

ALEXEYEV MYKOLA

*National University «Odesa Law Academy»,
Seniour lecturer of the Department of foreign languages № 1*

ALEXEYeva LIUDMYLA

*International Humanitarian University, Odesa
Lecturer at the Department of foreign languages for professional communication*

SYNOVA TETIANA

*International Humanitarian University, Odesa
Lecturer at the Department of foreign languages for professional communication*

STRATEGIC CHALLENGES TO UKRAINIAN T&I TRAINING

Promoting international communication has been the fundamental objective of translation at all times, however, the urgent needs of the society vary in different periods under the influence of specific historical circumstances thus formulating particular tasks and requirements for translators. The new tasks, general situation and developments in the educational system, in turn, have placed new challenges before the institutions engaged in training translators and interpreters.

The recent 30 years' period has witnessed dramatic changes in many spheres of life, science and education, which have not bypassed translation as a field of knowledge, type of intellectual activity and as a profession resulting in intensive research and emergence of new concepts and approaches. New goals and environment have inevitably modernized the standards for the professional translators thus setting new tasks before the educators in this field.

The problems, which Ukrainian T&I training system has encountered can be very approximately divided into «strategic» and «tactical» according to their present importance and the level to be solved.

For Ukraine the «strategic» challenges should include:

1. *The solution of the dilemma: T&I education v. T&I training in the sense of which should prevail: university education or vocational training.*

Historically, translators/interpreters have been almost entirely trained at universities the process being centrally regulated in quantity (number of graduates) and quality (selection of languages) [3] both in the Soviet and post-Soviet periods, which was also characteristic of most eastern bloc countries. Lack of funding and associated with this drain of qualified specialists in the field of higher education are the constant problems for Ukrainian universities but they still remain the institutions capable of providing adequate T&I training.

The universities are no longer monopolists in language study since numerous commercial courses have filled all niches in foreign language training. The employers readily accept international certificates that some

organizations provide or rely on in-house interview where it concerns language proficiency. These employees would frequently have to do translation work although the abovementioned international examinations have nothing to do with translation. However, a university degree would be required for a full-time translator job.

2. Development of evaluation criteria remains a pressing issue for T&I training.

This issue can and probably should be regarded wider, in terms of developing both criteria for evaluation of the learning results and more generally the standards of the profession. The topicality of this problem in Europe is admitted at all levels in academic, official and professional organizations [3]. Since this problem is similar in Europe and Ukraine joint efforts in this directions appear expedient.

3. Since Ukrainian universities try to cover all eventualities in order to provide jobs for their graduates it is frequently hard to understand who they actually train: teachers, translators/interpreters, tourist agents or linguistic researchers.

This tendency is understandable and may even be justified. John Kearns mentions the same situation in Europe where in an attempt to improve employment prospects the graduates trained as translators are sometimes referred to as «linguistic advisers», «linguistic mediators», and «cultural communicators» [5]. However, the desire to train a multifaceted specialist should not result in the mixture of courses. A distinctly independent T&I course can become most effective as a Master course.

4. Despite the fact that almost everybody – practicing translators, educators and researchers in the sphere of translatology agree on the necessity to widely introduce courses of IT technologies into educational programs, very little practical output can be observed at Ukrainian universities so far.

The persistence with which the issue has been raised, also in Europe, makes believe that either the importance and relevance of the problem has not been fully recognized or the ways and means (technical and methodological) have not been discovered and developed so far [5].

5. Educators in T&I remain a challenge for Ukrainian universities.

There are only too many educators in the sphere of T&I training who are actually foreign language teachers having little or no experience in professional translation. Researchers in TS (again not necessarily professional translators) comprise a smaller portion of the academic staff in this field. The latter commonly lecture on theoretical disciplines whereas the former conduct practical lessons. Involvement of practical translators and interpreters in the educational process appear to be the best option. This can also assist in facing the following challenge:

6. Bringing training closer to the requirements of the market of translations.

This problem has always been characteristic of university education in general and T&I training in particular. However, quite a number of methods have been developed both in domestic and European practice in order to cure the deficiency including inviting professionals into the classroom, assessing of

students on the basis of portfolios of their completed translations, using real-world ('authentic') translation tasks with explicit instructions from a client, etc.

The Faculty of Translation and Interpreting at the University of Granada suggests an innovative teaching project named 'Aula.int, an online translation classroom' within the strategy of the Professional Approach to Translator Training aiming at «introducing translation students to the professional market and helping them get acquainted with working conditions in the real labour market by means of a simulated translation agency.» [6].

References:

1. Kiraly, Donald (1995) Pathways to Translation: Pedagogy and Process. (Translation Studies 3). Kent, Ohio & London England: Kent State University Press.
2. Pym, Anthony (2005) «Training Translators: Ten Recurrent Naiveties.» Translating Today 2, January 2005. 3–6.
3. National Reports on the Training of Translators and Interpreters Appendix to the Final Report. http://www.celelc.org/projects/Past_Projects/TNP_Languages/TNP1_resources/SP7NatReps.pdf
4. Translator training and modern market demands, Aula.int1, Perspectives: Studies in Translatology Vol. 13, No. 2, 2005 Universidad de Granada, Granada, Spain [ectives.pdfprints.rclis.org/15145/1/2005-Persp](https://www.researchgate.net/publication/297128820_Training_Translators) https://www.researchgate.net/publication/297128820_Training_Translators
5. Kearns, John. (2006) Curriculum Renewal in Translator Training: Vocational challenges in academic environments with reference to needs and situation analysis and skills transferability from the contemporary experience of Polish translator training culture. Thesis submitted for the award of PhD in Applied Language Studies – <https://core.ac.uk/download/pdf/11311302.pdf>
6. Pym, Anthony (1993b) «On the Market as a Factor in the Training of Translators.» Koine 3. 109–121.

Ключові слова: підготовка перекладачів, стратегічні виклики системі підготовки перекладачів, інформаційні технології у підготовці перекладачів, перекладознавство, ринок перекладів, вітчизняна практика підготовки перекладачів.

Ключевые слова: подготовка переводчиков, стратегические вызовы системы подготовки переводчиков, информационные технологии при подготовке переводчиков, переводоведение, рынок переводов, отечественная практика подготовки переводчиков.

Key words: training translators and interpreters, T&I training, strategic challenges for T&I training system, information technologies for T&I training, translatology, translation market, domestic practice of T&I training.