

**TRAINING INTERPRETERS
IN THE MULTICULTURAL ASPECT
UNDER THE CONDITIONS OF THE INTEGRATION
OF ASIAN AND EUROPEAN EDUCATION SYSTEMS**

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***Annotation.** The article deals with the issues related to the education aimed at training interpreters in the multicultural aspect. The author dwells on the specificity of the educational process, the goals and perspectives of interpreters' training under the conditions of European integration. The detailed analysis of the academic curricula allows to draw conclusions about the professional competence of would-be interpreters and at the same time highlight all the possible challenges. Among the most influential factors of professional training there should be mentioned such as technical progress, academic mobility, state regulation as well as national and political tolerance to other nations and cultures. Among the potential challenges of training interpreters in the multicultural aspect there are possible cross-cultural conflicts based upon discrepancies in linguistic world views due to the difference in the national mentality.*

In the focus of the research there are also the ongoing reforms in the East Asian education systems, particularly in Taiwan, Hong Kong, and Ukraine, examined under the conditions of the Bologna system integration. The paper investigates the rationale driving of these reforms, rooted in the recognition

of rapid societal changes and the need for education to adapt accordingly. Through case studies and comparative analysis, there are explored the diverse reform goals, approaches, and outcomes across different jurisdictions, shedding light on the complex interplay between societal shifts, educational philosophies, and implementation challenges. While East Asian reforms emphasize preparing students for the complexities of the modern era, Ukraine's adoption of the Bologna system reflects a broader aspiration for internationalization and global competitiveness. Ultimately, the paper underscores the importance of equipping students with the knowledge, skills, and values to thrive in an ever-evolving world, advocating for innovation, adaptability, and lifelong learning in educational practices.

It is underlined that it is important for the translator to orient oneself during the performance of professional actions, followed by the correct choice of an action plan in this regard, which is the result of the relevant speech and thought processes. It is also pointed out that translation activity should be mastered from different angles, namely: linguistic typology, psychological background of translation activity, translator's deontology, i.e. moral and ethical norms of the profession and laws of professional conduct of the translator / interpreter; professional requirements for a translator; and favorable conditions for the implementation of translation activities.

The importance of the English language acquisition in the governmental policy is worth mentioning. The English language occupies a special place in the linguistic experience of any Ukrainian citizen today. Due to the efforts of the Ukrainian authorities, providing the governmental policy of the European integration, English is no longer perceived as a complex or incomprehensible "foreign" language. Today English performs the function of an auxiliary means of acquaintance with the world, inventions, innovative technologies in various fields, establishing ties with representatives of other cultures, etc., which is necessary in the conditions of the development of modern society.

Keywords: *East Asian education systems, education reform, Bologna system, societal changes, educational philosophies, implementation challenges, internationalization, global competitiveness, innovation, lifelong learning, multicultural aspect, integration, interpreters, competence, perspectives, educational, training, translation activity, European integration.*

상호문화 접근법을 활용한 통번역교육 방안 아시아와 유럽의 고등교육 정책 통합교육 동향

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국문초록. 본 연구는 통번역 교육에서 상호문화 접근법을 활용한 문화수업의 교수- 학습 방안을 제시하고, 그 효용성을 검토하는 데 목적이 있다. 연구 대상은 국내 대학에서 통번역을 전공하는 학생이다. 통번역 전공자를 위한 통번역 교육은 인적 교류와 문화 교류가 전제되기 때문에 단순한 '문화 교육' 이 아닌 '사문화교육' 에 집중해서 이루어져야 한다. 따라서 본고에서는 통번역 전공자를 위한 문화교육이 효율적으로 이루어지기 위해서 '상호문화 주의' 적 관점에서 접근한 '상호문화 교육' 을 이론적 토대로 세우고 있다. 또한, 양 문화의 차이를 이해하고 교류하도록 하는 목표를 달성하기 위해서 학습자 중심성을 강화 할 수 있는 수업을 제안하였다.

국문초록: 본 연구는 동아시아 교육 정책 추진 계획 및 성과를 분석하여 우리나라 고등 교육 정책 발전에 시사점을 제공하고자 하였다. 이를 위하여 동아시아 통합 교육의 현황, 혁신 정책의 주요 특성으로 나타나는 총체적 혁신 정책의 사례를 통하여 유럽 국가와 우리나라의 통합 교육 발전을 위한 몇 가지 시사점에 대한 내용을 검토하였다. 이를 위해 우리나라 고등 교육의 현황을 제시하였다. 그리고 우리나라의 고등 교육 정책의 혁신 및 문제점 그리고 개선 방향을 분석하여 우리나라 통합 교육 정책을 위한 몇 가지 시사점을 제시하였다.

주제어: 통합교육, 고등교육, 교육정책, 교육혁신, 개선방향, 상호문화 접근법, 문화, 통번역 교육, 문화 교육, 학습자 중심

Introduction. The specificity of translation activity involves taking into account many linguistic and extralinguistic factors: the type of translation and the form of its presentation, the requirements for translation in terms

of accuracy and completeness, the functional-stylistic or genre-stylistic orientation of the text/discourse, the degree of mastery of professional terminology by the translator/interpreter and his/her orientation within a certain discourse, the individual psychological characteristics of the translation specialist, his/her age, intellectual abilities, memory speed, ability to adapt to a professional situation, ability to use technical support for translation, etc. The essence of translation activity has been studied by scientists from different angles, such as: typology of translation types; psychological features of translation; moral and ethical norms of the profession and laws of professional conduct of the translator / interpreter; professional requirements for a translator and conditions for the implementation of translation activities, etc.

The Rationale for Reform in the context of the continuous reforms in East Asian education systems is prompted by the awareness of rapid and fundamental changes in society. Since these societal shifts are often implicit in reform documents, there is a shared belief that education must evolve. In Taiwan, the Ministry of Education cites the “new economic era” and today’s “information society” as the context for reforms. Hong Kong’s new initiative makes societal challenges more explicit:

“Society has changed! The World has changed! Globalization, economic transformation, technological advancements, social disparity, generational differences, and a rising China have all contributed to a future that is volatile, uncertain, complex, and ambiguous. The shifts in economic dynamics, career unpredictability, rapid changes in family relations, technological breakthroughs, and the influence of new media have posed unprecedented challenges to human life, altering values and norms in the new era. However, these changes have also brought new horizons and hopes.”

The implications of these changes and the resulting expectations for the younger generation are central to the reforms. Reflecting the systemic approach typical in East Asia, Hong Kong’s reforms establish a framework rooted in broader social and economic changes, placing individual students within this framework.

Although all five jurisdictions begin their reforms with societal changes, their reform goals are articulated in diverse ways, reflecting different educational philosophies. Despite being driven by a common vision for the new era, they hold varied perspectives on what young people should aspire to, which also reflects different views on the function of education within society.

The *relevance* of the research is proved by the increase in the demand for well-qualified translators and interpreters educated on the multicultural basis. The *objective* is formulated as the outline of the perspectives of training interpreters and translators in the multicultural aspect. The *tasks* respectively are:

1) to describe the methodology of training interpreters and translators in the multicultural aspect in Ukraine on the whole and in the State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” in particular:

2) to highlight the main peculiarities of the educational process aimed at training interpreters and translators in the multicultural aspect under the conditions of the integration of Asian and European education system.

Results and discussion. The Ukrainian scholar and translator I. V. Korunets has investigated the specifics of professional translation activities of translation specialists within the framework of two basic types: oral and written, namely, he has distinguished the professional differences between a translator and an interpreter as different forms of the same activity. Guided by the definition of the term and the concept of “translation”, which is understood as a combination of various forms of conveying the meaning / content of language units of different types of source language by the corresponding types of content units of the target language, the scientist distinguished between the professions of “translator as a person (or machine) who conveys the meaning / content of language units of the source language in written form, and an interpreter who conveys / reproduces the meaning of language units by oral speech, or, according to modern technology – discursively” [1, p. 101–123].

The interpreter or translator is entitled to change the mode of work. In turn, the scientist divided interpretation according to the criterion of professional / non-professional (or its absence at all) training of its performer, as well as the specifics of the situation of intercultural communication into professional and non-professional interpretation. The author considers the mode of work of a linear interpreter, a casual and sometimes accidental person, to be unprofessional, since, according to the scientist, anyone (a specialist in other linguistic or non-linguistic fields) can often work as a linear interpreter if he is able to “more or less intelligibly and understandably” reproduce the content of the conversation between the interlocutor and the foreigner in a foreign language. According to the translator, the professional type of interpretation and translation is the translation activity of a sequential interpreter, an interpreter-guide,

a specialist in the field of interpretation from a sheet, an interpreter-whisperer, an interpreter-synchronist. Thus, we consider a professionally performed translation to be the result of the translation activity of a specialist in the field of interpretation and translation, who has undergone special training and is able to change the mode of professional activity depending on working conditions.

The translation activity of a translator is essentially different from the translation activity of an interpreter. Written translation causes many difficulties associated with hieroglyphics. In order to carry out successful written translation activities, a translator must have developed descriptive (motor, graphic) skills, lexical skills, visual perception and decoding skills of written information (reading). The implementation of written translation is closely intertwined with the teaching of written speech, which involves mastering a set of graphic elements – features and graphemes with their subsequent combination, which leads to the compilation of hieroglyphs-words.

A translator who works at home can independently plan his working time: the intensity of work, the volume of translation, the choice of technical means, translation techniques and various dictionaries (bilingual and monolingual dictionaries, socio-political, scientific, technical, trade and economic, legal, medical, pharmacological dictionaries, etc.), etc. Written translation from English into Ukrainian and from Ukrainian into English will be successful due to the passage of certain stages.

The first stage of familiarization with the text should begin with a scrupulous analysis of the original text: identification of the functional style of the text (business, artistic, fantastic, scientific, technical, legal document), terminological vocabulary (if necessary), the general meaning of the text and stylistic characteristics of the text, followed by the determination of strategies and tactics for its translation. At the second stage of translation, the translator tries to clarify and identify all the problematic issues, decodes the key elements of hieroglyphs, establishes connections between the sign and its meaning, determines the meaning of terms or phraseological phrases, identifies stylistic means and chooses the means of reproducing the denotative and connotative meaning of the text.

The third stage involves the practical solution of these problems and the creation of a draft version of the translation as a result. The fourth stage of translation consists in the improvement and editing of the draft translation: a thorough comparison of each sentence of the original with its translation, during which the analysis and correction of translation errors is carried out,

making clarifications and corrections. The fifth stage of translation occurs when the draft corrected text of the translation needs to be rewritten on a clean copy.

Written translation involves adequate translation and adaptation of primary information into another language, so it is important to identify and correct errors in functional-normative, functional, and content and culturological, according to the classification of I. Tsaturova and N. Kashirina [2], functional-normative errors (deficiencies in the individual style of the translator, stylistic errors, normative-visual errors, structural-syntactic errors) are understood as violations of the norm of translation speech; functional-semantic (distortion, fuzziness, ambiguity at the level of words, phrases, sentences) respectively as cases of the violation of the equivalence norm; cultural (ignorance of the realities, traditions, customs of the country whose language is being studied) as violations of a pragmatic norm.

The procedural structure of the professional speech activity of a translator/interpreter is generalized by the following stages:

- the first stage (sensory-perceptual) correlates with the source of perception of information by the translator – visually, auditory, complex (auditory-visual, visual-auditory) – and the choice by the interpreter/translator of the appropriate types of speech activity to start the implementation of the translation program;
- the second stage (mental-identification) involves understanding the general conceptual program of the author of the topic of the source text (ST), namely the topic of ST, identifying the content of ST taking into account the norms of verbal / non-verbal behavior, using extralinguistic knowledge to understand ST, applying contextual and situational intuition to identify all explicit and implicit cases of cultural intertextuality, understanding the meaning of hieroglyphic words by analyzing descriptive and/or sound images and recognition of implicit logical-semantic connections in maintenance;
- the third stage (intentional-formative) is associated with the formation of the translator's intention / intentions in accordance with the conceptual program of the author of the ST and the communicative situation through the development of translation strategy and tactics;
- the fourth stage (structural-transformational) is based on the analysis of the original structures, the step-by-step search and selection of equivalently adequate and/or transformational structures in the target

language within the context, depending on the specified completeness of the transformed translation text (complete/incomplete);

- the fifth stage (linguistic and formative) requires the correct linguistic design of the full/incomplete text of the translation, taking into account the content of the above stages, and its editing (subject to availability);

- the sixth stage (representational-reproductive) requires the preservation of the “frame” during the representation of the processed information (oral, written, mixed). It is the given format of transmission of transformed information that dictates the choice of a particular working mode of the translator / interpreter, the distribution of time for performing a certain operation and the mode of implementation of the stages of the heterovalent translation process.

Despite their differences, all reforms in East Asian education systems (namely Taiwanese, Chinese and Hong Kongese) seek to define the relationship between four dimensions: aspired individuals, reform objectives, expected competencies, and core values. Each system positions these dimensions differently and may include various sub-categories within each. While the distinction between competencies and core values may differ across systems, all are concerned with both.

As can be seen in Table 1, each system is attempting to include the following: (a) development of the self, (b) interpersonal relations, (c) thinking skills, (d) good citizenship and social participation, (e) contribution to the global world (f), basic knowledge and new knowledge.

There have been extensive deliberations, and even debates, regarding the definition and meaning of “competencies”. This is particularly characteristic of East Asian cultures, where educators and academics rigorously evaluate theories before translating them into policies and practices. This process is detailed in the Taiwan case study, where a strong civic society plays a role, and is also implicitly observed in the South Korean and Japanese cases. In contrast, such debates are less visible in the cases of Singapore and Hong Kong, which are arguably the most Westernized societies in the group. However, serious deliberation of these theories occurred within the government and among reformers in these jurisdictions as well.

This strong theoretical foundation may explain the thoroughness of the implementation of these reforms. Educators receive not only directives about specific tasks and practical measures but also a comprehensive understanding of the concepts and rationale behind the reform design. Ideally, this strong theoretical underpinning allows educators greater autonomy in their actions.

**Table 1 – Advancing 21st Century Competencies
in East Asian Education Systems**

SYSTEM	GOALS
Hong Kong	People qualified for a new era, so that they can survive, lead, and change in a society that is volatile, uncertain, complex, and ambiguous (VUCA)
Japan	Intellectual, moral, and physical prowess
South Korea	<ul style="list-style-type: none"> • An independent person who establishes one’s identity and carves his/her future life, based on holistic growth and development; • An ingenious person who creates new things by applying various ideas and exercising indomitable spirit, built on basic knowledge and skills; • A refined person who relishes and develops human cultures, grounded on cultural literacy and pluralistic values; • A democratic citizen who interacts with the world with a sense of community and lives together with other people in the spirit of caring and sharing
Singapore	A confident person, a self-directed learner, a concerned citizen, an active contributor
Taiwan	Spontaneity, Interaction. Common good (1) ignite students’ motivation and passion; (2) guide them to develop interactions with self, others, society, and nature; (3) help them apply learning in practice, experience the meaning of life, develop commitment to a sustained development of society, nature, and culture; and (4) achieve common good

**Table 2 – The Contents of the 21st Century Competencies
in East Asian Education Systems**

SYSTEM	CATEGORIES	CONTENTS
Hong Kong	Knowledge and skills	Trilingual and bilingual competency; T-shaped knowledge; knowledge to master and go beyond technologies; knowledge of the geography, economy, history, and culture of society, the nation, and the world
	Attributes	Critical thinking, team spirit, appreciation of differences, perseverance, creativity, humility, self-confidence, self-management, and self-control,...
	Values	Integrity, responsibility, commitment, caring, respect of different values, tolerance of diversity, justice, rule of law, peace,...
Japan	Basic literacy	Literacy, numeracy, and information, communication technology literacy (and manners and morals for ICT)
	Thinking ability	Finding and solving problems, creativity, critical thinking, logical thinking, metacognition, and adaptive learning skills
	Practical ability to act for the world	Independence and autonomous action (self-understanding and self-responsibility, promotion of health, decision-making skills and life-planning skills) Relationship building (collaboration and responsibility, sensitivity/expression, good relationship with others) Responsibility for building a sustainable future (responsibility, rights, and work, understanding of society, culture, and the natural environment, application of language and information, application of knowledge and technology, and problem-finding and problem-solving skills)
South Korea	Self-management competency Knowledge, information processing competency Creative thinking competency Aesthetic-emotional competency Communication skills Civic competency	

Table 2 (ending)

SYSTEM	CATEGORIES	CONTENTS
Singapore	Self-awareness Self-management Social awareness	Communication, collaboration, and information skills Critical and inventive thinking
	Relationship management Responsible decisionmaking	Civic literacy, global awareness, and cross-cultural skills
Taiwan	Self-dirouted action	A sound body and mind and self-improvement Systematic thinking and problem-solving Planning, implementing, and creative flexibility
	Social participation	Use of symbols and communicative expression Technology, information, and media literacy Arts and aesthetic competence
	Communicative interaction	Interpersonal relations and teamwork Multicultural and international understanding Moral practice and civic consciousness

European education and Ukrainian education systems exhibit both similarities and differences shaped by their unique historical, cultural, and socio-political contexts

European Education System

Student Comfort and Infrastructure:

Investment in Infrastructure: European countries prioritize student comfort by investing heavily in modernizing classrooms, upgrading equipment, and enhancing learning environments. This is believed to directly impact student success. For instance, French teachers assert that improved facilities contribute significantly to better academic outcomes.

Equal Funding (Finland): Finland exemplifies equitable funding, ensuring all schools, regardless of their location, receive equal financial support. This approach guarantees that children in both rural and urban areas receive a high-quality education with free textbooks and stationery.

Comprehensive Development:

Holistic Education (Finland): Finnish education focuses on practical life skills. Students learn navigation, budgeting, tax calculations, resume writing, and banking in a relaxed atmosphere, preparing them for real-world challenges.

Unified Curriculum (Finland): Finland opposes early specialization. Students are encouraged to study a broad range of subjects before choosing a specific path, promoting well-rounded education.

Specialization and Practical Training:

Vocational Focus (Germany): Germany places a strong emphasis on developing specialists from an early age. Students often participate in internships during holidays, and teachers identify those with aptitudes for certain fields, such as engineering or technology, guiding them towards specialized career paths.

Ukrainian Education System

Early Preparation:

Pre-School Preparation: Ukrainian children are expected to know basic counting and the Ukrainian and English alphabets before starting school. Parents typically spend a year preparing their children for this transition.

In-Depth Study Classes:

Specialized Classes: There is a growing trend towards classes with in-depth study of specific subjects, particularly mathematics and foreign languages. While this provides specialized knowledge, it often means that parents or teachers, rather than students, decide on the focus of study.

Challenges with Equal Access:

Resource Allocation: Unlike Finland, Ukraine may not guarantee equal funding across all schools, which can lead to disparities in the quality of education between different regions.

Perspective on Specialization:

Early Specialization: Ukraine's approach to offering specialized classes at a young age contrasts with Finland's broader curriculum. However, this is somewhat aligned with Germany's focus on early identification and nurturing of specific talents.

European education systems, especially in countries like Finland and Germany, focus on student comfort, equal access to resources, and practical life skills, aiming at a holistic development. Meanwhile, the Ukrainian system emphasizes early preparation and specialized classes but faces challenges in ensuring equal resource distribution and often involves parents or teachers in determining students' educational paths.

How European Reforms are Changing Ukrainian Schools

For many Ukrainians, the term "European education" is synonymous with high quality. Although Europe does not have a unified education

system, the EU states are creating a common educational space that guarantees quality education for every child. The European Commission plays a crucial role in shaping this space, defining key competencies that students must master in any EU country. These competencies include:

- Literacy and multilingualism
- Mathematical, scientific, and engineering skills
- Digital competencies and technological proficiency
- Interpersonal skills
- Active citizenship
- Entrepreneurship
- Cultural development and self-expression

The European approach emphasizes lifelong learning, teaching students to continuously acquire new skills.

Ukraine in the European Educational Space

The Association Agreement between Ukraine and the European Union, which came into force on September 1, 2017, signifies a commitment to aligning Ukrainian science and education with European standards. This alignment includes:

- **Quality Evaluation:** Ukraine plans to evaluate the quality of its education through the international PISA study, aiming to be among the top 50 countries with the best results.
- **Language Proficiency:** Inspired by European practices, Ukraine aims for 75 % of school graduates to speak at least two foreign languages.

New Ukrainian School Reform

The “New Ukrainian School” reform is a significant step towards “Europeanizing” Ukrainian education. Its main goals for secondary education are to:

- Instil a desire for self-improvement
- Encourage conscious life choices
- Promote responsibility

To achieve these goals, the reform outlines a set of competencies for students to master throughout their education, including:

- Proficiency in the state language and communication in foreign languages
- Financial literacy
- Mathematical, informational, and communication skills
- Environmental and cultural competence
- Innovation

Students are also taught to understand natural sciences, engineering, and technology. Civic and social skills related to democracy, justice, equality, human rights, and healthy lifestyles are emphasized.

Parallels with European Competencies

The competencies outlined in the New Ukrainian School reform closely mirror those defined by the European Commission. This includes:

- **Lifelong Learning:** Emphasizing the importance of continuous learning throughout life, similar to European educational values.

By aligning its education system with European standards, Ukraine aims to enhance the quality of education and ensure its students are equipped with the necessary skills and competencies to thrive in a globalized world.

Information on the national higher education system

In 2005, Ukraine became part of the Bologna Process, which led to the establishment of a three-cycle system of higher education (Bachelor, Master, and PhD) within a decade. The 2014 Law of Ukraine 'On Higher Education' further integrated this three-cycle system into the educational programs of higher education institutions. This change has provided students with greater variety and flexibility in planning their educational trajectories and has enhanced the compatibility of Ukraine's educational processes with those in other European Higher Education Area countries. The initial level (short cycle) of higher education also remains an essential component of the Ukrainian higher education system.

Preparation in the higher education system occurs across several levels, each leading to different degrees. The initial level, or short cycle, leads to a Junior Bachelor's Degree. The first level, which is undergraduate, results in a Bachelor's Degree. The second level, which is graduate, culminates in a Master's Degree. The third level, which includes the educational-scientific one and educational-fine arts, leads to a Doctor of Philosophy Degree or a Doctor of Fine Arts Degree.

To ensure the recognition, validation of qualifications, and educational components, and to promote the academic mobility of higher education students, Ukraine's higher education system employs the European Credit Transfer and Accumulation System (ECTS). In this system, one ECTS credit is equivalent to 30 working hours.

Bologna system "Ukrainian style"

The implementation of the Bologna system in Ukraine, under which current students are educated, remains stagnant. The primary challenge with

NATIONAL QUALIFICATIONS FRAMEWORK OF UKRAINE

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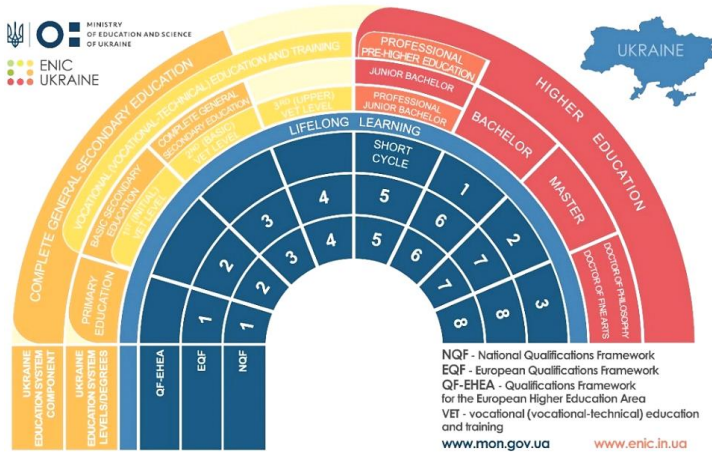


Table 3 – National Qualifications Framework

the Bologna process in Ukraine lies in the lack of genuine adherence to its principles. In practice, there have been only superficial and bureaucratic changes in higher education.

Before its introduction, European countries outlined several key features of the Bologna system. Initially, the European Union faced challenges with student mobility due to diverse national education systems. Hence, the credit system was introduced to facilitate mobility. Additionally, there was a need for clear and structured educational stages, leading to the universal adoption of bachelor's and master's degrees. Furthermore, Europe sought to align with American educational standards, necessitating efficiency improvements and a reduction in course redundancy based on a rating system.

The analogy of the Bologna system with a market-oriented economy is apt. While the Soviet Union's education system resembled a planned economy, the Bologna system, like the EU, is market-oriented. It provides students with flexibility in choosing their educational paths. However, Ukraine's transition to a market-oriented economy is still underway, presenting a challenge in fully embracing the Bologna system.

The Bologna system allows for three types of academic subjects: compulsory, specialized, and elective courses. While there is flexibility in

selecting subjects, the system in Ukraine has leaned towards specialized narrow-profile training, limiting students' choice.

One of the visible innovations of the Bologna system was the division of higher education into bachelor's and master's degrees. Bachelor's degrees focus on developing a broad range of skills, enabling graduates to adapt to changing technological and market conditions. Master's degrees, on the other hand, provide specialized education aimed at shaping specific professional profiles.

It is crucial to acknowledge that Ukraine is not alone in facing challenges with the Bologna system. Protests against reforms have occurred in various European countries, reflecting discontent with excessive workload and costs associated with the transition. Moreover, some countries have struggled to fully implement the system due to entrenched national traditions and resistance to change.

Ukraine's adoption of the Bologna system has been marked by a lack of genuine implementation. Superficial changes and bureaucratic hurdles have hindered the system's effectiveness, leading to double standards in education across many Ukrainian universities. While formally meeting Bologna system requirements, Ukraine has yet to achieve substantial progress in aligning its higher education with European standards.

Modern professional and speech training of future translators encompasses experience and progressive approaches to the definition and specification of the essence of this educational phenomenon in accordance with the Law of Ukraine "On Higher Education".

The curriculum of the educational level "Bachelor" is 240 ECTS credits and includes: theoretical training (227 ECTS credits) in disciplines in the form of classroom classes (lectures, seminars and practical classes) and independent work, in particular: writing term papers (1 ECTS credit); translational practice (12 ECTS credits). State certification of a basic higher education applicant is carried out in the form of comprehensive qualification exams in the theory and practice of translation and comparative typology of Ukrainian and foreign languages.

The curriculum of the Master's degree consists of 90 ECTS credits and includes: theoretical training in the form of classroom classes (lectures and practical classes) and independent work in disciplines (76 ECTS credits); internship (translation) (7 ECTS credits); pre-diploma practice (2 credits) ECTS). State attestation is carried out in the form of comprehensive qualification exams in translation aspects of discourse studies, scientific and technical translation and master's thesis defense.

Theoretical training covers the following cycles: – normative (educational level “Bachelor” – “First Foreign Language”, “Introduction to Translation Studies”, “Theory and Practice of Translation”, “History of Ukraine”, “Second Foreign Language (and Translation)”, “History of Ukrainian Culture”, “Ukrainian Language (for professional purposes)”, “Philosophy”, “Fundamentals of Scientific Research”, “Methods of Teaching Translation and Foreign Languages”, “Personality of the Translator and Author of the Literary Text”, “Comparative Typology of Ukrainian and Foreign Languages”, course work on topical problems of translation of literary texts, “Current trends in modern translation studies”, “Country Studies”, course work on comparative typology of Ukrainian and foreign languages; Master’s degree – “Fundamentals of Multilingualism”, “Problems of Computer-Aided Translation”, “Theory and Practice of Simultaneous Translation”, “Fundamentals of Scientific and Technical Translation”, “Translation Studies Aspects of Discourse Studies”, “Fundamentals of Foreign Language Communication”) and elective (Bachelor’s Degree in Pedagogy, World Literature, Ethics and Aesthetics, Life Safety and Civil Protection, Fundamentals of Information Technology and International Relations), Physical Education”, “Pedagogy”, “World Literature”, “Ethics and Aesthetics”, “Political Science”, “Fundamentals of Economic Theory”, “Fundamentals of Labor Protection”, “Sociology”, “Factors of Successful Employment in the Specialty”, “ICT in the Educational Process”; Master’s Degree – Special Course in Basic Foreign Language, Pedagogy of Higher Education, Psychology of Higher Education, Rhetoric, Occupational Safety and Health in the Industry, Application of Information Technologies in Translation) of academic disciplines.

The spheres of implementation of the translator’s professional activity and the functional and stylistic orientation of texts for translation are determined: a) scientific and technical translation; b) literary translation; c) translation of official business papers; d) translation of journalistic texts; e) translation of scientific prose; f) translation of social and domestic texts.

The significance of all types of industrial practice (pedagogical, translation, pre-diploma, assistant) in the educational process for the training of future translators-sinologists at the educational levels “bachelor” and “master” is described; The essence and content component of students’ independent work in the representation of scientists-teachers are analyzed.

Independent work is considered from the position of the subject of activity (student), is the highest form of purposeful externally motivated

reactive educational and cognitive activity, which is structured and corrected by the subject of activity in accordance with its individual characteristics; the implementation of independent work stimulates the actualization of knowledge, skills and abilities acquired by the pupil / student during classroom classes, contributes to manifestation of self-discipline, self-awareness and responsibility of the subject of activity.

Classification types of independent work of future translators of the English language have been established: – exemplary and reproductive (performing various exercises according to the model / model, typical exercises without elements of creativity, aimed at mastering the material, automating certain skills and abilities); – reconstructive-variable (combines copying and variable choice by the student of methods of activity, techniques, specifically situational actions, functional reproduction (transfer) of the acquired knowledge to the educational and cognitive context); – heuristic (independent analysis of the problems posed at lectures, seminars, laboratory and practical classes, development of a plan and ways to solve them, selection of evidence); – search and research (creation of something new at the same time with the use of acquired knowledge and / or with the assimilation of new through the study of facts, phenomena, scientific achievements).

The activity of a simultaneous interpreter is related to the mechanisms of perception, reinterpretation and generation of speech statements within two languages, which is why a simultaneous interpreter is required to be able to predict the probabilistic development of a communicative situation and the content of statements. I. Feigenberg interprets probabilistic forecasting as, on the one hand, an activity aimed at identifying what can happen to a situation as a result of the actions. On the other hand, as a preparation-mobilization of body systems to react to a situation, the probability of occurrence of which the subject considers to be maximum [3]. The actions of a simultaneous interpreter consist in an instant response to a constantly changing situation, that is, it is a matter of regulating speech activity at the psychophysiological level.

Psychologists (N. Bernstein, O. Leontiev and others) distinguish four levels of awareness, in other words, the potential awareness of speech actions and operations:

1) actual awareness, the subject of which is the purpose of action and activity (the purpose of the statement in our context) [4];

2) conscious control, the subject of which is “conscious operations” formed on the basis of conscious actions (operations of choice of syntactic and lexical means);

3)unconscious control, which corresponds to the phonological, as well as morphological and word-forming aspects of speech actions;

4)unconsciousness, which corresponds to sound production.

For the translator, it is important to orient oneself during the performance of professional actions, followed by the correct choice of an action plan in this regard, which is the result of the relevant speech and thought processes, which N. Zhinkin bases on the peculiarities of the functioning of the mechanism [5, p. 26].

An individual's thinking is its realization in two "opposite"dynamic sections, such as: the subject-image code (internal speech) and the speech-motor code (expressive/external speech) [5, p. 30]. The author "endows"the code of inner speech with subjectivity, insofar as it (the code) consists of signs, images and representations that are schematic in nature. The connections between the components of the code are substantive, not formal, so the thought actualized in inner speech is built in the form of clusters or chains. The scientist interprets speech as a transition from natural language to the code of internal speech, but the generation of utterances – as a reverse transition. It is through the prism of this concept that the specifics of simultaneous interpretation can be discerned.

Note that the accelerated pace of the speaker's speech can disrupt algorithmic actions. The proposed algorithm is implemented in full and in the specified sequence, if the speaker's speech rate is moderate, namely:

1)identification of the duration of the speech segment for translation;

2)awareness of the semantic and the maticload of the fragment of the expressed information;

3)identification of grammatical constructions within the syntactic structure of the fragment-unit of translation;

4)analysis of the author's style on the basis of the three previous actions;

5) assessment of the assumptions of linear translation;

6)linear translation;

7)assessment of the possibility of using background knowledge and results of linguistic experience in translation (additional clarifications on the topic, clichés, phraseological units, etc.);

8)use of the specified background knowledge and results of linguistic experience in translation;

9)assessment of the possibility and degree of compression of the text fragment;

10) compression of the source text fragment in the target language;

11) forecasting the deployment of a separate translation unit;

12) coordination of a fragment of the translated text with a probabilistic continuation. The sixth and eighth actions are not performed if it is not possible). These actions are cyclical in nature, so they are repeated after each subsequent separation of the orientation unit.

In order to successfully interpret in a specific professional situation (within the framework of conferences, seminars, discussions, pressconferences and interviews, presentations, diplomatic meetings, speeches of various industry figures, etc.), a simultaneous interpreter is required: to have experience of a simultaneous interpreter; to possess rich linguistic, background and communicative knowledge, skills and abilities; to have quick reaction and ability to navigate in a professional situation; to have a good memory; to be aware how to use auxiliary special equipment; to be able to work in a team (pair); to possess specific personal qualities (tolerance, ability to work, flexible adaptability to the situation, sense of responsibility, self-organization, time management, composure and correct behavior, desire for self-improvement, etc.).

According to the general algorithm of translation actions, we specify the details of the simultaneous interpreter's work in the main modes. The following modes apply to all types of professional activity of a modern domestic translator (when performing written, oral, "mixed" types of translation). The requirements for a translator are currently high. Bilingual translators (with knowledge of two-three foreign languages), so Ukrainian translators accumulate and improve their professional experience in different modes.

The experience of translators shows that it is easier to translate from one's native language into a foreign language than vice versa for the following reasons:

- when translating from the native language, there are no difficulties with understanding the source text;
- analytical nature of lexical and grammatical English constructions allows you to speed up the pace of translation.

Professional and speech training of future translators in educational institutions of Ukraine is conducted in the state language (Ukrainian), however, taking into account the peculiarities of the linguistic picture of some regions of Ukraine (in particular, the eastern territories and the Southern region), for a certain number of residents of the southern territories of our country, Ukrainian is their native language, so there is a demand for two-way translation into Ukrainian / from Ukrainian. In this regard, the

universities of these territories practice the training of translators in the following modes: “the First Foreign Language ↔ State Language”, “the First Foreign Language ↔ the Ukrainian Language”, “the Second Foreign Language ↔ State Language”, “the Second Foreign Language ↔ the Ukrainian Language”.

There are cases when a Ukrainian translator translates from one foreign language into another foreign language, for example, from Chinese into English or from English into Chinese, especially in the context of international conferences, official meetings, symposia, etc., where the working languages are Chinese and English. It is assumed that scientists and other actors in various fields in the context of European integration have a sufficient level of knowledge, skills and abilities to communicate in English as the officially accepted international language of science, IT and arts.

In addition to the above-mentioned factor, the English language mastering education in Ukraine begins, on average, at the age of five (in the kindergarten), to continue in the secondary school as a compulsory subject, and to be “polished” in higher educational institutions. In other words, the English language occupies a special place in the linguistic experience of any Ukrainian citizen today. Due to the efforts of the Ukrainian authorities providing the governmental policy of the European integration English is no longer perceived as a complex or incomprehensible “foreign” language. Today English performs the function of an auxiliary means of acquaintance with the world, inventions, innovative technologies in various fields, establishing ties with representatives of other cultures, etc., which is necessary in the conditions of the development of modern society.

The condition for admission to the Faculty of Foreign Languages is successful completion of external independent testing, where the main subject is English, so students – future philologists-translators at the moment have a level of English no less fluent than B2 for admission.

It is worth noting, however, that the following rules should be kept in mind when translating from one foreign language into another:

- the process of deciphering a target text is based on distinguishing syntactic and semantic blocks;
- the predominance of the projection-conversion approach to the implementation of translation within two languages is of an analytical nature.

Conclusion. In conclusion, the ongoing reforms in East Asian education systems, as well as Ukraine’s integration of the Bologna system, underscore

the imperative for educational institutions to evolve in response to rapidly changing societal landscapes. Across Taiwan, Hong Kong, and other East Asian jurisdictions, the recognition of globalization, technological advancements, and social transformations has prompted a collective understanding that education must adapt to prepare students for an increasingly volatile and complex future.

Hong Kong's explicit acknowledgment of these challenges, coupled with its emphasis on empowering students to navigate the evolving landscape, exemplifies a systemic approach to reform. Rather than adopting a deficit model, these reforms are rooted in understanding ongoing societal changes and envisioning aspirations for the future. This aspirational model of reform seeks to equip students with the skills, competencies, and values necessary to thrive in the new era.

While the reform goals may vary across jurisdictions, ranging from the development of individual competencies to fostering broader societal values, the underlying principle remains consistent: education must prepare students for the realities of the modern world. The implementation of the Bologna system in Ukraine presents its own set of challenges, with superficial changes hindering genuine adherence to its principles. However, the overarching goal of aligning educational practices with European standards reflects a broader recognition of the importance of internationalization and global competitiveness.

In summary, the education reforms in East Asia and Ukraine underscore the complex interplay between societal changes, educational philosophies, and implementation challenges. Despite differing approaches and contexts, the ultimate aim remains consistent: to equip students with the knowledge, skills, and values necessary to thrive in an ever-changing world. By embracing innovation, fostering adaptability, and promoting lifelong learning, educational institutions can fulfill their vital role in shaping the future of society.

The highlighted specificity of the translation activity of the Ukrainian translators makes it possible to state that modern post-graduates are fluent in the state and foreign languages, have a sufficient level of aspect-by-aspect awareness in the field of English within the framework of written, oral and mixed (written-oral and oral-written) types of translation.

Modern professional and speech training of future translators covers experience and progressive approaches to the definition and specification of the essence of this educational phenomenon in accordance with all

regulations and laws on education, as well as the latest recommendations of the Ministry of Education and Science of Ukraine and takes into account the achievements of international translators' training schools and institutions.

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