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*National Mining University***HARD AND SOFT SKILLS FORMATION IN TRAINING
INTERPRETERS IN THE XXI CENTURY**

Анотація. Окреслено основні принципи та підходи до підготовки перекладачів у XXI сторіччі. Розглянуто сучасні вимоги до фахових компетенцій перекладача в умовах глобалізації. Особливу увагу приділено питанням формування професійних вмінь та особистісних якостей спеціалістів у перекладацькій галузі. Розглянуто особливості профілів викладача та студента в контексті методології навчання перекладу. Проаналізовано толерантність як одне з головних вмінь майбутнього перекладача.

Ключові слова: методологія навчання перекладу, формування професійних вмінь, толерантність, профілі викладача та студента.

Анотация. Рассмотрены основные педагогические и методологические подходы к обучению будущих переводчиков с учетом реалий глобализационных процессов в XXI веке. Проанализированы международные требования, предъявляемые к специалистам в области перевода, основные профессиональные компетенции переводчиков и возможные пути их формирования. Особое внимание уделено так называемым «мягким» умениям переводчика, которые подразумевают определенные личностные характеристики и владение коммуникативными навыками.

Ключевые слова: методология обучения переводу, формирование профессиональных умений, профили преподавателя и студента.

Introduction

The world today develops along the lines of societal integration, on the one hand; and growing autonomy of communities – on the other. These two mutually exclusive tendencies result in conflicts not only in religious and ethnic spheres, but also in politics, economics and culture. The present day international situation has dramatically revealed not only the clash of economic and geopolitical interests but also the less obvious collision of national identities and mindsets. People are incapable of understanding a different point of view and of generating common approaches to problem solutions because negotiators often simply lack skills of international behavior, or, in other words, their cross-cultural competence is very low. For long, it has been a mandatory practice for Western European and American executives to go through intense cross-cultural training before entering the troubled waters of international business. Moreover, people tend to realize that there is no “national” business, politics or culture per se. In any field of social life, progress is possible only due to still stronger international contacts, whose productivity depends on the skill of communicating in the same language. In such conditions, translators (interpreters) are becoming real harbingers of mutual trust and understanding, given their qualification and skills satisfy the demands of the day.

The aim of the present study

In this paper we intend to trace complex interrelations between different factors that shape the professional image of the interpreter in the XXI century. Eugene Nida, the renowned classic of translation theory, once said that “the principles of translation ... focus on sociolinguistic factors... because we essentially exist in a multiple world of communication and we need theories that will make our world linguistically and culturally understandable” (Nida, 2006). Success in international business communication depends on the person’s ability to smooth out the disparities between different “subjective cultures”, i.e. the fundamental assumptions, values, patterns of reasoning and thinking, styles of behavior and communication, forms of activity, perception of the self and the world, and other specifics of the national mentality. The central challenge the world is facing today is to ensure that globalization becomes

a positive force for all people. For while globalization offers great opportunities, at present its benefits are very unevenly shared, while its costs are unevenly distributed. Thus, only through broad and sustained efforts to create a shared future, based upon common humanity in all its diversity, can globalization be made fully inclusive and equitable.

Since globalization produces an unprecedented impact on our life and culture, it is *translation* that becomes an ultimate instrument to enhance the quality of dialogue between cultures. Innovative models of interpreters' training take into account not only professional competencies, but also market expectations. High technologies play a significant role in educating a competent specialist who is switching from a pad and a pencil to a set of more demanding electronic tools.

In the modern world, information is presented more often than not in the form of a hyper text which presents a special hurdle for the translator. The impetus of psychological research in the domain of psycholinguistic peculiarities of informative translation is determined by the fact that the upcoming centuries are certain to be marked by the on-rising significance of information as a major lever of societal development.

The Internet seems to be the new millennium's *Tower of Babel*, with increasingly more languages concentrated in the one type of technology. In this new millennium, people who speak English alongside other languages will outnumber those who speak it as a first language (Riemer, 2002). There is also expected to be a language shift from those who speak English as foreign language (where there is no *local* model for English) to those who speak English as a *second* language.

Graduates from Ukrainian translation departments are theoretically "multiskilled", but in reality they are lacking rigorous practice in their specialty. Unfortunately, the language instructors training future interpreters do not always have a clear and systemic picture of the professionally relevant qualities of such specialists. Another reason why competent professional interpreters are so few and far between is the lack of experienced interpreters working as experienced instructors. Like good athletes, even very good interpreters are themselves quite non-analytical in their *modus operandi*, which means that not all good interpreters can work successfully as good instructors.

British National Network for Interpreting has developed a *map of interpreting skills* including, additionally to excellent knowledge of the foreign language and mastery of mother tongue: empathy, flexibility, adaptability, sense of initiative, stamina, analytical skills, cultural awareness, tact and diplomacy, research skills, public speaking skills, note-taking skills and team-working skills. These specialized non-linguistic skills related to the workplace must be acquired through training, practice, or both. Because a high degree of concentration and stamina are a necessity, interpreters usually work in teams. Because interpreting takes place in a wide range of formal and informal settings such as hospitals, courts, and international conferences), applicable protocols and conventions must be mastered and followed. The interpreter must also be able to use special equipment and follow accepted professional practices (such as setting aside personal opinion and maintaining confidentiality of information).

As with any language mediation, knowledge of socio-cultural factors and familiarity with the subject matter are necessary. Interpretation tasks vary in complexity and often require extensive preparation in advance. Topics may be highly specialized, therefore, in addition to broad experience in interpreting, use of language tools and resources, consultation with experts will serve to enhance the interpreter's performance.

Analytical and research skills allow the individual to proceed methodically in order to gain basic knowledge of various specialized fields, develop subject matter glossaries, and verify appropriateness of the equivalents chosen. In consecutive interpretation, interpreters generally take notes as memory aids to reconstruct the message and seek clarification.

Interagency Language Roundtable, a US federal organization, developed a number of documents which analyze the factors that interpretation performance level depends on: 1) command of two working languages, 2) ability to choose an appropriate expression, 3) familiarity with the cultural context of both languages, 4) knowledge of terminology in specialized fields, 5) observance of protocols applicable to different settings and 6) mastery of modes applicable to these settings. On the basis of these criteria, it is possible to work out the skills level descriptors for assessing the professional competence of interpreters. The only reliable way to gauge how well a specialist performs is to administer tests in a given setting, reflecting real-world tasks and content.

Methodology of interpreters' training has also been a subject of scholarly research. Constanza Gerding-Salas from Concepcion University (Chili) examines not only the skills necessary for a specialist in translation but also for the educator who trains future interpreters. Thus, her work results in the interpretation trainee and trainer profiles.

The interpretation trainee should:

- be fluent in the native and foreign languages;
- have a broad knowledge of the foreign language culture;
- read a lot and always be ready to learn;
- master professional skills and strategies of translation;
- be able to work with documents and other kinds of information;
- be creative, initiative, accurate, patient, conscientious, self-critical and honest;
- maintain constructive communication with people;
- be able to work in a team;
- know professional computer programs.

The interpretation trainer should:

- be exceptionally fluent in the native and foreign languages;
- master the theory of translation and innovative learning methods;
- have an insatiable thirst for reading;
- have a clear understanding of what translation is and how it is generated;
- be able to explain without suppressing;
- be able to synthesise different ideas;
- have research skills, scrupulousness, critical and analytical intelligence;
- have clear criteria for checking adequacy of the translation result (Gerding-Salas, 2000).

As practice testifies, during the job application and interview process, employers look for interpreters with two skill sets: hard skills and soft skills. Hard skills are teachable abilities or skill sets that are easy to quantify. Hard skills may include but are not limited to:

1. Proficiency in a foreign language.
2. Typing speed.
3. Machine operation.
4. Computer programming.

Soft skills include interpersonal skills. They are the personal attributes needed for success on the job, and are less quantifiable than hard skills which include specific knowledge and abilities. Soft skills include attitude, communication, creative thinking, work ethic, teamwork, networking, problem solving and critical thinking. While certain hard skills are necessary for any position, employers are looking increasingly for job applicants with particular soft skills. This is because, while it is easy for an employer to train a new employee in a particular hard skill (such as how to use a certain computer program), it is much more difficult to train an employee in a soft skill (such as tolerance).

Freedom, equality (of individuals and nations), solidarity, tolerance, respect for nature and shared responsibility were named as six values fundamental to international relations for the twenty-first century at the United Nations Millennium Summit on 8 September 2000 (The United Nations Millennium Declaration, 2014). The current rise in acts of intolerance, violence, terrorism, xenophobia, aggressive nationalism, racism, anti-Semitism, exclusion, marginalization and discrimination directed against national, ethnic, religious and linguistic minorities, refugees, migrant workers, immigrants and vulnerable groups within societies, present a major source of alarm among all people of good will. Thus, tolerance formation in young generation is becoming the first and foremost task for educators in all countries (Asmolov, 2002).

Tolerance is internationally assumed to be treated as respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness in communication, and freedom of thought, conscience and belief. The Declaration of Principles on Tolerance adopted by General Conference of U N E S C O at its twenty-eighth session in Paris, on 16 November 1995, reads that "Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace (The Declaration of Principles on Tolerance, 2014).

Conclusion

In the XXI century, *translation* becomes an ultimate instrument to enhance the quality of dialogue between cultures. Innovative models of interpreters' training take into account not only professional competencies, but also market expectations. Employers look for interpreters with not only hard skills but also soft skills which include such interpersonal characteristics as: attitude, communication, creative thinking, work ethic, teamwork, networking, problem solving and critical thinking. It is much more difficult to train an employee in a soft skill (such as tolerance).

Education is the most effective means of preventing intolerance, that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance – major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.

This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom in order to prevent conflicts or resolve them by non-violent means, respectful of human dignity and sensitive to cultural diversity.

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MOOCs (МАСОВІ ВІДКРИТІ ОНЛАЙНОВІ КУРСИ) ЯК ФОРМА ДОСТАВКИ НАВЧАЛЬНОГО МАТЕРІАЛУ

Анотація. Розглянуто сучасні способи доставки навчального матеріалу, засновані на використанні інформаційних технологій. Зокрема, описано різні форми навчання на базі комп'ютерних технологій: дистрибутивне, суміщене, онлайнове, гібридне та Е-навчання. Окрему увагу приділено новій формі дистанційного навчання, а саме MOOCs – масовим відкритим онлайн-курсам, їх перевагам та недолікам. Висвітлено причини появи вибухових інновацій в освіті, які обумовлюють пошук нових форм навчання.

Ключові слова: масові онлайн-курси, способи доставки знань, інтерактивність, вибухові інновації, гібридні курси, дистрибутивне навчання, академічна спільнота.

Аннотация. Рассмотрены методы современных форм доставки учебного материала, основанные на использовании информационных технологий. В частности, уделено внимание различным формам обучения на базе информационных технологий, а именно дистрибутивному, совмещенному, онлайн-овому, гибриднему, а также Е-обучению. Представлен обзор MOOCs – массовых открытых онлайн-курсов, изложены их преимущества и недостатки. Освещены причины появления взрывных инноваций в образовании, которые обуславливают поиск новых форм обучения.

Ключевые слова: массовые онлайн-курсы, методы доставки знаний, интерактивность, взрывные инновации, гибридные курсы, дистрибутивное обучение, академическое сообщество.

Постановка проблеми. Дистанційне навчання вже не викликає подиву та недовіри в освітян, хоча часом його розглядають як заміну добре відомої форми заочного навчання або як надання послуг студентам-екстернам. Наразі в більшості університетів заочні відділення перейменували на дистанційні, не підвівши під це концептуальну базу дистанційного навчання та методи доставки навчальних матеріалів, обмежившись наданням рекомендованої літератури, розкладу міжсесійних занять та екзаменаційних сесій. Такий підхід звужує діапазон дистанційного навчання, яке набуває нового статусу в розвинених країнах світу, адже воно відповідає вимогам інформаційного суспільства.

Аналіз останніх досліджень і публікацій. Огляд літератури з дистанційного навчання та історії його розвитку детально описаний у монографії Е. Л. Но-