Iuliia Lebed,
Candidate of Philological Sciences,
Head of the Department of Foreign Literature
and Fundamentals of Rhetoric,
Communal Higher education institution
"Vinnytsia Humanities Pedagogical College"
http://orcid.org/0000-0002-8325-3462
Vinnytsia, Ukraine

Victoria Kylyvnyk,
Candidate of Pedagogical Sciences,
Lecturer at the Department of Germanic and Slavic Philology,
Communal Higher education institution
"Vinnytsia Humanities Pedagogical College"
http://orcid.org/0000-0002-0770-265X
Vinnytsia, Ukraine

Alina Kushnir,
Ph Doctor, Lecturer at the Department of Germanic and Slavic Philology,
Communal Higher Education Institution
"Vinnytsia Humanities Pedagogical College"
http://orcid.org/0000-0002-2073-5261
Vinnytsia, Ukraine

**Establishing translation competence
during the philologist training process**

**Формування перекладацької компетентності
у процесі підготовки здобувачів-філологів**

Summary. A translator serves as a link between the source text and the finished translation. The translator's skill is determined by his capacity to recognise and represent the intricacies of a given society's reality in the translation language. The essay focusses on certain components of future translators' translation competency development.

Scientists' perspectives on the interpretation of the notions of "translation" and "translation competence" are underlined, and the fundamental qualities of future translators' translation competence are substantiated. Translation competence has been defined as an integrated characteristic that includes the ability to translate authentic texts at the appropriate level and comprehend their content, as well as implement the information received in accordance with

the target audience and use it in foreign language education and intercultural communication. The obstacles students face when translating foreign language literature are considered.

Translation competence has been characterised to include linguistic, professional, technological, research, intercultural, and service competence, as well as unique abilities such as localisation.

The article delves deeply into the four components of translation competence: linguistic, discursive, referential, and socio-cultural. It is emphasised that the translator must have not just language expertise, but also subject matter understanding, business communication skills, and creative ability. The authors emphasise that developing translation skill is a complex process that necessitates a methodical approach and takes into account a variety of aspects, including motivation, professional training, mastery of new technologies, and cultural background understanding. This ensures a high level of professional training for future translators, enabling them to function effectively in the context of globalisation and Ukraine's integration into the global realm.

Key words: competence, translation competence, translation, training of future translators, professional training of translators, foreign language.

Анотація. Перекладач – посередник між оригіналом та готовим перекладом. Компетенція перекладача залежить від його можливості розпізнати нюанси дійсності окремого соціуму та втілити їх у мові перекладу. У статті висвітлено окремі аспекти формування перекладацької компетентності майбутніх перекладачів. Висвітлено позиції науковців щодо тлумачення понять «переклад» та «перекладацька компетентність» і на цій основі обґрунтовано сутнісні характеристики перекладацької компетентності майбутніх перекладачів. Встановлено, що перекладацька компетентність є інтегрованою характеристикою, що передбачає здатність здійснювати переклад автентичних текстів на належному рівні та розуміти їх зміст, а також реалізовувати отриману інформацію відповідно до цільової аудиторії й подальшого використання в іншомовній освіті та міжкультурній комунікації. Розглянуто труднощі, які виникають у студентів під час перекладу іншомовних текстів.

Визначено, що перекладацька компетентність охоплює мовну, фахову, технологічну, дослідницьку, міжкультурну компетентності, а також компетентність у сфері послуг і спеціальні навички, такі як локалізація.

У статті детально проаналізовано компоненти перекладацької компетентності: лінгвістичний, дискурсивний, референтний та соціально-культурний. Підкреслено, що перекладач повинен володіти не лише мовними знаннями, а й знаннями з предметної галузі, ділової комунікації та мати творчі здібності. Автори підкреслюють, що формування перекладацької компетентності є складним процесом, який вимагає системного підходу та врахування багатьох факторів, таких як мотивація, професійна підготовка, володіння сучасними технологіями та знання культурних контекстів. Це дозволяє забезпечити високий рівень професійної підготовки майбутніх перекладачів, здатних ефективно працювати в умовах глобалізації та інтеграції України у світовий простір.

Ключові слова: компетентність, перекладацька компетентність, переклад, підготовка майбутніх перекладачів, фахова підготовка перекладачів, іноземна мова.

Introduction. The significance of being able to speak and understand a foreign language has increased dramatically as international contacts grow closer. The challenge of developing a personality that will be able and willing to engage in cross-cultural communication in a foreign language arises from the conversation of other cultures. The integration of our state into the international community is currently one of the top priorities of Ukrainian state policy, a problem that the educational system is also called upon to address. Training competitive specialists who are proficient in foreign languages and capable of collaborating and communicating with international partners was necessary for employment in the fields of business, trade, economy, and education. The development of amicable, business partnership relationships is essential to a company's success. Thus, translation is becoming more and more important in all areas of human endeavour. These days, translation is a crucial tool for cross-cultural business communication in any industry, giving the expert the chance to collaborate successfully and profitably with overseas partners. The upgraded tasks involve teaching highly trained philologists with translation competency, taking these requirements into consideration.

Theoretical aspects of teaching translation are considered in the studies of I. Alekseeva, V. Karaban, G. Miram, and L. Chernovaty. N. Bilous, I. Kolodiy, I. Bloshchynskyi, A. Yankovets, M. Pradivliany, R. Tarasenko dealt with the issue of branch translation. Translation competence was the subject of special study among foreign scientists: (F. Giittinger, N. Schmidt, J. Holz-Manttari, W. Koller, G. Mounin, A. Neubert, G. Toury, W. Schade, H. Umbreit, U. Norberg and others.

The purpose of the article is to analyze the problem of the formation of translation competence, to substantiate the peculiarities, factors and conditions of the formation of translation competence of future translators.

Methodology and methods. The scientific search used a variety of research techniques: theoretical, which included analysis, synthesis, generalisation, systematisation, and comparison to shed light on the procedural, content, and structural aspects of future translators' professional training; empirical, which included methods of active social and psychological learning (such as business games and educational role-playing) and expert evaluations, ranking, and content analysis. Our research is based on the capacity and expertise to work with texts. Genuine, or original, English-language literary works offer a great chance to illustrate proper language usage with suitable language samples and examples. In addition to enhancing vocabulary growth, reading comprehension, and memory training, the use of literary texts in foreign language instruction also develops sociocultural competency, which in turn raises students' motivation to study the language [23, p. 47].

Results and Discussion. Higher education institutions' primary responsibility in the system of foreign language philological education is to develop specialists who can handle difficult specialised tasks and real-world philological problems. These tasks are characterised by complexity and unpredictability, specifically in relation to activities like analysis, creation (especially translation), and evaluation of written and oral texts of various genres and styles, as well as the planning of effective multilingual communication [13, p. 6]. Additionally, future professional professionals must be prepared for more solidified cross-cultural communication in light of Ukraine's integration into the European and global educational spaces [26, p. 317].

The core concepts of "translation" and "translation competence" were found to have certain important properties through an examination of the scientific works of the researchers. According to G. Turi, translation is a cultural fact that operates within its bounds and is determined by it. Translation with a focus on goals develops a theoretical foundation [28, p. 135]. Translation is a dual interpretive and creative discourse, according to O. Selivanova [12]. Ensuring the possibility of communication between individuals who speak various languages is accomplished through translation. In the speech act of a translator, H. Ball, V. Zlyvkov, U. Lambert, and V. Litovsky stress the importance of communication between the information source (the person who talks or writes) and its receptor (the person who listens or reads) [1; 6; 8; 22]. S. Baranova claims that translation motivates students to study foreign languages by making it evident to them how useful it is in real-world situations [2, p. 13]. It is necessary to develop motivation for responsible behaviour, provide students with the necessary support in the process of personal and professional development and improve the instrumental and motivational basis for taking responsibility for their actions [21, p. 295]. O According to O. Tarnopolskyi [15], translation is an activity that requires students in higher education to not only grasp the language but also look for novel solutions within their primary field of study.

The following psychological preconditions are shown by T. Dolga, who views translation activity as the application of subject-subject cross-cultural spoken communication: readiness to carry out translation activities (formation of its operational, motivational, and content components); sufficient information perception and comprehension; preparedness to carry out all three phases of translation activities: executive, motivational, and orientational-research; formation of student knowledge, ability, and skill groups that are required for the execution of oral translation activities by a specialist; and high degree of development of the future translator's creative thinking [4, p. 17].

Thus, we define "translation" as a speaking activity that aims to preserve the content while converting and recoding text or information from one language to another. Translation includes the necessity to consider the sociological and cultural aspects of the languages that interact as a means of communication.

In this sense, the translator must not only be fluent in both foreign and native languages, but also possess all the skills necessary for business communication and be an expert in the subject matter. In other words, he must have all the elements of communicative competence, which include: the linguistic element (knowledge of phonetics, lexical, grammatical, and textual models of the language system); the discursive element (knowledge of various language models, types of speech, and the ability to use them depending on the communicative situation); the reference element (possession of a particular experience, ideas about objects and phenomena in the surrounding world, about their interrelationships); and the socio-cultural element (knowledge of social norms and social rules of interaction between individuals, as well as knowledge of the cultural history of native speakers). All these components interact with each other in the process of communication [5, p. 36].

The attainment of translation competence is contingent upon the possession of specific competences, as it is a multifaceted term. The complexity of translation as an activity contributes to the challenges scientists encounter when defining translation competency [18].

Translation competency incorporates the communication context and communicative intention and is a resource for the generation of texts in foreign languages in line with predetermined or specified communicative goals. An expert translator's success in their career should be guaranteed by their professional skill [19].

Although researchers definitely agree on only three components of translation competence – communicative competence, branch competence, and research competence – R. Povoroznyuk observes that the organisation of translation competence is multi-leveled [11, p. 94].

P. Sandrini defines translation competence as a combination of abilities that guarantee the translation process and extend beyond ordinary communication. It is believed that proficiency in language is a requirement for receiving translation instruction [24, p. 55].

As a result, it was feasible to determine the fundamental traits, constituents, and markers of translation ability through the examination of scientific research publications. Translation competence is defined by scientists as the capacity to translate texts proficiently, evaluate the challenges of comprehending the original text and its transmission in the target language, consider all of the requirements provided by the client, and provide justification for their choices [9; 14].

The following is a general list of skills that aspiring translators need to master:

– professional competence (knowledge of one's field, capacity for learning, availability of a personal notion of continued education);

– linguistic competence (knowledge of vocabulary and grammar of all working languages);

– technological proficiency (using required software and a variety of file formats);

– research proficiency (term study, search engine usage, and usage of terminological databases);

– intercultural proficiency (text and sociolinguistic);

– proficiency in the service industry (e.g., professional, customer-focused conduct, teamwork abilities);

– unique abilities like localisation;

– entrepreneurial competence (self-employment activities, understanding of cooperative models) [7, p. 250].

The elements of translation competence are as follows: a minimum level of background knowledge (knowledge of the subject); creative abilities in the translation process; mastery of translation technologies; ability to "translate" the interpretation of the source text; mastery of translation norms that determine the choice of translation strategy; mastery of translation norms of style and genre of the text; mastery of two languages at the receptive and reproductive levels; and mastery of translation norms [16, p. 194].

The knowledge, skills, and abilities of translating texts – regardless of genre – are the fundamental markers of translation proficiency. The unique knowledge, skills, and abilities needed when translating texts of a particular genre and style in any one or more related translation kinds are known as specific markers of translation competence [9; 14].

The aforementioned competency list aligns with the translator profile created by the European Commission. It is assumed that translators should be proficient in the following areas: professional knowledge in a particular field, language proficiency (including stylistic elements of both native and foreign languages), and translation proficiency (comprehending original texts and accurately reproducing them in the target language) [27].

The stages and tactics of translation dictate the ways in which the source text is reproduced. The following can be included as some of the primary steps: identifying and resolving translation challenges; justifying selected translation strategies and tactics; proofreading and editing the translation; and assessing the translation in accordance with quality standards [25].

The following are some of the primary issues that students encounter when translating texts written in foreign languages:

– differences in the morphological, syntactic, and lexical composition of terms in the translation language and the foreign source, which impact the translation's equivalency;

– irregularities in the grammatical forms of terms in the foreign language and the translation language;

– differences in the lexical composition of the terms.

The main reason for the challenges in translating an artistic work is the large number of different linguistic twists. The vocabulary of creative style is essentially limitless, in contrast to the thematically and stylistically somewhat restricted vocabulary of scientific, formal business, and colloquial language. Here, you can utilise terminology, formal language, colloquial words and phrases, and journalism, among other types. All these different tools can, of course, be used in different ways, accomplish different artistic goals, and undergo aesthetic alteration. On the other hand, there are no absolute restrictions on language use. The author's selection of lexical units in the creative work is influenced by a number of variables. The characteristics of non-linguistic reality, the peculiarity of the language structure, and the author's perspective on the objects of the surrounding reality are the three that might be deemed the most significant [10, p. 33].

Given current development patterns, an interpreter for business communication needs to be aware of the cultural values that underpin partners' behaviour as well as their intercultural disparities. Being able to interact and act appropriately with people who represent cultures other than one's own is made possible by the development of intercultural skills [5, p. 35].

According to S. Henter and I. Broderzen, there are many different ways to develop one's translation skills, including self-study, international experience, attending conferences and exhibitions as a translator, working on one's own specialisation in a particular field, studying abroad, attending informal education programs, and participating in webinars and seminars hosted by professional associations [20, p. 4].

Students use a variety of text formats to gain both basic and advanced expertise in translation studies. Concurrently, we discuss text translations: those from English into another language and those from another language back into English.

We use the following standards to determine students' translation competency, which they must adhere to when translating texts:

– clarity (the main idea of the text must be correctly translated and formulated);

– adequacy (equivalency, reproduction of the unity of content and form of the original by means of another language);

– accuracy (all provisions interpreted in the original must be set forth in the translation);

– literariness (the translated text must comply with the generally accepted norms of the literary language, without using the syntactic constructions of the original language).

We consider the following factors while choosing texts for translation:

1. Authenticity, as naturalness in lexical content and grammatical forms, as well as situational appropriateness of language use, are characteristics of original texts. The text's substance and linguistic structure are both described by the authenticity attribute. When these texts are used in the classroom, pupils become more motivated and the ideal environment for a successful immersion in a foreign language professional culture is created.

2. The text's cohesion, integrity, continuity, and completeness are present.

3. Text conformance to translation type: When the text material selection procedure is implemented, it is first necessary to choose texts that satisfy the condition of situational representativeness; that is, the text needs to be focused on the students' future professional activities.

4. The texts used in the educational process should not only be dense with diverse terminology, but also serve as a source of information. Understanding these texts will require future translators to broaden their professional perspectives and engage their minds. This is implied by the professional and informative significance of the text material. These kinds of resources will appeal to professional knowledge and spark students' professional curiosity.

The following tasks are part of teaching translation: becoming familiar with the social functions of translation in the context of contemporary society; expanding and deepening one's knowledge of the lexical and grammatical challenges of translation; learning how to communicate the realities of a foreign language in one's native tongue and the realities of one's native tongue in another; and performing practical translation tasks at the level of individual words, phrases, sentences, and entire texts from one language into another. During the learning process, the following tasks are completed:

1) oral translation of audio and video materials with a brief summary of what was heard or seen, with a full description of the content of the materials;

2) selective written translation of materials that contain lexical and grammatical difficulties for translation;

3) full written translation of advertising and reference texts, materials of periodicals, authentic works of art.

The context of the text being translated is crucial for understanding and reproducing the fragment of reality in the text across a broad linguistic and cultural space. This is true both during the preliminary translation analysis stage and during the actual translation process.

The teacher should design a hierarchical system of challenging linguistic and regional studies assignments to help students develop their translation competence. When preparing these assignments, it is important to consider the following: the material's degree of reliability; the complexity of the cognitive, linguistic, speech, and sociocultural domains; the tasks' methodological acceptability; and the effectiveness of the exercises in preparing students to play the roles of cultural mediators and subjects of cross-cultural dialogue.

To ensure the positive dynamics of future translators' formation of translation competence, it is crucial to use a complex set of interactive methods and technologies, such as cooperative learning, contextual learning, role-playing games, discussions, trainings, chats, quizzes, cases, special exercises, etc.

Students' mastery of practical skills is ensured by systems of specific activities (preparatory pre-translation and post-translation) and their thoughtful selection. These exercises include: translating text aloud from a sheet; practicing two-way communication; building one's active vocabulary stock; overcoming grammatical, lexical, genre, and stylistic challenges; translating names and realities; utilising translation transformations; identifying the key components of the source text; coming up with alternate translation options and eschewing literalism; screening intermediate translations of the translation text; dictation-translation, and other exercises. [17, p. 152; 3].

Conclusion. Translation is a vital instrument for assessing students' proficiency in a foreign language and, consequently, their level of mastery, professional knowledge and skills, general erudition, reasoning development, and analytical and generalisation abilities. Students gain translation competence through translation, which entails the following essential skills and abilities: the ability to use and comprehend professional terminology in both language and speech; the capacity to transition between languages; the capacity to assess a text's content; the capacity to identify consistent elements in a text; and the capacity to repeat.

Future specialists' professional and all-encompassing development is aided by the development of translation competence. Through translation work, they develop a sense of accountability, the capacity to use dictionaries, encyclopaedias, and other sources of knowledge, as well as the technical tools used by translators to complete written and spoken translations.

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