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KEY COMPONENTS OF TRANSLATOR'S PROFESSIONAL COMPETENCE

Баб'юк О. В.

*кандидат педагогічних наук,
викладач англійської мови*

*Галицький коледж імені В'ячеслава Чорновола
м. Тернопіль, Україна*

Translators' training is becoming more and more important nowadays. However, to meet the requirements of the market the university programs have to be flexible and well grounded. The problem is that they often correspond to internal needs of educational institutions, do not take into account market development and very often are too theoretical [3]. The problems may be solved by involving professional translators in university settings; teachers' professional development; real stakeholders assistance in the development of the curriculum and programs; updating programs according to the new translation theories, ideas, approaches; incorporating effective teaching methods and practices.

The programs should focus on the content that students should acquire. Taking into account different views [1; 2; 4], we identify linguistic, intercultural, subject, instrumental, interpersonal, strategic competences that are the key components of translators' professional competence.

Linguistic competence presupposes high level of speaking, reading, writing, listening, vocabulary, grammar and pronunciation skills in two languages. Intercultural competence provides translators with the ability to fully understand and interpret texts (which are usually culture-bound) in the source and target languages, compare cultures, effectively fulfill the role of a mediator.

Subject competence is of utmost importance in specialized translation [2, p. 109]. The best situation is when a translator is an expert both in the field and in translation and undergoes training in both areas. However, it's not always the case for Ukrainian

educational institutions, especially for bachelor's programs. More attention to training in specialized translation is usually provided at master's levels. Students can select specialization or deepen their knowledge and develop skills with the help of elective courses. The subject area expertise may further develop during professional career by working with experts, finding out the updates in the field, reading specialized literature, attending specialized conferences, workshops, expanding knowledge of the terminology and phraseology [2, p. 109-110].

Instrumental competence is the ability to use different resources (dictionaries, textbooks, official documents, parallel texts, ICT tools (for example, Computer-Assisted Translation (CAT) tools, Translation Memory software, GPT etc.) and translation techniques (literal translation, idiomatic translation, localization etc.) to successfully complete the translation. Interpersonal competence means the ability to collaborate with researchers, revisers, experts in the subject field, other translators, clients, agencies in order to fulfill professional duties successfully. Strategic competence includes learning strategies (metacognitive, cognitive that help to organize work, identify the problem and solve it, memorize the information, analyze it etc); communicative strategies that help to communicate effectively in intercultural setting (attract attention, convey the meaning etc.); translation strategies (use of reference literature, models, previous analysis of the thematic area etc.).

Successful development of the above-mentioned competences require a range of methodological tools and activities which we will focus on in our further research.

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