

Competence approach to training students in translation activities at university

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Abstract: *The article highlights the issue of professional training of future translators at the university in the light of the formation of their professional competencies. Professional competence determines the ability of the translator to select, combine and mobilize the competencies that are at his disposal. The analysis of the definition of the term "professional competence" by scientists and the existing approaches to highlighting the main competencies that a translator has to acquire, was carried out. In the process of vocational training of students in the field of translation activities, communicative competence takes the main place. The principle of communicativeness is a fundamental methodological principle in teaching both a foreign language and a foreign language culture. The characteristic of basic, specific and special competencies is provided for their use in the process of performing translation tasks. The main aspects of the translator's speech communication are presented: linguistic, text-forming, communicative, personal and vocational. It is analyzed the translator's personal characteristics, which are focused on a flexible and plastic mental organization, the ability to constantly enrich own knowledge, the moral and ethical component, the ability to speak to a large audience of listeners. Fundamental translator's skills are emphasized, among which the following complex skills are distinguished: the ability to analyze the original text, the ability to identify standard and non-standard translation problems, the ability to choose ways of solving them, the ability to edit their own and others' translations.*

Key words: *professional competence, translation activities, personal characteristics, skills, communication.*

Introduction. Modern requirements for the personality of a professional are expressed in a competency-based approach. Today, the issue of training of future translators at the university requires more careful consideration in the light of the formation of their professional competencies. The success of translator as a specialist depends on his practical skills in this field of activity. Since translation is not only interlanguage, but also intercultural me-

diation, there is a number of factors that create a barrier to the transition from one culture to another.

Methodology. In recent years the problem of the competency-based approach to training translators have been considered by many researchers (R. T. Bell, V. Hatim, V. N. Komisarov, L. K. Latyshev & V. I. Provotorov, M. Orozco & N. A. Amparo, W. Wills V.P. Zolotukhina).

It should be noted that the pedagogical conditions for the development of professional competence among university students (intending translators) are still not fully understood and developed. There is no effective methodological support for the development of communicative qualities and foreign language communicative skills, which are necessary in the professional activities of future specialists. There are contradictions between the requirements that modern enterprises (organizations) impose on professional translators and the level of their communicative preparation for professional activities. In theory and practice, the basic personal and professionally significant communicative qualities, as well as foreign language communicative skills, are not sufficiently developed. There are also contradictions between the need to create certain pedagogical conditions for the development of professional communicative competence among university students – future professional translators in the field of professional communication and the insufficient development and scientific justification of these conditions. All these contradictions are associated with the need to integrate the knowledge of the world community in the field of information, which requires overcoming communicative barriers (Zolotukhina 2004: 120).

Discussion. A competent translator should not only possess certain knowledge and skills formed in his mind, but also be able to use them professionally in the process of performing translation tasks. This suggests that he has certain personal qualities, appropriate motivation to carry out professional actions, ethical standards of behavior and a desire for self-development.

It is necessary to distinguish between the concepts of ‘competency’ and ‘competence’. In determining the professionalism of a translator, the term ‘competency’ refers to the internal resources that a translator needs. The term ‘professional competence’ defines the ability of the translator to select, combine and mobilize the competencies that are at his disposal. There are some definitions of translation competence. Bell gives the definition: “the knowledge and skills the translator must possess in order to carry out a translation” (Bell 1998:

43). Wilss defines translation competence as “an interlingual supercompetence [...] based on a comprehensive knowledge, including the text-pragmatic dimension, and consists of the ability to integrate the two monolingual competencies on a higher level” (Wilss 1982: 58). Orozco and Amparo prefer the term ‘translation competence’ because “it already has a long research tradition in other fields, such as Applied Linguistics, and [...] the combination of ‘translation’ and ‘competence’ – understood as ‘an expert knowledge in a specific area’, conveys exactly the idea we have of this concept” (Orozco & Amparo 2002: 375).

In modern research in the field of translation, there are different approaches to highlighting the main competencies that a translator should possess. Researchers L. K. Latyshev and V. I. Provotorov distinguish the following components of translation competence:

1) basic competencies, which boil down to providing students with “theoretical-applied” knowledge about translation and, on their basis, the formation of skills that are common for any type of translation;

2) specific competencies (knowledge, skills that are necessary for the implementation of any one type of translation: written, sequential, simultaneous, etc.);

3) special competencies required when translating texts of a particular genre and style: scientific, technical, business, artistic, etc. (Latyshev & Provotorov 1999: 8).

In the process of vocational training of students in the field of translation activities, communicative competence takes the main place. The principle of communicativeness is currently the fundamental methodological principle in teaching both a foreign language and a foreign language culture. According to B. Hatim, a ‘communicative’ view of the translation process is promoted whereby, without losing sight of the original message producer, the focus is shifted to the role of the receptor (Hatim 2012: 22).

The merit of creating a holistic concept of translation competence belongs to V. N. Komissarov. He notes that “in the process of creating professional translation competence, a peculiar linguistic personality is formed, which has a number of differences from the ‘normal’, non-translational personal-

ity. These differences are revealed in all the main aspects of speech communication: linguistic, text-forming, communicative, personal, vocational.

Translation competence includes: a) language; b) text-forming; c) communicative; d) technical competence and e) personal characteristics of the translator” (Komissarov 2002: 21).

Language competence includes all aspects of language proficiency that are characteristic of any native speaker (knowledge of the system and norm of the language, its vocabulary, grammatical structure, etc.), as well as specific features that are due to the fact that the translator must have sufficient language competence in two languages. The translator is required to know two languages, not each separately, but in conjunction, which V. N. Komissarov calls ‘ordered bilingualism’ (Komissarov 2002: 55). The linguistic competence of the translator must be flexible and comprehensive, as its character and boundaries are imposed on the translator from the outside. In this regard, the ability for quick expanding linguistic knowledge, especially in comparative terms, plays a large role.

Text-forming competence implies the ability to create texts of various types in accordance with the rules and stereotypes adopted in this language group. The translator needs knowledge of the correlation of such rules in two languages, the ability to build texts of different types, knowledge of the differences in the general strategy for building text in two languages.

In addition to the ability to interpret the meaning of the statement, the communicative competence of the translator involves the ability to compare the inferential abilities of representatives of two language groups and, if necessary, enter the missing background information.

Technical competence requires the availability of specific knowledge, skills and abilities necessary for the implementation of this type of activity. Knowledge includes an understanding of the tasks of translation activity, the main provisions of the translation theory, the principles of translation strategy and the basic techniques of translation activity.

The personal characteristics of the translator are focused on:

- a flexible and plastic mental organization, which includes the ability of quick switch attention, movement from one language to another, the ability to concentrate, to mobilize all your potential;
- the breadth of interests, the ability of constant enriching knowledge, which is associated with the breadth and diversity of subjects of texts;
- moral and ethical component. It is associated with the responsibility of the translator for the quality of his work, objectivity, reliability, since the recipients of the translation can not familiarize themselves with the contents of the original. It also involves tact and the ability to keep a secret, since the translator has to work in a variety of communication situations, with a wide variety of information, including secret information;
- the ability for confident keeping himself, speaking in front of a large audience of listeners;
- tolerance, which is based on the existence of differences – cultural, ethnic, racial, social, etc. “in human communities and respect for those differences that result from natural historical development, and does not imply an unconditional tolerance for social inequality in its extreme manifestation” (Tarasenko & Kulykova 2018: 42).

The translator’s strategy encompasses three groups of general principles for the implementation of the translation process: a) initial postulates; b) the choice of a general course of action; c) the choice of the nature and sequence of actions in the translation process.

Among the fundamental translation skills we can identify the following complex skills: ability to analyze the text of the original; ability to identify standard and non-standard translation problems; ability to choose ways to solve them; the ability to edit their own and others’ translations.

All these skills are general in nature. Possession of certain specific skills is required from the translator for certain types of translation: consecutive or paragraph-phrase translation, consecutive oral or written interpretation. Consecutive oral interpretation is the most difficult, since the translator must have “auditory translation competency: general auditory skills, receptive grammar skills, receptive lexical skills, the ability to retain semantic information in memory, the ability to carry out probabilistic

forecasting, and the ability to determine the content of the original message” (Riabukha, Zinenko, & Gostishcheva 2017: 142).

Conclusions. The level of communicative preparation of future translators for professional activities must comply with the requirements of modernity. Therefore, the training of translators at the university should be carried out in the light of the formation of their professional competencies. This implies the presence of basic, specific and special competencies for their use in the process of performing translation tasks. The translator should possess the main aspects of speech communication: linguistic, text-forming, vocational and personal communications. The personal characteristics of the translator is focused on the ability of constant enriching his knowledge, the ability to speak in front of a large audience of listeners, a flexible and plastic mental organization, moral and ethical component, tolerance. Among the fundamental translator’s skills, the following complex skills are distinguished: the ability to analyze the original text, the ability to identify standard and non-standard translation problems, the ability to choose ways to solve them, the ability to edit own and other’s translations.

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