MODERN EUROPEAN PROFESSIONAL EXPERIENCE OF THE TRANSLATOR OF ROMANO-GERMANIC LANGUAGES

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INTRODUCTION

Modern living space is characterized by the transition of humanity to a new stage of civilization - the postmodern model of society. This also implies the involvement of all the possibilities of the information society into the process of translation and exchange of experience in this field (ZUO, SUN, 2017; TURULA, 2017; HOLUBNYCHA, KOSTIKOVA, KRAVCHENKO, SIMONOK, & SERHIEIEVA, 2019). Under such conditions, the exchange of experience, methodologies - all forms of information - is paramount in the generation of supply and demand. High-tech learning aids will facilitate the organization of the process of continuous self-education, as the regular need to share the professional experience of the translator, growing language needs for self-education cannot be met only with purely theoretical training courses and traditional paper media.

The European experience of a modern teacher shows the need for continuous education, learning to use new technologies and training complexes in a continually changing language environment. For professionals engaged in the group of Romanic and Germanic languages, which are widespread in the world, the continuous improvement of translation abilities and skills is a necessary professional condition.

AIMS

The aim of the research is to study the effectiveness of the author’s training and methodological complex to the academic discipline “Translation models of Romano-Germanic languages” in teaching translators in terms of self-education. This is a modern way of supporting linguistic self-educational activities of a translator. In addition, the purpose of this work is:

- to conduct and describe a quasi-experiment regarding the impact of the proposed comprehensive course;
- to process the data on the results obtained during the experiment.

METHODS

In order to study the essence of the problem, theoretical research methods were used, namely analysis and synthesis. The experiment involved the use of empirical methods, such as testing, questionnaires, observation and pedagogical experiment. Statistical methods, which made it possible to evaluate the results of the experiment, are used. The pedagogical experiment lasted for 36 weeks in the 2019/2020 academic year within the academic disciplines “Translation Theory and Practice”, taught at the Kharkiv National University of Economics named after Semen Kuznets, and “Translation models of Romano-Germanic languages” (Kharkiv, Ukraine), presented at the Yaroslav Mudryi National Law University (Kharkiv, Ukraine).

The experiment involved 2 groups in each HEI. The experimental group (G1) included 44 participants, and the control group included 44 participants too. Respondents are students of
foreign language faculties specializing in the history of language, linguistics and comparative studies. Their education program included the simultaneous study of English and German or English and French.

Students and young professionals voluntarily agreed to participate in the experiment, a group of researchers built all control materials and questionnaires with respect for the dignity and privacy of participants. The implementation of the training and methodological complex presented in the research did not have non-invasive interventions, no measures that would affect the faithfulness and objectivity of the participants’ results were taken.

LITERATURE REVIEW
Problems of modernization of self-education through the introduction of multilevel training complexes are the matter of discussion of both scientific theorists and translation practitioners (FERNÁNDEZ-MANJÓN, SÁNCHEZ-PÉREZ, GÓMEZ-PULIDO, 2007). In world practice, as well as in European countries, the process of gaining modern translation experience is closely related to adaptation to life in the information society. Along with studies on the experience of translation strategies (BERGEN, 2010, JUNINING, MAHENDRA, KUSUMA, 2020) and informatization of linguistic self-education, researchers view constant information technology support of education as important (DZVINCHUK, RADCHENKO, KACHMAR, MYSKIV, & DOLINSKA, 2020; ZHERNOVA, 2018). Such forms of gaining and improving translation experience are a new branch of modern pedagogy (JIRAPHATRALIKHIT, KLINPOON, & KAEWJAN, 2005; ABDULLAHI, SALLEH, & ALWAN, 2018).

Different researchers have different views on translation algorithms, and this is how different translation strategies emerge. Classification of strategies (BERGEN, 2010): 1. Strategy of understanding. 2. Transfer strategies. 3. Production strategies. First, the text is always read and understood at the beginning. Secondly, an analysis of the source text and the expected result of the translation is carried out, considering the target audience. It is at this level that the translator decides on the strategy type. Third, the production of the text in some way equivalent to the source one is carried out. The translator can also choose two main methods of translation, which are called direct (literal) and intermediary (POŃSKA, 2014). In modern translation theory and practice, there are several levels and strategies studied in the academic environment.

The syntactic strategy is local and changes grammatical structures of the target text regarding the source text. Such a model is understandable and forms the basis for any translation (POŃSKA, 2014). Semantic translation strategies take into account the whole system of lexical-semantic linguistic ties. Pragmatic translation strategies are focused on cultural patterns, scripts, registers, interpersonal transformations, etc. (JIRAPHATRALIKHIT, KLINPOON, & KAEWJAN, 2005; BAYRAM-JACOBS, 2015).

RESULTS
The quasi-experiment basis
The training complex is determined by three strategies, so it consists of three levels. The first level “Conative Strategies” (focus on the audience) contains 1) communicative-emotional and lexical-informational components, providing the transfer of the meaning and influence on the readers of the translation, which were planned by the author of the original.

The second level “Personal Translation Strategies” is defined by algorithms for conceptual processing of information (perception, interpretation, generation), such a strategy implies the involvement of ideological and stylistic capabilities of the translator. At this level of training, the participants in the experiment have the opportunity to master methods of autonomous regulation, correction of the translation process itself in terms of self-education. Such a translation model allows the translator to show his own characteristics as the author of the text.

The third level of the training complex “Cognitive-Linguistic Strategies” aims to involve textual and linguistic competencies (cognitive, aesthetic, cultural information, features of its
verbalization) into the process. At this level, it is possible to assess the degree and quality of the acquired theoretical knowledge and skills.

At the initial stage of mastering the training complex, the algorithm of the translator's work is presented to the participants in the experiment. This will not only present a holistic picture of actions and the order of translation operations, but also explain the essence and division into levels and order of mastering the theoretical material itself and performing practical translation tasks.

**Figure 1.** Stages of the strategy when working with the translation (Author-developed)

| Orientation and analysis stage | Planning translation activities | Operational stage | Control and evaluation stage |
|-------------------------------|--------------------------------|------------------|-----------------------------|
| PRAGMATIC ADAPTATION          |                                |                  |                             |

**Source:** Search data.

Four stages of work on translation are defined. The orientation and analysis stage implies the acquaintance with the source text. This is reading, understanding, and then conducting a semantic and linguistic analysis of the text and collecting extralinguistic data about it. At the stage of planning translation activities and expected probabilistic translation output. At the operational stage, the translation process takes place directly, considering the interaction of all the necessary language subsystems. And the final stage implies the translation evaluation, control and editing.

The last step in the translation formation is the pragmatic adaptation of the text to cultural scenarios, emotional markers, which are decisive in the language, into which the translation is made. At the first level of Conative Strategies, 8 units are planned. Active work is envisaged primarily with theory and extralinguistic aspects. But there are also tasks to familiarize with lexical material to translations.

**Table 1.** Average results of the work of the groups during the experiment (Conative Strategies Level). Author-developed.

| Learning Outcomes | Experiment Stage | Experimental Group | Control Group |
|-------------------|------------------|---------------------|---------------|
| Minimum grade     | Beginning        | 6.2                 | 6             |
|                   | End              | 8.1                 | 6.3           |
| Average grade     | Beginning        | 8.25                | 8.3           |
|                   | End              | 9.0                 | 8.5           |
| Maximum grade     | Beginning        | 10.2                | 10.0          |
|                   | End              | 12.0                | 12.0          |

**Source:** Search data.

At this level, Personal Translation Strategies (9 units), translation linguo-didactic capabilities and educational resources of the training complex can be enhanced significantly. It covers a wide range of additional teaching materials on the translation theory and practice, providing an opportunity to master the potential of high-tech learning aids in virtual space, teaches to use the potential of the global network.
Table 2. Average results of the work of the groups during the experiment (Personal Translation Strategies Level). Author-developed.

| Learning Outcomes | Experiment Stage | Experimental Group | Control Group |
|-------------------|------------------|--------------------|---------------|
| Minimum grade     | Beginning        | 6.5                | 6.0           |
|                   | End              | 8                  | 6.35          |
| Average grade     | Beginning        | 8.2                | 8.2           |
|                   | End              | 9.3                | 9             |
| Maximum grade     | Beginning        | 10.5               | 10.4          |
|                   | End              | 12                 | 12            |

Source: Search data.

Mastering this level of Cognitive-Linguistic Strategies (8 units) implies learning the full algorithm of the translator’s work.

Table 3. Average results of the work of the groups during the experiment (Cognitive-Linguistic Strategies Level). Author-developed.

| Learning Outcomes | Experiment Stage | Experimental Group % | Control Group % |
|-------------------|------------------|-----------------------|-----------------|
| Minimum grade     | Beginning        | 5.4                   | 6.0             |
|                   | End              | 6.5                   | 6.5             |
| Average grade     | Beginning        | 8.30                  | 8.0             |
|                   | End              | 9.10                  | 8.45            |
| Maximum grade     | Beginning        | 10.0                  | 10.2            |
|                   | End              | 12.0                  | 12.0            |

Source: Search data.

As the table shows, the number of respondents, who received the maximum grade in the experimental group at the final stage, increased by 6%. The number of participants, who received the minimum grade, decreased by 4%. While the control group does not have such results: the maximum grade - 2%, and the minimum - 1%.

All this together not only promotes cognitive activity of young translators, considerably enriches their possibilities of realization of high-quality translation, increase in knowledge of the sociocultural plan – enriches experience in translation activities.

Table 4. Distribution of respondents of experimental and control groups by the level of formation of translation culture in the conditions of self-education during the experiment

| Components of translation culture | Experiment Stage | Experimental Group % | Control Group % |
|----------------------------------|------------------|-----------------------|-----------------|
| Professional                     | Beginning        | 28                    | 36              |
|                                  | Average          | 36                    | 36              |
|                                  | High             | 36                    | 25              |
|                                  | Low              | 25                    | 41              |
|                                  | Average          | 41                    | 34              |
|                                  | High             | 34                    | 40              |
| Procedural and activity orientation | Beginning    | 63                    | 16              |
|                                  | Average          | 16                    | 21              |
|                                  | High             | 21                    | 60              |
|                                  | Low              | 60                    | 18              |
|                                  | Average          | 18                    | 22              |
|                                  | High             | 22                    | 58              |
| Motivational and personal        | Beginning        | 35                    | 22              |
|                                  | Average          | 22                    | 43              |
|                                  | High             | 43                    | 36              |
|                                  | Low              | 36                    | 24              |
|                                  | Average          | 24                    | 40              |
|                                  | High             | 40                    | 35              |
| Total                            |                  | 100%                  | 100%            |

Source: Search data.

At the final stage of the experiment, based on the learning outcomes, the respondents filled out a Google form, where they assessed the following positions of their own experience of self-education, improvement of the translation culture: professional component, procedural and activity orientation of respondents, motivational and personal components. The experimental group changed its attitude to the professional component – at the high level the increase was by 8%. The control group changed its attitude to professional development by 3%.

DISCUSSION

According to the analysis of the studies (KIKI-PAPADAKIS, & CHAIMALA, 2016; CAVUS, and IBRAHIM, 2017), the use of training complexes involving the capabilities of modern high-tech information systems is actually effective for learning foreign languages, carrying out activities of a modern translator. This is primarily the search for an effective algorithm for interactive
forms of learning (KHALEEL, WOOK, ASHAARI, 2018), the study of the educational potential of social networks (MYKYTIUK, LYSYTKA, MELNIKOVA, 2020; SHIM, & LEE, 2018), the introduction of cloud storage and processing technologies for training material in the field of education (WEST, & VOSLOO, 2013; WANG, 2017), etc. Such developments provide an opportunity to conduct further research on the experience of acquiring and improving speech habits and linguistic competencies, as well as increase the interest of educators in developing new ways of using experience in translation in the context of Romano-Germanic languages.

The researchers have noticed the growth of digital competence of users of training complexes, the ability to quickly work with sources, the opportunity to share experiences, and accordingly the quality of educational content improves, there is feedback and enthusiasm for the process itself (SYNORUB, MEDYNSKA, 2019; RABABAH, 2020; CHATTERTON, & GODDARD, 2000). According to the results of a number of experiments (NENTHIEN, LOIMA, 2016; ČUHLOVÁ, 2019; KUZMINA, PROTAS, FARTUSHOK, RAIEVSKA, IVANOVA, 2020), where ours is a logical continuation, involvement into modern foreign language training complexes within self-education proves that participants were interested, active and felt the benefits of modern information technologies in mastering the work of the translator (MEGANTARA, 2017), felt more socialized (POPOVYCH, RAGIMOV, KORNIENKO, IVANOVA, BURYK, 2020).

Our research was aimed at determining the effectiveness of the involvement of technologized training complexes for the study of Romano-Germanic languages (English, French, German). With an emphasis on the professional experience of the translator, development of translation skills within modern translation strategies. Accordingly, the results of the experiment showed increased effectiveness of training, improved quality and heightened interest in the work of the translator. Studies in the field of translation practice are aimed at teaching the translation of general and popular science texts, which are available in many sources, as well as news, magazines, etc. (JUNINING, MAHENDRA, KUSUMA, 2020). The participants in the experiment took an independent course of translation practice in terms of self-education, where the training material included a set of practical cases and research innovations in translation theory, self-study of the translation algorithm, as well as experience in assessing the translation quality.

**CONCLUSION**

Thus, the training complex provides favourable conditions for independent translation work of future specialists in Romance-Germanic languages. Users have the opportunity to update the adaptive algorithm for constructing an individual learning trajectory. The professional experience of the teacher is gained by receiving not only internal, but also external educational products, gives the opportunity to choose between different translation strategies, which forms one’s own individual professional experience. This contributes to the enrichment with knowledge, improvement of practical skills in working with foreign languages, generates the desire to improve, as well as helps to gain personal experience of the translator, obtain one’s own individual translation handwriting, linguistic self-realisation. By way of example of such work, we can cite the training complex, proposed in the research, which is aimed at optimizing the process of language self-education in the information society.

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Resumo
O objetivo da pesquisa é descrever e analisar as vantagens da formação e complexo metodológico do autor para a disciplina “Modelos de tradução de línguas romano-germânicas”, que visa apoiar atividades linguísticas auto-educacionais de jovens profissionais, tradutores. O complexo de treinamento é um sistema multifuncional aberto de aprendizagem e troca de experiência, que contém materiais didáticos, metodológicos, informativos e de referência. As estratégias de tradução levam em conta princípios pedagógicos, ergonômicos e específicos do trabalho. A gama de métodos (teóricos, empíricos, estatísticos) visa alcançar o propósito da pesquisa e sistematizar os resultados. Métodos empíricos de teste, observação, bem como um experimento pedagógico realizado com os alunos foram utilizados para testar a eficácia do projeto. O método estatístico foi utilizado para avaliar os resultados do experimento. O resultado do projeto é fornecer condições para a experiência de tradução em termos de estudo individual. No contexto moderno, é efetivado o algoritmo adaptativo para a construção de uma própria trajetória individual de autoeducação de um jovem professor em uma combinação harmoniosa de sua individualidade e necessidades educacionais.

Palavras-chave: Autoeducação linguística. Pacote de treinamento multimídia. Língua estrangeira. Estratégia de tradução.

Abstract
The purpose of the research is to describe and analyse the advantages of the author’s training and methodological complex to the discipline “Translation models of Romano-Germanic languages”, which is designed to support linguistic self-educational activities of young professionals, translators. The training complex is an open multifunctional system of learning and exchanging experience, which contains didactic, methodological, informational and reference materials. Translation strategies consider general pedagogical, ergonomic and specific principles of work. The range of methods (theoretical, empirical, statistical) aims to achieve the purpose of the research and systematize the results. Empirical methods of testing, observation, as well as a pedagogical experiment conducted with students were used to test the effectiveness of the project. The statistical method was used to evaluate the results of the experiment. The result of the project is to provide conditions for gaining translation experience in terms of individual study. In the modern context, the adaptive algorithm for constructing an own individual trajectory of self-education of a young teacher in a harmonious combination of his individuality and educational needs is actualized.

Keywords: Linguistic self-education. Multimedia training package. Foreign language. Translation strategy.

Resumen
El propósito de la investigación es describir y analizar las ventajas de la formación del autor y el complejo metodológico para la disciplina “Modelos de traducción de lenguas romano-germánicas”, que está diseñada para apoyar las actividades lingüísticas autoducativas de jóvenes profesionales, traductores. El complejo formativo es un sistema multifuncional abierto de aprendizaje e intercambio de experiencias, que contiene materiales didácticos, metodológicos, informativos y de referencia. Las estrategias de traducción tienen en cuenta los principios pedagógicos, ergonómicos y específicos del trabajo. La gama de métodos (teóricos, empíricos, estadísticos) tiene como objetivo lograr el propósito de la investigación y sistematizar los resultados. Se utilizaron métodos empíricos de prueba, observación, así como un experimento pedagógico realizado con estudiantes para probar la efectividad del proyecto. Se utilizó el método estadístico para evaluar los resultados del experimento. El resultado del proyecto es proporcionar las condiciones para adquirir experiencia en traducción en términos de estudio individual. En el contexto moderno, se actualiza el algoritmo adaptativo para construir una trayectoria individual propia de autoeducación de un joven maestro en una combinación armónica de su individualidad y necesidades educativas.

Palabras-clave: Autoducación lingüística. Paquete de formación multimedia. Lengua extranjera. Estrategia de traducción.

Keywords: Linguistic self-education. Multimedia training package. Foreign language. Translation strategy.