INNOVATIVE PROFESSIONAL COMPETENCY PREPARATIONS OF FUTURE TRANSLATORS MAJORING FOR THE UNIVERSITY SPECIALTY 293 "INTERNATIONAL LAW" (GROUNDED ON THEORETICAL AND PRACTICAL ASPECTS)

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INTRODUCTION

Innovations determine the future of human civilization, they are the essence of the modern development of society, which problematize the objective reality of the existence of an individual. This is extremely important for the productive development of society in accordance with fundamentally new socio-economic, political, national and cultural conditions.

New opportunities for the development of society and improving the welfare of the population are associated with the qualitative renewal of production, the introduction of innovations [1] [2].

Despite the obviousness of the importance of introducing new innovative technologies in various industries, these processes are hampered by the problem of their staffing – the lack of specialists with the necessary professional competencies to work in the mode of developing innovative industries, their testing and implementation [3].

An urgently significant problem is the problem of developing a technological "chain" of an innovative educational process in order to find ways and conditions for increasing social activity and the readiness of each person to innovate, which will provide a wide innovative path of development based on the creative activity of each person [4].

In this regard, the task of a systematic study of the quintessence of innovative processes in the modern world in general and in vocational education in particular is actualized. This process has an open, networked nature, being formalized in the form of an innovation system. Diffusion of innovations acquires special significance in it (Figure 1) [5].

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[1] Akimova L., Akimov O., & Liakhovich O. State Regulation of Foreign Economic Activity. Науковий бюлетень Полісся, 4(12), 2020. P. 98 – 103.

[2] Alejandro P., & David I. Educational Research and Innovation Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies. OECD. 2018. 211 p.

[3] Brinia V., & Davim J. Designing an Innovative Pedagogy for Sustainable Development in Higher Education. CRC Press, 2020. 231 p.

[4] Organization of Distance Learning Using Modern ICT. URL: http://uotashtagol.3dn.ru/doc/PDF/Dist_Obuch/metodicheskie_rekomendacii_dlja_pedagogov_obrazova.pdf. (Reference Date 21. 09.2023).

[5] Iasechko M., Kharlamov M., Skrypchuk H., Fadyeyeva K., Gontarenko L., Sviatnaia O.: Artificial Intelligence as a Technology of the Future at the Present Stage of Development of

Fig. 1. Innovation in Pedagogy of Professional Training

One of the most important problems of didactics – the problem of teaching methods – remains relevant both in theoretical and directly in practical terms. Depending on its solution are the educational process itself, the activities of the teacher and students, and, consequently, the result of education in higher education as a whole.

At the present stage of development of our society, the social need for creative individuals who think outside the box has increased more than ever. The need for the creative activity of a specialist and developed technical thinking, for the ability to design, evaluate, rationalize equipment and technology is growing rapidly. The solution of these problems largely depends on the content and technology of training future specialists [6].

In the pedagogical process, innovative teaching methods provide for the introduction of innovations in the goals, methods, content and forms of training and education, in the joint activities of the teacher and the student. These innovations may be specially designed, already developed, or newly introduced through pedagogical initiative [7].

The main purpose of the ongoing paper is to analyze four types of competencies necessary for modern translators, like communicative, linguistic, pragmatic as well as sociolinguistic and to support them with eight practical tasks that might be used to develop and shape all of them during modern studies at universities.

Society. Laplage em Revista, 2021. P. 391–397. URL: https://doi.org/ 10.24115/S2446-622020217ExtraD1119p.391-397. (Reference Date 11. 09.2023).

[6] Sharples M., Adams A., Alozie N., Ferguson F., FitzGerald E., Gaved M. Innovating Pedagogy 2015. Milton Keynes: Open University. 213 p.

[7] What is Distance Learning. URL: http://ra-kurs.spb.ru/2/0/8/1/?id=28. (Reference Date 13. 11.2023).

1. The Problem of Education Professional Competencies
in Modern Researches

The methodological foundations of the research included the provisions of the general theory of innovations in relation to the analysis of the educational system. General scientific provisions on the relationship between methodology, theory and practice are as follows: principles of consistency, integrity, historicism, interconnection and interdependence of social phenomena; general scientific provisions that reveal the concepts of "innovation" and "diffusion of innovations", the concept of innovation studies in pedagogy; the provisions of philosophical and pedagogical anthropology on the creative nature of pedagogical systems and personality development [8].

To solve the set tasks, the following research methods were used: theoretical analysis of social-economic, philosophical, psychological, and pedagogical literature, scientific periodicals and other research, analysis of innovative teaching experience in education.

The relevance of the problem of competence, competency-based approach in education is associated with the orientation of society towards solving the problems of modernizing the content of higher and general secondary education to increase the level of education of students.

Competence (professional and pedagogical) is an integral professional and personal characteristic of a teacher, which determines his willingness and ability to perform professional and pedagogical functions by the norms and standards currently adopted in society.

Competence is possession, possession by a person of relevant competence, including his attitude to it and the subject of activity (Figure 2) [9].

Fig. 2. International Education Professional Competencies

[8] Shamne A., Dotsevych N., & Akimova A. Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. Psycholinguistics, 25(1), 2022. P. 384–408.

[9] Technology of Creation of Electronic Teaching Aids [Electronic resource]. 2021. URL: www.ido.rudn.ru/nfpk/te ch/t1.html. (Reference Date 11. 09.2023).

A competency-based approach is an approach in education, for which the priority goal of the educational process is the formation of competencies. Competence (from the Latin "competentia") is a range of issues in which a person is knowledgeable, has knowledge and experience. It includes a set of interconnected personality traits (knowledge, skills, and methods of activity), defined concerning a certain range of objects and processes and necessary for high-quality productive activities concerning them [10].

Modern requirements for a graduate are influenced by the situation on the labor market and processes such as accelerating the pace of development of society and the widespread informatization of the environment. In this regard, the authoritarian-reproductive system of education is outdated.

Knowledge-oriented education currently means focusing on the past. In a changing world, the education system should shape such new qualities of a graduate as initiative, innovation, mobility, flexibility, dynamism, and constructiveness. A future professional should have a desire for self-education throughout his life, possess new technologies and understand the possibilities of their use, be able to make independent decisions, adapt in the social and future professional sphere, solve problems and work in a team, be prepared for overloads, stressful situations and be able to get out of them quickly. The upbringing of such a socially and professionally active personality requires teachers of the modern school to apply completely new methods, techniques, and forms of work.

To form a competent graduate in all potentially significant areas of professional education and life itself, it is necessary to apply active teaching methods, technologies that develop, first of all, the cognitive, communicative and personal activity of today's students.

One of the promising areas in terms of solving this problem is the implementation of a competency-based approach[11].

An analysis of world educational practice in recent years suggests that the concept of "key competencies" is central to the scientific and methodological foundations of modernization, has an integrative nature, combines knowledge, skills and intellectual components of education. At the same time, the concept of a competency-based approach is based on the ideology of interpreting the content of education formed from the "result".

The term "competence" has, as you know, two meanings: the terms of reference of a person; and the range of issues in which this person has knowledge, experience. Concerning the educational field, it is the second

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[10] Venediktov V., Boiko V., Kravchenko I., Tyshchenko O., Akimova L., & Akimov O. European Standards of Mediation in Civil Disputes and their Implementation in Ukraine: Theory and Practice. Ad Alta: Journal of Interdisciplinary Research, 11(2), XXI, 2021. P. 25–29.

[11] Shamne A., Dotsevych N., & Akimova A. Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. Psycholinguistics, 25(1), 2022. P. 384–408.

meaning of this term that makes sense. To have the experience, the ability to act in situations of uncertainty – these are the qualities that make it possible to form a graduate competency-based approach implemented in the lesson by the teacher [12].

Competitive learning is also promising because, with this approach, learning activity acquires research and practice oriented character, and becomes an object of assimilation itself (Figure 3).
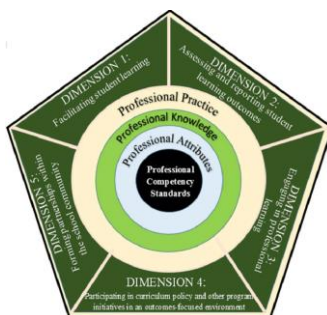

Fig. 3. Professional Competency Standards

As noted by V. Bolotov, V. Serikov, "competence, acting as a result of training, does not directly follow from it, but is a consequence of the individual's self-development, generalization of personal and activity experience".

The following key competencies are identified in UNESCO documents:

– teach to gain knowledge (learn to learn);
– teach to live (doctrine for being);
– teach to work and earn money (learning for work);
– teach to live together (learning for living together) [13].

2. Core Competences in the Preparation of Future Translators

The core competencies that were highlighted at the Key Competencies for Europe Symposium in 2006 in Bern, marked the global trend of updating the resulting units of the educational process. These are currently well-known political and social competencies related to life in a multicultural society,

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[12] Alejandro P., & David I. Educational Research and Innovation Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies. OECD. 2018. 211 p.

[13] Polat E. Distance Learning Models. 2019. URL: http://hr-portal.ru/article/modeli-distancionnogo-obucheniyapolat-es.

competencies related to fluency in more than one language, information and communication competencies, and the ability to learn throughout life [14].

The concept of educational competence includes a set of semantic orientations, knowledge, skills, experience of student activity. And their introduction into the practice of teaching will just allow us to solve a problem typical Ukrainian school, when a student, having mastered a set of theoretical knowledge, experiences difficulties in their implementation in solving specific problems or problem situations.

Educational competence involves the mastery of students by a comprehensive procedure in which for each highlighted area an appropriate set of educational components is defined. Simply "competencies" should be distinguished from "educational competencies". Competence for the student is an image of his future, a guideline for mastering. When determining translation competence, the basis is *a communicative competence.* Determining the process of translation, researchers call it "interlingual and intercultural communication", "interlingual communication", "interlinguistic communication", or "mediation" (all-European recommendations on language education: learning, teaching, evaluation), because in the process of his activity, the translator acts as an intermediary between the sender of the text and the recipient, who use different languages, have different socio-cultural, background, subject knowledge, etc. Since the translator acts as a connecting link in the process of bilingual communication, the basis the professional competence of the translator will consist precisely communicative competence [15].

Communicative speech competence of the student is realized in the performance of various types of speech activity, namely: perception, production, mediation. Each of these types of activities can be associated with texts in oral or written forms, or in that and in another (Figure 4).

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[14] Akimova N., Akimova A. Text Understanding as a Special Kind of Understanding. Psycholinguistics, 24(1), 2021.

P. 27 – 46.

[15] Sharples M., Adams A., Alozie N., Ferguson F., FitzGerald E., Gaved M. Innovating Pedagogy 2015. Milton Keynes: Open University. 213 p.

Fig. 4. Elements of the Communicative Competence

In the all-European recommendations on language education, it is stated that meditative types of oral and written speech activity make communication between persons possible in case of impossibility communicate with each other directly for any reason. Oral or written translation, paraphrase, transmission of content or recording provide a third party with the ability to formulate a source text to which this third party does not have direct access [16].

Linguistic competence is defined by researchers as knowledge and ability to use language tools to build correctly formed statements that carry a certain meaning.

In the activity of a translator, linguistic competence acquires a number specific features This component appears in two languages – foreign and Ukrainian. A task arises when training translators to learn to translate both from a foreign language into one's native language and vice versa.

The next feature of the linguistic component of translation competence is determined by the fact that the linguistic means used are always set by the author of the statement and do not depend on the desire of the translator himself.

Therefore, it is linguistic the competence of a translator means not only the ability to understand and build an unlimited number of communicative units based on knowledge of the units of two languages and the rules for operating them, but also the ability to correlate the means of these languages, as well as to select those of them which it is necessary to use in accordance

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[16] Iasechko M., Kharlamov M., Skrypchuk H., Fadyeyeva K., Gontarenko L., Sviatnaia O.: Artificial Intelligence as a Technology of the Future at the Present Stage of Development of Society. Laplage em Revista, 2021. P. 391 – 397. URL: https://doi.org/ 10.24115/S2446-622020217ExtraD1119p.391-397. (Reference Date 11. 09.2023).

with the author's communicative idea, and knowledge of methods and forms that ensure the formation of this skill [17].

This means that the degree of mastery of a foreign language and the language of translation, knowledge of equivalence relations between them, i.e. the ratio of the original language and the language of translation, differences and identities at the levels of their language systems, language norms, speech norms and even individual dialects.

Pragmatic competence involves the use of language means for certain functional purposes (implementation of communicative functions, generation of speech acts) and in accordance with interaction schemes. According to the European competences mastery of a foreign language has a special influence on formation pragmatic competence has social interaction and cultural environment. Both the form of statements and their essence are important for the translator.

But in order to understand and translate the text, the translator must find out the motive and purpose of the author of the statement, that is, the communicative intention of the author, what means to use for achievement of the set goal, and then determine the degree of adaptation of the text, so that its intention is adequately understood recipient of the translated text.

Thus, the pragmatic competence of a translator of scientific and technical texts involves:

−   *the ability to find information about the sender of the original text from the text of the statement and the translation situation;*

−   *knowledge of the linguistic and structural features of the scientific and technical text, which make it possible to determine the communicative intentions (intentions) of the author of the statement;*

−   *the ability to correlate the amount of knowledge and ideas of the sender and recipient of information;*

−   *knowledge of the target of the recipient of the translated text;*

−   *the ability to take into account the mental state, goals and interests of the recipient of the translated text when choosing a strategy and translating the text; – the ability to convey communicative intent in the translated text the author, taking into account the situation of the translation and the characteristics of the recipient;*

−   *the ability to determine the degree of adaptation of the text in order to the author's intention was adequately understood by the intended recipient of the translated text [18].*

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[17] Akimova L., Akimov O., & Liakhovich O. State Regulation of Foreign Economic Activity. Науковий бюлетень Полісся, 4(12), 2020. Р. 98–103.

[18] Alejandro P., & David I. Educational Research and Innovation Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies. OECD. 2018. 211 p.

Pragmatic competence of the translator is closely related to sociocultural communication, since the authors of statements for achieving the necessary goal of communication is used by certain linguistic means, which are determined by the socio-cultural and historical context (Figure 5).
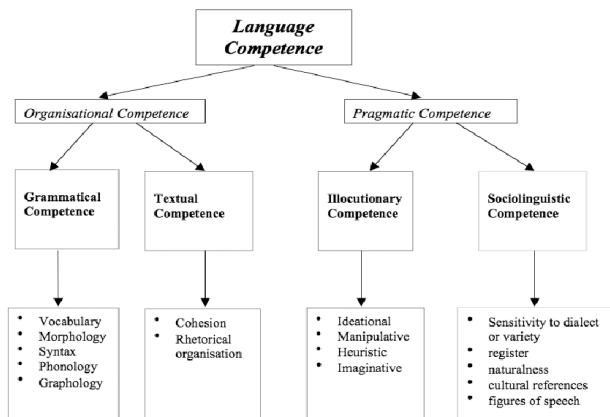

Fig. 5. Language Competence of the Translators

Sociolinguistic competence, which researchers define how knowledge and skills are needed for the effective use of the language social context (all-European foreign language competences), is an important component of professional competence of the translator of texts of scientific and technical literature [19].

Sociolinguistic competence can be defined as:

‒ *knowledge of sociolinguistic features of communication of representatives of professional scientific and technical spheres in the country whose language is studied, knowledge of the specifics of the presentation scientific and technical information in a special foreign language discourses;*

‒ *the ability to analyze the sociolinguistic specifics of foreign and Ukrainian special discourse for the purpose of its transmission in the language of translation;*

‒ *the ability to understand and transmit vocabulary with a national-cultural component, non-equivalent and background vocabulary – taking into account the socio-cultural knowledge of the recipient of the language translation (Figure 6).*

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[19] Sharples M., Adams A., Alozie N., Ferguson F., FitzGerald E., Gaved M. Innovating Pedagogy 2015. Milton Keynes: Open University. 213 p.
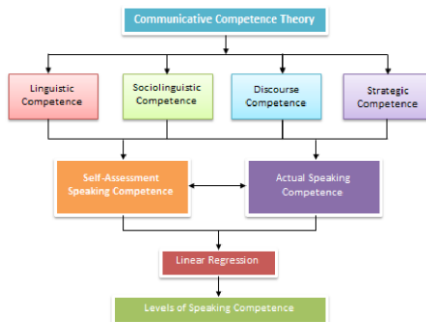
Fig. 6. Sociolinguistic Competence in the Frame of Future
Translators' Competences

Moving to the practical aspect of shaping foreign professional competence of the future translators we would like to present a set of assignments completion of which can improve as well as increase it significantly.

The main task of a higher educational institution at the present stage is to train specialists who are able to respond nonstandard, flexibly and in a timely manner to changes that are taking place in the world.

Therefore, to prepare students for professional activities in the future, innovative teaching methods are used at the university. One of these methods is problem-based learning. Problem-based learning allows a person, on the basis of the available diverse information, to develop their own positions, to develop their attitude towards unacceptable points of view to form an informational outlook, which is open for clarification, deepening, change [20].

3. Practical Tasks of the Problem-Based Learning Recommended for Students Translators

Issues of problem-based learning have been considered by various authors since the beginning of the last century. The peak of interest in problem-based learning technology occurred in the 70s and is currently growing again. Since the strategic task for higher education is to train a competent specialist who is able to act effectively outside of educational situations, to solve typical and problematic tasks that arise in their own professional activities. All of the above indicates the undoubted relevance of the topic under consideration. Problem based learning is a way of organizing active interaction between the subjects of the educational process (students) with problem represented learning content. In this process, they become familiar with the objective

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[20] Venediktov V., Boiko V., Kravchenko I., Tyshchenko O., Akimova L., & Akimov O. European Standards of Mediation in Civil Disputes and their Implementation in Ukraine: Theory and Practice. Ad Alta: Journal of Interdisciplinary Research, 11(2), XXI, 2021. P. 25–29.

contradictions of science, social and professional practice and ways to resolve them, learn to think, enter into productive communication relationships, and creatively assimilate knowledge [21].

Problem-based learning can be called learning to solve non-standard problems, during which students learn new knowledge, skills and abilities. Problem based learning can also be represented as a system of techniques that provide purposeful actions of the teacher to organize the inclusion of the mechanisms of thinking and behavior of students by creating problem situations (Figure 7).
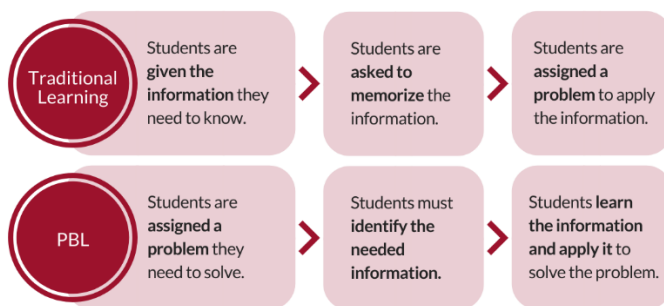

**Fig. 7. Comparison between Traditional
and Problem-Based Learning**

Practical task #1. Open the group discussion by paraphrasing the quotations below. Which one do you agree with? Why?

‒ *Justice will not be served until those who are unaffected are as outraged as those who are. Benjamin Franklin.*

‒ *In matters of truth and justice, there is no difference between large and small problems, for issues concerning the treatment of people are all the same. Albert Einstein.*

‒ *There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest. Elie Wiesel.*

‒ *Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe. Frederick Douglass.*

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[21] Technology of Creation of Electronic Teaching Aids [Electronic resource]. 2021. URL: www.ido.rudn.ru/nfpk/te ch/t1.html. (Reference Date 11. 09.2023).

– *Justice that love gives is a surrender, justice that law gives is a punishment. Mahatma Gandhi.*

– *The more laws, the less justice. Marcus Tullius Cicero.*

– *Law and justice are not always the same. When they aren't, destroying the law may be the first step toward changing it. Gloria Steinem.*

Practical task #2. Show what you know. Study the following vocabulary giving extensive explanations; come up with statements including some of them as well as try to add couple of your own to this list. Consider the presented tips for using lexis:

> *Acquit affidavit aid and abet allegation appeal appearance argument arrest assault attorney capital crime case case law chambers circumstantial evidence claim complainant complaint confess confession constitution constitutional law continuance contract counsel court crime criminal cross-examination custody jail judge judiciary jurisdiction jurisprudence jury justice paralegal pardon parole party perjury petition plaintiff plea plea bargain power of attorney precedent preliminary hearing prison probable cause probate probation prosecute prosecutor proxy testimony theft title tort transcript trial trust trustee vacate venue verdict voir dire*

Practical task #3. Get acquainted with some of the distinguished scientific researches concerning advantages and disadvantages of internet communication skimming together with scanning the passage below. Prove the content comprehension with 10 questions for groupmates' discussion. Exchange the list of enquiries with other partners in form of dialogues and mini-presentations:

– *"WHAT ARE THE DIFFERENT TYPES OF CRIMES? Crimes are defined by criminal law, which refers to a body of federal and state rules that prohibit behavior the government deems harmful to society. If one engages in such behavior, they may be guilty of a crime and prosecuted in criminal court. In today's society, criminal behavior and criminal trials are highly publicized in the media and commonly the storyline in hit television shows and movies. As a result, people may consider themselves well-informed on the different types of crimes. However, the law can be quite complicated. There are many different types of crimes but, generally, crimes can be divided into four major categories, personal crimes, property crimes, inchoate crimes, and Statutory Crimes. Personal Crimes – "Offenses against the Person": These are crimes that result in physical or mental harm to another person"* [22].

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[22] Creemers B., & Kyriakides L. The Dynamics of Educational Effectiveness: A Contribution to Policy, Practice and Theory in Contemporary Schools. Routledge, 2022. 413 p.

Practical task #4. Translate in a written form into Ukrainian the following passage "Trends in Intentional Homicide".

– *"Whilst country and regional homicide rates can be used for cross-national comparison only with caution, somewhat greater confidence may be placed in the analysis of yearly trend data. As long as factors such as approaches to police data recording remain constant, then changes over time can be effectively followed, irrespective of absolute levels. In so far as intentional homicide has been used as a proxy indicator for forms of violent crime, and even crime in general, such information is important in determining patterns of crime and emerging threats. The underlying dataset used in this chapter contained sufficient information for calculation of yearly trend data for some 88 countries in the Americas, Asia, Europe and Oceania. This set of countries is smaller than that used in figure.*

– *Whilst many countries have a value for at least one recent year available, far fewer are able to report a consistent time series. Figures 6 to 9 show average intentional homicide rates in these 88 countries, organized by subregion. Overall averages for countries in the Americas, Asia and Oceania, and Europe regions are also shown. The overall global homicide rate was estimated at 7.6 per 100,000 population in 2004, corresponding to some 490,000 violent deaths in that year. 'Latest available year' data shows that, despite significant difference between criminal justice and public health data in some subregions, the highest homicide rates are likely in Southern Africa, Central America and the Caribbean subregions. Based on criminal justice data, these subregions show rates between 20 and 30 per 100,000 population. The lowest global homicide rates are found in Western Europe, Southern Europe, Oceania, Eastern Asia and Northern Europe subregions. Both criminal justice and public health data show rates under 3 per 100,000 population in these subregions"* [23].

Practical task #4. Write an opinion essay based on topic *"The Main Determinants of Committing Crime by Modern Person"* applying the following linkers: to express opinion, in my opinion, personally, I think/ I believe (that I strongly believe that, it is clear (to me) that, I(completely) agree/disagree with, it seems to me that, as I see it, in my view, from my point of view, as far I am concerned, I am sure/ convinced that, I (dis)agree with the statement, because my main reason is/another reason, one reason for is, many people say/ believe that, because, since, because of/ due to.

Practical task #5. Broadly applying various possible modern translation techniques and appliances (paper Cambridge dictionary, on-line translation, on-line dictionaries) change the following passage "Кримінологічна

[23] Brinia V., & Davim J. Designing an Innovative Pedagogy for Sustainable Development in Higher Education. CRC Press, 2020. 231 p.

характеристика злочинності неповнолітніх у сучасній Україні" into Ukrainian putting it in your own words. Comment on what you have read.

– *«Про сучасний стан злочинності неповнолітніх свідчить насамперед досить високий її рівень. До 2004 р. щороку в Україні реєструвалося 31–33 тис. злочинів, вчинених неповнолітніми. У 2005 р. їх кількість скоротилася до 26,5 тис, а у 2006 р. – до 20 тис (на 24,9%). Відповідно скоротилася і кількість неповнолітніх, виявлених ж таких, що вчинили ці злочини: у 2004 р. до 26,4 тис, у 2005 р. – до 22,7 тис. осіб, а у 2006 р. – навіть до 17 тис. За даними на рік питома вага злочинів, вчинених неповнолітніми становить відповідно 4,8% та 7,9% від загальної кількості злочинів усіх видів, розкритих у той же період. У 2015 9,3%*

– *Так, за статистичними даними МВС, неповнолітні скоїли на 20,6% злочинів більше, ніж у минулому навчальному році. Найтривожніша ситуація – у Донецькій, Запорізькій, Сумській областях та АР Крим. Зросла на 29% кількість злочинів, скоєних неповнолітніми повторно, що свідчить про недостатній рівень індивідуальної корекційної роботи з підлітками, які вже скоювали протиправні дії. Протягом останніх років у структурі злочинності неповнолітніх відбувалися помітні зміни. Насамперед зростала, починаючи з 2005 р., частка злочинів, які за сучасної кваліфікації віднесені до тяжких та особливо тяжких.*

– *Серед злочинів неповнолітніх дві третини становили крадіжки, в тому числі кожна четверта – з квартир, кожна п'ята – зі складів, баз, магазинів, інших торгових точок. Майже кожним десятим злочином був грабіж, близько 5% – хуліганство, 3% – незаконне заволодіння автотранспортом. Стрімко зростала питома вага неповнолітніх, притягнутих до кримінальної відповідальності за вчинення злочинів у сфері наркообігу, у тому числі переважно без мети збуту наркотиків. Підвищена активність неповнолітніх у вчиненні окремих видів злочинів засвідчувалася зростанням за цими видами питомої ваги осіб цього віку серед усіх вікових категорій, що їх вчинили»* [24].

Practical task #6. Speech etiquette in modern jurisdiction! Be creative in finding the most appropriate English equivalents to the frequently used proverbs, sayings, idioms, idiomatic expressions, phrases in today's legal sphere.

– *«глас народу – глас божий; життя прожити – не поле перейти; на віку – як на довгій ниві. 2. ніхто не може бути суддею у своїй власній справі; собака на сіні; п'яте колесо до воза; ні риба ні м'ясо; сьома вода на киселі; сліпе правосуддя. 3. суворий закон, але це ж*

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[24] Basadur M, Hausdorf P. Measuring Divergent Thinking Attitudes Related to Creative Problem Solving and Innovation Management. Creativity Research Journal. 2029. P. 21–32.

закон; хай загине світ, але здійсниться правосуддя. 4. байдики бити; баляси точити; задніх пасти . 5. узи шлюбу; подвійне право; надання законної сили. 6. добрий день; до побачення. 7. правда твоя; що на вербі груші, на осиці – кислиці. 8. на вовка помовка, а зайці кобилу з'їли. 9. згідно зі статтею. 10. свідомо неправдиві свідчення».

Practical task #7. Research activity: complete this list looking for as more as possible the newest expressions lately appeared in modern speaking on law.

Practical task #8. Make a project on theme *"Global Justice: Barriers and Opportunities"* in three possible deliveries: a) presentation in front of audience with personal speech and comments; b) written report-analysis based on collective data from various sources; c) multimedia option presented by means of selected topical video.

CONCLUSIONS

To conclude, progressive changes in educational reality are associated, as a rule, with new pedagogical developments. But creating a pedagogical innovation is not enough. Pedagogical innovations, no matter how attractive and sophisticated they may be, cannot be mastered without proper management and organization of innovation processes. Initiators of innovations will inevitably face the challenges posed by innovations, and will be forced to look for ways to solve them.

The introduction of new forms, methods, pedagogical technologies requires an understanding of how to implement, master and accompany these innovations. In this context, the importance of competent public administration (regulatory work) in the field of education, as well as building a detailed and flexible legal framework, with the possibility of "scaling" it in accordance with changing conditions, should be re-emphasized. The issues of scientific support for innovative activities in education are also related to the field of pedagogical innovation.

In today's world, the training of translators goes far beyond limits of language problems. Language is only a means of expression opinions and is determined by various historical, social, cultural, psychological and other factors.

When preparing students for future professional activities as translators, the teacher must teach the audience to perform correct translations, acquaint them with the sequence of actions of the translator, with the necessary knowledge, skills and abilities. The teacher should prepare students for professional life, after teaching them translation methods, introduce them to professional problems arising in the process of work with external resources that the translator can use in his work.

The interdisciplinary approach to modeling the translator's activity introduced new categories into translation studies, such as competence,

discourse, etc. However, it should be emphasized that in modern works in psychology, sociology, teaching methods, the concepts of "competence" and "competence" have different meanings. Competence is resources that act as a basis for making effective decisions and determine the level of competence, and the term "professional competence" defines the professionalism of the translator, which consists of the skills to select, combine and mobilize competences at his disposal.

Only skill to select and use when performing professional tasks internal resources (competencies) will indicate professional competence of the translator.

All in all, the modern translator must possess all four types of competencies, like communicative, linguistic, pragmatic as well as sociolinguistic in order to perform all translating activities on the decent level to meet all listeners' needs and convey the information properly in an unbiased manner in accordance with all ethical norms.

SUMMARY

Accession of Ukraine to the Bologna process, revitalization of international cooperation in the field of education requires a deep rethinking of the process of training future translators as professionals to contribute to the rapprochement of different peoples, their understanding and acceptance of the diversity of the surrounding world. Translators must be competent in all areas life activities of the country whose language they study, to deeply know its culture and traditions. In this connection among the competencies that are becoming more and more important in the work of a translator, it is necessary to single out sociocultural competence, which ensures a high level of the general culture of a specialist, as well as effective communication of representatives of different cultures.

The specified competence is included in the circle by the Council of Europe. Possession of socio-cultural competencies are necessary for the translator, since he is called to perform the function of "mediator of cultures", flexibly and skillfully manage processes intercultural interaction, engage in communication psychologically accurately and in accordance with the situation, use the formed sociocultural competence for implementation of the translation strategy, to predict possible ways of development of the communicative situation within which his professional activity is carried out.

The main purpose of the ongoing paper was to analyze four types of competencies necessary for modern translators, like communicative, linguistic, pragmatic as well as sociolinguistic and to support them with eight practical tasks that might be used to develop and shape all of them during modern studies at universities.

So, research outcomes have witnessed that: firstly, only skill to select and use when performing professional tasks internal resources (competencies) will indicate professional competence of the translator; secondly, the modern translator must possess all four types of competencies, like communicative, linguistic, pragmatic as well as sociolinguistic in order to perform all translating activities on the decent level to meet all listeners' needs and convey the information properly in an unbiased manner in accordance with all ethical norms.

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