

INTEGRATION APPROACH IN TRANSLATORS' TRAINING AT DIFFERENT HISTORICAL STAGES OF TRANSLATION ACTIVITIES

*The 21st century poses special tasks for the universities of Ukraine, given the key trends in the field of education, where internationalization and globalization come to the fore. Internationalization provides for the possibility of free and equal access of states to educational services. Globalization is a complex and multifaceted phenomenon that has a significant impact on the spheres of society. **Purpose of the study.** To address the issues of developing new educational standards and programs for the training of future translators, it is necessary to make a marketing analysis of the external and internal environment. **Research methods.** To achieve our goal, a complex of qualitative research methods was applied, including synthesis, comparison and generalization of theoretical material, which helped to identify the main topics for analysis. **Prospects for further research** are to study the possibility of improving the quality of training of specialists, taking into account an adequate response to changes in the placement of professional personnel, increasing the rating of the educational program for training future personnel.*

Key words: globalization, translation activity, theory, didactics, professional training, scientific and educational discipline, historical periods of translation activity, communication, integration approach

Introduction. The 21st century poses special tasks for the universities of Ukraine, given the key trends in the field of education, where internationalization and globalization come to the fore. Internationalization provides for the possibility of free and equal access of states to educational services. Globalization is a complex and multifaceted phenomenon that has a significant impact on the spheres of society.

In the field of the education system, globalization concerns: (1) strategies for the development of international relations between education institutions; (2) problems of transnational education; (3) international guarantees of the quality of education; (4) regional and interregional cooperation; (5) information and communication technology education, virtual universities (6) improving equity and access to higher education (Болонський процес та нова парадигма вищої освіти, 2014).

Taking into account the course of Ukraine's development towards integration into the European economic, legal, educational, scientific, cultural community, the issue of the quality of professional training of translators by Ukrainian universities is important.

As evidenced by the results of scientific research, the problem of analyzing, systematizing and identifying ways to introduce the positive elements of the experience of training programs for translators in the domestic and world context is quite important at the present stage.

Analysis of relevant research. The interest of scientists is focused on: specialization of translation education, qualification areas of training translators (N. Gavrilenko, V. Karaban, A. Kozak, S. Kolomiets, R. Criss, L. Chernovaty); professional training of specialists in a foreign school (G. Voronka, T. Georgieva, A. Ivanova, T. Koshmanova, I. Martsinkovsky, S. Pomanova); components of the professional competence of the translator and the pedagogical conditions of its formation (L. Barkhudarov, V. Ilyin, A. Kozak, L. Latyshev, G. Miram, S. Nikolaeva, Yu. Passov, N. Sobol, L. Tarkhova, S. Shvachko, M. Zwillinga, J. Holz-Mänttäre); the historical aspect of the development of translation education (K. Garashchuk, E. Pim); key provisions of the harmonization of philological education in Ukraine with the space of higher education in European countries (L. Baranovska).

Aim of the study. To address the issues of developing new educational standards and programs for the training of future translators, it is necessary to make a marketing analysis of the external and internal environment. Analysis of the external environment involves the study of the translation services market in Europe, the USA and Ukraine in order to take into account the requirements of this market, a thorough study of the groups of potential consumers of educational services, as well as the adaptation of the educational process to the needs of the translation services market with the subsequent adjustment of curricula and training programs for future translators.

It is necessary to clearly understand that the requirements for the professional training of highly qualified translators necessitate a transition from the existing qualification model to a competency model (Айнутдинова, 2012).

Orientation of education to key competencies will ensure the formation of professional universalism – the ability of a future translator to change spheres and modes of activity, which is almost inevitable in a market economy. Today, the modern translation market needs to strengthen its infrastructure and create fundamentally new, alternative models of the process of providing services, which must be taken into account in the methodological component of the training of future translation specialists.

Thanks to the systematic interaction of education and employers, this process can be formalized in the form of criteria and requirements for graduates of higher education institutions regarding their suitability for practical activities. The use of marketing strategies in the process of developing a model for training

future translators involves taking into account the requirements of the labor market, a thorough study of groups of potential consumers of educational services, adaptation of the educational process based on studying the situation in the translation industry and the impact on these markets.

Research methods. In order to achieve our aim, a complex of qualitative research methods, including synthesis, comparison and generalization of theoretical material was applied, which helped identify the main topics for the analysis.

Theoretical analysis was in large part informed by the material related to pedagogical aspects and based on the study of references' works.

Results. Modern models of teaching interpreters and translators are characterized by deep integration of the disciplines of general theoretical and professional blocks, which ensures the consistency and integrity of knowledge of theoretical and professional disciplines, the formation of professional skills and abilities and, as a result, the readiness of future translators to quickly integrate into the profession. Particular attention should be paid to understanding the language both native and foreign as a working tool, which makes it possible to achieve conventionality of text generation during translation. Another important aspect of training future translators is the focus on developing skills to delve into any subject area and adapt to various types of translation.

The change in the educational paradigm in modern society, the emergence of new educational values – self-design and self-development of the individual, the transition from the "information-knowledge" paradigm to the "competence-based personality-oriented" – oblige higher professional education specialists to look for new approaches to training professional translators.

This approach to teaching, in contrast to the traditional qualification, involves requirements not only to the content of education (knowledge, skills and abilities that a university graduate must possess not only in general theoretical, but also in special disciplines), but also to the formation of behavioral components: the ability to apply knowledge, abilities and skills for solving problems arising in professional activity, and mastering the algorithm for further self-learning in the chosen professional field) (Барановська, 2016).

Competence and personality-oriented higher professional education should be aimed not so much at transferring knowledge, skills and abilities as at creating conditions for mastering them in action.

The content of training in this case focuses not only on the assimilation of professionally significant theoretical knowledge, but also on the development of students' erudition and the ability to consciously apply general theoretical knowledge in the professional sphere. Such active learning is

possible provided that the goals of vocational training coincide with the personal motives of students, when the content of training is comprehended, worked out, interiorized and has become a personal experience of the student. This result can be achieved through serious integration and professionalization of academic disciplines of general theoretical and professional cycles.

Every kind of human activity, every branch of scientific knowledge or art strives to write its own history. The history of medicine, the history of mining, the history of printing, the history of military art, the history of theater, the history of religion, the history of philosophy – these are just some examples of building a historical direction in theoretical descriptions of a particular social phenomenon.

The history of translation testifies that translation is one of the most ancient and constantly demanded types of intellectual activity in all centuries, nevertheless, it has not received an unambiguous assessment of society. For many centuries, human society, regularly consuming the fruits of translation activity in all spheres of public life – in politics and diplomacy, in science and religion, in art and military affairs – never tired of reproaching translators for inaccuracy, infidelity and even betrayal.

“Traduttore traditore” – “traitor”, is the most frequently repeated aphorism that determines the attitude of society towards the work of a translator. One can wonder for a long time why, after so many translation successes, after so many created translation masterpieces, after the translators have solved so many seemingly insoluble tasks to overcome interlanguage and intercultural conflicts that arise in translation at every step, the “traitorous translator” still has the status of a very common judgments about translation. But we should not forget that along with this judgment about the translation there is something else, expressed in the aphorism “translators are post horses of enlightenment” (Волошинова, 2004).

Indeed, it is hardly possible to doubt the great civilizing mission of translation.

After all, translation activities contributed to the spread of religion, the improvement of literature, the transfer of scientific knowledge from one people to another, it influenced the development of statehood in conditions of bilingualism and many other extremely important aspects of human civilization.

The contradiction that arises when comparing the Italian proverb and the aphorism expressed by the French diplomat and writer Joseph De Maestre and formulated in Russian by A. S. Pushkin, can be explained by the contradiction between the general and the particular. The general and the particular appear as

sides, some subcategories that make up the philosophical category of quality. The quality category was formulated one of the first by Aristotle in the 4th century B.C.

Aristotle understood the category of quality as a specific distinction of essence, i.e. the internal content of an object, or as a characteristic of the states of the essence, and also as a property of a thing. T. Hobbes, R. Descartes, J. Locke, I. Kant, L. Feuerbach, G. Hegel, F. Engels and others also addressed the category of quality.

Thanks to this category, translation can be distinguished from other types of speech activity, interlanguage communication, as well as interpersonal and international and intercultural mediation (Чужакин, 2001).

At the same time, this category allows you to see the translation in all the variety of its manifestations and properties, regardless of the conditions of implementation, spatial and historical specifics. That is why the distinction within the category of quality of subcategories of general and particular seems to be very important. Concrete mistakes of translators at all times were subjected to harsh criticism, successful translation solutions aroused admiration. But translation mistakes and successes in historical coverage appear as special cases. Over time, they are forgotten, and only a general idea of translation and its social significance remains in the public consciousness. Translation activity in general is really presented as one of the most important social functions that ensure the life of a multilingual and multicultural human society. Communication as one of the most important means of the existence of society without translation is often very difficult or even impossible. In this regard, the Italian proverb is of interest not so much as a characteristic of translation activity in general, but as a reflection of a firmly rooted critical attitude towards each particular act of translation, as a reminder of the inevitability of comments and critical remarks, analyzes and reasoning that it inevitably entails. This contradiction between the general and the particular in the view of translation activity is especially clearly manifested when referring to the history of translation.

World history keeps the names of great people who have had a very significant impact on the development of human civilization.

The Roman orator Cicero, theologian and biblical scholar Jerome of Stridonsky, the German humanist Martin Luther, the French typographer Etienne Dole and many others left an indelible mark on the history of translation (Швачко, 2015).

Cicero, who made a huge contribution to the development of world oratory, in the preface to his own translation from Greek of the speeches of

Aeschines and Demosthenes, justified himself before his contemporaries for his oratorical approach in the particular case of translating a private, concrete work.

Jerome, who rendered an invaluable service to the Catholic Church by translating the Bible into Latin, canonized more than a thousand years after its creation, in his treatise known as the Letter to Pammachy, justifies himself before contemporaries who accused him of translation errors, inaccuracies and distortions in one particular, a specific act of translation (Шупта, 2004). Luther, who played a huge role in the formation of the modern German language, explains and justifies his specific translation decisions in particular cases of translation of biblical texts. Dole, who first tried to deduce the rules of good translation on the basis of the laws of oratory, was burned at the stake of the Inquisition for specific, private, translation liberty.

French writer of the 17th century. Jacques Amyot, whom the modern French call the "French Luther", paying tribute to his outstanding role in the development of French literature, was exposed in the 17th century. Sharp criticism of the French Academy for additions, omissions and inaccuracies in a specific act of translation – in the translation of Plutarch's Comparative Biographies (Чужакин, 2001).

Thus, the historical view of the results of translation activity always seems to be more generalized, devoid of details, the particular and specific, inherent in a particular act of translation, dissolves in the general.

The history of translation only formally refers to the past. In fact, it restores the dialectical unity between a specific historical fact of the past and its generalized critical assessment from the standpoint of the present day and is based on the entire historical experience. History is always critical for all its striving for objectivity and impartiality.

Knowledge of the result inevitably causes the desire to evaluate the process that led to this result. Is the history of translation, having shown the mistakes of predecessors, their doubts and searches, capable of being useful for further successful translation activities? The answer to this question can only be positive. Let us remember that the ancients called history *magistra vitae* (teacher of life) (Марченко, 2007).

However, the history of translation should not be regarded as a kind of virtual "chest of antiquities", digging through which you can find solutions for specific translation tasks, just as modern fashion designers, having studied historical drawings and photographs, draw "innovative" solutions from them.

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Samuel Johnson publishes an essay on the history of translation from Ancient Greece to the 17th century in the Idler magazine in England, demonstrating in every possible way the positive aspects of non-literal translation (Yakymovych, 2019).

Individual translation essays are not uncommon in the history of translation thought, but the history of translation has yet to be written. What should distinguish contemporary historical research from the work of previous centuries?

First of all, it is a more systematic and structured analysis of historical facts based on their comparison both in time and in space, which will make it possible to draw more objective conclusions about both specific translation decisions and the historical role of translation activity for human civilization as a whole. The history of translation activity as a special area of the science of translation began to take shape almost simultaneously with the theoretical and didactic components of this science.

In the first domestic work on the theory of translation, written by A. V. Fedorov and published in 1953 – “Introduction to the theory of translation” – a whole chapter is devoted to the history of translation and translation thought (Козловський, 2018).

With the separation of the theory of translation into a separate science, works on translation gradually began to include the historical part as a comprehensive consideration of the object of the theory of translation.

In the works of E. Kari and T. Savori, the principles of translation are set forth together with separate facts about the experience of translation and translators of the past, while the English scientist J. Steiner considers history and philosophy as a whole.

Following these first works, a large number of publications, monographs, collective studies appeared, each of which tried to outline the boundaries of history in different directions and look at the events of the past through different prisms.

Despite the fact that these boundaries have remained blurred, and the categories are often contiguous, the following review will attempt to consider existing research on the history of translation from a methodological perspective.

In Canada, the first course on the history of translation was created by Paul Orgelin at the University of Montreal in the early 1970s, and in the mid-1970s, Jean Delisle and Lewis Kelly began lecturing on the history of translation at the School of Translation at the University of Ottawa. The French writer and researcher of translation Antoine Berman in his work "The Test of the Other" called the construction of the history of translation one of the most urgent tasks of modern science of translation (Астахов, 2008).

American researcher D'Hulst said that "the time has come to give the history of translation its proper place". Serious works on the history of translation appear in different countries. You can recall the names of some famous specialists who have made a great contribution to the development of this science: Van Off in Belgium, Ballard in France, Delisle in Canada, Steiner in Great Britain, Sterig in Germany.

Their work testifies to the fact that there is a widespread interest in the problems of translation history. The linguistic theory of translation has faded into the background, translation is viewed in a cultural, historical and social context, and the science of translation becomes interdisciplinary.

New opportunities for global communication and the latest information technologies bring the history of translation as a scientific discipline within the framework of the science of translation to a new level, as they infinitely expand the possibilities of searching and comparing historically significant information necessary to build a coherent concept of the evolution of translation activity in the history of human civilization. Therefore, in the history of translation, as in

history in general, the question of objectivity remains open, historical research is based on an awareness of the complex nature of the facts themselves, which, as Stanford justly remarked, are “a synthesis of the world of things and the world of words” (Рашкевич, 2014).

The famous Belgian theorist and historiographer of translation Henri Van Of wrote in a book on the history of translation in Western Europe: “The desire to write the history of translation inevitably leads to the need to look for an answer to a number of questions: Are there periods in history that are favorable for translation?”.

Henri Van Of offers a broad overview of European translators, translations and views on translation in *A History of Translation in the West* (1991), Michel Ballard explores the history of translation from Cicero to Benjamin, emphasizing the study of translation methodology (Овчарук, 2004).

Even more extensive is the work of the German translation theoretician Hans Farmer “*Essays on the History of Translation*” (1992). Drawing on his own scopical theory, he seeks to determine the extent to which translators took into account cultural differences and took into account the expectations and habits of the target audience (Корчевський, 2013).

A special theme of constructing a “general history of translation” is the theme of the periodization of translation experience. In the modern science of translation, there are several approaches to the periodization of translation experience.

An attempt to build a history of translation with an emphasis on bright, significant phenomena in the field of translation activity is undertaken by J. Steiner in his book “*After Babylon*”. For Steiner, “translation events” are primary, which mean not only the phenomena of translation itself, but also texts containing theoretical views on translation. Steiner identifies 4 periods, which, by his own admission, are not at all absolute. The main milestones that mark the beginning and end of each stage, for Steiner, turn out to be texts containing reflections on translation, texts in which, in the author’s opinion, the most vivid form reflects translation practice and translation strategies.

The first period lasts 18 centuries. It opens with the statements of Cicero and Horace about translation and translators, which are generally known in Western science about translation, with which any historical description of theoretical reasoning about translation usually begins, and ends with comments by a German poet of the early 19th century Friedrich Hölderlin to the translations of Sophocles.

This period can be defined as empirical. The second period begins with the treatises of the English humanist Alexander Fraser Tytler on the principles of translation and the German writer Friedrich Schleiermacher on the methods of translation, published in 1813.

The second period ends with the book of the French writer and translator Valerie Larbeau "Under the patronage of St. Jerome", published in 1946 (Астахов, 2008).

XIX century and the first half of the XX century turn out to be a period when attempts are made to define the essence of translation, to build the first philosophical, linguistic and poetic models of translation activity. The author defines this period as the period of the first theories and hermeneutic research.

The third period begins in the second half of the 20th century, more precisely from the 40s, when the first works on machine translation, based on the ideas of structuralism, appear. During this period, linguists and philosophers sought to establish a correspondence between formal logic and models of linguistic, and, accordingly, interlanguage, translation transformations. Translation turns out to be one of the important objects of study; the first books on translation theory are published.

During this period, professional organizations of translators were created, magazines began to be published. This period continues to this day, but since the early 1960s the emphasis in research in the field of translation theory shifts towards interdisciplinary research, and a new, fourth period begins.

Steiner connects the beginning of the fourth period with the spread of the ideas of existentialism, as well as with the opening of an article on the translation of Walter Benjamin, published back in 1923. Steiner defines the new period as hermeneutic.

Translation becomes an object of research for anthropologists, psychologists, sociologists, etc. Translation experience is continuous both in time and space. Consequently, it is necessary to find other criteria that make it possible to more or less accurately distinguish one historical period in the development of translation activity from another. And such a criterion can be the way of storing and transmitting information.

The first period, hypothetical, not allowing to find any documentary evidence, can be defined as preliterate. It can only be assumed that it begins with the disintegration of the original proto-language into separate dialects, which laid the foundation for new languages. In conditions of multilingualism for "international" contacts, people of primitive societies could hardly do without the help of translators. Information was kept in the minds of primitive

translators and was transmitted orally by messengers. With the emergence of writing, a new period begins in the history of translation (Чужакин, 2001).

In the ancient kingdoms, «translated literature» appears. In the IV-III millennium B.C. Sumerian civilization was able to record and transmit multilingual, i.e. translation information on clay tablets – tuppums. The invention of lighter carriers of information - papyrus, parchment, birch bark and then paper – facilitates and accelerates the process of fixing and transmitting information, and, consequently, the process of translation.

But more importantly, the new materials already allow replication. Handwritten forms of information transfer are gradually giving way to printed ones, clay prints are replaced by wooden ones, woodcuts appear. This further expands the scope of potential consumers of translation activities.

But a true revolution in translation is taking place with the advent of typesetting printing and the printing press. Thanks to typography, translation is becoming an increasingly widespread and demanded activity. The book also becomes the main source of reference information necessary for the translator to successfully translate.

A wide variety of encyclopedias, terminological and other dictionaries are being developed. The development of bilingual and multilingual dictionaries and glossaries is becoming a familiar area of activity for translators. Technological advances are also having an impact on interpretation. By the end of the first half of the XX century the level of radio electronic means allows starting experiments with simultaneous translation. The beginning of the new millennium coincided with a new revolution in the field of information technology. The printed book and other sources of information “on paper”, documents, periodicals, catastrophically quickly began to lose their value as the main sources of information, which they retained for five centuries.

The modern translation technological process differs significantly from the translation process even in the second half of the 20th century. The main source of reference information for translators has become the World Wide Web, which makes it possible to quickly find the data necessary for a translation solution by asking for advice from colleagues in different parts of the world. Translators work with programmers to create databases, term banks and increasingly workable computer translation software. The translator becomes a bilingual editor of the text translated “in draft” by the computer. And this tendency will develop more and more. The changes that have taken place in information technology at the beginning of this millennium are making significant adjustments to the didactics of translation.

Computer support for translation is becoming a mandatory academic discipline in most translator training programs (Марченко, 2007).

Periodization in the history of translation can be represented as follows: The first (hypothetical) is a pre-written period, about which there is no documentary evidence, and the duration of which is very uncertain – several tens of millennia.

The second period – from the first written bilingual documents on clay tablets to the invention of the printing press – is limited to several millennia.

The second period is characterized by the separation of translation and interpretation and the separation of the latter into a separate independent type of activity.

The third period – from the first translated and printed book (Gutenberg's Bible in Latin) to the present time, when there is an obvious fading of public interest in printed information sources, their rapid replacement by electronic media, not only changing the technology of translation activities, but also influencing translation strategies, on the nature of the translator's relationship with other participants in the information and communication process, which is translation, on the criteria for evaluating the results of translation work. Within the third period, a significant milestone was the invention of special technical means that made it possible to carry out simultaneous translation, including into several languages at the same time.

Discussion. The methodological and didactic basis for the training of translators requires a deep rethinking, since until now most of the curricula of the disciplines of the basic block and the professional block are practically unrelated and do not take into account the specifics of future professional activities.

The problem of integrating academic disciplines in vocational education is not new, but the problem of integration is still relevant, since the degree of its implementation does not correspond to modern requirements or systems, the result of the functioning of which is formation of a qualitatively new holistic system of knowledge and skills in students, which has integrative properties.

New tasks are being set for the modern science of translation. Today it is no longer enough to theorize about equivalence and adequacy, deciding what is more consistent with the nature of the relationship inherent in every act of translation.

It is not enough to evaluate a translation as *bad* or *good*, *accurate* or *inaccurate*, it is not enough to show possible levels of equivalence (Волошинова, 2004).

Conclusions. The science of translation enters the historical stage when the prescriptiveness characteristic of the first stage of theorization and the descriptiveness characteristic of many theories of a later period must give way to perspective and try to predict the development of translation practice in the future. Such a science of translation cannot but rely on the historical experience of both the distant and the immediate past.

Nevertheless, no matter how the translation technology improves, each translator again and again solves the problems that Cicero, Jerome, Dole, Chukovsky, Benjamin, Berman and many other writers, translators, philosophers thought about.

The prospects for further research are to study the possibility of improving the quality of training of specialists, taking into account an adequate response to changes in the order of professional personnel, and, accordingly, increasing the rating of the educational program for the training of future translators.

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РЕЗЮМЕ

Кнодель Людмила. Интеграционный подход в подготовке переводчиков на разных исторических этапах переводческой деятельности.

XXI век ставит перед вузами Украины особые задачи, учитывая ключевые тенденции в области образования, где интернационализация и глобализация выходят на первый план. Интернационализация предусматривает возможность свободного и равноправного доступа государств к образовательным услугам. Глобализация является сложным и многоаспектным феноменом, который оказывает существенное влияние на сферы жизнедеятельности общества. **Цель исследования.** Для решения вопросов разработки новых образовательных стандартов и программ для подготовки

будущих переводчиков необходимо сделать маркетинговый анализ внешней и внутренней среды. **Методы исследования.** Для достижения нашей цели был применен комплекс качественных методов исследования, включающий синтез, сравнение и обобщение теоретического материала, что помогло определить основные темы для анализа. **Перспективы дальнейших исследований** заключаются в изучении возможности повышения качества подготовки специалистов с учетом адекватного реагирования на изменения в расстановке профессиональных кадров, повышение рейтинга образовательной программы подготовки будущих кадров.

Ключевые слова: глобализация, теория, дидактика, профессиональная подготовка, научная и образовательная дисциплина, исторические периоды переводческой деятельности, коммуникация, интеграционный подход.

SUMMARY

Кнодель Людмила. Интеграційний підхід у підготовці перекладачів на різних історичних етапах перекладацької діяльності.

XXI століття ставить перед закладами вищої освіти України особливі завдання з огляду на ключові тенденції в галузі освіти, де інтернаціоналізація та глобалізація виходять на перший план. Інтернаціоналізація передбачає можливість вільного й рівноправного доступу держав до освітніх послуг.

Глобалізація є складним і багатоаспектним феноменом, який має суттєвий вплив на сфери життєдіяльності суспільства.

Мета дослідження. Для вирішення питань розробки нових освітніх стандартів і програм для підготовки майбутніх перекладачів необхідно зробити маркетинговий аналіз зовнішнього і внутрішнього середовища.

Методи дослідження. Для досягнення нашої мети був застосований комплекс якісних методів дослідження, що включає синтез, порівняння та узагальнення теоретичного матеріалу, що допомогло визначити основні теми для аналізу.

Протягом багатьох століть людське суспільство регулярно споживає плоди перекладацької діяльності в усіх сферах суспільного життя – в політиці і дипломатії, у науці і релігії, у мистецтві і військовій справі.

Перекладацька діяльність сприяла поширенню релігії, удосконаленню словесності, передачі наукових знань одним народом іншому, вона вплинула на розвиток державності в умовах двомовності і на багато інших надзвичайно важливих аспектів людської цивілізації.

Історія перекладу не покликана давати перекладачеві-практику конкретні рішення складних перекладацьких завдань, але вона вчить його мислити і приймати рішення в конкретному історичному контексті. Саме в цьому головна методологічна сутність історії перекладу як наукової і освітньої дисципліни.

Історія перекладацької діяльності як спеціальний напрям науки про переклад почала формуватися практично одночасно з теоретичною та дидактичною складовими цієї науки. Перекладацький же досвід безперервний як у часі, так і в просторі. Нові завдання ставляться і перед сучасною наукою про переклад.

Перспективи подальших досліджень полягають у вивченні можливості підвищення якості підготовки фахівців з урахуванням адекватного реагування на зміни в розстановці професійних кадрів, підвищення рейтингу освітньої програми підготовки майбутніх кадрів.

Ключові слова: глобалізація, перекладацька діяльність, теорія, дидактика, професійна підготовка, наукова і освітня дисципліна, історичні періоди перекладацької діяльності, комунікація, інтеграційний підхід.