text (ST) is of paramount importance in the process of interpreting and may include a number of pre-requisites:

- Proficiency of the source language (SL) and the target language (TL) as well as the background knowledge and its permanent improvement;
- Broad outlook, competence in a particular sphere of interest;
- Forecasting skills, being able to anticipate the interlocutor's intentions and reveal the links among them;

In compliance with these requirements the following skills should be drilled in class:

- making up associations, i.e. combining scenes with the heard frames;
- guessing, i.e. being able to “guess” the forthcoming information on the basis of the previously heard and actualized knowledge, being able to make up a hypothesis;
- cursive and selective listening, i.e. to understand the general sense of a message on the basis of important certain elements of the text;
- intensive listening practice. [3 : c. 305-306].

To master the aforesaid skills the following type of exercises might be useful:

- the students are given a form with the questions to the text and fill it out after listening;
- the students listen to the text where every tenth word is omitted and suggest the using of a suitable word matching the content of a message;
- the students listen to the passage of the text, the teacher stops the recording. The students’ task is to foresee the information which is to follow in the text;
- the students listen to the foreign language text in “a sentence-after a sentence” way and try to give a word for word reproduction of it without taking any notes. This exercise may have several variations while listening to various types of recordings. There may be used recordings with the background music so that to make a more complicated the perception of the auditing texts. On the other hand, the text may be reproduced by a person with a heavy accent or using a dialect [3 : c. 363-379].

The group discussion after completing the exercise is most desirable. To summarize, it’s necessary to mention that peculiarities of perception and understanding of a foreign text are important in the process of interpreting and skills in it are improved as a result of lengthy and continuous training using texts of different levels of complexity.

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## PROFESSIONAL COMPETENCES OF FUTURE TRANSLATORS

*Oksana Martyniuk, PhD in Philology (Lutsk)*

The translation industry has experienced a boom for fifty years. The growth of international trade and, more recently, the development of Internet

and information technology and communications have made “the translation” as a specialized activity, increasingly technologized, that requires own learning. Meanwhile, the translator has become a recognized, respected and sought professional. Dependent on a demanding profession, constantly evolving, the training of translators is far from static. It is characterized by flexibility, adaptability, innovation and the latest teaching methods.

The goal of academic programs is to form translators competent and operational on the market. So the students have to acquire and to develop the skills and know-how that are defined by this training. The language skills are related to the practical and thorough knowledge of languages from which and into which the specialist will translate. Although languages of a selected linguistic combination must be mastered before admission to the program, the studies of translation have all advanced courses and language reinforcement. The development of translation both as a profession, as an industry, and as a program of studies, is mainly influenced by social, political and linguistic factors.

The acquisition of translational skills is the fundamental element of training and the reason to be a separate degree program in translation. It is necessary to give to the student the techniques, methods, means and tools to make the transition from one language to another in accordance with the norms established and imposed by the profession. The many and varied exercises on various types of texts and accompanied with an analysis of the encountered difficulties and a reflection on the translation process, are designed to achieve this goal. The lessons of general translation, specialized translation and translation methodology directly contribute to the acquisition of these skills. The importance of writing skills in translation consists in providing the student with the necessary tools to edit general or specialized text. These writing skills are essential complement of linguistic skills and translational skills. They must allow the translator to express clearly, accurately and correctly a given content in a given language, respecting the characteristics inherent to the text and the language. The lessons of the text editing and revision can contribute to these acquisitions.

Ideally, translation programs should give to the student a basic knowledge in the major fields of human activity (law, economics, sociology, etc.). The duration of the studies requires to be focused on learning the acquisition of technical translation (translational expertise), the thematic lessons are often incorporated into specialized translation courses and can be centered on the same domain or discuss various topics. The student must also acquire methods and research techniques needed to find information and terminology indispensable to translate a given text in a given area. These research skills are essential to the work of the translator. They guarantee the quality of the translation and aim to ensure the independence and versatility of the translator. IT support tools for the translation are essential part of the professional environment of the translator. All programs include at least one course, if not more, on computer software intended for translators. Computer tools are becoming increasingly integrated directly into lessons. Using software of web pages creation and presentation of Type Power Point, text aligners and bi-texts, software stripping of words, etc. is common during the lessons of translation, terminology and editing.

So, a translator's competence is a highly complex successful interaction of the various skills which can be obtained only in a carefully structured sequence of learning steps.

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## THE MODEL OF TRANSLATION COMPETANCE

*Tetiana Maslova (Kyiv)*

Since 1997 PACTE (“Process of the Acquisition of Translation Competence and Evaluation” research group) has been doing an investigation into what translation competence is and how it can be acquired. Following the studies conducted in this field, translation competence is now described as a model consisting of six components:

- communicative competence in at least two languages, the source and target ones, which actually includes linguistic competence (knowledge of words and grammar rules), discourse competence (awareness of text cohesion and discourse coherence as well as pragmatics of communication) and sociolinguistic competence (ability to use communication strategies appropriately);
- extra-linguistic competence, which is composed of general world, encyclopaedic, bicultural, and subject knowledge;
- professional-instrumental competence, representing procedural knowledge of translation functions and skills required to work as a professional translator (the use of documentation resources, dictionaries of all kinds, grammar reference and stylistics books, search engines, electronic corpora, IT applied to translation, etc.);
- psycho-physiological competence, which is the ability to use psychomotor skills for reading and writing, cognitive skills (e.g. memory, perception, attention span, emotion, creativity, logical reasoning) and psychological attitudes (e.g. intellectual curiosity, perseverance, critical mind, and self-confidence);
- transfer competence, which is the knowledge of all aspects of translation and the ability to complete the transfer process from the source text to the target text by understanding the former and expressing it in the target language, using adequate processes, methods, procedures, etc.;
- strategic competence, which includes the individual procedures, both conscious and unconscious, verbal and non-verbal (e.g. self-evaluation, revision), which are necessary for identifying and solving the problems encoun-

tered during the translation process. In fact, it is essential to control the entire translation process, beginning with planning it and selecting the most effective methods and tools and finishing with evaluating the target text, finding any flaws and correcting them [1; 2; 3].

A closer look into the model will reveal that being bilingual is not enough to be an expert in translation as there are other skills that cannot be dispensed with. Indeed, all the components of translation competence are interrelated, sometimes even overlapped (see Fig. 1), so that failing to demonstrate knowledge in any of the six areas discussed above will lead to a malfunctioning in the translation process itself and errors in the translation output, accordingly. Finally, it is apparent that although some declarative knowledge is necessary, most of the knowledge and skills required are of procedural nature. Thus, translator training must involve much practice to learn how to handle the useful translation tools and techniques, and develop proper personal qualities.

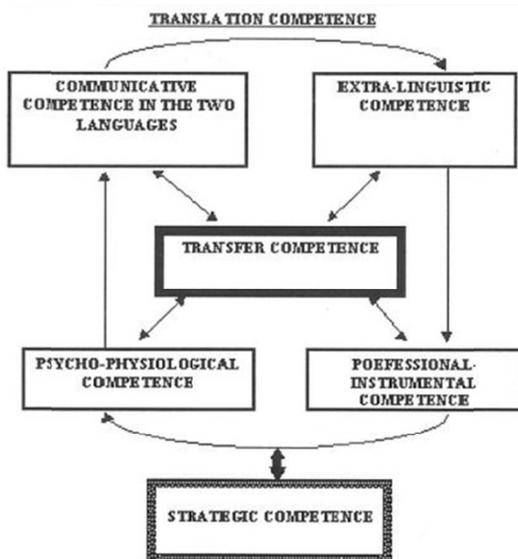


Figure 1. Translation competence model

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## ENHANCING THE TECHNIQUES OF TEACHING LITERARY TRANSLATION

*Anastasiia Matsievska (Chernivtsi)*

Nowadays students who cherish the ambition to acquire the skills of an adept translator rarely venture into the domain of literary translation preferring to tackle diverse technical texts or official documents. Still literary translation should not be discounted and due to this fact there remains a growing need for genuine experts in this area as well as the necessity of refining the teaching techniques. Analysing the process of literary translation it is pertinent to note that one of the aspects that may pose a formidable challenge to a student is the category of emotiveness. As a general rule, an author meticulously selects language means of expressing emotiveness so that the message conveyed in a certain text fragment could touch the irrational sphere of a reader's perception, spark off an emotional reaction and create psychological resonance. Such emotionally coloured elements enable an author to reveal the rational side of a literary work in its entirety and, in turn, implement their communicative strategy in full. The emotive content of a literary text is generally expressed with the help of complicated language symbols, for instance, phraseological units, extended metaphors etc. In fact, students' fear of altering the structure of an original is the common mistake. The majority of inexperienced learners tend to use the transformational approach instead of the denotative one and adhere strictly to the structural and partly to the semantic equivalence not taking much notice of the pragmatic one. As a rule, language forms do not correspond in different languages and the attempt to reproduce them using set equivalents usually results in the translation devoid of adequacy both from stylistic and emotive point of view.

Taking into consideration the current challenges of the translation of fiction, namely the translation of the literary works created by contemporary English speaking authors into Ukrainian we can maintain that there is the necessity of developing students' command of the denotative approach as well as the expertise in manipulating wide-ranging translation transformations. We would like to elucidate how the use of some transformations enables us to achieve adequacy in the translation of the contemporary literary prose. The factual material encompasses the emotionally coloured fragments selected from the novels of a modern American author Danielle Steel "*Miracle*" and "*Vanished*." In the process of the comparative analysis we have distinguished the prevailing types of transformations used in the translation of the emotional state of the protagonist, namely a paraphrase, transformation of nominalisation and transformation of verbalisation. The study of the specifics of the use of the transformations has shown the following results. The use of a paraphrase enables a translator to reproduce some "troublesome" elements of the original in their entirety as well as preserve their stylistic colouring and expressiveness, besides, this translation technique makes it possible to implement the pragmatic functions of text emotiveness (emotional self-expression of an author, emotional evaluation and emotional impact upon a reader). Transformation of nominalisation is used

largely to create suitable contextual equivalents in Ukrainian, achieve brevity and avoid meaningless verbiage or tautology. The main reasons for using transformation of verbalisation are the certain discrepancies in the peculiarities of forming collocations and sentences in English and Ukrainian, the absence of some syntactic and grammatical constructions which would allow us to preserve the structure of the original in Ukrainian. To summarise, we would like to underline the importance of honing the skills of young gifted translators and facilitating their mastery of the basic approaches and techniques.

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## A FOREIGN LANGUAGE WITHIN MAGAZINE ILLUSTRATIONS: TRANSLATION COMPETENCE BACKGROUND

*Oleg Mikhlik, Oleksandr Pliushchai (Dnipropetrovsk)*

The use of magazines is an important element in teaching foreign languages, being as well an integral part of the study process, since the articles taken from magazines offer a wide range of possibilities such as help widen student's broad-mindedness, form their world perception and enhance moral qualities, these are the things to be born in mind as a preparation for translation activities.

Magazine illustrations (photos, images, caricatures, photo collages, etc.) may be widely used in teaching pre-graduate students a foreign language translation as such materials include very important informative components.

An illustration has a lot of peculiarities being one of the useful demonstrative methods generally used in books and manuals. Here are some advantages: 1. Magazine illustrations are always relevant and topical, showing the latest and hot news. They can be oriented to student's age and gender meeting their interests and intellectual requirements. 2. There are plenty of illustrations on various topics which reflect aspects of almost all the spheres of human life such as culture, art, science and others. Thus, a teacher has a good choice of the material to work with giving classes of foreign languages. 3. Magazine illustrations make students familiarize with a modern foreign language not only by means of illustration inscriptions, posters, banners, images, comics and caricatures. Here are some examples taken from the German magazine "*Fluter*": *Sozialer Aufstieg Raund 98; Ubern Berg? Weniger ist mehr; Bitte um Almrosen; Privatgrundstuck betreten verboten Eltern haften fur Ihre Kinder; Gott und die Welt; Auf immer und ewig; Wer gibt wem welches Recht?; Ich glaub, es hackt!*

*Werden hier die brutalen Kids endlich gestoppt?* and others. 4. Using illustrations makes it possible to trace neologisms which appear in a foreign language. The new words contribute to the development of student's language intuition. Certainly, such words can become out of date and even obsolete as soon as the sphere where they are used comes to an end and there is no more demand. 5. Magazine illustrations are simple to be used as hand-outs both in class and for individual work. Such materials can be placed on university department stands preferably in special columns.

It is recommended to offer illustrations to students at different stages of foreign language learning, depending on the aim they want to achieve. They can be used in learning new words to enlarge vocabulary, make presentations, study word formation peculiarities and work with the grammatical constructions and sentence elements.

The texts of magazine illustrations can be used in teaching reading as one of the basic speech activities to develop monologue and dialogue speech skills. In fact, they may be more frequently used because they do not require as much time as, for instance, articles or texts for home reading. The exercises may vary from face-to-face conversation, context prediction of some texts or inscriptions, discussion on the message objective and others depending on format, context, size, colors, informative function, information content of the illustration.

In conclusion, we would like to emphasize that only persistent and systematic work with magazine illustration may be an effective method to improve student's skills and familiarize with the foreign language grammar, syntax and vocabulary structures.

## **CHALLENGES IN DEVELOPING INTERPRETING SKILLS FOR UNIVERSITY STUDENTS**

*Liubomyr Nahirny (Chernivtsi)*

Translation is one of the most important parts of modern educational, economic, political globalization, which plays the most important role in intercultural communication at all levels. That is why there is a growing need for professional translation services to be rendered and, therefore, their training.

The objective of our work is to describe the problem of interpreting skills in the process of training university students and propose methods to overcome the main challenges. Among Ukrainian and foreign researchers investigating this issue the following are worth mentioning: S. Baranova, M. Brandes, V. Caraban, V. Koptilov, I. Korunets, I. Lipko, S. Maximov, L. Nelyubyn, O. Rebriy, L. Chernovatyetc.

The most difficult types of interpreting that form appropriate training requirements are simultaneous and consecutive interpreting. The system, designed to establish the competencies required for this type of translation is

one of the most important components of any methodology. It is undeniably clear that an adequate system of exercises would help improve the efficiency of formation of professional competence of future interpreters *L. Chernovaty* [1 : 147]. Professional competence of consecutive interpretation should include the following components: linguistic competence (both in receptive and productive terms); communicative competence; interpretation competence (bilingualism skills as well as interpreting skills); technical competence (the ability to encode and decode the information, presentableness); personal characteristics (memory) *L. Tsviak* [2 : 204]. It is also worth distinguishing one of the basic skills in simultaneous interpretation such as the ability to perceive the original text (to perform semantic analysis) and speak (to interpret) at the same time.

The following problems in the training process are: the ability to memorize information messages and allocate them to specific subject and object to fully understand the text; lack of concentration skills, lack of mnemonics skills; the ability to quickly recognize words, phrases and syntactic structures; high tempo performance of interpreting actions and operations in unusual combinations; resistance to intense mental stress *L. Chernovaty* [3: 276]. It is important to remember that the skills are formed as a result of repeated, systematic and purposeful repetition of quick reaction operations or exercises, an important feature of which is their diversity that is gradual complication of actions and exercises *L. Chernovaty* [3 : 277].

To solve these problems, some researchers propose to set aside a special time during training and make it full of exercises good for acquiring interpreting skills in terms occasional and short-term perception and synchronization with writing skills running through the following exercises: written translation of an audio recording, dictation-translation, exercises on precision word *L. Chernovaty* [3 : 277]. A simultaneous interpretation is good to be trained with different listening comprehension exercises for perception and speaking at the same time.

Thus, in the training process of interpretation it is crucially significant to correctly construct the training exercises with a gradual complication and automation of the skills necessary for interpretation competence.

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## TRANSLATION STUDIES GRADUATE PROGRAMS IN UKRAINE AND THE USA

*Olesya Nikolayevych (Lviv)*

The profession of an interpreter is one of the most important and indispensable spheres of activity in the present-day business world. Therefore the education of professional interpreters deserves immediate attention to its quality to meet the standards of the profession at stake.

The Major in Translation Studies has existed in Ukrainian education system for over forty years now and still every year new and new programs are being opened, and existing once, the number of which comes up to ninety, are enlarging their student body. For instance, if in 2005 at the department of Translation Studies and Contrastive Linguistics named by Hryhoriy Kochur at Ivan Franko National University of Lviv there were 60 students, in five years this number has doubled, and retains at this level up till now. Main reasons for such growth, for sure are globalization, Ukrainian geographical location, current political and economical events.

Since such a great number of young people are interested in this field, they should receive proper training to meet the standards of this profession in modern world. Appropriate training of translators and interpreters requires constant updating of programs, materials, knowledge of foreign language and certain spheres of communication which poses a challenge for educational programs that is why we believe it would be useful to explore the methods of translators and interpreters trainings in other countries, since the consideration of international experience in the field of vocational education will provide an opportunity to improve the quality of training of translators in Ukrainian universities.

The problem of analysis, systematization detecting positive elements of foreign experience and introducing them haven't been that widely studied yet. Some aspects are covered in the works of local and foreign scientists, particularly in the works by: G. Funnels, T. Georgiev, A. Ivanova, S. Korsakov, T. Koshmanova, L. Puhovska, S. Romanova (training specialists in foreign schools), T. Ganichev, A. Gross, R. Chris, F. Limbach, N. Sobol, L. Tarkhova, A. Shupity, A. Jankovce (training interpreters), K. Garashchuk, E. Pima (historical aspect of translation education).

In this research we would like to concentrate on distinctive features of translators training graduate programs in the United States, where the profession is also on the rise: according to the U.S. Bureau of Labor Statistics (BLS), career opportunities for translators and interpreters are expected to increase more than 20 percent between 2012 and 2018.

The first distinctive thing is a variety of graduate translation programs. Some universities offer combined translation/interpretation degree in one or more foreign languages, while others offer degrees specifically in translation or interpretation. Besides degree programs, universities offer a number of specialized graduate certificates in different spheres: audiovisual, technical, legal etc.

Novelty for Ukrainian Education will be also a number of online programs in translation and interpreting available. Whereas translation for sure can be done and estimated extramurally, interpreting due to its interpersonal nature

is difficult to learn in distance but thanks to modern technologies it is now possible in certain American colleges.

However different in name, length, form and curriculum, all:

- require students to be well acquainted with translation computer programs, some even offer a major or an additional certificate in Localization Management;

- demand students to get real-world experience by completing an interpretation/translation practicum or internship in which they provide interpretation and/or translation services in all possible employment places. Students also take a career-focused course, which helps them to prepare for their professional lives as interpreters.

- are trying to incorporate perfect balance between theory and practice,

- are sharing common goal to produce competitive graduate for the world job market.

It would be of interest to conduct a closer research of Translation Studies program's curriculum and peculiarities, in particular online programs offered in American universities in order to implement some novelty and improve Ukrainian graduate programs.

## **TRANSLATOR'S COMPETENCES IN THE CONTEXT OF THE MODERN TRANSLATION MARKET DEMANDS**

*Alla Olkhovska, PhD in Pedagogy (Kharkiv)*

Traditionally the main translator competences included foreign language knowledge (knowing one or more foreign languages), intercultural and thematic competence, translation competence (knowledge of translation theory and translation skills) [1 : 2]. The list can be extended but there were no doubts about the primary importance of an excellent foreign language knowledge. The modern translation market, however, lays down its own demands changing traditional views on the relevant translation competences. The understanding of what a future translation department graduate will need can be achieved through the cooperation of higher educational establishments with translation companies working at a global market and using modern translation technologies. The first steps towards the cooperation were made by the Translation Department of V. N. Karazin Kharkiv National University that resulted in a series of workshops allowing to spell out (among other things) translator's competences that gained a significant importance in the modern translation industry. Knowing these competences in its turn will contribute to the further optimization of teaching students by improving training programs and introducing new subjects.

Thus, the most important translator's competences nowadays include self-education and further training. An excellent knowledge of a foreign language is welcomed but in modern times is no more of a decisive importance. The point is that according to the EU standards the translation is performed from a foreign language to the native one. Representatives of the translation in-

dustry do not view the language competence as crucial. In most cases the translator needs only a satisfactory knowledge of a foreign language to succeed in translation while knowing two or more languages is rather an exception than a requirement.

According to the representatives of the industry the second significant factor is experience in translation. The question of acquiring it is pressing for our graduates, nevertheless it can be tackled for example by organizing translation practical training at the modern translation companies.

One of the vitally important competences nowadays is providing basic technological skills in the use of CAT tools. The absence of such skills hampers the employment process of the graduates as translation companies often do not possess enough resources to teach them. The possible solution to the problem may be the development of a corresponding teaching methodology in cooperation with leading specialists of translation companies and its implementation into the process of training.

Another pressing problem is the lack of students' motivation. They are not aware of the employment possibilities in the translation industry or sometimes even have a negative experience of acting as a translator when they were taken for a trial period in a translation agency and not given any money for their work on its termination, or the sum paid turned out to be scanty. As a result students lose their interest or motivation. The possible solution to the problem may be conducting workshops informing about the employment possibilities and future perspectives of the students in the translation industry. Instructors-practitioners may present another way out as having a significant teaching experience coupled with translation practice they could uncover all the aspects of the profession and its possibilities as well as to arouse interest in students.

The problems discussed above show the need for some pedagogical implications to cover the gap between students' knowledge and the modern translation market demands. Further research is needed to find out the most appropriate ways of developing the corresponding teaching methodologies.

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## TRANSLATION TEACHING IN A MODERN INSTITUTE OF HIGHER EDUCATION

*Dmytro Panchenko, PhD in Philology (Kharkiv)*

The development of the society casted light on the unquestionable fact that translation has become highly demanded in different fields of activity of the world community.

Against the noticeable progress of the translation science it is methodology of translation teaching which remains an insufficiently developed branch of knowledge. There is no doubt that this fact united around itself the translation community (methodologists, linguists, translation experts) to decide upon the issues of training of highly skilled translation specialists who will be well informed in the most effective and up-to-date technologies.

The principal precondition of successful training of future translators consists in improvement of the educational process, designing a new pedagogical teaching model, organisational forms for development of translation competence. It is worth mentioning that translation competence, which is formed during a process of purposeful studying along with a durable practical activity, foresees the knowledge, skills and abilities necessary for a translator in all kinds of translation, annotation, abstracting and editing of a translated text.

Professional translation studying is not only and not so much mastering of a foreign language by students as forming of their special kind of speech activity, meaningful treatment of available information resources and, the last but not least, raising of a general cultural level. However, in order to establish an effective system of training of qualified translators, it is necessary to take into consideration market needs, focus on specialisation and do not train experts in language, but in translation.

The modern translation teaching methodology demands a search of the newest approaches and optimal decisions, which will allow to equip future translators with all necessary knowledge, skills and abilities in the shortest time.

At the present moment it is difficult to imagine training of translators without attraction of information technologies. Nowadays Internet-resources offer authentic texts, specialised and scientific magazines, public political literature, mass media, the latest issues of periodical editions, materials of subject conferences and sites. All this essentially diversifies and widens the circle of traditional academic subjects, which are offered for a content analysis of translation. At present there is an opportunity to work with electronic terminological dictionaries, refer to databases, use international terminological systems, computer programs of spell checking in various languages, computer-aided translation etc.

Individual translators cannot ensure solving of the whole circle of the problems that are faced by the market of translation services. A modern translator is a full value team of specialists, equipped with the newest technologies and software. Translation automation gains in key importance and allows to perform a large scale work in a fast and high-quality way.

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## **COMPETITION IN ARTISTIC TRANSLATION AS A PART OF TRAINING PRACTICE OF FUTURE TRANSLATORS**

*Olena Panchenko, DLitt (Dnipropetrovsk)*

The future translators trained at Oles Honchar Dnipropetrovsk National University are to have 5 practices: 2 training (educational) ones, pedagogic, translational and teaching. We consider that it is too early for our sophomores to work as pupil translators at firms or translational bureaus but this practice does give us a chance to do what should have been done during the academic year (because of constant lack of time).

The first educational practice is aimed at 1) mastering translating official documents using the frames; 2) freeing the inner abilities to translate artistic texts.

To make the latter more exciting we organize a competition of translations. The best ones are published in the annual collection of students' scientific papers.

A judge must take into account rules that are not strictly linguistic but, broadly speaking, cultural. We regard translation as a strategy that aims to produce, in a different language, the same effect as the source discourse, and poetic discourse is said to aim at producing an aesthetic effect. So as criteria of adequate translation we adopt the following ones:

- 1) the degree of rendering the main idea of the original text;
- 1) the success in saving the emotional meaning of the original in translation (author's feelings, experience, mood);
- 2) saving the functional dominant of the original in translation;
- 3) translation of the visual content of the original;
- 4) translation of national realities (cultural, historical, language, everyday realities);
- 2) saving author's opinion;
- 5) the level of accuracy and freedom and their co-existence in translation (lexical level);
- 6) rendering the sound image or impression from the sound image of the original (rhyme, the search of rhythmical equivalents, which convey the melody and intonation of the original);
- 7) co-existence of sound and meaning;
- 8) the right usage of compensation;
- 9) minimizing, motivating the usage of translation transformations;
- 10) co-existence of original and translation on stylistic level;
- 11) saving the significance of the original (its implication);
- 12) the absence of substantial, functional-standard and cultural mistakes in translation.

As the material for practice we choose genres not common for Ukrainian literature – e.g. nursery rhymes, limericks, fairy-tale etc. In such cases it is important to take into consideration stylistic phenomena more or less rigidly associated with separate genres of English and American literature (also having different associations in Ukrainian literature); the violation of stylistic correspondence between the general bias of texts; 2) play on words; onomatopoeia in nursery rhymes; antonomasia; archaic words and obsolete grammatical elements; alliterated repetition; “total attributiveness”; rhythm-breaking in some nursery rhymes and limericks; in a limerick: spelling eccentricity, spoonerism; in jokes and humorous stories: dialects, low colloquial style; in a fairy-tale: the lower ratio of similes /if compared to a nursery rhyme, a limerick, a joke or a humorous story/; out-dated style in a fairy-tale; the comic effect of nursery rhymes, limericks, epitaphs, jokes, satirical and humorous stories; some peculiarities of pathos (e.g. black humour, classical orientation of romanticism – if compared to the folklore and historical orientation of Ukrainian romanticism); a pun in the limerick; humour (as pathos) achieved through the sickness of the situation and through the understatement in limericks, epitaphs and jokes; gradation of the “situation sickness” in a fairy-tale.

This kind of practice successfully combines theoretical and practical knowledge, background studies and the desire to play and win which is important for a young person.

## THE PROBLEMS OF RENDERING POLYSEMANTIC ECONOMIC TERMS FROM ENGLISH INTO UKRAINIAN

*Viktoriia Polshchukova (Kremenchuk)*

The aim of the research is to investigate polysemy of English economic terms; to highlight the problems of translating polysemantic terms into the target language. The notion of polysemy has been discussed by scholars for many years and at present it is still being investigated. Many philologists such as G.A. Alexandrova., I. Arnold, L.S.Barhudarov, B.B Gorodylov, B.Vinogradov have been studying the problems of polysemy of economic terms but still this issue remains rather controversial.

Having analyzed different approaches to polysemy of terms we support the opinion of O. Konstantinova that polysemy of terms reflects special knowledge and differentiates the properties of things. Scholars differentiate inter branch and inner branch polysemy and also polysemy between terms and words. Term semantics covers different domains of economy, politics, law and others [1 : 20].

Scholars differentiate inter branch and inner branch polysemy and also polysemy between terms and words. Inner polysemy is the development of secondary meaning of the economic term on the basis of the main one. For example «*taxation*» – *злиття, поглинання, новація*. The example of interbranch polysemy is term **account** which has such meaning as 1) рахунок (у банку)

2) розрахунок; підрахунок; 3) кредит за відкритим рахунком (у магазині) 4) звіт; доповідь, повідомлення 5) опис, розповідь; зведення (даних) 6) думка, відзив, відгук, оцінка 7) причина, підстава 8) вигода, користь 9) бюджет etc. This term can create a wide semantic field with the polysemy of the main stem: Accounts payable; advance account; current account; overdraft account; to draw up an account; to take into account; keeper of account.

The problems of rendering polysemous economic terms present some difficulties for translators as among some meanings it is necessary to choose the one which corresponds to the contents. The problem of lexical combinability remains one of the most important especially when it concerns verbs.

It is exactly the context which helps to solve the problems of translation of polysemantic terms. Context is any language environment where a linguistic unit is used. There are lexical, grammar contexts; micro and macro ones.

The translation of the term should be conducted in two stages: first we should clarify the meaning of the term in the context and second to choose the appropriate way of translation. Scholar Y. Retsker suggested the following ways of term rendering: loan translation, lexical transformation and descriptive translation. Loan translation is a word or phrase borrowed from another language by literal, word-for-word or root-for-root translation-operating expenses.

Different lexical transformations can be applied while rendering economic terms [2 : 160]. Concretization is a most frequent device in translation from English into Russian. It happens when some notions are rendered into the target language with expansion of the meaning: *revenue* – *дохід, надходження; джерело доходу; фінансове управління*. Transposition is a translation device where some word or terms are converted from lexical-grammatical class to the other to achieve adequate translation. It involves changing the order of words in the target text (TT) as compared to the Source text: company structure-структура компанії. Transliteration is transmission of letters of a foreign word using the letters of the alphabet of the receiving culture. For example: broker-брокер, agent-агент. Descriptive translation is applied when there is no proper equivalent in the other language or such term (notion) is typical only for the English language (withholding tax) [3 : 200]. The selection of proper equivalent requires the knowledge of economic notions and a detailed analysis of the term in the dictionary. The context will help the translator to choose the most appropriate variant. We should also analyze the term structure and combinability, as compound terms consisting of three and four word combinations with the polysemy of a key term present some difficulty for translation.

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## SELECTION OF EQUIVALENTS IN INTERPRETING PRACTICE

*Daryna Poseichuk (Chernivtsi)*

Nowadays the question of interpreters training and their professional competence is still considered to be the topical one. Christiane Nord describes the process of interpreting and investigation of interpreters' cognitive processes and concludes that the considerable part of various processes during the interpreting becomes automated; and soon the interpreter can't distinguish or analyze these processes on his own [1 : 36]. Thus, one can consider the automating of certain skills one of the most important competences that the student-translator should possess.

As a rule, one can divide the language system into three large groups: lexical, morphological and syntactic [2]. In the process of mastering and reproducing the information, vocabulary takes an important place, thus becoming the object of our research.

As the automating of certain cognitive processes requires long-term training and systematic repetition we consider that it would be useful to apply methods of automating vocabulary learning and training the basic skills in the first years of university studies, as the process of learning and consolidating vocabulary doesn't require the high level of language proficiency and can be used as an additional element of the lesson (for example at the warm-up stage).

To develop the appropriate drills one should pay attention to synonyms, antonyms, semantic fields, homonyms, hyponyms, polysemy and idioms, that will help the future interpreter to quickly select the equivalents. So, for example, one can develop the range of subject drills using both synonyms and antonyms:

*Exercise 1: Finden Sie passende Antonyme zu folgenden Wörtern:  
gut, stark, hoch, tief, sinnvoll, angemessen, fern, klug usw.*

*Exercise 2: Finden Sie passende Synonyme: schön (wunderschön, prächtig, hervorragend, hübsch, attraktiv,) freundlich (nett, offen, kommunikal), stark (mächtig, kräftig, markig, kernig) (this example and the next one are our own – Poseichuk D.)*

One of the interesting and useful drills for training homonyms is a children's game "Teekesselchen", the purpose of which is to select two equivalents and to describe their function. In German language homonyms are the words, which can belong simultaneously to different parts of speech (e.g. *Birne (Obst) – Birne (Lampe), Fest – fest, Flügel (Klavier) und Flügel (Vogelflügel, Nasenflügel etc.)*). Application of such type of activity will help students to understand better this language phenomenon, and then to identify it better in the language flow.

The other effective drill that helps to develop language skills and to select equivalents in the process of interpreting is the descriptive story:

*Exercise 3: Sprechen Sie über einen Gegenstand ohne die Bezeichnung dafür zu benutzen.*

*(z.B. ein Handy) Ich habe heute mich verspätet und deshalb habe ich ein Gerät vergessen, das ich zum Telefonieren brauche. Ich weiß, dass ich viele Anrufe inzwischen bekommen kann, deshalb bitte ich meine Freundin, mir dieses Ding zu bringen). [Poseichuk D.]*

Among the important elements of building vocabulary is an associative network. An appropriate task is to build an associative diagram (*Mind-Map*). This activity can be applied both to the process of learning new vocabulary and revising it.

Therefore, having described several drills that help to select certain groups of vocabulary, we can conclude that they don't require too much time and should be conducted really quickly. That's why they can be easily applied to the teaching process and we can broaden them and use at different stages of the lesson.

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## THE CORPUS-BASED APPROACH IN TRANSLATOR TRAINING

*Valentyna Prutchykova, PhD (Dnipropetrovsk)*

*Kateryna Sinitskaya (Dnipropetrovsk)*

During recent years, a large number of studies within the discipline of translation studies have focused on corpora and their applications in translation classes. Such studies mainly look into the kind of information trainee translators can elicit from corpora and the effect of using corpus data on the quality of translations produced.

Nowadays the corpus-based approach plays an important role in translator training and undoubtedly has a number of benefits. Beginning with the class procedure comparison it is seen that a translation class has been traditionally the one in which the teacher was the sole speaker transmitting knowledge to students who were eager to find the answers to their questions in their teacher's words. In such classes, students usually translate a text chosen by teacher and bring it to the class to be discussed. Students read their translations one by one and the teacher passes comments on student's translations and finally the best translation is presented by the teacher to the class. According to Helia Vaezien [1] the translation teacher has a very significant role to play; s/he needs to know

the answer to every question/problem students may have, s/he needs to be familiar with translating different text types and genres or else to pick up a text type and focus on it during his/her professional life and so to acquire knowledge through experience and finally the teacher must be prepared to convince those students who need something more than their teacher's intuition to accept what is acceptable or not. The students, on the other hand, are to listen, memorize and reproduce.

On the contrary, in a typical corpus-based translation class, the teacher who is already competent enough to work with corpora and corpus analysis tools may prepare the corpus before the beginning of the course or may decide to bring students into a corpus compilation experience by asking each one of them to take part in the process of corpus building. Students may discuss with their peers and their teacher about the type of corpus which best suits their course needs and later the texts which qualify for inclusion in the corpus. This indirectly attracts the student's attention towards the characteristics of different texts and text types and may eventually increase their knowledge of text types. Furthermore, this practice can prepare students to build their own corpora in future to help them with other courses or later with the translation jobs at hand. The teacher, in fact, acts as an assistant who helps learners use the data offered by the corpus to do their translation assignments and find the answers to their questions and the students learn to take part in their own learning process and to act independently.

Translation evaluation is undoubtedly one of the most difficult tasks facing a translator trainer and that is another benefit a corpora has over traditional methods. In the past, translators and trainers have had to work with conventional resources (e.g. dictionaries, printed parallel text, subject field experts) which are not always highly conducive to providing conceptual and linguistic knowledge necessary to objectively evaluate a translation.

The corpus-based approach makes the task of translation evaluation somewhat less difficult by removing a great deal of the subjectivity, and by providing the translator trainer with improved access to the appropriate conceptual and linguistic information of a specialized subject field as documented by experts in that field [2 : 347]. By having access to a number of authentic and suitable texts, the trainer tends to provide more constructive feedback for student's translations.

In conclusion it should be noted that corpora have a lot more to offer for both translation teachers and translation students, because of the rapid development of new electronic sources the methods of teaching are constantly being changed.

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## PROVIDING THE INTERNSHIP IN TRANSLATION AT LVIV STATE UNIVERSITY OF LIFE SAFETY

*Nataliia Rak, PhD in Pedagogy (Lviv)*

Profession of translator or interpreter is very popular nowadays. So many universities and institutes in Ukraine train such specialists. Trainees need many years of classrooms to learn all such things as reading skills, writing skills, computer skills, terminology management, DTP, accountancy, interpreting of various kinds, a plethora of electronic tools, translation theory, area studies, and a lot more.

Only those who are correctly trained will be allowed to translate officially. They will be very well paid; their work will be of the highest quality. Professional paradise will materialize in a matter of years.

At Lviv State University of Life Safety main idea is focused on perfectly designed curricula which includes not only theoretical but practical training of future translators. We agree that curriculums refer to principle driven actions and processes that guide and foster significant learning experiences. It is a planned, thoughtful and deliberate course of actions that ultimately enhance the quality and impact of the learning experience for students. It encompasses the creation, development, and organization of learning opportunities aimed at meeting intended learning outcomes. It also involves the thoughtful assessment of learning outcomes. The ultimate goal of curriculum is to enhance the quality and impact of the learning and teaching experience [1].

One of the key points is performing the internship in translation after each year of study. The first-year students have the one at the territory of the university. It is called "Innovation Technologies in Translation" and lasts for two weeks. The second-year students have "Teaching Internship" which includes three-week course in The Main Department of State Emergency Service of Ukraine in different regions. The third-year students have "Practical Internship". They have an opportunity to being improved their abilities in any of language service providers for three weeks. During their training courses they use such new technologies as demo versions of MemoQ, Crowdin, Google Translator Kit, PoliDic and others. For many years one of the main problems of professional translating was locating adequate information. Our major efforts were put into generating possible renditions. With web searches generating excessive information, our major efforts are now put into eliminating possible renditions. That is a very fundamental change.

We took attention to the assessment too, because it is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed, 2000, p. 9).

According to our curricular we use such assessment which is done for the purposes of increasing learning and to demonstrate evidence of intended learning outcomes, flexible and can take a variety of forms, and occurs throughout

all phases of curricular design, development and implementation, takes place in a variety of contexts.

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## MOYENS DE FORMATION DE COMPETENCE TRADUCTIVE

*Laryssa Ratomska (Dnipropetrovsk)*

Les besoins de la société mondialisée sont tels que les dilettantes, même lorsqu'ils se révèlent d'assez bons traducteurs, ne suffisent plus. Le niveau de spécialisation et la concurrence sont tels que ceux qui s'improvisent se voient très vite rejetés. La voie obligatoire qui mène à la profession est donc, comme pour toute autre profession, la formation. Les formations en traduction dans le monde sont nombreuses.

Aujourd'hui apparaissent d'autres approches telles que celles par problèmes, par projet et par compétences. L'apprentissage par problèmes consiste à soumettre à l'étudiant des problèmes qui pourraient se poser dans sa vie professionnelle afin de développer son autonomie le plus possible. L'approche par projet, fondée sur le travail d'équipe, vise l'intégration et l'application d'un ensemble de connaissances à la réalisation d'un projet.

Enfin, l'approche par compétences n'est pas une méthode pédagogique en soi, mais plutôt une façon de concevoir des programmes dans lesquels les objectifs pédagogiques sont déterminés en fonction des compétences nécessaires pour exercer une profession. La conception constructiviste de l'enseignement y est pour beaucoup dans ces façons de faire. Quelle que soit l'approche retenue, le noyau dur de cours obligatoires d'un programme universitaire de traduction professionnelle qui se respecte comprend les suivants : perfectionnement de la langue maternelle et des langues étrangères, et méthodologie et pratique de la traduction générale et spécialisée.

Le perfectionnement visera à fournir les compétences de compréhension et d'expression. La méthodologie et la pratique de la traduction serviront à donner un savoir-faire, des règles, des principes et des techniques propres aux traducteurs. Le futur traducteur apprendra à étoffer et économiser, à organiser et structurer, à choisir et écarter des énoncés et des idées.

Il convient de préciser qu'une formation universitaire est généralement insuffisante pour faire un « bon » traducteur. La formation doit nécessairement inclure un contact étroit avec la réalité professionnelle. C'est pourquoi les bons programmes comprennent des stages en milieu professionnel.

À défaut de stages, le futur traducteur devra veiller à son auto-formation, qui servira de complément à sa formation initiale. S'il vise l'excellence, il tra-

vaillera seul les compétences qu'il utilisera durant toute sa carrière : la lecture et l'écriture. Il lira avec un double but : perfectionner la maîtrise de sa langue maternelle et celle des langues étrangères, mais aussi enrichir son bagage de connaissances générales et spécialisées.

La langue est le miroir de la culture. Il suffit pour s'en rendre compte d'observer, à l'échelle mondiale, les communautés linguistiques qui revendiquent leur autonomie culturelle et parfois politique. C'est cet aspect de la culture, la langue, qui retiendra plus particulièrement l'attention du futur traducteur soucieux de s'autoformer. Il s'arrêtera à l'aspect linguistique des traits spirituels, matériels, intellectuels et affectifs des sociétés et des groupes dont il traduira les textes.

### **ALLUSION IN "THE WINTER OF OUR DISCONTENT" BY JOHN STEINBECK, ITS RENDERING INTO TL**

*Lubov Semerenko (Dnipropetrovsk)*

Allusion a reference to a certain extralinguistic situation correlated with the referent of the utterance the reader is expected to know, is regarded by some linguists as a type of intertextuality and as precedentness by others.

Allusion can be intertextual, historical, mythological, biblical etc. It is used in almost all functional styles, particularly in media and belles-lettres style.

The reader comes across numerous quotations and allusions in the novel by John Steinbeck. The reading of the novel is not easy as it requires a thoughtful attitude to the text. The reading should be reflective.

The quotations, both explicit and indirect, are taken from Shakespeare and other English and American writers and they contribute to the background description of provincial elite.

There are many biblical allusions in the speech of the major character, Ethan Allen Hawley, an educated man of high integrity, and their use emphasize the personage's exceptional intelligence. The reader can notice them from the very first pages of the novel when Ethan more than once recalls the Crucifixion on Good Friday.

Ethan Hawley often uses biblical allusions ironically when he is making fool of himself in front of his wife Mary or when flirting with Margie Young-Hunt.

Translating allusive texts is complicated due to the fact that not all readers are able to spot and enjoy allusions, thus additional connotations are lost.

When translating allusions one should take into account the existence of the translation equivalent in the target language.

Quotations and allusions of the SL text are rendered in translation when they are taken from the source the reader is able to identify. Footnotes can be also used to explain the meaning of an allusion.

It would be helpful for a translator to make use of special reference books and dictionaries of quotations, proverbs, maxims and familiar phrases.

## PODCASTING IN LANGUAGE LEARNING

*Angelina Shishko, PhD in Pedagogy (Kremenchuk)*

*Yulia Dzhagarian (Kremenchuk)*

Many approaches have emerged due to computer technology in facilitating language learning skills. Podcasting is one such tool being exploited by teachers to deliver educational content and to encourage learning outside the classroom. It is one of the powerful, emergent technological media that has been used in education for many years. Language learning has been recognized as one of the fields about to get help from the rapid development in podcasting. Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills, especially in developing learners' speaking and listening skills.

Although the term *podcasting* may be new, and the idea of using a computer to create digital audio for speaking and listening tasks for students may seem difficult, in fact it's very easy – you can create podcasts in just a few minutes using a range of free websites and software.

A podcast is an audio and/or video file “broadcast” via the internet and can be downloaded to a computer or mobile device. Students can listen to existing podcasts or create their own ones. If they want to deal with the latter, they can do it individually or in groups.

Why is podcasting useful for language learning?

- Finding authentic listening texts that really suit your students' needs, interests and levels can be very difficult – but there is a huge range of podcast material available online, which is both free and easy to access.

- Podcasting tools enable you to create your own listening activities and texts which suit your students and these can be specifically developed around your syllabus content and course book.

- Podcasting tools give students the opportunity to create audio texts that they can share with you, each other or the online world. This act of creation gives students the opportunity to use language freely and creatively, and to listen to, self evaluate and improve their performance.

- It's often hard to listen to students in a crowded classroom and really assess how well they are speaking – but once they have recorded podcasts, you can listen to them and really assess their abilities and understand where they need help.

- Being able to listen to themselves encourages students to reflect on and try to improve their own performance, so students are often more willing to push for greater accuracy.

- Creating a podcast, or a series of podcasts, can be extremely motivating for students and creates an authentic purpose for using their language skills.

- Podcasts can enable you and your students to create mobile learning materials which they can access outside the classroom, at a place and time convenient to them.

– Mobile podcasting tools can also enable students to do speaking activities outside the classroom and create texts that are relevant to and express their real-life interests.

Teaching suggestions and activities include: drills, reading and listening, audio learning journal, personal journals, story recording, listening dictations, picture dictations, general communications, audio project reports, radio news broadcast and podcast shows.

To sum up, podcasting is especially interesting for English learners as it provides a means for students to get access to “authentic” listening sources about almost any subject they may interest them. Teachers can take advantage of podcasts as a basis for listening comprehension exercises, as a means of generating conversation based on students’ reaction to podcasts, and as a way of providing each and every student diverse listening materials. Students will obviously find the ability to listen to these podcasts useful especially due to its portability. Like any authentic material, podcast audio or creating a podcast can be really motivating. It will take up a lot of your time though, but for your students the potential benefits can be huge.

## **THE FIELDS OF SIGHT TRANSLATION USAGE**

*Iryna Simkova, PhD in Pedagogy (Kyiv)*

It is widely considered that sight translation is commonly used in the legal, medical, scientific, and technical fields. In the legal field sight translation can be used during the hearings or trial proceedings if there is a necessity for the sight translation of foreign evidence. Evidence is submitted in written form, but the full translation is not always needed. In most cases the sight translation of pieces of evidence is used.

In health care institutions the sight translation is took place, when it comes to foreign patients and doctors or nurses need to have a prescription or other medical information written in a foreign language. In that case the interpreter is asked to translate orally the written information for hospital staff.

In science and technology the sight translation is used during conferences, when there is an urgent need for oral translation of key points of a document to prevent discussion stopping.

The technical translation is certainly intended for special target audience, specialists with technical knowledge. However, the sight translation is indispensable part of companies’ daily life, when it comes to the immediate translation of scientific and technical documents that are of high information value (elaborations, technical specifications, spreadsheets, charts, etc.).

Taking into account the geographical position of Ukraine our law and medical institutions deal with English-speaking foreigners very rare, so the sight translation for them is also rarely needed.

But when we are talking about the international conferences, regardless of the country that organize such events, the English is the language of interna-

tional communication. According to the annual plan of conferences and seminars in such fields as science and technology about 300 international conferences [1] are held in Ukraine. Usually such conferences consider the issues of science and technology development.

To determine the exact scientific and technical subfields for sight translation training, we analyze the list of the conference topics in 2014 to find out which are the most urgent today. Despite the fact that science and technology is a broad study, the obtained results show the most topical scientific and technical subfields. They include computer technology – about 50%, engineering – 10%, biotechnology – 5%, chemical industry – 5%, and nanotechnology – up to 30%.

As a result, two areas, which are the most urgent, are in scope of our interest: computer technology and nanotechnology. To my mind, the material of these subfields must be used for the sight translation training in scientific and technical fields.

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## GENERAL ISSUES OF TRANSLATION

*Tetyana Soroka, PhD in Philology (Izmail)*

The main concern of translation theory is to determine appropriate translation methods for the widest possible range of texts and to give insight into the translation process, into the relations between thought and language, culture and speech.

There are several aspects of this branch of linguistics: **General theory of translation**, whose object is general notions, typical of translation from any language. **Specific** (or **partial**, in terms of Holmes) **theory of translation** that deals with the regularities of translation characteristic of particular languages – for example, translation from English into Ukrainian and vice versa. **Special** (partial) **theory of translation** that pays attention to texts of various registers and genres [2].

There are two terms corresponding to the Ukrainian word «переклад»: translation and interpretation. Those who discriminate between the terms refer the term ‘translation’ to the written text, and the term ‘interpretation’ to oral speech. However, the terms are polysemantic: *to interpret* might mean «to render or discuss the meaning of the text» – an outstanding British translation theorist P. Newmark, for example, states that «when a part of a text is important to the writer’s intention, but insufficiently determined semantically, the translator has to interpret» [3 : 35]. The term *to translate* is often referred to any (written or oral) manner of expression in another language.

We should also differentiate between the terms *translating* and *rendering*. When translating, a person expresses in the target language (TL) not only **what** is conveyed in the source text (ST) but also **how** it is done. In rendering, one can only convey the ideas (the what) of the source text.

A translator expert system should contain four areas of knowledge and skills (competence): **grammatical**, **sociolinguistic**, **discourse** and **strategic competence**.

**Grammatical competence** embraces knowledge of the rules of the code, including vocabulary, word formation, pronunciation, spelling and sentence structure. **Sociolinguistic competence** covers knowledge of an ability to produce and understand utterances appropriately in context. **Discourse competence** means the ability to combine form and meaning to achieve unified spoken or written texts in different genres. **Strategic competence** includes the mastery of communication strategies which may be used to improve communication or to compensate for breakdowns. R. Bell specified a fifth one – translator’s **communicative competence**: the knowledge and ability possessed by the translator which permits him/her to create communicative acts and discourse which are not only grammatically but socially appropriate [1].

Stage 1	Stage 2	Stage 3
$S_1 \rightarrow R_1$	CODE SHIFTING (Transformations)	$S_2 \rightarrow R_2$

where Stage 1 is communication between the original sender of information (source language sender or  $S_1$ ) and a translator (recipient of information or  $R_1$ ), Stage 2 is “code shifting” (transformations and finding equivalents, performed by a translator) and Stage 3 – communication between the translator ( $S_2$ ) and the final addressee (target language recipient, or  $R_2$ ). According to this scheme there are two interrelated communicative acts in the process of translation (interpreting): communication between the initial sender of information and a translator and communication between a translator and the final addressee (recipient or receiver of information). In this process a translator is acting in dual capacity all the time, acting as a recipient (at Stage 1) and as a sender (at Stage 3) of the respective messages.

Thus, *translation* is a process of inter-language and inter-cultural communication when, after special translation analysis of the ST, another communicatively-equivalent text is created in the TL. It is essential to recognize and acknowledge that ST submitted for translation undergoes a number of inter-language changes of meaningful verbal signs.

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### **CONSECUTIVE INTERPRETING TEACHING AND PSYCHOLOGICAL FEATURES OF THE FUTURE INTERPRETER**

*Liudmyla Tomniuk (Chernivtsi)*

Time and again linguists stressed the necessity of consideration the psychological factors of translation, but these recommendations have not found yet a substantially sound scientific rationale. This is stipulated by the fact that the issue of translation has been still addressed from the linguistic aspect. However, the translation should be viewed as a complex issue of psychology and linguistics. Not taking into consideration the psycho-linguistic peculiarities of translation from various languages is the reason for a range of shortcomings in the work of translators, especially the beginners.

A good many of scientific researches are devoted to the study of psychological aspects of translation process, namely I.O. Zymnia, V.P. Belianina, K.M. Skyba [3], S.V. Baranova and others. They address both general and particular questions of the problem mentioned, and also investigate the psychological peculiarities of different types of translation and the psychological peculiarities of the organization of training of prospective translators.

First and foremost these studies refer to the problematic of teaching the universal skills, necessary in all kinds of translation. Teaching translation should start first of all with the development of these skills and then focus on shaping some specific ones without which performing the certain types of translation is impossible.

Interpreting is a difficult kind of speech activity and complex psycho-linguistic process, which includes comprehension, perception and voicing of the information by means of native and foreign languages, and in which dialectically combine the knowledge of languages (native and foreign), appropriate psychological state and also background knowledge. So, the psychological aspect (P-factor) is one of the most important components of teaching interpreting [4 : 16].

Accordingly, an interpreter should possess such psychophysiological characteristics as concentration, an ability to focus attention as much as possible and to divide it simultaneously into several tasks, ability to neglect obstacles, reaction rate, mental and physical stamina [2 : 88]. So interpreting sets before the interpreter a number of requirements and the students' training for this type of translation activity should take into account its specific character.

V.N. Komissarov considers that the conditions of interpreting indicate the necessity of special training of interpreters for this activity. From his point of view, there are 4 types of skills any interpreter should possess:

1) an ability to analyze the source text in detail, compare it repeatedly to the target text and to edit it;

2) an ability, made as automatic as possible, switch between languages;

3) quick and adequate understanding of oral language, training the full-fledged listening skills, professional memory, an ability to memorize large pieces of information and an ability to reproduce the translation orally;

4) an ability to perform simultaneously a number of mental activities, to combine different speech activities: synchronism of listening and speaking, speaking and reading, listening and encoding writing down, decoding and speaking [1:386-388].

So, in the process of shaping the translation competence of prospective translators, besides the special language knowledge and skills, it is necessary to develop the psychological characteristics, enhance the ability to perceive and understand foreign information, train memory, attention and develop eloquence.

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### MNEMONIC EXERCISES AS AN EFFECTIVE METHOD OF AN INTERPRETER'S TRAINING

*Dariia Tverdokhlib (Chernivtsi)*

Short-term memory is an essential part in the process of interpreting. It is believed that interpreting is a short-term-memory-centered activity, which includes encoding of information from the Source Language, storing of information, retrieval of information, and decoding of information into the target language [3 : 232]. Without any doubt, the interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. So, the ability to concentrate is a factor as is the ability to analyze and process what is heard [4 : 4-5]. In this article we tried to research mnemonic devices as a method of interpreter training.

Mnemonics are the methods for remembering information that is rather difficult to recall. The basic principle is to use as many of the best functions of the human brain as possible to encode information. By encoding language and

numbers in sophisticated images which flow into other strong images, one can accurately and reliably encode both information and the structure of information to be easily recalled later [2 : 40]. Mnemonic devices are highly effective for training short-time memory. Gerald R. Miller found that students who regularly used mnemonic devices increased test scores up to 77%. Many types of mnemonics exist and which type works best is limited only by the imagination of each individual learner [1]. There are 5 Mnemonic techniques and specific memory tricks to improve short-time memory:

(1) Acronyms: Formed by using each letter from the group of words to form a new word, which is particularly useful when remembering words in specified order to save time to recall information after listening. For example, some common acronyms are HRM (Human Resource Management), IBM (International Business Management) or some specified acronyms followed the users' own rules like D-ingC (Developing Countries), D-edC (Developed Countries).

(2) Sentences/ Acrostics: Like acronyms, the first letters of each word are used to make a sentence in the easiest way to remember. For instance, when try to encode mathematical order of operations: Multiply and Divide before you add and Add and Subtract, some students use acrostics like MDAS.

(3) Rhymes and songs: Rhythm, repetition, melody, and rhyme can all aid memory, that is, help short – term memory users to be familiar with what has been said before.

(4) Method of Loci: In order to remember speeches with unrelated items, this technique is applied to combine the use of organization, visual memory, and association. After receiving information, short-term memory users create a vivid visual memory of the “path” and objects along it, then visualize it when interpreting.

(5) Chunking: This is a technique generally used when remembering numbers; based on the idea that short – term memory is limited in the number of things that can be contained. Applying this technique, users decrease the number of items they are holding in memory by increasing the size of each item [2 : 40-41].

To sum up, it goes without saying that while having good short-term memory, interpreters are equipped with a powerful tool for the encoding and decoding information. It is vital that interpreter training at higher educational institutions include mnemonic memory training as a part of their courses.

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## PROFESSIONAL REQUIREMENTS OF A MODERN INTERPRETER

*Marian Tverdokhlib (Chernivtsi)*

Translation has always played an utmost important role in human communication. It is the way for understanding other people and their countries, therefore, the universities are interested in the courses of translation to train and very competent and efficient translators and interpreters. There are specific requirements to interpreters stipulated by the modern tendencies. As they change, it becomes necessary to adjust the curriculum so that it corresponds to the current needs. The article attempts to shed some light upon the required skills and knowledge a modern interpreter should have for a favourable job placement. The best way to know all of the requirements is to know what is expected from an interpreter nowadays and so there are many tools and tests to assess the language competence of an interpreters designed specifically for this purpose.

One of the companies that offers such tests is Language Line Solutions group. LL has three interpreter oriented tests: Interpreter Skills Test, Medical Interpreter Certification Test and Interpreter Readiness Assessment. Interpreter Skills Test is a test which assists organizations in determining whether bilingual individuals who are being asked to interpret have the basic skills to provide interpreting. It can also be used as the first step to determine whether a candidate who will be hired as an in-house interpreter has the basic interpreting skills needed for the job. The Skills test usually follows the Language Proficiency Test which determines the needed fluency of the interpreter, this test then can be used to further assess an individual's skills. This test evaluates: fluency in English and the tested language, knowledge of basic medical terminology, accuracy of interpreting, attentive listening, information retention, ability to follow instructions, role of the interpreter, presentation and delivery, customer service skills [1].

There are also tests solely for assessing and certifying medical interpreters. The National Board's NCCA accredited and rigorous certification program is the only certification program for medical interpreters that is committed to certifying those that pass both the written and the oral performance exam. Certified Medical Interpreter (CMI) written exam is very demanding. The knowledge areas to be tested are: medical terminology in working languages (38%) – not translation of terms, but understanding of terminology – in English, medical specialties in working languages (23%), medical interpreter ethics (15%), roles of the medical interpreter (8%), cultural competence (3%), interpreter standards of practice (5%), legislation and regulations (3%)[3].

Court interpreters are assessed with the help of specifically designed tests as well. Court Interpreters Advisory Panel is responsible for assisting the Judicial Council in enhancing interpreter services provided to the courts and to non-English-speaking parties. The CIAP offers the following tests: as the written exam, oral proficiency exam and bilingual interpreting exam. In all 3 modes of interpreting the interpreter must demonstrate these abilities: ability to speak the non-English language and English fluently, ability to transfer all meaning

faithfully from the source language to the target language in both the consecutive and simultaneous modes, and while sight translating documents, ability to pronounce the non-English language and English in a way that does not systematically interfere with meaning and understanding [2].

In conclusion, interpreters are tested orally and in written form. All of the above-mentioned interpreter tests show a wide range of requirements to be met by a modern professional interpreter.

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## AN APPROACH FOR TEACHING WRITTEN TRANSLATION PRACTICE WITH ENGINEERING ENGLISH

*Olena Velykodska, PhD (Kyiv)*

This thesis is devoted to the growing need for translation in discourse of Engineering English. It is interconnected one-semester course in practical course of translation of general engineering texts for fourth-year students in the department of linguistic. Group meets once a week and targets the translational skills. The approach is based on the selection of authentic science and technical texts to translate from English into Ukrainian. Before translation itself the first class lecture of the semester must be devoted to organization matters and acquiring information about students needs as well as initial assessment of their level of written English and Ukrainian proficiency.

There are three stages in the process of translation. Each stage highlight special discourse features in order to facilitate understanding of specialized texts. Pretranslation stage includes reading for comprehension, identifying main ideas, target audience, translators problems (difficulties): terminology and grammar peculiarities. Students must complete exercises to demonstrate they can identify, understand, and analyze the use of these elements on the first stage of translational work. Active readings for translation during the course relate to the following topics, among others: metals; measurements; design and function; energy, heat and work; control devices; pumps; air-conditioning systems; diesel engines; data communications; electric power systems; refrigeration sys-

tems; water treatment; telecommunications; engineering design; engineering and the Earth's resources.

Students are accustomed to read English text word for word rather than analyzing professionally oriented texts with the purpose to translate them into native language. It's preferable to give students short vocabulary list, exercises for matching tasks, ask them to translate sentences containing translation difficulties, discuss and solve translator's problems. On the second stage the process of translation includes analytic and variation search of the professional texts.

So, the above mentioned search of adequate translation presents a chain of mistakes, steps from semantic structural calque of the original to communicative functional equivalent, i.e. from rough translation to more structural and meaning extension correlation, to translation decision solving the most difficult parts of translation. On that stage we try not only translational correspondence and translational transformations, but which is more important, realize the skill to motivate transformations, because the latter are dependent upon the type and genre first of all, and only then from target language itself. On the third stage the students fulfill the task of editing. In conclusion it worth while to emphasize the role of translation from Ukrainian into English in the fields of science, engineering, information technology, and business is ever increasing. Consequently, so too are the demands on translation practitioners to serve the needs of students and professionals in these fields to conduct their studies, research, and business in English on an international scale.

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## CURRENT ISSUES AND DRAWBACKS OF TRANSLATION PRACTICAL TRAINING

*Oleksandr Yemets, PhD in Philology (Khmelnysky)*

The quality and efficiency of translation practical training (TPT) depends, to a great extent, on the size of the city and the university. In a big city such Kyiv, Kharkiv, Dnipropetrovsk, where there are big enterprises, joint ventures, many translation offices, there are wider opportunities for efficient TPT. However, in a medium-size regional centre, in provincial cities there is usually one

more or less big enterprise, a few translation bureaus which cannot provide all translation students of this city (university) with necessary facilities and materials. In such case TPT takes place on the basis of the department of translation and often has superficial character, I mean, the tasks and texts are given without any practical orientation. Of course, numerous travel offices can be of use, but the majority is very small and can hardly accommodate several students for TPT.

What can be suggested? Firstly, it is necessary to establish stronger links with the export-oriented enterprises. For example, I suggested the director of one of the biggest dairy factories in our region that our students should write advertising slogans in Ukrainian and English for the products of the factory. The proposal was accepted with some gratitude. In future, some students can have their TPT at this enterprise. Secondly the departments should establish and maintain long-lasting links with translation offices and bureaus of the city, of the region. As an example, the head of the biggest translation bureau in Khmelnytsky called me some months ago and suggested that 3-4 students of our faculty should have TPT at their office. Such links can ever help in future job placement. And, thirdly, it is necessary to cooperate with technical and economic departments of the university who conduct research, whose professors and teachers participate in international conference and exchanges. Though, at present scientific research at universities is financed very poorly, there are always enough documents, articles for our students to translate, to obtain work experience.

## **SPECIAL ASPECTS IN THE TRAINING OF THE FUTURE INTERPRETERS DURING THE TRANSLATIONAL PRACTICE**

*Olga Zhulavska, PhD in Philology (Sumy)*

The purpose of the translation practice is to improve and consolidate theoretical knowledge and to form students' professional skills in translation from and into English on the basis of the obtained theoretical knowledge and to accustom them to the requirements of the necessity to enrich their knowledge regularly and to use practically in the field of their future profession.

The main task of the translation practice for the students is to help them to master the mechanism of the act of interlingual communication and to choose the proper translation strategy during business communication. Special attention during the translation practice should be given to the development of translational practical skills. The student should **know**: functional lexical material on general topics, functional lexical material on specialized texts, grammatical material, provided by the program, the basic principles of summarizing the texts, the basic principles of compilation of official papers, contracts, letters, records, according to the international requirements of records. The student should **be able to**: express his opinion in a foreign language both orally and

written, use bilingual terminological dictionaries, electronic dictionaries, dealing with foreign specialized texts, have skills of consecutive translation, practice active listening and translating of messages in a foreign language, hold business correspondence using culturological and cross-cultural background knowledge, apply the international standards of execution and translation of official papers, make analysis and translation of foreign sources to obtain information required for solving certain tasks of professional activity.

The content and order of translation practice is defined by the program of Bachelor training of the speciality "Philology". The duration of translation practice is 5<sup>th</sup>-6<sup>th</sup> semesters. Students have practice in enterprises, offices, organizations in Sumy and in departments of Sumy State University. For translation practice students are assigned in accordance with the bases of practice and the number of seats in each of them. The assignment is issued by the order of Sumy State University.

Students studying on the state-funded place receive the list of bases for translation practice from institutions that have formed the orders for specialists. In training of specialists studying on terms of the contract between the university and the legal person the basic institution of practice is the sponsoring agency. If the training of specialists is carried out on the order of natural persons, the practice is provided by these persons that are stipulated by the Contract of Bachelor training.

During the translation practice a trainee should fundamentally perform: translation of texts in the volume to 12,000 characters (8 pages) from English into Ukrainian or vice versa; translation of abstracts of scientific articles (to 10 units); translation of news for the site of the department, where a student do practical training, from Ukrainian into English (to 10 units); translation and execution of business letters of the department, where a student do practical training, in English language (to 5 units); a trainee should compile the dictionary of the department, where a student do practical training (200 units) [1 : 5-6].

In the terms of the translational practice for the students of the third year of studying it is desirable to implement informational technologies, especially Computer Assisted Translation Tools and others, in their studying curriculum [2 : 94-99].

After the practice students should make a report on the implementation of translation practice in written form. Reporting form of trainees is a written report and a journal arranged with all sections and signed by the principal of the base of practice. One of the documents translated during the practice is added to the report.

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## PROFESSIONAL TRANSLATORS' TRAINING: HOW TO MEET THE TRANSLATION INDUSTRY REQUIREMENTS

*Nataliia Zinukova, PhD (Dnipropetrovsk)*

Today translating activity has become the full industry with its own standards and methods to communicate with its clients. The key indicator of higher education effectiveness has become the degree of universities syllabi directing towards the labour market in the whole and training students, whose major is language education, in particular.

Applying marketing strategies in the process of future translators' training model means considering labour market requirements, detailed examining the groups of potential customers of education services, and academic process adaptation to the changes of translation industry situation.

Modern standards require designing new curriculum which will be based on competence approach, the priority direction of which is education vectors: self-determination, self-actualizing, developing individuality and socializing.

According to Common Sense Advisory data, in 2013 the consolidated volume of linguistic services and translation global market amounted to 34 bln. US dollars, and translation services share accounted for 15% of the total market volume. As compared to the previous year the market of linguistic services increased by 5, 13%. So despite the global financial crises this market continues to show the growth, although its rates became slower.

According to ABBYY Language Services analysts translation market today includes about 30 000 professional companies which offer various linguistic services. The market is quite fragmentary (approximately 30 companies provide 20% turnover of the whole industry. The factors which influence the translation industry are: market globalization, explosive growth of content production, fundamental contradiction of terms-price-quality, shortening of production chain, centralization and gradual management of linguistic assets – corporate glossaries, Translation Memory, CATs. One more very important trend is cloud decisions integration and crowdsourcing.

Ukrainian market today as reflection of all the processes which have taken place in the country for the last 20 years has considerably changed. According to various estimations it is growing by 20% annually and the reasons of such a growth don't differ of those which were enlightened for the global segment of translation industry. To characterize Ukrainian translation market it's necessary to state that it still remains on developing level and it can be marked by information opacity.

The best positions occupy the companies which translate for foreign agencies, the rest which work for local market significantly lag behind due to the crises.

Now the trends of Ukrainian market as to kinds of translation used. The most popular is written translation in economic, legal and medicine field, its share amounts to 48%. The second place is occupied by consecutive interpret-

ing, mainly in business activity, with about 20%, then comes written translation of instructions and technical texts – 9%, after that one could observe again interpreting, partially simultaneous interpreting which accompanies conferences, seminars, congresses and other significant events.

To sum up, today modern translation market requires strengthening of its infrastructure and creating absolutely new, alternative models of service supply process, which should be included into methodological part of future translators/interpreters' training. This process may be revealed in the form of criteria and requirements for university graduates in their real practice and mutual attempts may help increase the quality of translators' training at the universities due to adequate reaction to the changes occurred.

## HOW TO PERSUADE FUTURE CUSTOMERS TO BUY A PRODUCT? STUDENTS EFFORTS IN WRITING ADS

*Vira Zirka, DLitt (Dnipropetrovsk)*

While lecturing on “Lexis of Ads” we attract students' attention to the particular properties of advertising texts and teach them how to write (to create) advertising messages and how to translate them into English or native language. The main task is the maximum use of students' own fantasy for self-expression and self-affirmation. It is offered to pay attention to main terms which any ad should possess.

The language of advertising is a language of its own; very often it does not follow the grammar or even logical rules of the everyday language as we know it but this is what the advertisers actually strive for – the more a slogan diverts (draws smb's attention away from smth.) from the norm the more catchy it is, although at times it might be captivating in a negative way. Expressiveness is the peculiarity of all ads [1]. One third of ads' lexis is known to be emotion words: *amazing; attractive; beautiful; colorful discount; enormous; excellent; exciting; exclusive; expert; famous; fascinating; genuine; gigantic; magic; miracle; profitable; proven; quality; quickly; sensational; simplified; special; superior; surprise; terrific; tremendous; unique; wonderful*, etc.

Any language has a level of creativity that allows it to be ever-expanding, ever-changing. Even the idea that there is a stock of words which constitute the English language cannot be upheld because it is always possible to invent new words and new names in particular. Thus, “Here is my new invention; I call it “X” “ is a strategy in everyday English which advertisers can take advantage of, when they state “Introducing the all-new “X” [5]. So, the effectiveness of advertising is strongly determined by the language, it is the language that is *the driving force* of a successful advert, slogan or a marketing message. It is a tool to persuade people to buy a particular product. This is why the units of language that are applied are the key to achieve this ultimate goal – *to sell*.

We would like to stress upon the tutorial “A Word in Advertisement: an Aspect of Linguo-stylistics “ that was recently published and which serves the purpose of forming and developing language competence in the field of ad discourse for the students of language specialty. We emphasize the manipulative character of the ads’ language. There are some peculiar stages of process of ad texts equivalent translation: marking out characteristic features of ad lexis; interpretation of influence of their rational and emotional spheres of addressee’s consciousness and next removal language and culture- ethnic barrier between communicators. The above-stated basic components of the course “Lexis of Ad” are reflected in the tutorial.

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Тел. (056) 778-58-66, e-mail: rio@duer.edu

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