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Ключові слова: Угода про асоціацію, євроінтеграція, освіта, Болонський процес, реформи, академічна мобільність, освітня політика.

Key words: Association Agreement, European integration, education, Bologna process, reforms, academic mobility, educational policy.

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INFORMATION TECHNOLOGIES FOR VARIOUS ASPECTS OF TRANSLATOR TRAINING

The constantly increasing involvement of information technologies (hereinafter – IT) in the practical educational work of Ukrainian universities engaged in teaching translation and interpretation (hereinafter T&I training) is justly regarded as one of the challenges facing the whole system of national education in this sphere [1]. The problem has produced various approaches to the solution thereof, which are, in their turn, frequently influenced by

peculiarities of the national education systems, history and experience, global trends, the situation on the market of translation, etc.

The IT application in the translators' and interpreters' training process has attracted close attention of researchers and educators both in Europe and Ukraine and is generally viewed in a number of aspects, namely

- The use of IT for the language study being a part of T&I training;
- The use of the above said technologies for organization of a translator's activity;
- The use of specific software in the process of translation and teaching thereof to would-be translators and interpreters.

The first idea is widely supported and actively promoted by domestic and foreign educators at all stages of language study from primary education to higher and postgraduate ones. The advantages most generally listed include:

- individualization of training;
- higher motivation in the learning process due to students' interest in modern technologies;
- students willingly conduct a dialogue with a computer, their general, computer and language culture rising;
- availability of direct feedback;
- absence of negative emotions following repeated mistakes;
- higher objectivity of the grades;
- effective performance of training exercises [2].

The additional advantage, which should be specially noted with regard to T&I training is the higher possibility to teach understanding of the oral speech – the skill that is indispensable for an interpreter. The audio course using computer technologies is available in practically all modern teaching aids; some involve actors speaking English with accents other than the standard English, which should be regarded of special relevance for interpreters.

Certain deficiencies are occasionally mentioned by researchers (e.g. [2]) although positive results and still better prospects seriously outweigh critical remarks; moreover, existing drawbacks can be and are constantly corrected.

Although language proficiency is undoubtedly indispensable for a would-be translator his or her competence is not limited thereto. Many universities both in Ukraine and abroad that conduct T&I training tend to pay additional attention to teaching practical issues related to the organization of translators' work, which have been collected and analyzed in the process of research into the modern translation market and employers' demands to their would-be employees' skills and knowledge. The experience of functioning of educational «translation bureaus» (e.g. the International Network of Simulated Translation Bureaus [3]) has shown that a person engaged in professional translation activity normally has to pass through all or most of the following stages:

1. Receiving the original document from the customer.
2. Preparing source text for translation.
3. Translation.

4. Editing, consulting the customer where necessary.
5. Layout.
6. Quality control and updating the database of completed translations and terminology.
7. Sending the translated document to the customer, receiving comments.
8. Archiving the translation and glossary/
9. Receiving payment.

Presently, all these stages are most successfully completed with the use of computer/digital technologies, which has prompted introduction of the courses on electronic document management into the educational process and syllabi that generally include:

- work with application packages;
- obtaining operational information;
- communication with remote partners;
- making competent decisions;
- data entry and systematization [4].

It should be noted that in our practice (NU “OAL” and IHU) the above mentioned issues are addressed within the framework of a wider course on information/computer technologies, which is obligatory for all applicants for higher education. This appears especially relevant with account of the viewpoint expressed by many researchers, e.g.

“... current thinking in higher education is very concerned with ‘generic competences’, namely ‘those which will facilitate incorporation into the world outside university, into the world of work and society at large as critical citizens, together with preparation for lifelong learning’, then technological competence need not stand apart from such generic competences, as there is a strong argument that a good technological education can make a significant contribution to the development of critical citizenship ...” [5].

Foreign researchers [e.g. – 4, 5] mention more specified courses directly connected to the tasks performed by would-be translators. Taking into account the fact that T&I competence in many European countries is frequently acquired through courses taught outside universities, this approach seems expedient in their situation. In this country, however, with T&I training commonly held at higher educational institutions, the general course of IT competence appears sufficient for this purpose in most cases.

However, the most notable changes related to the application of digital technologies have occurred in the process of translation itself and can be reduced to three basic techniques, namely

1. Translation by a translator with application of electronic dictionaries, data base, and various types of reference materials; this also includes communication with the professional community via the Internet.
2. Application of CAT (Computer Aided Translation) tools.
3. Machine translation (hereinafter – MT).

The choice of the technique to be applied obviously depends on the genre and linguistic complexity of the text submitted for translation and, therefore, these texts require previous analysis by the translator.

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Ключові слова: педагогіка перекладу, підготовка перекладачів, інформаційні/комп'ютерні/цифрові технології, IT, CAT, МП, здобувачі вищої освіти.

Key words: translation pedagogy, T&I training, information/computer/digital technologies, IT, CAT tools, TM tools, MT, applicants for higher education.

НАКОНЕЧНА ОКСАНА ВАСИЛІВНА

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СИСТЕМНІ ОЗНАКИ ЮРИДИЧНИХ ТЕКСТІВ

Право є однією з тих гуманітарних галузей, яка характеризується наявністю значної кількості національно-культурних специфічних рис, що відбивають вироблені норми взаємовідносин особистості з державою та іншими людьми. Юридичні тексти в силу свого призначення повинні бути точними й достовірними, оскільки вони передбачають певну форму дій і формулюють принципи вирішення спірних ситуацій, виробляють правила соціальної поведінки в суспільстві тощо [1]. Мова права неоднорідна, вона поєднує у собі кілька субмов: мову законодавства, мову підзаконних актів, мову правозастосовної практики (що у свою чергу також поділяється на кілька видів), мову юридичної науки, мову юридичної освіти, мову юридичної журналістики та ін. [2].

Юридичний текст має спільні риси як з науковим текстом, так і з текстом інструкції, оскільки виконує і пізнавальні, й імперативні функції. Юридичний текст передає, головним чином, когнітивну інформацію. Поряд зі специфічними стандартними термінами,