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## Developing Grammatical Competence of Future Translators

The article deals with problems of developing grammatical competence as an important component of foreign language communicative competence of future translators. This competence is formed primarily through mastering knowledge, skills, abilities and competences in the main types of speech activity: reading, writing, listening comprehension and speaking. Grammatical competence of the translator is determined as the knowledge of grammatical structure and ability to use the grammatical resources of language. The benefits of mastering practical grammar in communicative contexts and communicative situations are empathized. The levels of formation of grammatical correctness in accordance with the European requirements for language education are considered.

*Keywords:* grammatical competence, linguistic competence, communicative contexts, syntagma, grammatical accuracy, grammatical phenomena, educational establishments

Learning foreign languages in the epoch of globalization processes is becoming increasingly necessary in educating future professionals: linguists, foreign and native language teachers, philologists, translators.

Partially successful professional activities of these specialists directly depend on the formation of their foreign language communicative competence. The question of formation of the appropriate competences involves, in particular, formation of grammatical competence. Recently, the advantages and disadvantages of studying grammar in the context of foreign languages have often been discussed. However, most researchers in the field of applied linguistics consider functional use of grammar in communicative contexts as a necessary condition for language learning.

The formation of grammatical competence of future translators in the course of their training is in the focus of this article.

Various aspects of foreign language competence formation of linguists and translators have always been the subject of research. Besides, the question of the formation of grammatical competence of translators and interpreters requires detailed study.

Most researchers understand the concept of grammatical competence as knowledge of the language grammatical rules, resources and the ability to apply it. J. van Ek generally reduces linguistic competence to grammatical

competence, interpreting it as "the ability to produce and interpret statements that meet certain grammatical rules and meanings" [2, p. 39].

Thus, the *grammatical competence of the translator* can be defined as the knowledge and ability to use grammatical resources of the language.

It should be noticed that despite the recent trend towards teaching communicative competence, teaching grammar in the course of studying foreign languages at the universities and educational establishments is chiefly traditionally built on:

introduction of formal linguistic categories, concept description and explanation of linguistic phenomena by the language teacher;

learning and practicing the rules through carrying out different exercises and translation.

Under the provisions of "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" grammatical competence is defined as: "knowledge of, and ability to use, the grammatical resources of a language. Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningful labelled and bracketed strings (sentences). Grammatical competence is the ability to understand and express meaning by producing and recognising well-formed phrases and sentences in accordance with these principles (as opposed to memorising and reproducing them as fixed formulae). The grammar of any language in this sense is highly complex and so far defies definitive or exhaustive treatment" [1, p. 112].

So, the grammar of any language in this context is very complicated and far from being able to have some certainty or completeness.

The "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" also gives the scale of *grammatical correctness*. Using it, students can examine and identify:

what grammatical theory they base their work on;

which grammatical elements, categories, classes, structures, processes and relations will be required by the students, what they need to learn and use.

An illustrative scale is also available for *grammatical accuracy* in this document [1, p. 113].

The study of language grammar should be aimed at the students wants, needs, necessities and goals, as well as the tradition of learning and their own language knowledge, because contrastive comparison is understood as the conscious perception of similarities and differences between various languages, and it much contributes to language learning process.

Nevertheless, the study of grammar should not be the ultimate purpose in itself, but also should meet its role in the actual language practice, that is be a tool that contributes to successful communication. So, it is quite

reasonable to represent the grammar to future translators not separately from the context, but in particular communicative situations or communicative context. Therefore, it should be appropriate to examine the formation of grammatical competence of future translators from a functional point of view in communicative speech activity.

It is generally known that foreign language communicative competence is a set of skills, abilities and knowledge that gives a possibility to learn, to work and to communicate in a multicultural society and to achieve understanding and interaction with representatives of other cultures and countries in intercultural dialogue.

This competence is implemented primarily through the development of skills and abilities in the major types of speech activity, covering reception and production: reading, writing, listening comprehension and speaking.

Developing communicative competence in a foreign language provides students with the opportunity:

to improve their skills in reading, listening, writing and speaking to produce skills necessary to work with texts of different types from all information sources based on already acquired knowledge about the world;

to seize, to analyze and to organize, to select and to transmit information;

to form their own opinion based on the obtained information, to justify it and to give the necessary explanations;

to recognize the intentions of messages in certain varieties of texts with their grammatical structure and rules, to understand and to transfer them to appropriate business and everyday situations.

Linguistic competence includes the following components:

phonetics, phonology: spelling, orthography;

grammar: morphology, syntax;

lexis: vocabulary, lexical relations, derivation, neologies;

discourse: language rules of text structure.

In evaluating the formation of foreign language communicative competence in addition to content, coherence, lexical adequacy, phonetic rules, the grammatical correctness (compliance with the rules of spelling and punctuation, correct use of different grammatical structures) should also be taken into account.

Thus, the study of grammar and the formation of grammatical competence should be a logical, essential and integral part of the process of forming foreign language communicative competence of future translators. Consequently, grammatical competence becomes apparent in the speaker's ability to produce and understand speech, sentences and the texts in foreign languages.

Working on grammar rules should not be a separate purpose, but it should be linked to the practical use of language as an ultimate purpose to successful communication. Therefore, in the process of the formation of grammatical competence, grammar should not be considered separately from the context, but it should be integrated in the particular communicative situation or communicative context.

Formation of grammatical competence of future translators is based on the description of the grammatical organization of the language, which includes:

elements (morphemes – roots and affixes, words);

categories (number, case, gender, concreteness / abstractness, active / passive voice, grammatical tenses);

classes (declination, conjugation, open word classes – nouns, verbs, adjectives, adverbs, closed word classes (such grammatical elements as articles, pronouns);

structures (composite words and complex expressions; phrases – nominal, verbal, etc.; components of the sentence – principal clause, subordinate clause, independent clause; sentences – simple, compound, complex), processes (nominalization, ablaut, transposition, transformation), relations (control, congruence, valence) etc.

Knowledge of the parts of speech and the grammatical patterns is acquired by analyzing word order that occurs implicitly and automatically, i.e. the knowledge of the words, word combinations and phrases. Students are to memorize the phrases, the parts of the sentences and the sentences and analyze the structure of the sentences. However, a very large number of syntagmatic and grammatical phenomena should be acquired for this implicit analysis.

Thus, grammatical competence can be formed by conscious perception of language expressions, patterns and rules through remembering clearly perceived syntagmas related to semantic and situational characteristics of communicative interaction.

However, no competence can be considered isolated in practical foreign languages learning and teaching. In practice, it is advisable to form grammatical competence on the basis of studying grammar in specially chosen or professionally relevant authentic texts.

Doing grammatical exercises is always a must in any educational process. To avoid boredom and monotony in the classroom it will be much better to use various authentic texts, stories, literature works to study grammatical phenomena. The disadvantage of traditional grammar exercises is that a lot of errors can discourage students, especially those with poor knowledge, from studying grammar.

This suggests that linguistic phenomena are to be presented and discussed in their natural language environment. In particular, grammatical phenomena such as the use of the articles, nominalization, subjunctive mood, passive voice, constituents of clause, are perceived properly only at the level of the discourse or text.

Moreover, obviously, special attention should be given to work on grammatical errors. Thus in studying of language norms, revising grammar and doing grammar exercises the immediate correction of the students' errors is appropriate and useful, but during the production of content it is inappropriate, because it may interfere with students' communicative activities and language practice. An effective means is also encouraging students to identify and correct grammatical errors themselves.

Summing up, formation of grammatical competence is an essential component to fostering foreign language communicative competence of future translators and interpreters. Grammatical competence can be formed through conscious studying the language patterns and rules or in conjunction with semantic and situational characteristics of communicative interaction, communicative situation and communicative context.

Prospects for future research may be associated with the development of means of forming grammatical competence of future translators and interpreters and testing their effectiveness.

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## Машинний переклад та постредагування у фаховій підготовці майбутніх перекладачів

The article reveals the main issues connected with the introduction of machine translation into future translators' training. It describes the notion of translation competence, its model according to EMT competence framework, its main components. Special emphasis is placed on the technological component which, in addition to such translator's indispensable instruments as CAT-tools, translation management systems, controlled language checkers and localization tools, includes machine