

CHAPTER «PEDAGOGICAL SCIENCES»

PRESENT-DAY APPROACHES TO THE COMPETITIVE TRANSLATORS' PROFESSIONAL TRAINING IN UKRAINE

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Abstract. *The purpose* of the paper is to research, summarise and present the current trends of the competitive translators' professional training in Ukraine. Modern universities are expected to provide translators not only with professional knowledge and skills, but also to form the ability of their presentation in the labour market, to act in accordance with new conditions of social development, to creatively use professional potential, to work with modern technologies, to be mobile, and competitive. *Theoretical method* of research has given the possibility to generalize the available data and provide the definition to the terms “translators' professional training” “a competitive translator” and “competitive translators' professional training”; to ground components of competitive translators' structure and to single out pedagogical conditions of competitive translators' training. It has been concluded that translators' training is defined as a process of their communicative competence formation, which involves not only the acquisition of the language as a means of communication, learning, self-education and provides free, legal, correct and functionally adequate knowledge of all types of speech activity in a foreign language at a level close to that of a native speaker, but also enables them to exercise all necessary duties after graduating from a higher educational establishment. *Value/originality.* Translators' competitiveness is an integral dynamic formation, characterized by their successful functioning in the multicultural society, achievement of the desired social status in the context of constant rivalry

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due to the qualitative manifestation of their duties, personal qualities and non-standard solution of the professional problems. Competitive translators' professional training is determined as a process of qualitative accumulation of professional knowledge, the formation of skills and abilities, personal qualities aimed at the successful operation of a translator in a multinational space, non-standard professional tasks solution and achievement of the desirable social status in the conditions of constant competition. The above given definition conditioned a competitive translator's structure which is viewed as the combination of the socially adaptive, content-procedural and personal-managerial components. The pedagogical conditions for effective formation of translators' competitiveness in the process of professional training have been defined and grounded: orientation of the content of future translators' professional training to the competitive professional activity; implementation of the project form of organization of students' out-of-class independent work into the educational process; the use of self-presentation strategies and techniques.

1. Introduction

The rapid development of market relations has led to close and deep contacts of Ukrainian businessmen with foreign partners, expansion of borders and opening of new opportunities for young people. The prospect of reaching the world level of achievements of domestic science and technology, as well as the availability and experience of getting to know the best achievements of foreign experience in science and technology, depends entirely on how a higher educational institution (university) prepares translators for an employer. Thus, translators' training must meet the contemporary needs of society and studying at universities should be aimed at providing translation specialists not only with professional knowledge and skills, but also with the information of how to present them in the labor market, to act in accordance with new conditions of social development, to creatively use professional potential, to work with modern technologies, to be mobile and competitive. To our mind it is the competitiveness that distinguishes a bright and efficient specialist from the rest of his/her colleagues and thus, it is this feature that should be paid much attention to at the universities while training future "mediators between cultures" (the term by I. Franko).

2. Pedagogical trends in translators' professional training

Having analyzed pedagogical studies of the last two decades, we found it possible to group them as those 1) dedicated to the translators' professional training (multicultural competence (M. Motsar, 2018); professional competence (A. Olkhovska, 2018, O. Rogulska, 2010, J. Matsiuk, 2011); information competence (R. Tarasenko, 2017); translation competence (S. Panov, 2017); professional speech training (O. Popova, 2017); professional qualities (T. Koknova, 2014); professional ethics (T. Semyhinivska, 2014); intercultural competencies (I. Bakhov, 2011); socio-cultural competence (I. Golub, 2010); information and technological competence (Y. Kolos, 2010); vocational and communicative competence (Z. Pidruchna, 2007); professional communication (N. Sobol, 2005); formation of readiness for the professional creative activity of future translators (O. Shupta, 2005); translation culture (A. Kozak, 2001)); 2) aimed at the development of different methods of teaching translation (forming Listening Comprehension Competence (O. Martynenko, 2018); teaching Consecutive Scientific and Technical Interpreting (A. Volodko, 2018); teaching the written translation of scientific texts into French language (V. Ihnatenko, 2017); training Interpreting (N. Zinukova, 2017); forming the linguistic personality of a future translator in the process of the Ukrainian language teaching (I. Goroshkin, 2017); teaching to Interpret English and Ukrainian Texts in the Area of Human Rights (T. Ganicheva, 2008)); and 3) devoted to the ways of translators' training in other countries (organization of future translators' independent learning activity at US universities (A. Nakonechna, 2018); development of the specialized translator training system in the USA (O. Martyniuk, 2012), and translators' professional training in UK universities (O. Serheeva, 2012), etc.).

These works undoubtedly contribute to the accumulation and systematization of knowledge on some aspects of the problem under study. However, despite scientists' available scientific works and the importance of the obtained results in the practice of translation, there are a number of contradictions that hamper the solution of the problem of translators' competitiveness formation, namely: the discrepancy between the requirements of the modern labor market for the preparation of competitive translators and the lack of courses leading to the future translators' competitiveness formation in the course of their professional training; lack

of specific research on the formation of designated education and at the same time the need to ensure the proper level of professional training of future competitive translators; inconsistency of needs of the modern labor market in translators with the formed competitiveness and insufficient elaboration of theoretical and technological aspects, psychological and pedagogical conditions of its formation in the process of professional training.

To begin with, the study of Ukrainian pedagogical resources on the problem of translators' professional training allowed us to distinguish several interpretations of this term that are different but at the same time complement one another.

Thus, O. Pavlyk believes that translators' training does not differ from that of other professionals, because it is an organized, systematic and purposeful process of formation of professional and pedagogical knowledge and skills necessary for future professional activity [10]. This statement we believe to be doubtful because a professional of any sphere requires special expertise and skills. Translators' professional training has its own specifics that essentially set it apart from other experts' training.

However, L. Tarkhova considers translators' training as educational activities aimed at mastering the profession of an interpreter, the process of specialists' identity formation. This obtained knowledge and skills in combination with professionally important qualities allow a specialist to perform his/her translation activity. Nowadays the quality of training is also determined by the desire to learn something new, by the intellectual and creative potential. Thus, the process of translators' training must contain such an element as an independent cognitive activity, through which professionals can improve themselves, solve complex professional tasks and analyse their work [15].

We support this opinion, as it shows the complex nature of the phenomenon under analysis, and believe that translators' training has its own peculiarities, and thus, should be significantly different from that of other professionals. This idea finds a great deal of support in scientific investigations.

Thus, V. Pasyuk emphasizes the conceptual approach that should be used while training translators. Its aim is orientation of the contemporary studying on national and universal values, human relations and harmony with the world; teachers' and students' creative cooperation in order to form

and develop permanent spiritual self-improvement, maximum development of language and translation aptitudes and abilities while mastering the profession; formation of linguistic philosophy, good attitude to both native and foreign languages; structuring of knowledge as a means of holistic understanding and cognition of the world; practical mastery of the language and translation in accordance with the needs of the present; science and practice of translation integration, etc. [12].

H. Miram, analyzing historical aspects of the translator's profession formation, notes that it is necessary to take into account that knowledge of a foreign language is mandatory, but not the only component of translators' knowledge. Translators must be able to speak and write correctly in their native language, that is, to have not only a large vocabulary, but also be able to use it properly, to be able to correctly reproduce the style of the language of the person he translates. After all, very often the foreigners' language is translated into our mother tongue not in the literary language, but in the «stationery» one. So, students need to increase their overall development, erudition, breadth of world outlook – the qualities without which it is difficult to imagine a good translator [9].

As the aim of our research to investigate current trends of translators' training, in this regard we have analyzed papers, textbooks, doctoral dissertations of the last five years (2014-2019).

President of the All-Ukrainian Union of Translation Teachers, Doctor of Pedagogical Sciences L. Chernovaty (2014) believes that the professional competence of a translator must be formed in the process of his/her professional training. This ability is viewed as the ability to translate into the corresponding types of translation at a professional level. The scholar distinguishes five subcompetencies: bilingual, extralinguistic, translation, personal and strategic. Bilingual competence includes such elements as language (that is, knowledge of two languages, including in a contrastive plan), and speech (possession of them in those kinds of speech activities that are involved in translation). In its turn each of the above mentioned elements can be dissected into the corresponding components. Extralinguistic competence includes all knowledge beyond the boundaries of linguistic and translation studies, that is, any background (encyclopedic, thematic, socio-cultural, etc.) and the subject matter (knowledge about the conceptual composition of a

certain field of human activity and interpersonal connections). Translation competence includes knowledge of the general principles of translation, as well as skills and abilities of its implementation – such as basic (that is, necessary for the translator to carry out all types of translation), and those who need only one or several types of translation of texts of the corresponding style and genre. It is also expedient to include in the translation competence those subcomponents which are directly related to the translation process, that is, the instrumental (using documentary and technological resources related to the work of the translator) and research ones (the ability to quickly find the information necessary to solve the translation tasks). It is appropriate to include the psycho-physiological component (cognitive, psychomotor and behavioral mechanisms – memory, attention, psychological stability, critical attitude, etc.), moral and ethical subcompetence (sense of responsibility for the quality of one’s work, objectivity and reliability, modesty, politeness, adherence to confidentiality), subcompetence of self-improvement (readiness and need for constant self-education and development), as well as professional and social subcompetence (receptions and norms of communication with professional; the ability to offer their services in the labor market, enter into a contract for the implementation of the translation, cooperate with specialists in the relevant field, etc.). Strategic competence is seen as a supercompetence integrating translation skills based on the coordination of the remaining competencies in the translation process [16].

Thus, S. Panov’s (2017) doctoral dissertation is devoted to the study of technical translators’ professional training. The scientist believes that future technical translators’ professional training at the university, which is reduced to general language learning, is not sufficient for a successful realization of communication tasks. Such training should be carried out comprehensively and combine philological, socio-cultural, psychological, pedagogical, and informational components. The success of the technical translators’ professional training upto the level of competitive professionals depends on the availability of a wide range of technical disciplines in their native and foreign languages. The author emphasizes that taking into account the specifics of their professional activities technical translators’ professional training differs from that of a classical translator, which distinguishes them among other specialists in the field of translation [11].

Having analyzed the professional activity of the translators of the aviation industry, O. Kovtun (2017) concluded that future translators' professional training should contribute to the excellent language and speech competences in a foreign language and Ukrainian, the good possession of aviation terminology, provided basic knowledge of the history of aviation, the structural structure of aircraft, the principles of the functioning of airports, etc., and a range of special professional skills. To prepare a highly skilled, competitive in the labor market specialist scientific correlation of knowledge, skills and abilities is necessary [4].

Researching the Chinese-Ukrainian translators' language and professional training, O. Popova (2017) emphasizes the consideration of specific linguistic features of the Chinese language and cultural and philosophical determinants of China in the context of the modern multicultural space of Ukraine. Professional language training of future the Chinese translators is defined as a holistic, continuous process involving the acquisition of the subjects of learning by the translator's competence, that is, the acquisition of theoretical knowledge and practical skills – the combination of vocational and linguistic competencies (linguistic, communicative-speech, translation-discursive, linguistic, socio-cultural, specific-technological) necessary for the implementation of basic translation activities within the framework of the implementation of professional tasks, taking into consideration the specifics of the language potential, (socio) cultural and national characteristics of countries (China and Ukraine), communicators' personal and physiological characteristics, their level of intellectual development, the requirements for the adequacy and accuracy of translation as a professional product in accordance with international standards and international practice [14].

As it is seen Ukrainian scientists' works on translators' professional training are not focused on the competitive translators' training. That is inadmissible as competitiveness has become an inseparable part of the present-day world.

3. The essence of the competitive translators' professional training

The image of a modern translator is believed to have become different from what it was only a few years ago. This is due to the processes of globalization, which caused a significant demand for translation services, led to the appearance of new translators' types and created new professional

opportunities for them. Today there is a significant change in what a translator needs to do and know. The duties of the terminologist, the translator, the localizer, the editor, the proofreader, the reviewer, the specialist in web-design, the specialist in machine translation, and others, can be expected from him/her. A modern translator should be able to manage projects, know quality assurance processes, translation software, learn how to quickly master their new kinds, find and organize information. Therefore, all these should be taken into account in the process of translators' training for professional activities, as the specialists' competitiveness in modern conditions is possible only in the context of knowledge of changes in the industry and the availability of competences that correspond to the professional duties of a modern translator.

To sum up, translators' training is defined as a process of their communicative competence formation, which involves not only the acquisition of the language as a means of communication, learning, self-education and provides free, legal, correct and functionally adequate knowledge of all types of speech activity in a foreign language at a level close to that of a native speaker, but also enables them to exercise all necessary translators' duties after graduating from a higher educational establishment.

We interpret translators' competitiveness as an integral dynamic formation, characterized by translators' successful functioning in the multicultural society, their achievement of the desired social status in the context of constant rivalry due to the qualitative manifestation of their duties, personal qualities and non-standard solution of the professional problems.

Thus, translators' competitiveness should not depend on their specialization, as while performing their professional duties they translate both orally and in the written form, so this characteristic of a specialist should contribute to a qualitative professional performance of duties regardless of the a specialist's type. The above said requires new approaches to translators' training as they should be good at the subject (translation), able to formulate and solve professional tasks; adapt in a dynamic professional environment; overcome linguistic, socio-cultural and psychological barriers, have high culture of interpersonal and inter-ethnic communication system, have universal values, knowledge and skills necessary for the effective performance of their professional responsibilities.

Competitive translators' professional training is determined as a process of qualitative accumulation of professional knowledge, the formation of skills and abilities, personal qualities aimed at the successful operation of a translator in a multinational space, non-standard professional tasks solution and achievement of the desirable social status in the conditions of constant competition.

4. The structure of translators' competitiveness

In order to be competitive future translators' professional training should be aimed at the formation of the three components.

The first group of qualities is named socially-adaptive and is characterized by the ability to implement intercultural communication, socio-cultural and intercultural tolerance and social mobility.

There exist three types of relationships between cultures such as authoritarian attitude; opposition of one culture to another and interaction of cultures or mutual enrichment [3]. Of course, it is unacceptable to cultivate the first two types in the process of future translators' training, since they do not contribute to establishing the friendly relations between representatives of different cultures. From the point of view future translators' professional characteristics and training, the last type of relationships makes it possible to develop socio-cultural awareness and readiness for interpersonal and international communication.

Taking into account the fact that «intercultural communication» is defined as a «set of various forms of relationship and communication between individuals and groups belonging to different cultures» [2]; «exchange of knowledge, ideas, thoughts, concepts and emotions between people of different cultures» [8] we can conclude that the ability to implement intercultural communication is not identified only with the knowledge of the language, as the national specific features of the various components of cultures may complicate the process of such communication. These include: the traditions, customs and ceremonies; consumer culture; everyday behavior; national set of mind; art culture, reflecting the cultural traditions of a particular ethnic group. It is «the lack of linguistic and sociological and cultural knowledge of a foreign language society in the process of translation that can lead to social and ethnic barriers» [1].

Speaking about intercultural communication it is worth mentioning that the participants of communication differ not only in verbal but non-

verbal communication, information which underlines or emphasizes what is expressed verbally. Such statements are based on Allan Pease's research where it is stated that only 7% of information is conveyed verbally, 38% is passed by means of tone and intonation) and 55% of information is transmitted through facial expressions, gestures and posture. The researcher states, that in cases when the verbally conveyed information doesn't coincide with that conveyed non-verbally, it is preferable to trust facial expressions and gestures as they are subject to the subconscious, and thus they show exactly what is meant [13]. Hence, the interpretation of nonverbal behavior is capable to facilitate intercultural communication and help avoid unnecessary difficulties. Knowledge about the sources of cultural differences and factors that may contribute to successful intercultural dialogue, understanding the impact of culture on the process of dialogue, promotes future translators' success and competitiveness. In our view, teaching the ability to implement intercultural communication in the process of future translators' training allows them to effectively interact with people of different cultures that will encourage mutual understanding. It should be noted that we are speaking about translators' ability to decipher and interpret nonverbal signs, but not to use them during the process of translation, since the use of gestures and facial expressions are not permissible in the performance of translators' tasks [9; 18].

Specialists' success in intercultural relations characterizes them as people open to new information, ready to accept other people as representatives of a foreign language culture. They respect the family and other peoples' customs and traditions, are able to relate to the communication partner, imagine their mindset and so to be familiar with the political situation not only in their own country, but also in other countries, which allows them to step outside of their culture, to acquire the qualities needed for the mediation mission, but without losing his own cultural identity. To our mind only such a specialist will be able to carry on an intercultural dialogue which is one of the key concepts of international politics. Such a dialogue is considered to be the basis for the application of the values of cultural diversity in everyday life, a tool for using opportunities, which are caused by the presence of a wide variety of cultures.

Speaking on the implementation of cross-cultural communication we cannot but mention the emergence of inter-cultural, inter-ethnic scuffles, which may be avoided on condition of tolerant attitude towards other

nations and other systems of values and manners. It should be said that the divergence of interests in the process of communication gives rise to such conflicts, implying a degree of aggression and can adversely affect the course of communication. A translator should be tolerant to other beliefs and traditions, as the difference in the sets of minds, low spirituality, and ignorance of cultural events can contribute to confrontations.

To our point of view a translator should be socio-culturally tolerant to others regardless of their ethnic, national or cultural identity, to another kind of attitudes, habits, with respect to the characteristics of different cultural groups or their representatives. D.Zinoviev suggests that this kind of tolerance should reflect the confidence and awareness of people's own safety position; it is a sign of an open to all ideological currents person, who is not afraid of comparison with other people's points of view and does not avoid spiritual competition. The socio-cultural tolerance, reflecting the individual's desire to achieve mutual respect, understanding and reconciliation of diverse interests and minds mainly by using explanation and persuasion techniques [3]. So, socio-cultural and intercultural tolerance can be considered an indicator of the absence of the nationalistic manifestations, and group, age and social discrimination. It provides successful socialization. A tolerant translator is self-possessed, has the ability to control his feelings and emotions, allowing respectively assessing the situation and adjusting his actions and deeds, the ability to achieve mutual respect, understanding and reconciliation of different interests and points of view without pressure.

Speaking of non-verbal intercultural communication, we emphasize that we are talking about the understanding and interpretation of information transmitted using facial expressions and gestures, since, according to research by scholars, for translators it is unacceptable to use non-verbal signs to convey information. It is known that most expressive signals are almost the same in different For example, the popular «circle» gesture, formed by the fingers of the hands of most English-speaking peoples, as well as in Europe and the United States Asia is used to convey information that everything is alright, but in France this gesture means «nothing,» in Japan, «money».

Social mobility is the transition of an individual from one position to another in the middle of social space. However, it means not only its ability to physical mobility, but also the mobility of its psychological properties

and qualities, cognitive and emotional processes. Its importance for the formation of the competitiveness of future translators is that due to it the person can take an active part in public life; can make a good career; open to innovation, confident in its strength, capable of transition from one mode of activity to another; an adequate assessment of their results and the introduction of new perspectives; changes in the professional sphere of activity. Social mobility promotes social status, provides a higher level of adaptation of the specialist to the environment due to his cognitive and personal development).

The second group of necessary qualities has been defined as content-procedural, containing professional knowledge, skills and abilities; self-presentation skills and knowledge of modern information technologies;

In their studies, L. Latyshev and V. Provotorov focus on knowledge and translation skills, which are divided into basic, special and specific. Yes, the knowledge required for all types of translation (written or oral), regardless of the genre of the text being translated, is defined as basic. To the specific skills of the translator, scientists include those that are required in any one or several related types of translation. Special knowledge includes the knowledge required in all types of translation, regardless of the genre of the text being translated [7].

In our opinion, knowledge and skills of a translational nature alone will not ensure the future translation professionals' competitiveness. You cannot compete with colleagues having only basic translation knowledge and skills. Therefore, we are convinced that the above classification of knowledge cannot be chosen as one that will guarantee success in the performance of professional duties.

It is possible to agree with some of I. Korunets's assertion that the successful completion of a translator's professional tasks depends on such factors as perfect mastery of all aspects of the source language and the target language; rich vocabulary in both languages; use of different types of dictionaries and references in the translation process; ability to use information technology; awareness of the socio-political situation in the country of the source language and that of the target language; mastering all styles of speech; understanding of the subtle hues of expressive means of two languages; knowledge and understanding of the specifics of humor, facial expressions, temperament of representatives of different societies;

knowledge of psychology, customs, traditions, etiquette of native speakers and native speakers [5].

Although the researcher does not group the above knowledge, skills and abilities, it is clear that it goes mostly about linguistic and socio-cultural knowledge. Indeed, a competitive translator cannot do without them, but their presence, in our opinion, will not testify to its exclusivity among colleagues.

In our opinion, the basic knowledge, skills and competencies that will provide translation specialists' competitiveness should include:

- specialist's knowledge of the purpose, nature, structure and means of communication (communicative knowledge). It will provide key insights into communication technology, networking with other nations' and cultures' representatives, a socially acceptable level of interpersonal communication, and help avoid communication conflicts;

- linguistic knowledge. A competitive translator needs to know the pronunciation features, grammar of the foreign and native languages which he/she works with. It is this knowledge that will be able to properly prepare the messages received;

- socio-cultural (knowledge of traditions, culture, history, peculiarities of mentality, character, way of life, customs of representatives of other ethnic groups). Conventionalities are known to influence language functioning, and such knowledge will help to understand the hidden sociocultural content of a foreign language;

- text knowledge will help to understand the implicit information contained in the texts; provide an opportunity to speak freely and spontaneously without feeling the lack of linguistic means of expression; with the necessary degree of detail and thematic complexity, demonstrating a free mastery of the techniques of the text structural construction;

- translation skills. Appropriate use of translation transformations, avoiding literalism; preserving the logical sequence, the compositional structure of the original; the author's intention in translating, considering the linguistic and speech norms of the target language; correlation of the content of the translation with the original; determining the degree of completeness of the content transfer, depending on the type of translation and the goal set will undoubtedly increase translators' competitiveness.

Making a career in the labor market, a person acts as a seller of his workforce. So that to get a prestigious and well-paid job, graduates must

know how to provide information about themselves, demonstrate their best qualities and skills to those who employ them. Thus, self-presentation skills can be considered as an important part of a successful career development in the structure of translators' competitiveness.

We are convinced that in the age of market relations, the ability to be remembered plays a significant role in achieving professional success. In our opinion, the main purpose of translators' self-presentation is to be able to demonstrate their experience and professional achievements so as to maximize the interest of the employer. The jobseeker must adhere to the dress code, have a valid appearance and proper communication style, to know what the institution to which he/she wants to work for is doing. Thus, self-presentation is an important condition for further career and personal growth, which leads to competitiveness. Through self-presentation, a translator receives the necessary resources (material, informational, emotional, etc.) from others; has the ability to make up his/her own image, which depends not only on personal beliefs, but also on what, in the opinion of an individual, is perceived by others. In addition, such specialists' social contacts proceed relatively easily.

A competitive translator needs to have advanced information technology skills. Firstly, a computer stimulates intellectual activity. Secondly, modern information technologies allow to develop oral language skills while performing class and independent work; replenish active vocabulary; develop bilingual translation skills; arrange spell check; provide analytical processing of messages and synthesis of documents; perform knowledge testing. Knowledge of the basic principles and technologies of modern systems of automatic translation (Machine Translation, MT) and computer-assisted translation (CAT); their place in translating tasks; ability to combine and convert major file formats; apply automatic translation systems (eg Promt) and translation memories (Trados, OMEGAT, DejaVu, WordFast); to use electronic dictionaries (Lingvo, Multilex), to make out the text with the help of computer give students necessary and actual professional knowledge and skills. In addition, translators provide bilingual translation practices. Analytical processing of messages is carried out by searching for necessary documentary and factual information (by keywords, events, columns, etc.) in various databases. The ability to synthesize documents involves sharing information search engines, text editors and processors, spreadsheets, and

other Microsoft Office tools. Using the tools of his/her profession, organizing and working with them and choosing among them the appropriate job tasks, the translator provides himself / herself with competitive advantage, as the skills of knowledge of modern information technologies allow to save time while performing translation, eliminate the uniformity of terminology and increase the productiveness. Thirdly, nowadays it is possible to get a job even abroad, but for this you need to present yourself as a professional through the Internet. The use of information technology makes it possible to connect with employers, and that also requires computer skills.

Consequently, the benefits of knowing modern information technology will increase the motivation to study the material; awareness of the latest developments in the theory and practice of scientific and technical translation; ability to work with various aids: scanner, printer, disk drive; developing the ability to independently acquire knowledge and make decisions; translation of texts of different subjects from foreign language into native and backwards with the use of modern computer technologies; searching and processing large amounts of information, developing translation, linguistic, textual and socio-cultural knowledge, skills and competences.

The third group of competitive translators' qualities has been viewed as personal-managerial, containing the ability to improvise, skills in professional image and self-management techniques.

In the course of the translator's activity there are contradictions and problematic tasks that cannot be solved by the traditional method. These are situations where you need to convey concepts or terms for which the specialist does not know/remember equivalents in his/her native or foreign language.

An analysis of the literature on translation studies has shown that the term «improvisation» for translators is mentioned only in A. Chuzhakin's works [17].

At the same time, some studies argue that a translator needs to be clever when choosing lexical and other textual equivalents, have the flexibility of judgement, the ability to deal with difficult situations independently, and make appropriate decisions quickly (I. Korunets, G. Miram).

The foregoing has made it possible to consider “improvisation” as one of the competitive translators' structural components and to interpret it as the ability to 1) explain the terms promptly and clearly; and 2) navigate and act in situations that are unforeseen, unexpected, and sudden.

The professional image in the structure of a competitive translator has been defined as professional (professional knowledge and skills), external (translators' appearance, characteristics of the specialists' language (clarity, pronunciation, etc.)) and facial expressions, gestures, poses, figures) and internal (the ability to control face expressions (as it is obligatory for a translator to be neutral and not to show his/her feelings and emotions in course of performing his/her professional duties), to quickly orient in the new conditions, to correspond to the image of a professional, to answer the dress code, to manage his own time, development, organize work).

We believe that only a set of these components in the structure of a translator's professional image can ensure his/her competitiveness in the labor market. They will provide specialists' social adaptation, that is, entry into a certain social environment; determine the place in the professional world and the perception of society in comparison to other specialists involved in competition; promote productive and friendly relationships; lead to a greater self-esteem; self-confidence; recognition of others. Matching one's professional image can help one build the right relationships with the partners and colleagues, and address career growth.

Self-management involves individual's adequate assessment of his/her own actions and allows a specialist to organize meaningful activities on professional and personal self-improvement. The person who possesses the techniques of self-management, is able to set life goals, make optimal decisions, make the most effective use of its strengths and overcome weaknesses, perform work with less time, his work is better motivated and organized. It is easy for such a specialist to find common language with colleagues, to manage life, and to maintain high efficiency, contributing to his/her competitiveness.

5. Pedagogical conditions of competitive translators' professional training

The first pedagogical condition – the orientation of the content of future translators' professional training to competitive professional activity – was carried out during the teaching of the special course «Future translators' Competitiveness», which consisted of lectures, practical classes, seminars and individual tasks. During the lecture block attention was drawn to the students' interest in the material related to the awareness of the importance

and the need to be competitive in modern society; enriching students' knowledge about the essence and structure of competitiveness; creation of high personal interest of future specialists with the help of information on advantages, which gives competitiveness to a person, improvement of the process of future translators' training.

At practical and seminar classes students were involved in role-playing games («A foreigner and a translator», «My way to competitiveness»), discussions («How do I understand the importance of competition in my professional activity?», «Can modern higher education provide competitiveness for a translator?», «How is a competitive translator different from other translators?»), conversations («My professional image»), brainstorming («Competition: a positive or negative phenomenon?»), doing exercises («What do I symbolize?», etc.), solution of the professionally-oriented cases contributing to the formation and improvement of the ability to implement intercultural communication, social mobility, intercultural and socio-cultural tolerance. All exercises were aimed at acquiring professional knowledge, skills and abilities. Working with additional literature, writing essays and abstracts, performing assignments of independent work provided the use of modern information technologies and contributed to the formation of skills for their use. Future translators learned how to plan their working hours, assessed the capital of their working time, which formed and improved their mastery of self-management techniques. In the course of presenting the results of their work, future translators demonstrated self-presentation skills, their conformity to the image of a competitive translator.

The second pedagogical condition – implementation of the project form of organization of students' out-of-class independent work into the educational process – was realized during the special course, studying the disciplines of the cycle of professional and practical training, translation practice. The transition to a European-higher model of higher education envisages a reduction of the students' weekly workload and the introduction of days for self-study. The preparation of projects has some competitive feature as it requires students to adapt to new situations, the implementation of different types of social roles (organizers, designers, translators, presenters), which helped to shape their social mobility. Various social roles required tolerant attitude towards the project participants, and finding information in the Internet and communicating with representatives of other

communities facilitated the development of intercultural communication skills. One of the conditions for the implementation of the projects was the use of modern information technologies. It allowed going beyond the traditional model of discipline study, increasing the students' motivation, developing their ability to acquire new knowledge independently, working with different sources of information and improving the modern information technologies skills. Electronic terminology dictionaries and databases, and international terminology systems came in handy for the implementation of projects. Project work deepened professional knowledge, skills, required self-management techniques, and presenting the results of the work contributed to the formation and improvement of self-presentation skills. For example, students carried out the following projects: «National communication features», «Modern information technologies in the work of a competitive translator», «The image of a competitive translator», «The role of the ability to improvise in the work of a translator», etc.

The next pedagogical condition for the formation of the competitiveness of future translators in the process of vocational training was «the use of self-presentation strategies and techniques». Taking into account the specifics of translators' future activity, successful self-presentation of a competitive translator consists of the following skills: contact with representatives of other nationalities and business partners; making a positive first impression; verbal and non-verbal communication; contact, active listening and tolerant relationship with partners; adequate response to unexpected situations.

The program “Translators’ Successful Self-Presentation” was designed for five classes and ensured the achievement of the following goals: acquiring the knowledge necessary for conscious and purposeful formation and improvement of self-presentation skills to win the competition; developing students' qualities that are part of the structural components of a translator's competitiveness by performing exercises; motivation of the participants to learn the proposed material, formation of their competitiveness by mastering strategies and techniques of effective self-presentation.

During the training, students acquired skills of demonstrating their tolerant attitude towards other participants of the training, their social mobility (exercises «And now I», «Mirror»); the art of image management (metaphor exercise); behavioural correction based on the analysis of their social roles («Fairy self-presentation», «Commercials», role-playing

game «Bombing»); ability to improvise («Answers-questions», «Strange guesses», «Synonyms-antonyms», «In other words»); implementation of intercultural communication (exercises «Request», «Learn to understand each other», «Non-verbal gift»); the essence of self-presentation, its place in business processes; basic approaches, strategies, techniques, and self-presentation skills.

6. Conclusions

The analysis of Ukrainian scientists' researches proved that the problem of translators' training remains relevant at the present stage of the Ukrainian education development. Scholars aim to improve educational curricula in the field of translation based on the dynamics of translation services market trends, needs and opportunities for individual students, the quality of education standards at European and global levels.

Translators' training is defined as a process of their communicative competence formation, which involves not only the acquisition of the language as a means of communication, learning, self-education and provides free, legal, correct and functionally adequate knowledge of all types of speech activity in a foreign language at a level close to that of a native speaker, but also enables them to exercise all necessary translators' duties after graduating from a higher educational establishment.

Translators' competitiveness is an integral dynamic formation, characterized by their successful functioning in the multicultural society, achievement of the desired social status in the context of constant rivalry due to the qualitative manifestation of their duties, personal qualities and non-standard solution of the professional problems.

Competitive translators' professional training is determined as a process of qualitative accumulation of professional knowledge, the formation of skills and abilities, personal qualities aimed at the successful operation of a translator in a multinational society, non-standard professional tasks solution and achievement of the desirable social status in the conditions of constant competition. The future translators' competitiveness should not depend on their specialization, since in the line of duty they are taught to be professional experts in any kind of translation (written and oral). Such professional characteristic should not depend on the professional task but should contribute to its quality performance. The above mentioned

requires new approaches to translators' training that will allow them to freely orient in the subject (translation), formulate and solve professional problems, adapt to dynamic professional environment, overcome linguistic, cultural and psychological barriers, possess high culture of multicultural communication, and master human values.

The process of students' training for professional activity is a system that can successfully function under a certain set of pedagogical conditions. We view pedagogical conditions of forming the future translators' competitiveness as circumstances that affect the formation of the qualities of social-adaptive, content-procedural and personal-managerial components of competitive translators. Orientation of the content of future translators' professional training to the competitive professional activity; implementation of the project form of organization of students' out-of-class independent work into the educational process; the use of self-presentation strategies and techniques have been chosen for the effective formation of future translators' competitiveness in the process of professional training.

The study does not exhaust all aspects of the problem. The prospect of further research is seen in the study of individual psychological factors, patterns and peculiarities of the formation of the competitiveness of future translators both in the process of professional training and at the postgraduate education stage.

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