

## **FUTURE TRANSLATORS' PROFESSIONAL TRAINING AT HIGHER EDUCATION INSTITUTIONS**

The modern translation service industry and socio-economic changes in Ukraine determine the specific requirements for the professional training of future translators in higher education institutions (HEIs). The labor market needs to improve the quality of professional training, to ensure the translator's competitiveness, career prospects in order to be prepared for making decisions in complex, changeable and non-standard conditions of the professional environment. It promotes the interest of modern scholars to the problems of students-translators' professional training at the HEIs. It leads to the need of resolving the contradictions between the requirements of European-oriented employers and the quality of future specialists' training within the higher education paradigm.

The issues of translation studies development and specialists training in the field of translation have also been the subject of attention of both domestic and foreign scientists. The works of the researchers reveal: the specialization of translation education, qualification directions of translators training (L. Oleksiienko, V. Karaban, V. Komissarov, M. Pepina, L. Chernovatyi); the organization of translators professional training at Ukrainian HEIs and pedagogical conditions of the translator's professional competence formation and its components (O. Aleksandrova, I. Anikieieva, Ye. Besiedina, I. Kolodii, L. Latyshev, R. Miniar-Bieloruchev, H. Miram, M. Repina, Z. Pidruchna, A. Shyba, O. Shupta).

The notions of "training", "professional training", and "readiness" of higher education graduates for professional activity has ambiguous interpretation in modern psychological and pedagogical studies. This is caused by the divergence of scientific approaches and the specificity of a particular professional activity. Dictionary review shows that the concept of "training" can be interpreted both as a process, that is, education and training of students in HEIs, and as a result, namely, their readiness for professional activity, taking into account the level of possession of professional knowledge, skills and competences, as well as the formation of professionally significant

qualities. There are two approaches to define the concept of “readiness” in the psychological and pedagogical literature: 1) the understanding of readiness as a certain mental state; 2) the understanding of readiness as a particular trait or system of personal traits and individual qualities.

Professional readiness in psychological and pedagogical studies is considered within two main frameworks, namely, the subject-action and person-oriented approaches. The formation of professional readiness within the first approach should only be considered in relation to other personal characteristics as it reflects the specificity of the particular activity it is intended for. Within the second approach, the formation of professional readiness should take place with the aim of the quickest adaptation and mastering all aspects of the activity.

There are the following components of professional readiness [3, p. 52-55]:

- motivational – a positive attitude to the profession, an awareness of its value and prestige, the desire to be engaged in this particular activity;

- orientation – interest and a talent to professional activity, knowledge and understanding of the peculiarities and conditions of professional activity, its personal requirements;

- operational – knowing of activity methods and techniques, accumulation of knowledge and skills necessary for its implementation;

- psychophysiological – the functional state of the person’s organism that ensures the performance of professional activity. Any activity needs memory, thinking, imagination and more. This component ensures the functioning of personal and activity components of readiness;

- individual-personal – individually directed personal traits that contribute to the effective performance of professional activity;

- socio-personal – socially oriented personal traits that characterize the level of civic consciousness and culture, communicativeness and perception, moral and aesthetic values;

- socio-professional – the views, beliefs, values and qualities that determine the person’s worldview and attitude to professional activity in today’s market relations and socio-economic conditions;

- reflexive – self-assessment of their professional training and activity.

Studying the specifics of professional translation activity [1; 2] allowed us to establish that it is a special speech-content activity, which

is a multifunctional type of interlingual and intercultural communication. It consists in comprehending and transmitting the content of the source text into the target language. As a cultural phenomenon in the process of intercultural communication, translation activity requires special understanding and special linguistic training of future translators.

The author's interpretation of the future translators' professional readiness reflects it as an integral characteristic of the personality that combines the cognitive side (knowledge, skills and abilities acquired during training), and professional suitability (encompassing personal characteristics and professional qualities) necessary for successful professional activity. The readiness of future translators is aimed at acquiring professionalism. This, in turn, makes it possible to be maximally self-realized in professional activity, and helps to develop the basic quality of a translator – the competitiveness in the labor market.

The translator's professional training is carried out on the basis of educational and professional program and provides theoretical and practical preparation. Theoretical preparation is determined by the curriculum of the specialty, which contains a list of basic disciplines. The content of the disciplines depends on the characteristics of the subject being studied and the ultimate goal of the discipline. The training of future translators in HEIs is usually based on a course in translation theory and practice, aimed at gaining theoretical knowledge on translation studies, as well as developing the skills to apply the acquired knowledge in professional activity. A compulsory form of future translators' teaching process is practical training, the purpose of which is to acquire students' practical skills through their involvement in the process of professional activity. A condition for improving the quality of translators' training is a combination of theoretical knowledge with the ability to solve practical problems that occur during the course of industrial translation practice.

The formation of professional competence is a compulsory component of the translator's training content. The success of the translator's professional activity depends to a large extent on the development level of the professional translation competence. A number of researchers have focused their attention on the peculiarities of the translators' professional competence (N. Havrylenko, V. Komisarov, I. Kolodii, A. Shyba, R. Miniar-Bieloruchiev, etc.).

I. Kolodii [4, p. 54-56] highlights the following key competencies that a translator must possess:

- theoretical – academic and general knowledge necessary for successful translation;
- personal – effective communication and collaboration with colleagues, clients and employers;
- language – mastery and fluency in native and foreign language during oral and written professional activity;
- translational – the application of theoretical and general knowledge during translation;
- professional – readiness for self-improvement and critical self-esteem, ability to plan, flexibility in adaptation to changes, awareness and prudence, professional decency.

**Conclusion.** The content analysis of future translators' professional training in HEIs, presented in the article, is a theoretical basis for expanding and systematizing the future translators' professional skills. The given material does not include all theoretical aspects of the future translators' professional training and requires further scientific research.

## References

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