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**Теоретичні та прикладні основи професійної
діяльності перекладачів**

ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ЗА СПЕЦІАЛЬНІСТЮ «ФІЛОЛОГІЯ» (ПЕРЕКЛАДОЗНАВСТВО)

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Навчальний посібник «Теоретичні та прикладні основи професійної діяльності перекладачів» розроблений для здобувачів вищої освіти, які навчаються за спеціальністю «Філологія» і вивчають англійську мову як основну іноземну. Навчальний курс побудований на професійно-орієнтованому матеріалі та охоплює актуальні питання в галузі перекладознавства та прикладної лінгвістики (професійне портфоліо перекладача, перекладацька компетентність, дискурс, принципи і педагогічні умови професійно-мовленнєвої підготовки майбутніх перекладачів, контекстний підхід у навчанні тощо). Вправи для практичних занять відображають тематичний матеріал навчального курсу та спрямовані на розвиток умінь здійснювати письмовий (повний, скорочений, анотований) і усний переклад (послідовний, переклад з аркуша) текстів різної дискурсивної спрямованості. Набуті студентами знання і навички багатовекторного перекладу можуть забезпечити їм успішність реалізації професійної діяльності.

Посібник також може прислужитися викладачам англійської мови широкого профілю, практикуючим перекладачам та студентам філологічних факультетів ЗВО для проходження виробничої практики.

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ПЕРЕДМОВА

Навчальний посібник розраховано для студентів – майбутніх перекладачів англійської мови, практикуючих перекладачів, методистів, викладачів теорії і практики перекладу закладів вищої освіти.

Комплексний підхід до вивчення теорії і практики перекладу, якій передбачає формування в студентів автоматизованих усних і письмових перекладацьких навичок у різних дискурсах та розвиток усного і писемного мовлення, допомагає посилити фундамент інтонаційного оформлення усного мовлення, розширити словниковий запас слухачів курсу в галузі професійної діяльності. Підготовчий етап роботи з текстом є аналізом лексико-граматичного фрейму тексту. Дискурсивно-спрямований курс організовано за принципом функціонування в усному й писемному мовленні з урахуванням граматичних структур, а також типових помилок тих, хто навчається. Посібник забезпечує засвоєння загальної та професійної лексики і має завдання ознайомити здобувачів вищої освіти з найбільш уживаними словами й словосполученнями в таких галузях, як-от: художній (включаючи поезію та драму), офіційно-діловий, публіцистичний/журналістський, науково-технічний, соціально-політичний дискурси.

Матеріал, якій викладено в посібнику, розраховано на 30 годин роботи в аудиторії. Структура посібника передбачає 15 уроків (5 лекційних і 10 практичних занять), кожен з яких містить перекладацькі вправи, тексти для читання й комунікативні завдання. Зміст уроків відповідає складу компетентностей, передбачених ОПП «Переклад з англійської українською» другого (магістерського) рівня вищої освіти спеціальності 035 «Філологія» (спеціалізація: германські мови та літератури (переклад включно), перша – англійська) у межах навчальної дисципліни «Теоретичні та прикладні аспекти професійної діяльності перекладачів», а також тематичним блокам згідно з робочою програмою цієї навчальної дисципліни, а саме: Lesson 1 – Lesson 2 корелюють зі Змістовим модулем 1 «Професійно-компетентнісні вимоги до професії «перекладач»», Lesson 3 – Lesson 5 – зі Змістовим модулем 2 «Підходи в контексті системи професійно-мовленнєвої підготовки майбутніх перекладачів китайської мови у вищій школі».

Практичні заняття можуть бути в нагоді здобувачам вищої освіти для розширення їхнього світогляду та поглиблення інтегрованих знань під час самостійної роботи. Текстовий матеріал для перекладу передбачає роботу в різних режимах: письмовий (повний, скорочений, анотований) і усний переклад (послідовний, переклад з аркуша).

У посібнику представлено креативні професійно спрямовані завдання, за допомогою яких студенти мають можливість висловлювати свої міркування з вирішення питань, які обговорюються в текстах.

Автор сподівається, що цей навчальний посібник допоможе викладачам на практичних заняттях з навчальної дисципліни «Теоретичні та прикладні аспекти професійної діяльності перекладачів» зі студентами, які навчаються за спеціальностями 035 «Філологія» (спеціалізація: германські мови та літератури (переклад включно), перша – англійська), та зробить заняття цікавішими та кориснішими для них.

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UNIT I. THE DEVELOPMENT OF UKRAINIAN UNIVERSITY STUDENTS' TRANSLATION COMPETENCE FOR PROFESSIONAL PURPOSES

I. Introduction

II. Defining professional competence in the field of translation studies

I. Introduction

The choice of the competence-based approach in teaching/learning foreign languages approach is conditioned by modern innovative processes that transform and convert world experience into the field of education. The program sets proposed by the UN are the normative guidelines for the development of the educational space in Ukraine. Their areas include: the declaration “**Millennium Development Goals**” (2003), the implementation of the project *Educational Policy* and education “equal to equal” regarding the modernization of the content of education and development of key (most important and most integrated) competences in youth. When dealing with the training of would-be translators and interpreters in Ukraine, there arises a problem of their professional portfolio they are to acquire by the end of their undergraduate study under modern complicated circumstances in Ukraine, including post-COVID-19 consequences and military actions.

Translating is a comprehensive activity integrating theory and practice. Ukrainian students face even more difficulties dealing with the languages belonging to two language families: Sino-Tibetan (Chinese), Indo-European (English (Germanic group) and Ukrainian (Slavic group)). Hence, to be competitive in the labour market, it is university's goal to modernise and adapt graduates' portfolio to the specificities and demands of the sphere of translation / interpretation.

II. Defining professional competence in the field of Translation Studies

2.1 Translation competence

Translation teaching and learning traditionally falls into the category of translator training as suggested by Holmes. It is illustrated in **Figure 1**. Figure one

shows that translation studies (TS) are further divided into two general branches: Pure TS and Applied TS. Concerning the translation learning, it belongs to Translator training, which is the first branch of Applied TS.

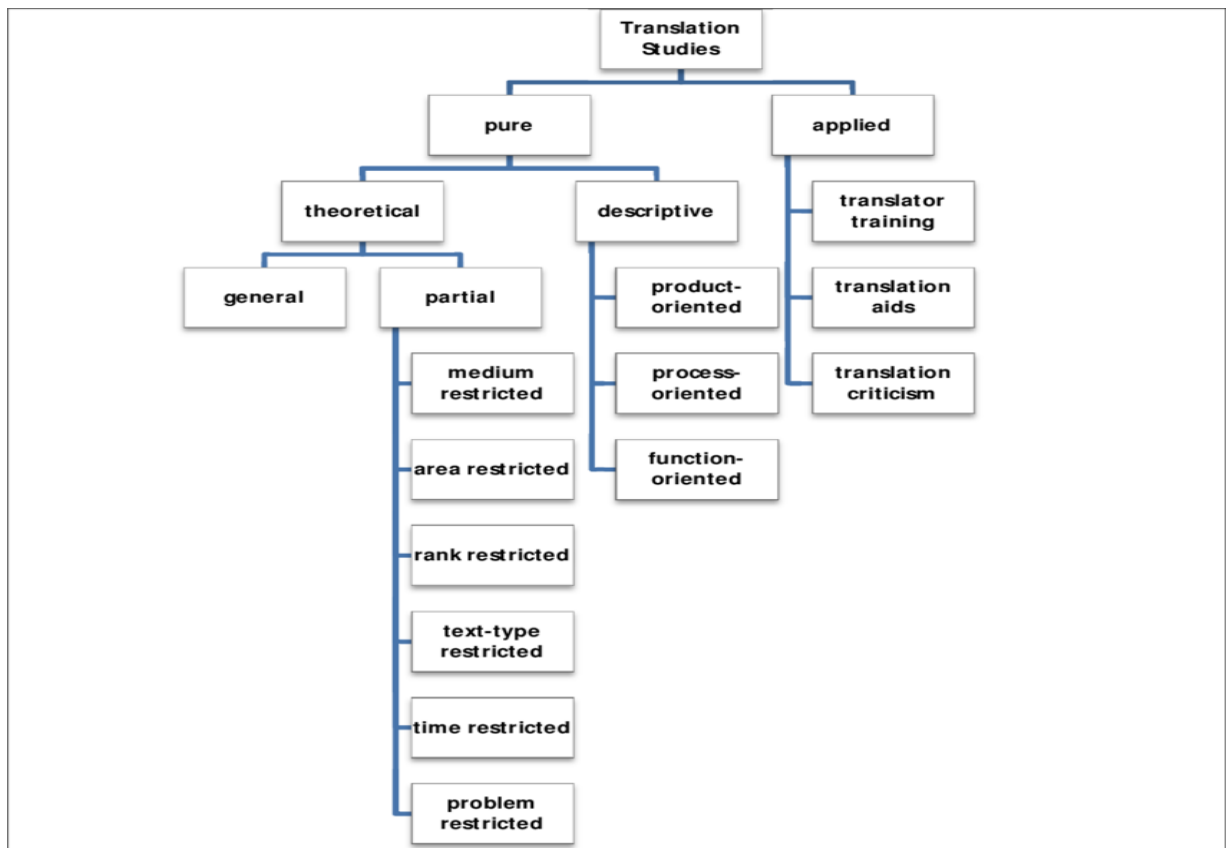


Figure 1. Holmes’ “map” of translation studies (Adopted from Toury, 2012: 10).

Neubert (2000) defined *translation competence* as “a complex whole comprising five parameters: language competence, textual competence, subject competence, cultural competence, and transfer competence” (Neubert, 2000: 6). Thus, it can be assumed that translation competence is a rather complicated system consisting of particular sub-competences which reflect the process of translating (and interpreting).

There is also a model called the Xiada (meaning Xiàmén dàxué or Xiamen university) model for interpreter training. **Figure 2** displays that interpreting (translating) requires comprehension of the source language (SL) and reconstruction of the message in the target language (TL), which may lead to successful interpreting if translators (interpreters) demonstrate due skills and translation techniques.

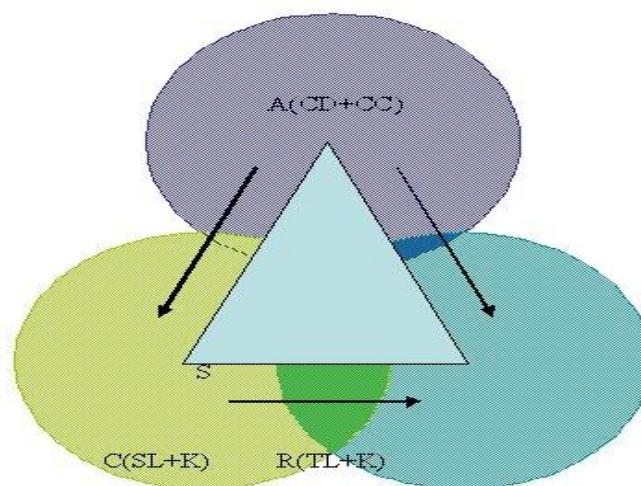


Figure 2. Xiada Model for Interpreter Training

This model was first proposed by Lin and Lei (2006). The authors provided the key to the model itself and illustrate how each constituent is essential in training future interpreters.

C (SL+K) represents the comprehension (C) of the SL which is facilitated by extra-linguistic or encyclopedic knowledge (K). Comprehension is the first and most important step towards an adequate interpretation. At the beginner level, a lot of time should be dedicated to developing trainee interpreters' linguistic competence and cultural awareness (they are to study a wide range of topics covering traditional and relevant subject matters).

R (TL+K) represents reformulation (R) in the TL which comprises extra-linguistic or encyclopedic knowledge (K). The circle overlies the SL circle because the TL message must follow from the SL message. Reformulation may be regarded as the second step towards interpretation and also as the ultimate achievement. It must be instant especially when working in the simultaneous mode. These personal characteristics: clear articulation, appropriate rate and loudness, style markers and flatter timber contribute to successful reformulation.

A (D+CC) represents the analysis (A) which the interpreter uses both in the comprehension and in the reconstruction of the message. The analysis has two main components, discourse analysis (D) and the cross-cultural understanding (CC). The two downward arrows show that A (D+CC) refers to both the underlying circles.

Interpreter’s profound analysis of vocabulary, genre, intonation, attitudinal markers may provide for effective cross-cultural communication.

S represents the skills and techniques which interpreters resort to when performing their tasks in a professional manner. These skills are the result of great independent work and special training.

As one can notice, discourse analysis, SL and TL linguistic competence and cultural awareness, extra-linguistic knowledge contribute to constructive interpreting which is correlated with cross-cultural communication.

The PACTE Group (special research group on the process and evaluation of translation competence acquisition) studied translation competence and its acquisition in written translation. PACTE (2000) defines translation competence as the underlying system of knowledge and skills needed to translate. Furthermore, they proposed a detailed model of translation competence. **Figure 3** shows interrelations between the sub-competences constituting translation competence.

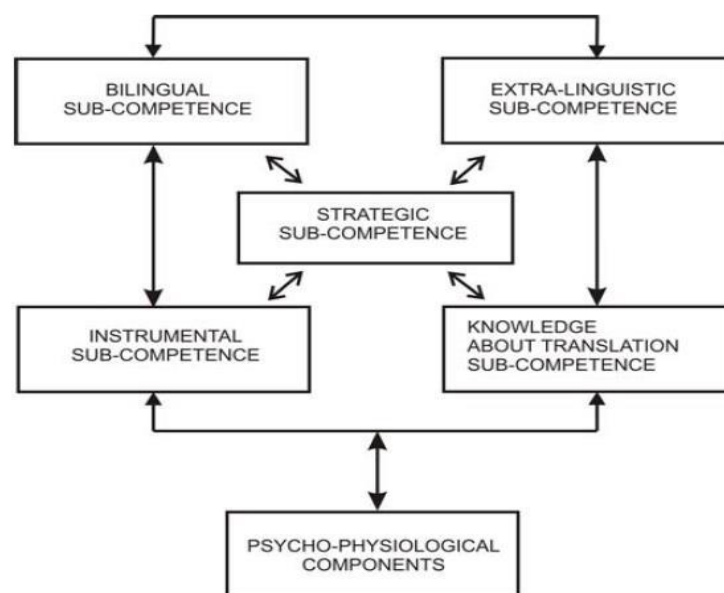


Figure 3. PACTE translation competence model (PACTE, 2003: 60)

For each sub-competence, the PACTE group offered a brief description of their nature and scope:

- Bilingual sub-competence is predominantly procedural knowledge made up of “pragmatic, socio-linguistic, textual, grammatical and lexical knowledge in the two languages”;

- Extra-linguistic sub-competence is predominantly declarative knowledge made up of bicultural knowledge, encyclopedic and subject knowledge;
- Knowledge of translation sub-competence is predominantly declarative knowledge “about what translation is and aspects of the profession”;
- Instrumental sub-competence is predominantly procedural knowledge “related to the use of documentation sources and information and communication technologies applied to translation”;
- Strategic sub-competence is procedural knowledge to “guarantee the efficiency of the translation process and solve the problems encountered”;
- Psycho-physiological components refer to “different types of cognitive and attitudinal components and psycho-motor mechanisms” (PACTE, 2017: 39-40).

According to the PACTE group, strategic sub-competence is the most significant sub-competence in their model. “It is responsible for solving problems and the efficiency of the translation process. It intervenes by planning the process in relation to the translation project, evaluating the process and partial results obtained, activating the different sub-competencies and compensating for deficiencies, identifying translation problems and applying procedures to solve them” (PACTE, 2005: 610).

The PACTE translation competence model appears to be a wholistic one. Each sub-competence can be deepened and transformed depending on the development of science and technology, the widening of cooperation vectors between particular countries, and global innovations in education systems. In this respect, modern researchers, scholars and practicing teachers investigate the nature of translation competence and look for the ways of its improvement in compliance with modern demands.

Thus, *translation competence* is a complicated linguistic and pedagogical phenomenon which encompasses translator’s/interpreter’s specific abilities necessary for effective performance of certain translation/interpretation modes in certain professional situations based on knowledge, awareness, skills, and abilities; it is a person’s quality-measuring characteristics. It is an integral result of efficient

transformation of acquired knowledge and skills into his/her professional activities; in other words, we deal with the development of person's capability to effectively act in practice using the acquired experience in professional translation/interpretation-related or some other activities. No doubt, any translator or interpreter should keep to normative requirements and be aware of his/her responsibility for profession-related activities. A very important component to be taken into consideration in the process of developing translation competence is discourse to be rendered from the source language into the target language.

2.2 Discourse analysis

In modern linguistics discourse is understood as situationally conditioned intersubjective speech-intellectual activity aimed at mutual orientation in the life space on the basis of semiotic significance given to linguistic forms. It was Z. Harris (1952) who introduced the term "discourse" into linguistics in 1952. The researcher correlated this term with one of attributive aspects based on equivalency between phrases and chains of phrases; supra-phrasal integrity in the context of other units alongside other situations.

What can be constructively used in the teaching practice is the fact that discourse is studied in philosophy, logic, semiotics, social psychology, sociology, anthropology, theory of artificial intelligence, ethnology, ethnography, historiography, jurisprudence, pedagogy, theory and practice of translation, political science, cultural studies, literary studies, communication theory and various areas of linguistics formed on an interdisciplinary basis. Discourse, psycholinguistics, cognitive linguistics, communicative linguistics, pragmalinguistics, ethnolinguistics, linguistic and cultural studies, stylistics, poetics, narratology, rhetoric, linguistic theory of argumentation, gender linguistics, computer linguistics, etc. give reason to talk about a discursive turn in the humanities (Flick 1995: 94).

In modern linguistics, the interpretation of discourse is determined by a thinking style. **Figure 4** displays schematic representation of directions and approaches to discourse interpretation.

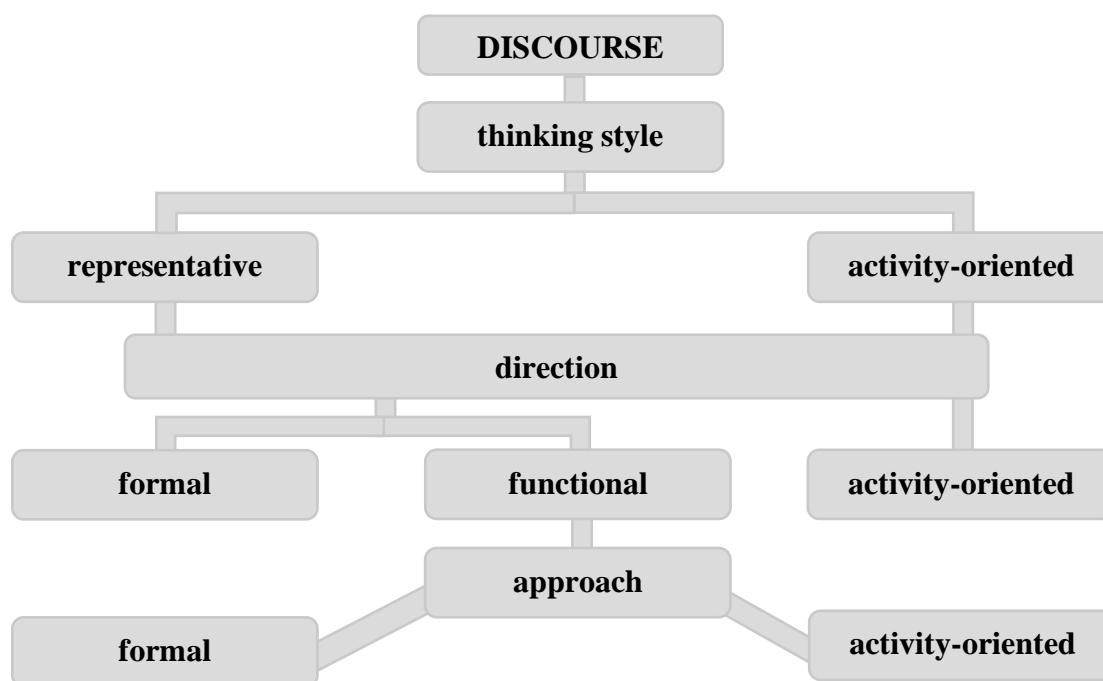


Figure 4. Schematic representation of directions and approaches to discourse interpretation (Adopted from Martyniuk, 2011: 13)

The representative thinking style forms the methodological basis for the formal and functional research directions of discourse. Their differences are determined by the method of substantiating the ontology of the object under analysis. Formalists declare that structural levels of the object are identified by its constituents, whereas functionalists point out that structural levels are singled out by the method of interaction between a constituent, which fulfils a certain function, and a context (Harder, 1999: 198). Morozova (2005: 140) claimed that the subject of disagreement between formalists and functionalists is not the concept of function, which is successfully used in the structural analysis of language, but the concept of context; within the formal approach, the context of the linguistic sign is limited to other language units, while within the functional approach, it includes communicators' mental and social life spaces. It should be mentioned that Schiffrin (2001) Schiffrin distinguished two main approaches within the functional direction/approach: "moderate", which focuses on the study of the functions of the linguistic sign, and "extreme", which considers language from the standpoint of social semiotics as a component of social interaction. The author defined discourse as social practices of a

linguistic and non-linguistic nature, which are based on ideology or cultural differences (Schiffrin, 2001: 1-2). The latter approach is also called semiotic (Morozova, 2005). Taking into account situation-centred factors while studying the realization of language units functions, functional approach is associated with situation-oriented approach (Prokhorov, 2004: 22–23). Activity-oriented thinking style gives grounds to the development of activity-oriented understanding of discourse.

The above discourse analysis allows us to define discourse as a situationally conditioned interactive interpersonal activity targeted to mutual orientation within a certain life space; it is aimed at generating common sense based on semiotic significance of a language form. Hence, there is enough ground to correlate discourse with translation/interpretation processes and represent discourse in the context of translation/interpretation modes. **Figure 5** shows the interdependence of discourse and translation/interpretation modes.

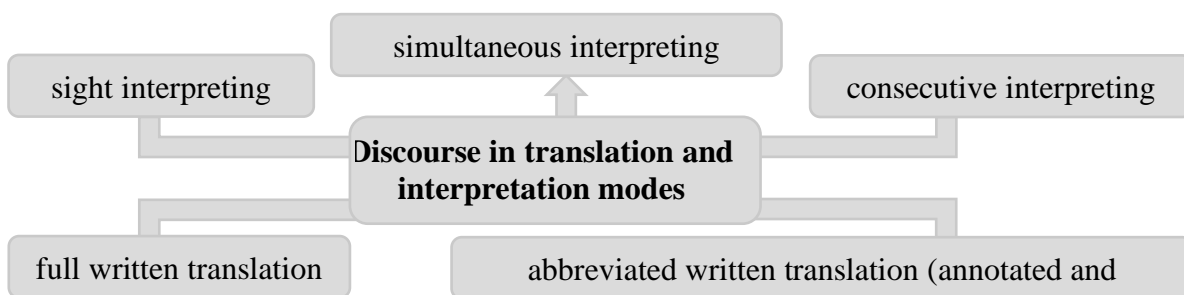


Figure 5. Discourse in translation and interpretation modes

The framework of training Ukrainian bachelor students majoring in Translation Studies involves full (written) translation, abbreviated (written) translation (annotated and referenced), sight interpretation and partially consecutive interpretation. Simultaneous interpretation is practiced within master course programmes. Students deal with institutional (status-oriented) discourse type as representatives of some social group. Interlocutors (would-be translators/interpreters) interact in accordance with standardized status-oriented roles and realize communication depending on its aim and participants.

Karasik (2004) singled out these types of institutional discourse: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, official, advertisement-based, sporting, scientific, theatrical, and mass-media discourses; though, this list can be changed or expanded, since social institutions are significantly different from each other and cannot be considered as homogeneous phenomena. Transferring the offered discourse into the plane of translator training in Ukraine, it is expedient to correlate the content of the training under study and education standards. Despite a very complicated situation in Ukraine, our education system is undergoing particular changes in its content, mechanisms of defending PhD and Doctoral theses, organization of the teaching/learning process at all levels (at the levels of preschool education; primary, secondary, high school education; vocational and higher education).

Nowadays, the keynote normative document (within the Laws on Education in Ukraine) is the educational programme developed by institutions of education, scientific institutions or other educational agents. It contains requirements to individuals who can start education under this programme; a list of educational components and their logical sequence; total academic load and expected learning outcomes of education applicants. The educational programme is the basis for making curricula, syllabi, teaching recommendations (manuals), etc. in compliance with the education standards of Ukraine. Thus, educational profession-oriented programmes targeted to would-be translators at the bachelor level encompasses a set of comprehensive disciplines related to their professional domain: Theory and Practice of Translation, Problems of Lexicology at the modern stage: Translatological Aspect, Stylistics and its role in Modern Translatology, Introduction into Translation Studies, Specifics of Artistic Translation, Comparative Typology of Ukrainian and Foreign Languages, Topical Directions of Modern Translatology, Problems of Cross-cultural Communication, Protection of Translator's Intellectual Property, Work-placed Practice, etc.

It is presupposed that the Ukrainian students majoring in Translation studies should deal with certain types of discourse. **Figure 6** displays the discourse range Ukrainian students are trained within.

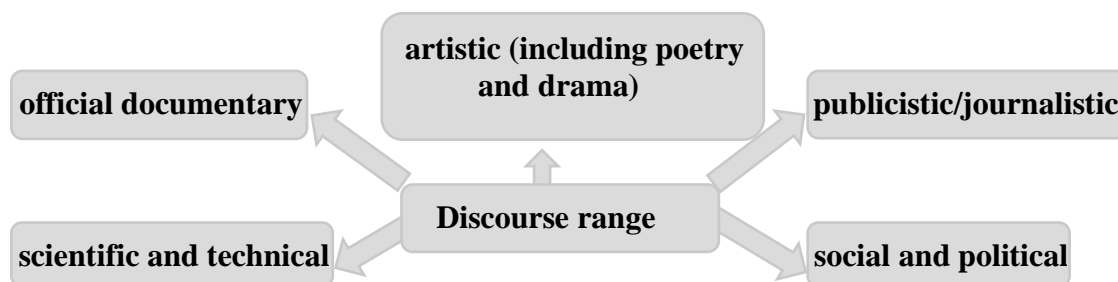


Figure 6. Discourse range within the translator training system in Ushynsky University

Hence, the correlation of the educational profession-oriented content and professional portfolio may provide for academic success. Competence-based approach to teaching/learning both foreign languages and translation/interpretation specifics allows teachers to determine a scope of profession-related competences to be acquired by would-be translators. Discursive competence seems to be of great importance in this respect.

2.3 Discourse-oriented translation competence

Discourse-oriented (discursive) competence has been under focus of many Ukrainian and foreign scholars for the recent 10 years; however, there is not an unambiguous interpretation of the term “discursive competence”, scholars and researchers use their individual approaches to the understanding of this phenomenon. Canale and Swain (1980) announced that discursive competence deals with the knowledge of different types of discourses and the rules of their construction, as well as the ability to create and understand them taking into account the communication situation. Brown (1987: 143) defined discursive competence as person’s ability to combine sentences into fragments of discourse and structure a meaningful whole from a series of statements.

In General European recommendations on language education (2003), the authors highlighted that discursive competence is interpreted as students’ ability to

unite sentences in order to build connected speech segments. It includes the knowledge and ability to manage speech in terms of thematic organization, coherence and logical speech organization, its style, register, rhetorical effectiveness (Nikolaieva, 2003).

Izmailova (n.d.) defined discursive competence as a capability of a linguistic personality to build and perceive holistic discourses of different types (oral and written) in accordance with a communicative intention within a certain communicative situation taking into consideration their semantic, pragmatic, and grammatical organization at the macro and micro levels as well as interconnection of extralinguistic and linguistic components.

Golovina (2004) distinguished textual, genre-centred, tactical and strategic components of discursive competence. The strategic component includes the ability to perceive communicative intent and to plan a communicative event. The tactical component involves the formation of the skills to analyze the communication situation and to choose adequate language means to achieve the communicative intention. The genre-centred component includes the knowledge of genre norms and the ability to select types of texts and create discourse according to the canons of a specific genre. The text component is considered as the ability to organize a sequence of sentences in such a way that a coherent text is formed.

Ukrainian scholars (Panova et al., 2010: 64) characterized discursive competence as the ability to build one's speech coherently, using the knowledge of the principles of thematic organization of the text, its structure, coherence, logical organization, speech style (colloquial, official-business, literary, journalistic, scientific) and register (high, neutral, colloquial, familiar, rude, vulgar), principles of rhetorical effectiveness, i.e., influence on the listener (reader). Prokop et al. (2013: 34-65) considered discursive competence as a component of communicative competence, the ability to construct coherent, logically connected statements using different functional styles in oral and written language; to their mind, it involves the choice of linguistic means depending on the type of expression. The authors pointed out that discursive competence helps to choose and use adequate language forms and

means depending on the purpose and communication situation, on the social role of the communication participants-interlocutors. The scholars proposed a complex of interactive teaching technologies to provide for productive group-work, cooperation between a teacher and students, and coordination of their interests (brainstorming, discussion, press conference, dispute-dialogue, educational debate). Bodnar (2016: 159) understood discursive competence as the ability of a person to create coherent segments of speech taking into account grammatical, lexical and syntactic rules, the communicative situation and extralinguistic factors, which are integral components of the communication process; as the ability to logically organize statements into coherent texts and present them in accordance with the style of speech and the principles of rhetorical effectiveness.

Foreign scholars (Chen, Halliday) assume that language can be applied “to fields that include discourse analysis, education, language development, second language development, computational linguistics, clinical linguistics, translation, language typology and the study of language in various domains, such as science, medicine, literature and the law” (Chen, 2020: 58).

Thus, taking into consideration the analyzed theoretical, practical, and normative material under study, *Ukrainian university students' discourse-oriented translation competence in English, Chinese (or any other languages like German, French, Spanish, Turkish, Korean) as foreign languages* can be understood as a set of knowledge, skills, and abilities necessary for starting the professional activity of a translator/interpreter within full visual (written) translation, sight translation, consecutive interpretation, simultaneous interpretation, annotated and referenced translation considering peculiarities of discourse representing certain fields-domains in the modes English↔Ukrainian, Chinese↔Ukrainian and any foreign language↔Ukrainian. It is worth mentioning that translation of Chinese texts into Ukrainian is a kind of consequent speech activity which has a double nature – the reading-decoding of hieroglyphs (Chinese characters) and the writing-encoding of the received information in the form of words. Translation from Ukrainian into Chinese is performed in a reversed order – the reading-decoding of the semantics of lexical

and grammatical linguistic units and the writing-encoding of the received information in the form of hieroglyphs (Chinese characters) through an intermediate activity (translation). Would-be translators have to undergo specialized training to master discourse-oriented translation competence.

ISSUES TO BE DISCUSSED:

1. *Professional portfolio of a translator/interpreter*: requirements and socio-normative bases.
2. Analyse the essence of *the Translation Studies categories* suggested by Holmes.
3. Analyse the essence of the phenomenon “*translation competence*” from the viewpoints of Neubert and Xiamen university’s academic staff (the Xiada Model for Interpreter Training).
4. Specify the essence of *the PACTE translation competence model*.
5. Generate your ideas regarding the representation of directions and approaches to discourse interpretation in the framework of training would-be translators/interpreters in different translation and interpretation modes.

STUDENT’S INDEPENDENT (SELF-GUIDED) WORK:

1. Describe *translator’s/interpreter’s discursive competence* within the structure of general professional competence.
2. Study the difficulties of mastering linguistic and extralinguistic peculiarities of different discourses while learning foreign languages.

STUDENT’S INDIVIDUAL RESEARCH TASKS:

1. Evolution of the professions "translator of English" and "translator of Chinese: challenges and achievements.

UNIT II. PROFESSION-ORIENTED ASSIGNMENTS AND ASSESSMENT OF STUDENTS' ACADEMIC SUCCESS

I. Assessment of students' academic success within profession-oriented assignments

II. Conclusion

I. Assessment of students' academic success within profession-oriented assignments

In order to investigate the components of the discourse-oriented translation competence and to implement effective teaching practices which facilitate the development of the competence under study, it is necessary to elaborate relevant assessment tools. It was found out that the context-based approach should be considered as a methodological background facilitating the development of the Ukrainian university students' discourse-oriented translation competence in English (and Chinese) as foreign languages competence. The context-based approach makes it possible to model the disciplinary (subject-related) and social (specialists' professional experience) content of would-be specialist's professional activity. It combines abstract knowledge, specifics of translators' (and interpreters') professional duties, their professionally significant qualities. University instructors are to create conditions for entering the profession by means of expedient teaching/learning forms and methods (profession-related role-playing, case-studies, simulation games, etc.).

The discourse-oriented translation competence is developed through the excellence mastering in two dimensions: knowledge/awareness, skills and abilities that can be achieved by exploring linguistic and extralinguistic peculiarities of diverse discourse types alongside adequate translation tools and techniques for reproducing the original oral or written texts in the target language. **Table 1** presents the content of each dimension.

Table 1. Dimensions of discourse-oriented translation competence

Dimensions/ indicators	Criteria	
	knowledge/awareness	skills and abilities
Creative and tactical (potential)	linguistic and extra-linguistic awareness within the framework of a specific subject area of English/Chinese and Ukrainian discourses	<ul style="list-style-type: none"> • the ability to predict the semantic, lexical and syntactic framework of sentences; • the ability to correctly determine the strategy, tactics, order and essence of the translator's/interpreter's professional actions; • complex skills to combine and adapt English/Chinese and Ukrainian linguistic peculiarities and country studies material in each particular situation as well as to modify it into different formats of translation (full, abbreviated)
Translational and transformational (potential)	familiarity with translation/interpretation tools (techniques, methods, translation models, etc.)	<ul style="list-style-type: none"> • the ability to carry out translation analysis of English/Chinese and Ukrainian texts representing artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses; • complex skills to determine the semantic content of unfamiliar English words/Chinese characters by key components and context and to use adequate translation tools to reproduce the original text in the target language
Oral transferable (potential)	familiarity with the psycholinguistic features of the process of English/Chinese - Ukrainian and Ukrainian-English/Chinese interpretation (consecutive interpretation, sight interpretation) and auxiliary means of encoding information	<ul style="list-style-type: none"> • bilingual skills to quickly switch from English/Chinese to Ukrainian and from Ukrainian to English/Chinese; • the ability to synchronously perceive a written/oral source (English/Chinese, Ukrainian) text and orally reproduce the text in the target language (Ukrainian, English/Chinese) using a shorthand system (interpreter note-taking) (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses)
Written transferable (potential)	familiarity with the genre and style dominant of the text alongside the linguistic features of the design of texts belonging to different functional and stylistic markers within the English/Chinese and Ukrainian languages	<ul style="list-style-type: none"> • the ability to reproduce the content of the original (English/Chinese, Ukrainian) text in writing in the target language (Ukrainian, English/Chinese) using adequate translation means while preserving the functional and stylistic determinant and the frame of the original information (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses)

Despite a significant value the competence under study within the context-based paradigm in teaching foreign languages, today's conditions of the military actions in Ukraine make it nearly impossible to develop certain components of the competence: to practice profession-centered activities offline; to participate in programs of academic mobility; to demonstrate academic outcomes in public (concerts, language festivals and contests, etc.); to organize non-virtual round-table discussions, conferences, seminars, master classes on professional issues involving native speakers, etc.

Thus, local university teachers can share their experience in using alternative forms, means and methods which could facilitate the development of the discourse-oriented translation competence under the designated conditions in Ukraine. It seems to be crucial to define the criteria for the discourse-oriented translation competence

assessment to ensure that our alternative solutions are as efficient as traditional ones. These criteria were singled out: creative and tactical (potential), translational and transformational (potential), oral transferable (potential), and written transferable (potential).

Thus, PACTE (2005) noted that according to *the creative and tactical (potential) criterion*, students should demonstrate such practical learning outcome as linguistic and extra-linguistic awareness within the framework of a specific subject area of foreign and native discourses in the world format. In fact, we believe that students should demonstrate such practical learning outcomes as skills to combine and adapt English/Chinese and Ukrainian linguistic peculiarities and country studies material in each particular situation as well as to modify it into different formats of translation. In order to equip students with such kind of knowledge and skills, we suggest profession-related assignments dealing with observation and analyzing translation strategies, tactics, and operations of the translator's/interpreter's professional actions. While fulfilling role-playing tasks, the students have an excellent opportunity to present original information in full and abbreviated (annotated and referenced) formats in the target language. It should be noted that source texts belonged to these discourse types: artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses.

It can be considered that *translational and transformational (potential) criterion* covers such outcomes as:

- familiarity with translation/interpretation tools (techniques, methods, translation models, etc.);
- the ability to carry out translation analysis of English/Chinese and Ukrainian texts representing artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses;
- complex skills to determine the semantic content of unfamiliar English words/Chinese characters by key components and context and to use adequate translation tools to reproduce the original text in the target language.

To achieve the requirements of this criterion, students can be given the assignments to elaborate presentations aimed at the improvement of professionally important issues like “Strategies to translate texts belonging to different discourse types: English vs Chinese (or some other foreign language)”, “Translation tactics and operations: key components”, “Artistic tips: translational aspects”, “Translation techniques when dealing with personal documents”, “Define a political personality by his/her speech”, etc. Students participated in online discussions and had an opportunity to present their ideas using such digital platforms or applications as Microsoft, WhatsApp, or DingTalk Lite to stimulate further discussions. The students are to present their individual and group presentations on the above-mentioned topics.

The suggestion of *the oral transferable (potential) criterion* includes such outcomes as:

- familiarity with the psycholinguistic features of the process of English/Chinese -Ukrainian and Ukrainian- English/Chinese interpretation (consecutive interpretation, sight interpretation) and auxiliary means of encoding information;
- bilingual skills to quickly switch from English/Chinese to Ukrainian and from Ukrainian to English/Chinese;
- the ability to synchronously perceive a written/oral source (English/Chinese, Ukrainian) text and orally reproduce the text in the target language (Ukrainian, English/Chinese) using a shorthand system (interpreter note-taking) (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses).

Following these criteria, the students are trained to master shorthand system (interpreter note-taking) when dealing with artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses within the disciplines “Theory and Practice of Translation”, “Interpretation Peculiarities of Oral Communication”, Scientific Research Fundamentals and their Use in Translation Studies”, “Stylistics and its Role in Modern Translatology”, “Specifics of Artistic Translation”, etc. The students are to

silently read authentic fabular texts belonging to designated discourses and to orally reproduce the text in the target language in a short time. They can be also given tasks to give abbreviated (annotated and referenced) interpretation of these texts in the target language. Within consecutive interpretation, the students are to fulfill assignments like “Guess and interpret a famous English/American/Chinese actor”, “Guess and interpret a famous English/American/Chinese political leader”, “Guess and interpret a famous English/American/Chinese mass media worker”, etc.

The methodological work on mastering *the written transferable (potential) criterion* should equip students with skills to reproduce the content of the original (English/Chinese, Ukrainian) text in writing in the target language (Ukrainian, English/Chinese) using adequate translation means. They are to perceive the functional and stylistic determinant and the frame of the original information (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific and technical, and social and political discourses). The students are invited to search for additional information related to the five discourses on the platforms Coursera, Edx, British Council and Education and Culture Centre “Confucius Institute” (at Ushynsky University) and fulfill certain assignments. Therefore, we can suggest students that they should participate in profession-oriented role-playing and case-study discussions “English/American/Chinese drama: translation peculiarities”, “English/American/Chinese poetry: translation peculiarities”, “Popular journalistic issues”, “World scientific and technical innovations: translation issues”, “Translation of official documents: personal documents vs non-personal documents”, “Modern English/American/Chinese social and political tendencies: translation techniques”, etc. The assignments are aimed at defining a discourse type, giving its linguistic and translation analysis. This analysis plan can be of use to the students:

1. We distinguish 3 translation strategies (Petrova, 2010): the strategy of communicative equivalent translation (implementation of the communicative intention of the original author in the form of creating a text in the target language), the strategy of tertiary translation (creation of a target text that satisfies the needs of the target language speaker, the purpose of a target text is different from the one of

the original author), and the redirection strategy (creation of a target text intended for a recipient who differs from a source language recipient in social characteristics).

2. For educational purposes, we choose 2 strategies: the strategy of communicative equivalent translation and the strategy of tertiary translation.

3. When translating a particular text, we choose one strategy – a program for the implementation of translation activities determined by the characteristics of a particular situation and the purpose of translation.

4. The strategy of communicative equivalent translation is used when translating texts belonging to official documentary, scientific, technical, and artistic styles unless some other translation purpose is set.

We use the strategy of tertiary translation when translating journalistic texts because the translation purpose is different from the purpose of the original author.

5. The translation strategy is implemented through tactics (translation operations used to solve a specific problem, taking into account the chosen translation strategy), tactics - through translation operations (translation techniques and correspondences).

6. Translation of specialized texts (official documentary, scientific and technical styles) is performed by means of the strategy of communicative equivalent translation through these translation tactics: tactics of cognitive information transfer, tactics of linguistic and cultural text adaptation, tactics of stylistic adaptation of the target text, tactics of correct information formatting, tactics of reproduction of the textual structural frame characteristics in the target language.

7. Translation of artistic texts is performed through these tactics: tactics of cognitive information transfer, tactics of linguistic and cultural text adaptation, tactics of stylistic adaptation of the target text, tactics of reproduction of the author's individual style, tactics of preserving the national flavor of the original text, tactics of reproduction of the textual structural frame characteristics in the target language.

8. Translation of publicistic/journalistic texts is implemented by means of these tactics: tactics of cognitive information transfer, tactics of stylistic adaptation of the target text, tactics of reproduction of the textual structural frame characteristics in the

target language, tactics of reproduction of the author's individual style, tactics of commenting on foreign cultural realities.

The students are to comment on “English→Ukrainian” (“Chinese→Ukrainian”) translation difficulties, identify their groupmates' mistakes and suggest their solutions.

II. Conclusion

The analyzed education standards and scholars' reviews related to the designated problem (discourse- and translation-related entities; context-based approach in teaching/learning foreign languages as well as in training students in translation and interpretation; issues regarding linguistic and translation analysis; reviews on professional competences in the framework of foreign languages proficiency, etc.) have shown that proper methodological support and adequately selected on-line formats facilitate the development of the students' discourse-oriented translation competence.

A particular role is prescribed to discourse study and its transformation into the domain of translation and interpretation, accompanying with due teaching/learning profession-centered activities. Therefore, it is crucial to accomplish a balanced integration of the English/Chinese language peculiarities (or peculiarities of any other foreign language) and the Ukrainian language specificities in the teaching process. It implies that teachers should clearly understand what discourse-related information is significant in the framework of the profession-oriented training of would-be translator and how to make efficient use of it applying digital resources.

ISSUES TO BE DISCUSSED:

1. Which approaches play an important role in the training of would-be translators/interpreters?
2. Analyse the difficulties of the offline training aimed at would-be translators/interpreters nowadays.
3. Analyse the strategic translation/interpretation plan while dealing with different discourses.
4. Specify the tactical and operational translation/interpretation tools while dealing with different discourses.
5. Correlate specific discourse-related features with the teaching / learning tools to be applied in this regard within the training of would-be translators/interpreters.

STUDENT'S INDEPENDENT (SELF-GUIDED) WORK:

1. The development of student' discourse-related translation competence at high school: profession-oriented practical assignments in training *simultaneous and consecutive interpreting, sight interpreting*.
2. The development of student' discourse-related translation competence at high school: profession-oriented practical assignments in training *full and abbreviated written translation (annotated and referenced)*.

STUDENT'S INDIVIDUAL RESEARCH TASKS:

1. Specify translator's/interpreter's behaviour and professional qualities in ordinary and complicated profession-related situations.

UNIT III. COMPETENCE-BASED APPROACH AS A METHODOLOGICAL BASIS FOR THE PROFESSION-ORIENTED SPEECH TRAINING AIMED AT FUTURE TRANSLATORS OF ENGLISH/CHINESE IN THE CONTEXT OF UNIVERSITY EDUCATION

I. Competence vs Competency

II. The structure of the translation competence of future translators of English/Chinese

III. The components of the key (supra-professional) competencies

IV. The components of the general profession-related competencies

V. The components of the specific profession-related competencies

* * *

I. Competence vs Competency

The choice of this approach is due to modern innovative processes that transform, convert world experience into the plane of education. The normative guideline for the development of educational space in Ukraine is the program range proposed by the UNO, which includes the Declaration *the Millennium Development Goals* (Kramsh, 1993), as well as the implementation of *the Education Policy and Peer Education Project* aimed at modernising the content of education and forming key (most important and most integrated) competences.

The introduction of the competence-based approach to the education system is conditioned by: *1)* the globalization of the economy; it is aimed at shifting the emphasis “from the adaptability-oriented principle to the competence-based principle” (Petrovsky, Yaroshevsky, 1990); *2)* the guidelines of the Council of Europe, domestic education authorities which attribute the implementation of competencies and competence-based approach.

In particular, the recommendations on educational policy “Reform Strategy for Education in Ukraine” state that “one of the ways to update the content of education and harmonise it with modern needs, to integrate into European and global educational spaces is to focus curricula on key competences and create effective mechanisms of their introduction” (Bilodid, 1970). Another important basis for the

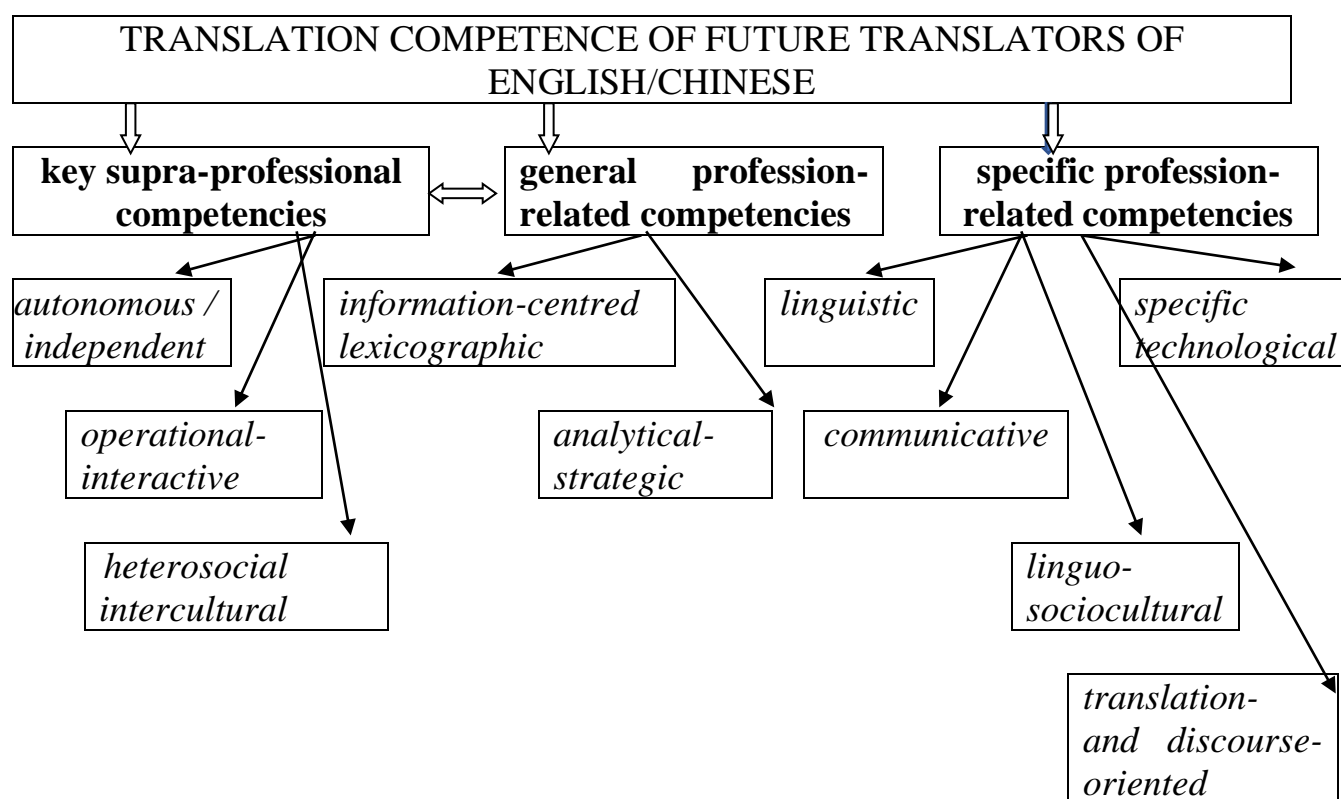
conversion of the competence-based approach into the higher education system according to the Bologna model is the appeal of scientists (Klimentenko, Mirolyubov, 1981) to competencies and competences as a leading criterion for the proficiency levels of modern graduates.

The concept “*competence*” is associated with the concepts as follows: “personality”, “characteristics”, “quality”, “integrated result”, “ability”, “capability”, “awareness”, “authoritativeness”, “competencies”. ***Competence*** is understood as a qualitative and measuring characteristic of personality, an integrated result of successful transformation of (normatively defined) acquired knowledge, skills and abilities into professional translation-related activities; the formation of person’s ability to act successfully in practice, using acquired educational and life experience in professional translation-related or other activities in compliance with certain requirements and understanding responsibility for performed profession-related actions. ***Competency*** is interpreted as a given specific (professional) regulatory framework, requirements for educational and profession-oriented training aimed at future translators of Chinese which is mandatory for qualitative productive and effective professional activity as a socially defined and fixed result.

II. The structure of the translation competence of future translators of Chinese/English

Taking into account the achievements of scholars on the importance, structure and functionality of competency and competence, we can determine the structure of *the translation competence* of future translators of English/Chinese: *key supra-professional* (autonomous / independent, operational-interactive, heterosocial intercultural), *general profession-related* (information-centred lexicographic, analytical-strategic) and *specific profession-related* (linguistic, communicative, linguo-sociocultural, translation- and discourse-oriented, specific technological) competencies (see Fig. 3.1.).

**Profession-oriented speech competence of future translators of
English/Chinese**



The framework of the study allows us to interpret *the key competencies* as a set of fundamental, interdisciplinary knowledge, skills, abilities; ethical and moral values and attitudes towards the subjects and objects of intercultural communication; personal abilities to function in the field of translation and to find personal fulfilment in the profession.

III. The components of the key (supra-professional) competencies

The components of *the key (supra-professional) competencies* are as follows: autonomous / independent, operational-interactive, heterosocial intercultural.

Autonomous / independent competency actualises two ideas: the development of the future translator's personality and autonomy in choosing and acting in a professional context; self-development and self-education of the translator. This competency is implemented by a set of knowledge, skills and abilities that allow the specialist to function comfortably and productively in the profession.

Operational-interactive competency involves a conscious use of a number of tools that allow a translator to interact with subjects and objects of the professional environment.

Heterosocial intercultural competency involves the ability to co-operate in socially heterogeneous groups and the ability to coexist and interact with representatives of other cultures in a multicultural professional environment; the ability to exist above the cultures to be aware of one's own place in the society of these countries in terms of performing professional duties.

IV. The components of the general profession-related competencies

The set of general profession-related competencies is represented by information-centred lexicographic and analytical-strategic competencies; they serve as an intermediate link between the key supra-professional competencies and specific profession-related competencies and provide a holistic implementation of the general model of the profession-oriented speech training aimed at future translators of Chinese/English.

By ***general profession-related competencies*** we mean those that are common to a range of professions related to translating / interpreting (foreign / native language teacher, diplomat, secretary, editor of a magazine, inspector in a crewing company, etc.); they involve certain knowledge, skills and abilities to use theoretical foundations in professional activity in the field of translation.

Information-centred lexicographic competency requires the skills and abilities to use lexicographic sources in order to obtain the necessary information for profession-related activities.

The essence of *the analytical-strategic competency* is correlated with a set of integrated procedural knowledge, skills and abilities to coordinate all components of the specific profession-related competency.

V. The components of the specific profession-related competencies

Specific profession-related competencies are associated with an integrative set of special knowledge, skills and abilities in the field of translation, which allow a specialist to constructively carry out the communicative process in foreign (English/Chinese) and state (Ukrainian) languages with representatives of other countries within professional activities in the modes: English ↔ Ukrainian, Chinese ↔ Ukrainian, Chinese ↔ English.

Linguistic knowledge, skills and abilities of a future English/Chinese translator constitute his / her *linguistic competency*.

Communicative knowledge, skills and abilities (integrated) relate to the implementation of intercultural communication with the involvement of all types of speech activities – listening, speaking, reading and writing (Korunets, 2008).

Reading and writing are considered together, because in the initiated classification the written form of rendering information from one language into the other one (translation) provides a preliminary visual acquaintance (reading) with the source text. It should be noted that the practical transformation of linguistic knowledge, skills and abilities in profession-oriented educational activities demonstrates the depth (aspect-detailed) of student's mastery.

Communicative knowledge, *speaking skills and abilities* manifest themselves through an integrative set of criteria indicators and specific knowledge, skills and abilities of dialogic and monologic interaction.

Communicative knowledge, skills and abilities of *reading and writing* are actualised through an integrative set of criteria and specific knowledge, skills and abilities of reading and writing which covers the technical side of writing texts and adherence to functional-stylistic determinants.

Specific knowledge, skills and abilities depend on the type of translation. Double-sided *visual translation* involves consistent speech activity - reading and writing through intermediate activities in the form of translation, so the specifics of the knowledge, skills and abilities of this type of translation correlates with

knowledge, skills and abilities within the category of “reading and writing” (communicative group).

These types of translation have also a combined nature: *sight interpretation* (internal reading of the source text and oral reproduction of its content by means of some other language), *consecutive interpreting* (listening to a fragment of the source text with subsequent reproduction of its content by means of some other language in oral form), *simultaneous interpreting* (listening to a fragment of the source text with approximately simultaneous reproduction of its content by means of some other language in oral form (interpreting begins 2-3 seconds later after the source text starts to sound)), *annotated and summarised translating / interpreting* (visual or auditory acquaintance with the source text and reproduction of its content by means of some other language in written or oral forms), *full written translation* (visual acquaintance with the source text and reproduction of its content by means of some other language in writing).

Linguo-sociocultural knowledge, skills and abilities cover the field of local lore, the specifics of the relevant verbal and nonverbal communicative behaviour of the translator in a given situation and adequate translation tools and techniques for reproducing the original oral or written communication in some other language.

Knowledge, skills and abilities of using modern information technologies in the process of realisation of professional translation activity are defined as *specific-technological*. Under ***modern information technology*** we understand a set of tools, methods and techniques for collecting, storing, processing, presenting and transmitting messages, which expands people’s knowledge and develops their ability to manage technical and social processes (Aitov, 2006). *Specific technological* awareness is useful in the implementation of all types of educational activities, which accelerates the achievement of the desired result and saves time spent on mastering professional speaking skills and abilities.

In view of the above, ***the competence-based approach*** is correlated with the focus of profession-oriented speech training aimed at future translators of English/Chinese on the formation of the *key* (fundamental, interdisciplinary),

general profession-related (acquisition of knowledge, skills and abilities in the study of the Humanities and socio-economic disciplines and Natural Sciences) and *specific profession-related* (based on profession-oriented disciplines) competencies of future philologists.

Thus, the result of this training can be considered the formation of students' general competence which includes integrated conceptual and profession-related knowledge, skills, translating / interpreting experience and behavioural models of the translator.

ISSUES TO BE DISCUSSED:

1. Analyse the normative guidelines for the development of educational space in Ukraine.

2. Specify the differences and similarities between the pedagogical phenomena “*competence*” and “*competency*”.

3. Speak on the issues regarding the structure of the translation competence of future translators of English/Chinese.

4. Describe the components of *the key (supra-professional) competencies*.

5. Describe the components of *the general profession-related competencies*.

6. Describe the components of *the specific profession-related competencies*.

7. Specify the essence of the competence-based approach in the system of teaching / learning foreign languages.

STUDENT'S INDEPENDENT (SELF-GUIDED) WORK:

1. Study the content of *The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)* and analyse the ways it is implemented in the Ukrainian educational space.

2. Elaborate a plan of a lesson on teaching Theory and Practice of Translation to Ukrainian students.

STUDENT'S INDIVIDUAL RESEARCH TASKS:

1. Study the linguistic difficulties which Ukrainian students experience in mastering the morphology and syntax of the English/Chinese language.

UNIT IV. CONTEXT-BASED APPROACH AS A DETERMINANT OF THE PROFESSION-ORIENTED SPEECH TRAINING INTENDED FOR FUTURE TRANSLATORS OF ENGLISH/CHINESE UNDER CONDITIONS OF UNIVERSITY EDUCATION

I. Principles of the profession-oriented speech training intended for future translators of English/Chinese in universities

II. Context-based approach as a determinant of the profession-oriented speech training intended for future translators of English/Chinese under conditions of university education

* * *

I. Principles of the profession-oriented speech training intended for future translators of English/Chinese in universities

Among the special principles of profession-oriented speech training within the initiated research, we define the ones as follows: • the principle of cognitively automated mastery of linguistic and communicative skills, • the principle of integrating the learning of different types of foreign language activities and different types of translating / interpreting, • the principle of profession-oriented activities.

The principle of cognitively automated mastery of linguistic and communicative skills is based on Leontiev's teaching "starting from conscious to unconscious (from top to bottom)" (Ladyzhenskaya, 1998), which provides for the transition from conscious language learning to automation of skills that generate foreign language speech. This principle provides a proportional relationship between analogy, linguistic sense-intuition, unconscious memorisation, discursiveness. Vocabulary and grammar are taught in situationally determined speech models, which constitute the basis for communicative exercises aimed at forming linguistic (lexical, grammatical, semantic, phonological, spelling, orthoepic) and professional-communicative competencies based on linguistic and communicative awareness, skills and abilities.

Thus, mastering foreign languages by future translators is accompanied by integrating the knowledge of English (and Chinese) linguistic units and rules of their combination, the skills of using these units and rules, the combinatorial ability to use knowledge and skills to express a new opinion about a new situation (Korunets, 2008: 9).

The specialisation of future translators of English/Chinese covers a narrow range of profession-related activities; it is based, to a greater extent, on motivated speech activity (speech), the features of which correspond to the fact that it (speech) serves all its other types.

The focus of the profession-oriented speech training aimed at future translators of English/Chinese is to teach students to speak a foreign language, i.e., to teach intercultural communication as a binary activity - communication and translation. Given the above, the special principles of training future professionals include *the principle of integrating the teaching of different types of foreign language speaking activities (listening, speaking, reading, writing hieroglyphics, Pinyin, Latin and Cyrillic alphabets) and different types of translating / interpreting (in written form, orally, a combined form)*.

The division of speech into oral and written types determines the compliance with *the principle of teaching a specific speech variety in the context of teaching profession-oriented activities*, which involves teaching interpreting (simultaneous, consecutive) through teaching oral speech (monological, dialogic, diamonological); and teaching translation – through teaching written speech, i.e., mastering the phonetic-semantic, lexical-semantic, grammatical and technical-motor specifics of hieroglyphics (Chinese characters). Listening and reading are the general aids to this learning; as a result, the relevant professional speech skills are formed.

The outlined principles, as components of the theory of teaching / learning, were the initial priorities, which formed the basis for the content; they laid the guidelines for optimal organisation and positive implementation of the English/Chinese and Ukrainian language learning process, specified the means of

using regulatory requirements for language learning and provided for the methodological support of the training.

II. Context-based approach as a determinant of the profession-oriented speech training intended for future translators of English/Chinese under conditions of university education

One of the approaches in the process of finding methodological bases for the profession-oriented speech training aimed at future translators / interpreters of English/Chinese within university education is a context-based approach that has been of great interest to foreign and domestic theorists and practitioners for more than half a century.

In modern pedagogy, the phenomenon “*context-based learning*” (*sign- and context-based learning*) is understood as the learning which presupposes dynamical modelling of subject-centred and social content of professional work, provides conditions for the transformation of student learning activities into profession-oriented activities (Vygotsky, 1966: 62–68); a form of active learning intended for use in higher education; it is focused on the profession-oriented training of students and implemented by means of a systematic use of the profession-oriented context and gradual saturation of the educational process with elements of profession-related activities (Kontekstnoe obuchenie, 2014); implementation of a dynamic model of student activities: from the actual educational activities (in the form of lectures, for example) through quasi-professional (gaming forms) and educational profession-centred (students’ research, work-placed practice, etc.) activities to the actual professional activity, i.e., the learning within which the subject-centred and social content of profession-oriented work are dynamically modelled, thus providing conditions for the transformation of the student's educational activity into the professional activity of a qualified translator / interpreter (Izarenkov, 1990: 54-60).

Therefore, in order to achieve educational and profession-related goals in higher education, it is necessary to carry out such training that provides the transformation of cognitive activity into professional one with appropriate recoding

of needs, incentives, motives, goals and objectives, teaching aids, subjects, objects and results. In profession-oriented activities, a specialist analyses a situation and circumstances first, then sets tasks, solves them and proves the truth of the decision. Students perform these steps in a reverse order. It is possible to teach a student to think and act as a specialist in active learning of the context type.

Since the main task of the translator is to transfer the integral and exact content of the original, preserving its stylistic and expressive features, by means of the other language (Ratsapevich, 2001), the translator faces two tasks: to correctly understand the content of the source statement / text (oral and written, or audio) in the original language and fully reproduce its content by target language.

In this regard, certain *requirements* are set to translators of English/Chinese: - to have a rich multidisciplinary lexical reserve (mastery in terminology within the scientific and technical, official business-related and journalistic functional styles); - to know the grammar of English and Chinese (compared to the grammar of Ukrainian); - to possess a translation technique taking into account the meaning of the indexing components (radicals) of Chinese characters and to be able to effectively use vocabulary sources (printed, electronic) alongside automated translation programs; - to navigate in a field of expertise while translating / interpreting specialised texts; - to be aware of local lore and socio-cultural aspects of Great Britain/The USA/China and Ukraine; - to be able to perform all types of translation / interpretation taking into account the specifics of speech activities - listening, speaking, reading and writing;

- to possess *dynamic (motor)* and *auditory memory* and the ability to quickly introduce into speech new words and idiomatic expressions of the original and their analogues (corresponding linguistic units) in target language; - to be able to use different types of dictionaries and reference books in the translation process, as well as modern media – radio, Internet news, newspapers, magazines, etc.; - to be able to shorten and adapt written texts and discourse-centred texts for the relevant needs of contingent / users of translation and interpretation, provided that a translator / interpreter knows all speech styles and understands subtle nuances of expressive

means of the source and target languages; - to demonstrate physical fitness and external “neutrality”, to have a clear orthoepic pronunciation (not to lisp or to burr), to be equally polite to both parties, always polite and cultured, neatly dressed, with proper manners, to have good hearing and to catch everything said by interlocutors immediately (Kondrashova, 1987).

We consider imitating role playing to be a productive active method and one of the leading forms and methods of the context-based approach to the profession-oriented speech training aimed at future translators of English/Chinese because profession-centred games (for example: “A translator / an interpreter and foreign delegation”, “A simultaneous interpreter and audience at the conference”, “A translator and a client”, “A guide-interpreter and tourists”, etc.) simulate real life, real professional activity. This allows game participants to experiment, test different ways of profession-related behaviour of the translator / interpreter and even make mistakes, which in reality she / he cannot afford, correct them, analyse specific situations and get out of them in an ethically correct way.

Role playing activates mental and cognitive activities of future translators, develops their creative professional abilities on the emotional basis of its participants. The game is an intensive exchange of ideas, information and refinement of theoretical and practical knowledge, skills and abilities in foreign and domestic languages acquired during classes; a kind of profession-oriented training.

In addition to the above method, among the active forms of contextual learning we can single out a seminar-discussion organised as a process of dialogic communication of interlocutors with active and equal participation of each student. During this process, profession-oriented practical experience of active joint participation in discussions and solution making when dealing with theoretical issues of Translation Studies as well as practical thinking of the future translators / interpreters are formed.

Thus, the context-based approach to the profession-oriented speech training of future translators allows its holistic implementation with the parallel mastery in conceptual and professional knowledge and skills within the two / three working

languages – English/Chinese and Ukrainian – and promotes rapid entry of graduates into their profession.

ISSUES TO BE DISCUSSED:

1. Analyse the essence of “*the principle of cognitively automated mastery of linguistic and communicative skills*”.

2. Analyse the essence of “*the principle of integrating the teaching of different types of foreign language speaking activities (listening, speaking, reading, writing hieroglyphics, Pinyin, Latin and Cyrillic alphabets) and different types of translating / interpreting (in written form, orally, a combined form)*”.

3. Analyse the essence of “*the principle of teaching a specific speech variety in the context of teaching profession-oriented activities*”.

4. Decipher the essence of the pedagogical phenomenon “*context-based learning*”.

5. Correlate the requirements set to translators of English/Chinese with the teaching / learning tools to be applied in this regard.

STUDENT’S INDEPENDENT (SELF-GUIDED) WORK:

1. Principles of profession-oriented training: pedagogical dimension.

2. Correlate the requirements set to translators of English with the teaching / learning tools to be applied in this regard.

STUDENT’S INDIVIDUAL RESEARCH TASKS:

1. Professional requirements to translators and teachers of foreign languages: similarities and differences.

UNIT V. PEDAGOGICAL CONDITIONS FOR THE PROFESSION-ORIENTED SPEECH TRAINING AIMED AT FUTURE TRANSLATORS OF ENGLISH/CHINESE

I. Pedagogical conditions in the system of higher education

II. Pedagogical condition 1: The presence of positive motivation of students to translation activities in the field of English/Chinese

III. Pedagogical condition 2: The interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented methods in the process of formation of translation competence in future translators of English/Chinese under conditions of university education

IV. Pedagogical condition 3: Immersion of students in active independent profession-related speech (translation / interpretation) activities with English/Chinese texts and foreign speakers

V. Pedagogical condition 4: Actualisation of interactive forms of organisation of students' profession-oriented speech and translation / interpretation activities under conditions of university education

VI. Pedagogical condition 5: Future translators' awareness (at the level of beliefs) about the importance of translation activities in the educational space of intensification of the Ukrainian-British / American / European / Chinese relations

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I. Pedagogical conditions in the system of higher education

Theoretical and practical search for effective means of training future translators-orientalists in the pedagogical university determine the urgency in detecting and justifying the pedagogical conditions that contribute to the effectiveness of the educational process. Accumulating the research results of different scholars, we state qualitative characteristics of the main processes and phenomena of the educational environment, normative orientation to the organisation of activities and necessity to improve the interaction of subjects and objects of the educational process in solving specific didactic tasks.

The basic constituents of the definition “condition” in the pedagogical context include the ones as follows: 1) a set of circumstances and causes that influence the development, training and education (up-bringing) of a person; 2) the “ability” of pedagogical conditions to accelerate or slow down the educational process, to influence its dynamics and results; 3) compliance with standard and regulatory requirements for training and bringing up.

Thus, *pedagogical conditions* are defined as a set of interdependent circumstances (prerequisites) that ensure the organisation, monitoring, regulation and interaction of subjects and objects of the pedagogical process within the realisation of a certain goal. By *the pedagogical conditions* of the profession-oriented speech training aimed at future translators of English/Chinese, we understand the external circumstances of effective implementation of pedagogical goals, specially created by the teacher for a positive impact on the educational process.

The pedagogical conditions for the training aimed at future translators of English/Chinese are as follows: • the presence of positive motivation of students to translation activities in the field of English/Chinese; • interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented methods in the process of formation of translation competence in future translators of English/Chinese under conditions of university education; • immersion of students in active independent profession-related speech (translation / interpretation) activities with English/Chinese texts and foreign speakers; • actualisation of interactive forms of organisation of students’ profession-oriented speech and translation / interpretation activities under conditions of university education; • future translators’ awareness (at the level of beliefs) about the importance of translation activities in the educational space of intensification of the Ukrainian- British / American / European / Chinese relations. It should be noted that the outlined pedagogical conditions are implemented comprehensively, but at each stage a certain pedagogical condition prevails in accordance with the simulated educational and experimental context.

II. Pedagogical condition 1: The presence of positive motivation of students to translation activities in the field of English/Chinese

The presence of positive motivation of students to translation activities in the field of English/Chinese was the first pedagogical condition for the profession-oriented speech training aimed at future translators of English/Chinese.

Motivation of students to learn a foreign language, in particular English, as a tool of cross-cultural communication with representatives of other countries can be stimulated through a number of incentives: - applied need of foreign language skills for successful functioning in the future profession; - the desire to position oneself with a competitive competent specialist in the international labour market; - interest in other countries of the world (their culture, traditions, values). Motivation begins to “act” if it covers the interests, needs, goals, desires, etc. of a pupil, i.e., the motive and purpose are in the cause-and-effect relationship and interaction. Given this, a clear definition of

purpose and motive performs the leading function of the effectiveness of motivation.

The school leavers’ choice of the profession “translator-sinologist” presupposes that they have a positive motivation, based on a dream, to learn Chinese and other foreign languages, i.e., the motive (why a Chinese translator?) and the goal (students’ final desired result).

These predicted positively-loaded events that encourage the functioning of this profession are a positive *motive* in choosing the profession of a Chinese translator: - business trips abroad; - acquaintance with Chinese realities and traditions (Chinese cuisine, customs, medicine, tai chi and wushu gymnastics, art), Chinese history, Chinese literary heritage, scientific and technological achievements, philosophical and pedagogical determinants (Confucianism, Taoism, etc.); - multi-vector improvement and advanced training in the Celestial Empire; - exchange of experience with foreign colleagues). The student associates the *goal* with successful employment and a corresponding salary, which comprises these strategic areas: - free communication in Chinese within the framework of professional cross-cultural communication; - mastery in descriptive, semantic, etymological and decoding

aspects of Chinese hieroglyphics; - culturological awareness; - seamless implementation of all types of interpretation (consecutive and simultaneous) and translation (full / abbreviated translation of texts belonging to different genres and styles) using ICT.

The leading *methods and forms* that activate the motivation and interest of future English/Chinese translators to study Germanistics/Sinology and basics of the profession “translator-philologist” through positive emotions are as follows: - lectures, mini-lectures, practical and seminar classes of discussion-based and analytical nature, close to professional activities in their forms and content; - profession-motivated independent work, creative individual tasks, research activities (participation in scientific and practical conferences; - preparation of essays, reports, abstracts; - presentations of research material using ICT); - analytical professionally significant tasks (linguistic analysis of original texts, translation analysis of original texts and translated texts), preparation of annotated, abstracted and complete retelling and translation / interpretation of original texts; - creative and productive quasi-professional tasks – role-playing games, debates, discussions, conflict resolution, translation / interpretation tasks, participation in education- and culture-related events; - autonomous and advanced profession-oriented types of educational and cognitive activities – language practice abroad, work-placed practice, reporting conferences, translation / interpretation practice with native speakers, etc.

Students’ positive motivation to translate / interpret in the field of the English/Chinese language is actualised through the opportunity to communicate with native English/Chinese speakers (volunteers from Great Britain/The USA; teachers, volunteers from China, who are involved in the International Project “Confucius Institute”); the study and employment abroad; adequate pedagogical tools (methods, forms, means of realisation of the educational process), which activates motivation and interest of future translators of the English/Chinese language.

As a result, students are purposefully involved in translation / interpretation activities within these language pairs: “English ↔ Ukrainian”, “Chinese ↔ Ukrainian”, “Chinese ↔ English”; they use their potential in the translation /

interpretation of discourses belonging to different functional styles, as translation / interpretation activities are multi-vector and require awareness in almost all spheres of life. Students' desire, sometimes hopeless, their need to communicate with the Englishmen/Americans/Chinese in the format of a learning environment in order to meet certain needs stimulate them (students) to immerse themselves in reference encyclopaedias, dictionaries, linguistic sources; broaden their horizons and promote acquisition of a new, extracurricular (including profession-related) significant material.

III. Pedagogical condition 2: The interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented methods in the process of formation of translation competence in future translators of English/Chinese under conditions of university education

The second pedagogical condition of the profession-oriented speech training aimed at future translators of English/Chinese is *the interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented methods in the process of formation of translation competence in future translators of English/Chinese under conditions of university education*. Interdisciplinary links reflect a comprehensive approach to teaching and educating, which makes it possible to identify both the main elements of the content of education and the relationships between its subjects. The priority is given to the problem of forming a new, integrative way of thinking, which is characteristic of modern human beings and involves the integration of knowledge from different disciplines to solve one complex problem.

Interdisciplinary interaction in education is due to the current level of development of science, which is characterised by the integration of social, economic, political and scientific knowledge. We state the constructive and productive nature of interdisciplinary interaction, which contributes to the intensification of educational and cognitive activities of future translators; cognitive-gnostic navigation in educational material in connection with practice-based

activities; effective formation of a holistic system of students' integrated knowledge, skills and abilities; improvement of the educational process while mastering the profession of a translator.

In our opinion, Translation Studies and Language Didactics are the basis for the implementation of multifaceted interaction. Interdisciplinary links make it possible to increase the level of fundamental knowledge, its classification, universalisation and globalisation, the development of logical thinking, their systemic and creative application. The result is the formation of systematic thinking of students majoring in Germanic/Oriental Studies, which is achieved through complex mechanisms of synthesis and analysis of the content of these disciplines; the ability to combine their knowledge of language, literature, music, philosophy, religion, fine and performing arts, etc. within Ukraine and Great Britain/The USA/China.

IV. Pedagogical condition 3: Immersion of students in active independent profession-related speech (translation / interpretation) activities with English/Chinese texts and foreign speakers

Immersion of students in active independent profession-related speech (translation / interpretation) activities with English/Chinese texts and foreign speakers is the third pedagogical condition. We consider independent (autonomous) work from the standpoint of the subject of activity (student) as a productive and analytical activity of the student; the highest form of purposeful externally motivated reactive educational and cognitive activities, which are structured and adjusted by the subject of the activity according to his / her individual characteristics; the implementation of independent work stimulates the actualisation of knowledge, skills and abilities acquired by the student in class, promotes the manifestation of student's self-discipline, self-awareness and responsibility.

Among the main types of students' independent work, we distinguish the ones as follows: - listening to lectures and making notes; - processing lecture material; - performance of practical and laboratory works on the problems of theory and practice of translation / interpretation, participation in seminars; - work with various literature

in printed and electronic formats (search and analytical work with card index systems, databases; work with bibliographic, lexicographic, reference, encyclopaedic, periodical sources on various issues, etc.); - mastering modern systems of automated / machine (Machine Translation, MT) and computerised (Computer Assisted Translation, CAT) translation; individual work with electronic monolingual and multilingual dictionaries (Context 3.51, ABBYY Lingvo, etc.); use of machine translation programs (PROMT, Pragma, Language Master, Trados, WordFast, Google Translate, etc.); - performing independent tasks using modern word processors (typing programs, word processing, text editing translations, programs for spelling and grammar checking, terminology management – FileMaker, LogiTerm, MultiTerm, Termex, TermStar, etc.); electronic programs; - preparation of abstracts, oral reports and scientific articles, etc.

It should be noted that the basis for students' independent work is their perception and analysis of any text in English, Chinese and Ukrainian and the creation of a secondary text (a target / translated text (full, annotated, abstracted), a processed text in a source language / in a target language – annotations, theses, reports, abstracts, articles, reviews, etc.) based on the original (source) text. Working on a text of a certain functional style and genre, students are involved in such types of speech activities as reading, writing, listening. Reading and listening enable the processing and decrypting of the original text. Creation (production-transformation) of secondary or primary-secondary texts is realised through writing and speaking.

The most effective forms and means of teaching / learning are as follows: role-playing games, debates, discussions, conflict resolving, solving translation problems, participation in education- and culture-related activities; language practice abroad, work-placed practice, reporting conferences, communication and translation practice with native speakers, etc. The process of students' profession-oriented activity is accompanied by speech-related and non-speech-related circumstances and conditions in which they think and act in the context of the profession in accordance with the situation and their roles in it. It results in gaining practical skills, obtaining life

experience, developing creative non-standard thinking and communication skills and abilities to carry out cross-cultural communication with English/Chinese speakers.

The modelling of communicative situations by the teacher and their implementation by means of role-playing games allow future translators to understand the content and procedural aspects of the profession-oriented teaching / learning activities; to improve their skills and abilities to work with information-related, encyclopaedic and dictionary sources; to develop self-administrative abilities; to get acquainted with the components of the professional profile of the translator.

During the language internship (advanced training) in Great Britain/The USA/European countries/China, future translators are involved in continuous cross-cultural communication with native speakers for two weeks, one semester, one academic year, depending on the chosen program. Abroad, students spend more time working with vocabulary sources, as they are surrounded by a natural English/Chinese-speaking environment in all spheres of life (culture, traditions, philosophy, cuisine, life, study, etc.); they understand that it is impossible to stay in the country without knowing its language. In practice, students master their skills and abilities to use lexical units (word combinations, phraseological units), syntactic constructions; phonological and tonal framework of utterances; visual perception and decoding of hieroglyphs (Chinese); writing skills, visual and auditory skills; segmentation of utterances. They learn how to determine their groupmates' mistakes, their own mistakes and how to determine the means of correcting learning gaps of participants of the educational process, etc.

V. Pedagogical condition 4: Actualisation of interactive forms of organisation of students' profession-oriented speech and translation / interpretation activities under conditions of university education

Actualisation of interactive forms of organisation of students' profession-oriented speech and translation / interpretation activities under conditions of university education is the fourth pedagogical condition to be considered.

This phenomenon belongs to the field of teaching methods and technologies, which has been based historically on project methods, variable pairs and the brigade-laboratory method. The key element of interaction is a “dialogue”, it means interaction-dialogue between the subject and the object of learning, in other words, dialogical learning (the learning process takes place under constant, active interaction of all students; co-learning, mutual learning; collective and group learning in cooperation) (Slastenin, Isaev, & Shiyanov, 2002: 124–128).

Among the traditional interactive forms of the training aimed at future translators-orientalists, we single out translation, interpretation and speech trainings (quick response, fast learning), round table discussions, translation rings (discussion and identification of effective approaches to solving translation problems), discussions and debates (they teach to argue logically; to speak succinctly, clearly, precisely against the background of diverse views), workshops (they form practical skills and abilities of translating and interpreting), etc. New interactive forms are represented by profession-related role-playing games (bank of ideas – the abilities to get out of an unusual quasi-professional situation and to act impromptu are developed), exhibitions and fairs of translation ideas (demonstration of knowledge, skills and abilities in translation studies), workshops, etc.

The latest interactive forms are updated through a translation workshop / studio (a rational way to collectively solve translation problems through the presentation of students’ mastery in the use of translation tools and ICT), symposium of translators, creative classes (“Pearls of Translation”, etc., group work on the development of guidelines for mastering the theory and practice of translating / interpreting within the language pairs: “English ↔ Ukrainian”, “Chinese ↔ Ukrainian”, “English ↔ Chinese”), sessions of employers (“Crewing exams”, “Testing in the translation agency”, “In a travel agency”, etc.; interactive communication with potential employers, advertising of professional knowledge, skills, abilities, etc.), alumni meetings (“Confucius Institute Alumni Association” – fruitful exchange of views and experiences in a comfortable psychological atmosphere), interpretation workshop (active form of education that stimulates creative research activities of future

English/Chinese translators and provides a new educational and interpretation-based product in the process of educational interaction of its participants).

VI. Pedagogical condition 5: Future translators' awareness (at the level of beliefs) about the importance of translation activities in the educational space of intensification of the Ukrainian-British / American / European / Chinese relations

The fifth pedagogical condition for the effectiveness of the profession-oriented speech training aimed at future translators is *future translators' awareness (at the level of beliefs) about the importance of translation activities in the educational space of intensification of the Ukrainian-British / American / European / Chinese relations*.

The key component of the term “multiculturalism” (or “cultural diversity”) is culture, which means a set of notable features inherent in society or a social group – spiritual and material, intellectual and emotional... In addition to art and literature, it covers lifestyle, skills to live together, value systems, traditions and beliefs (Miram, Ivanova, & Ampleev, 2007).

The phenomenon “multiculturalism” correlates with the global markers of democracy – pluralism, tolerance, respect for other cultures, mutual understanding, constructive dialogue, exchange of experiences, achievements and cooperation. Future translators' awareness of the role of their profession at the national and local levels in the aspects of humane attitude to the actualisation of multiculturalism allows performing fruitful translation / interpretation activities, including cross-cultural communication. It is known that Ukraine, as an integral part of the European educational space, is a multinational, multi-religious multicultural state that has developed historically.

We associate *multicultural education* with the process of purposeful socialisation of students within the mastering of the system of national, state-specific (Great Britain / the USA / other European countries / China) and general cultural values; with the development of tolerance, proficient communicative and empathetic skills necessary for translating / interpreting interactions with representatives of

different cultural heritages being conscious about the importance of understanding ethnocultural differences of communicators and demonstrating adequate professional behaviour while performing professional duties. The strategic goal of the profession-oriented speech training aimed at future translators-orientalists in the aspect of multiculturalism is the formation of their cognitive beliefs about the importance of translation / interpretation activities within a multicultural space.

In this regard, we note that the identified strategy involves step-by-step planning of actions (including speech and etiquette) and resources and is implemented through appropriate tactics, to be more precise: the development of a thorough idea of the diversity and multicultural nature of the modern world (including Great Britain, the USA / European countries / China), Ukrainian society; stimulation of their beliefs in the value of cultural diversity compared with the Ukrainian cultural treasure on a parity basis; the priority of humanity, tolerance and the ability to provide for intercultural dialogue and cooperation within Ukraine and other countries; the desire for amicable resolution of conflicts (if they occur) within a multicultural environment.

Theoretical and practical constituents of the multicultural component comprising the professional profile of the future translator of English/Chinese are as follows: • acquisition of relevant cultural knowledge and its practical implementation in translation / interpretation; • mastering the ways and methods of cross-cultural interaction at the national and international levels; • formation of a humane and tolerant attitude to the actualisation forms of the phenomenon “multiculturalism” as a value basis for human interaction in reality; • cognitive understanding of the importance of translation / interpretation activities in a multicultural space.

Initiation of the “multiculturalisation” process involves these stages: • the study of the ethnic composition of student academic groups; • determination of the level of students’ national and ethnic consciousness at the national, general and “specifically national” (Great Britain / the USA / European countries / China) levels; • identification of the main ethnocultural markers specifying the representatives of nationalities that participate in intercultural communication directly and indirectly; •

identification of the degree of mutual influence demonstrated by representatives of different ethnic groups within student groups;

- development of a system of conflict prevention on the basis of ethnocultural differences and correction of negative attitudes towards other nationalities and their cultural heritage through a number of collective and individual tasks (culture-oriented exercises during students' language practice abroad with native speakers, reporting at conferences;
- group trainings and individual classes with students on multiculturalism;
- art therapy using multinational elements of different arts – music, art and graphics, sports and choreography, etc.).

The development of future translators' awareness in the aspects of multiculturalism and their linguistic and socio-cultural competence as translation / interpretation specialists is the result of the abovementioned educational activities.

Along with these competencies, future translators-orientalists develop personal and social qualities, skills and abilities (creativity, skills of productive intercultural communication, empathy for other cultures, the ability to adapt to foreign languages while performing professional duties, etc.).

In view of the foregoing, it can be concluded that the above pedagogical conditions create optimal opportunities for the formation of translation competence of future translators.

ISSUES TO BE DISCUSSED:

1. Explain the meaning and the role of pedagogical conditions in the system of higher education.

2. Decipher the essence of Pedagogical condition 1: *The presence of positive motivation of students to translation activities in the field of English/Chinese.*

3. Decipher the essence of Pedagogical condition 2: *The interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented methods in the process of formation of translation competence in future translators of English/Chinese under conditions of university education.*

4. Decipher the essence of Pedagogical condition 3: *Immersion of students in active independent profession-related speech (translation / interpretation) activities with English/Chinese texts and foreign speakers.*

5. Decipher the essence of Pedagogical condition 4: *Actualisation of interactive forms of organisation of students' profession-oriented speech and translation / interpretation activities under conditions of university education.*

6. Decipher the essence of Pedagogical condition 5: *Future translators' awareness (at the level of beliefs) about the importance of translation activities in the educational space of intensification of the Ukrainian-British / American / European relations.*

STUDENT'S INDEPENDENT (SELF-GUIDED) WORK:

1. Interactive and role-playing profession-oriented games as a pedagogical phenomenon in the training system aimed at would-be translators/interpreters.
2. Translator's modern professional portfolio: structure and content.

STUDENT'S INDIVIDUAL RESEARCH TASKS:

1. The structure and essence of the models which contribute to efficient development of would-be translators'/interpreters' professional competence.

PRACTICAL ASSIGNMENTS TO UNIT I:

1. Read texts belonging to publicistic/journalistic, scientific and technical, social and political discourses and analyse their linguistic and extralinguistic peculiarities.

2. Read texts belonging to artistic (including poetry and drama), official documentary discourses and analyse their linguistic and extralinguistic peculiarities.

PUBLICISTIC DISCOURSE

The Importance of Investing in Renewable Energy

The global demand for energy is expected to increase by 25% over the next two decades. This rise in demand, coupled with concerns about climate change, has led many countries to invest in renewable energy sources such as wind, solar, and hydropower. While the initial investment in these technologies can be high, the long-term benefits are undeniable.

One of the main advantages of renewable energy is its ability to reduce greenhouse gas emissions. Fossil fuels, which are currently the primary source of energy in many countries, release carbon dioxide and other pollutants into the atmosphere when burned. This contributes to climate change and air pollution, which can have serious health and environmental consequences. Renewable energy, on the other hand, does not produce these harmful emissions.

Investing in renewable energy can also have economic benefits. The cost of renewable energy technologies has decreased significantly in recent years, making them more competitive with fossil fuels. In some cases, renewable energy is now cheaper than traditional sources of energy. Additionally, investing in renewable energy can create new jobs and stimulate economic growth.

Another advantage of renewable energy is its reliability. Unlike fossil fuels, which are subject to price fluctuations and supply disruptions, renewable energy sources are generally more stable and predictable. Wind and solar energy, for

example, are not affected by geopolitical tensions or resource depletion in the same way that oil and gas are.

Despite these benefits, some critics argue that renewable energy is not yet a viable replacement for fossil fuels. They point to issues such as intermittency (the fact that wind and solar power are not available all the time) and the need for large-scale energy storage solutions. While these are certainly challenges that need to be addressed, they should not detract from the importance of investing in renewable energy.

Investing in renewable energy is crucial for addressing the challenges of climate change, reducing greenhouse gas emissions, and promoting economic growth. While there are certainly obstacles to overcome, the benefits of renewable energy far outweigh the costs. It is time for countries around the world to commit to a sustainable energy future and make the necessary investments in renewable energy technologies.

The Rise of Social Media Influencers: The Impact on Modern Society

Over the past decade, social media has become an integral part of our lives. With platforms like Instagram, Twitter, and TikTok, it's easier than ever for individuals to share their lives and opinions with the world. This has given rise to a new breed of celebrity: social media influencers.

Social media influencers are individuals who have amassed a large following on one or more social media platforms. They use their platforms to share their opinions, promote products, and provide lifestyle advice to their followers. In many ways, they have become the modern-day equivalent of traditional celebrities.

But what impact do social media influencers have on modern society? Some argue that they promote unrealistic beauty standards, leading to body shaming and low self-esteem among their followers. Others argue that they promote consumerism, encouraging their followers to buy products they don't need.

Despite these criticisms, there's no denying the influence that social media influencers have. Many of them have partnerships with major brands and can earn

thousands of dollars for a single sponsored post. This has led to some questioning the authenticity of their content, and whether they truly believe in the products they promote.

Moreover, social media influencers have been known to use their platforms to spread misinformation and harmful beliefs. In 2020, the COVID-19 pandemic saw a surge in conspiracy theories, with some influencers promoting false information about the virus and its treatments. This can have dangerous consequences, as it can lead to individuals refusing to take necessary precautions or seeking unproven treatments.

However, social media influencers have also used their platforms for good. Many have used their influence to raise awareness about important social issues, such as climate change and racial inequality. They have also given a voice to marginalized communities, providing a platform for individuals who might not otherwise be heard.

Social media influencers have become a significant part of modern society. While they have faced criticism for promoting unrealistic standards and consumerism, they also have the power to raise awareness about important issues and give a voice to marginalized communities. As social media continues to evolve, it will be interesting to see how influencers continue to shape our world.

SCIENTIFIC AND TECHNICAL DISCOURSE

Blockchain is the new technology

New technology is constantly emerging, revolutionizing the way we work, communicate, and interact with the world around us. In scientific and technical discourse, the discussion of new technology is particularly important, as it can have significant implications for industry, healthcare, and the environment. This text will provide an overview of a new technology that has recently emerged and discuss its potential impact on various industries.

The technology in question is called blockchain. Blockchain is a decentralized digital ledger that records transactions across a network of computers. Each block in

the chain contains a cryptographic hash of the previous block, a timestamp, and transaction data. Once a block is added to the chain, it cannot be altered, making the blockchain extremely secure.

Originally developed as the technology behind cryptocurrencies such as Bitcoin, blockchain is now being explored for a variety of other applications. In the financial industry, blockchain has the potential to streamline transactions and reduce costs, as well as provide greater transparency and security. In healthcare, blockchain can be used to securely store patient records and protect patient privacy. In the environmental sector, blockchain can be used to track carbon emissions and encourage sustainable practices.

Impact on the Financial Industry

One of the most promising applications of blockchain is in the financial industry. The traditional financial system is characterized by intermediaries such as banks and clearinghouses, which can add complexity and cost to transactions. With blockchain, transactions can be conducted directly between parties, reducing the need for intermediaries and potentially reducing costs.

In addition to reducing costs, blockchain can also improve transparency and security in the financial industry. Because each transaction is recorded in a decentralized ledger, it is very difficult to manipulate or falsify data. This can help prevent fraud and other types of financial crime.

Impact on Healthcare

Another area where blockchain can have a significant impact is healthcare. Healthcare records contain sensitive and personal information, and maintaining their security and privacy is a top priority. With blockchain, healthcare records can be securely stored and accessed only by authorized individuals. This can help prevent data breaches and protect patient privacy.

In addition to improving security, blockchain can also streamline healthcare operations. For example, it can be used to manage drug supply chains and ensure that medications are being produced and distributed safely and efficiently.

Impact on the Environment

Finally, blockchain has the potential to make a significant impact on the environment. One of the main ways this can be achieved is through the use of smart contracts. Smart contracts are self-executing contracts with the terms of the agreement between buyer and seller being directly written into lines of code. They allow for the creation of decentralized applications (DApps) that can facilitate, verify, or enforce the negotiation or performance of a contract. In the context of the environment, smart contracts can be used to track carbon emissions and ensure that companies are meeting their environmental targets.

In conclusion, blockchain is a new technology with the potential to revolutionize various industries. Its decentralized and secure nature makes it an attractive option for improving transparency and efficiency in industries such as finance and healthcare, while its potential to track carbon emissions and enforce environmental targets makes it an important tool in the fight against climate change. As more applications for blockchain are developed, it will be interesting to see how this technology continues to shape the way we live and work.

The Effects of Climate Change on Biodiversity in the Arctic Region

The Arctic region is experiencing rapid changes in climate, including warming temperatures, melting sea ice, and altered precipitation patterns. These changes have significant impacts on the biodiversity of the region, including shifts in species distribution, changes in the timing of life cycle events, and alterations to ecological interactions. In this paper, we review the current state of knowledge on the effects of climate change on Arctic biodiversity, drawing on recent research from a range of disciplines. We highlight key findings and identify key research gaps, and we discuss the implications of these findings for conservation and management strategies in the Arctic region.

The Arctic region is one of the most rapidly changing environments on the planet, with climate change driving major shifts in the physical, chemical, and biological systems of the region. In recent decades, Arctic temperatures have warmed at a rate twice as fast as the global average, with particularly pronounced warming in

winter and spring. This warming is leading to significant changes in the Arctic sea ice cover, which is shrinking and thinning at a rapid pace. In addition, the region is experiencing altered precipitation patterns, changes in ocean circulation, and shifts in atmospheric circulation patterns, all of which have major impacts on the biodiversity of the region.

Methodology:

To investigate the effects of climate change on Arctic biodiversity, we conducted a comprehensive literature review of recent research in a range of disciplines, including ecology, biogeography, and conservation biology. We focused on studies that have examined the impacts of climate change on Arctic species distributions, phenology, and ecological interactions, as well as studies that have explored the potential future impacts of climate change on Arctic biodiversity.

Results:

Our review revealed that climate change is having significant impacts on the biodiversity of the Arctic region. For example, many species are shifting their ranges northward or to higher elevations, in response to warming temperatures. In addition, there is evidence that some species are changing their phenology, with earlier timing of key life cycle events such as breeding or migration. These changes in species distributions and phenology are likely to have significant impacts on ecological interactions, such as predator-prey relationships and competition for resources.

Discussion:

The impacts of climate change on Arctic biodiversity have important implications for conservation and management strategies in the region. For example, conservation efforts may need to focus on protecting key habitats and migration corridors for species that are expected to shift their ranges in response to warming temperatures. In addition, management strategies may need to consider the potential impacts of climate change on important ecological interactions, such as the timing of predator-prey interactions. Overall, our review highlights the urgent need for continued research into the impacts of climate change on Arctic biodiversity, and for

the development of effective conservation and management strategies to mitigate these impacts.

SOCIO-POLITICAL DISCOURSE

The Role of Social Media in Political Discourse

Social media has revolutionized the way in which political discourse takes place in the modern world. With the rise of platforms like Twitter and Facebook, citizens from around the globe now have unprecedented access to a wealth of information and the ability to share their opinions with a global audience. While social media has undoubtedly led to many positive changes in the realm of politics, it has also given rise to a number of challenges and concerns.

One of the most significant challenges that social media presents to political discourse is the issue of echo chambers. Thanks to the algorithms that social media platforms use to personalize content for individual users, people are increasingly likely to be exposed only to viewpoints and perspectives that they already agree with. This can create a feedback loop in which individuals become more entrenched in their beliefs, making it difficult for meaningful dialogue and compromise to take place.

Another issue with social media and political discourse is the phenomenon of fake news. With the ability to share information at a rapid pace, it can be difficult to differentiate between accurate and inaccurate information. This has led to the spread of false information, which can have real-world consequences, such as influencing election results or inciting violence.

Despite these challenges, social media has also had a number of positive impacts on political discourse. For example, it has given a voice to previously marginalized groups, allowing them to organize and advocate for their rights. It has also created new avenues for political participation, such as online petitions and social media campaigns.

Furthermore, social media has played an important role in holding politicians accountable. With the ability to quickly and easily share information and communicate directly with politicians, citizens can more effectively advocate for their needs and push for change. This has led to greater transparency and accountability in government, as politicians are more likely to be held to account for their actions.

Social media has had both positive and negative effects on political discourse. While it has created new opportunities for political participation and activism, it has also presented challenges such as echo chambers and the spread of fake news. As social media continues to evolve and shape the political landscape, it will be important for citizens, politicians, and social media companies themselves to work together to address these challenges and ensure that political discourse remains open, honest, and productive.

The Importance of Gun Control in America

In America, the debate over gun control has been a longstanding issue in social and political discourse. The Second Amendment to the United States Constitution grants the right to bear arms, but the interpretation and application of this right have led to a heated discussion over gun control measures. The purpose of this essay is to examine the importance of gun control in America's social and political discourse.

Gun control refers to efforts made to regulate the possession, sale, and use of firearms by individuals. The debate over gun control has been ongoing for decades, with proponents and opponents of gun control measures arguing over their efficacy and constitutionality. The debate is fueled by the high rates of gun-related deaths and injuries in the United States, particularly in incidents of mass shootings.

Gun control is essential in America's social and political discourse for various reasons. Firstly, it is necessary to reduce gun-related deaths and injuries. The United States has one of the highest rates of gun-related deaths in the world, with over 30,000 deaths annually. This high rate of gun violence affects not only the victims and their families but also the entire society. Gun control measures such as

background checks, waiting periods, and bans on assault weapons can help reduce the number of gun-related deaths and injuries.

Secondly, gun control is crucial in promoting public safety. Guns in the hands of criminals or individuals with a history of violence pose a significant threat to public safety. Regulations on gun ownership and possession can help prevent guns from falling into the wrong hands, reducing the risk of mass shootings, homicides, and suicides.

Thirdly, gun control is vital in addressing the issue of gun violence as a public health problem. The Centers for Disease Control and Prevention (CDC) identifies gun violence as a public health issue, and gun control measures can help prevent the spread of gun violence. The availability of guns can contribute to an increase in homicides, suicides, and unintentional shootings, leading to a public health crisis.

Lastly, gun control is essential in preserving individual rights and freedoms. While the Second Amendment guarantees the right to bear arms, it is subject to reasonable regulation. Gun control measures such as background checks and waiting periods do not infringe on the right to bear arms, but rather promote responsible gun ownership and protect public safety.

Gun control is a critical issue in America's social and political discourse. It is necessary to reduce gun-related deaths and injuries, promote public safety, address gun violence as a public health problem, and preserve individual rights and freedoms. While there may be differing opinions on gun control measures, it is essential to have a constructive and informed discussion on this issue to find solutions that promote the well-being and safety of all Americans.

ARTISTIC DISCOURSE

Bloodline-A stranger in the mirror-The naked face

(By Sidney Sheldon)

Istanbul.

Saturday, September 5.

Ten p.m.

He was seated in the dark, alone, behind the desk of Hajib Kafir, staring unseeingly out of the dusty office window at the timeless minarets of Istanbul. He was a man who was at home in a dozen capitals of the world, but Istanbul was one of his favorite cities. Not the tourist Istanbul of Beyoglu Street, or the gaudy Lalezab Bar of the Hilton, but the Otlit-of-the-way places that only the Moslems knew: the yalis, and the small markets beyond the souks, and the Telli Baba, the cemetery where only one person was buried, and the people came to pray to him.

His waiting had the patience of a hunter, the quiet stillness of a man in control of his body and his emotions. He was Welsh, with the dark, stormy good looks of his ancestors. He had black hair and a strong face, and quick intelligent eyes that were a deep blue. He was over six feet tall, with the lean muscular body of a man who kept himself in good physical condition. The office was filled with the odors of Hajib Kafir, his sickly sweet tobacco, his acrid Turkish coffee, his fat, oily body. Rhys Williams was unaware of them. He was thinking about the telephone call he had received from Chamonix an hour earlier.

"... A terrible accident! Believe me, Mr. Williams, we are all devastated. It happened so quickly that there was no chance to save him. Mr. Roffe was killed instantly ..."

Sam Roffe, president of Roffe and Sons, the second largest pharmaceutical company in the world, a multibillion-dollar dynasty that girdled the globe. It was impossible to think of Sam Roffe as being dead. He had always been so vital, so full of life and energy, a man on the move, living in airplanes that raced him to company factories and offices all over the world, where he solved problems others could not deal with, created new concepts, pushed everyone to do more, to do better. Even though he had married, and fathered a child, his only real interest had been the business. Sam Roffe had been a brilliant and extraordinary man.

Who could replace him? Who was capable of running the enormous empire he had left? Sam Roffe had not chosen an heir apparent. But then, he had not planned to die at fifty-two. He had thought there would be plenty of time.

And now his time had run out.

The lights in the office suddenly flashed on and Rhys Williams looked toward the doorway, momentarily blinded.

"Mr. Williams! I did not know anyone was here."

It was Sophie, one of the company secretaries, who was assigned to Rhys Williams whenever he was in Istanbul.

She was Turkish, in her middle twenties, with an attractive face and a lithe, sensuous body, rich with promise. She had let Rhys know in subtle, ancient ways that she was available to bring him whatever pleasures he wished, whenever he desired them, but Rhys was not interested.

Now she said, "I returned to finish some letters for Mr. Kafir."

She added softly, "Perhaps there is something I can do for you?"

As she moved closer to the desk, Rhys could sense the musky smell of a wild animal in season.

"Where is Mr. Kafir?"

Sophie shook her head regretfully. "He has left for the day."

She smoothed the front of her dress with the palms of soft, clever hands. "Can I help you in some way?" Her eyes were dark and moist.

"Yes," Rhys said. "Find him."

She frowned. "I have no idea where he could-"

"Try the Kervansaray, or the Mermara." It would probably be the former, where one of Hajib Kafir's mistresses worked as a belly dancer. Although you never knew with Kafir, Rhys thought. He might even be with his wife.

Sophie was apologetic. "I will try, but I am afraid I-"

"Explain to him that if he's not here in one hour, he no longer has a job."

The expression on her face changed. "I will see what I can do, Mr. Williams." She started toward the door.

"Turn out the lights."

Somehow, it was easier to sit in the dark with his thoughts.

The image of Sam Roffe kept intruding. Mont Blanc should have been an easy climb this time of the year, early September. Sam had tried the climb before, but storms had kept him from reaching the peak.

"I'll plant the company flag up there this time," he had promised Rhys, jokingly.

And then the telephone call a short while ago as Rhys was checking out of the Pera Palace. He could hear the agitated voice on the telephone. "... They were doing a traverse over a glacier.

. . . Mr. Roffe lost his footing and his rope broke.... He fell into a bottomless crevasse ..."

Rhys could visualize Sam's body smashing against the unforgiving ice, hurtling downward into the crevasse. He forced his mind away from the scene. That was the past.

There was the present to worry about now. The members of Sam Roffe's family had to be notified of his death, and they were scattered in various parts of the world. A press announcement had to be prepared. The news was going to travel through international financial circles like a shock wave. With the company in the midst of a financial crisis, it was vital that the impact of Sam Roffe's death be minimized as much as possible. That would be Rhys's job.

Rhys Williams had first met Sam Roffe nine years earlier. Rhys, then twenty-five, had been sales manager for a small drug firm. He was brilliant and innovative, and as the company had expanded, Rhys's reputation had quickly spread. He was offered a job at Roffe and Sons and when he turned it down, Sam Roffe bought the company Rhys worked for and sent for him. Even now he could recall the overwhelming power of Sam Roffe's presence at their first meeting.

"You belong here at Roffe and Sons," Sam Roffe had informed him. "That's why I bought that horse-and-buggy outfit you were with."

Rhys had found himself flattered and irritated at the same time.

"Suppose I don't want to stay?"

Sam Roffe had smiled and said confidently, "You'll want to stay. You and I have something in common, Rhys. We're both ambitious. We want to own the world. I'm going to show you how."

The words were magic, a promised feast for the fierce hunger that burned in the young man, for he knew something that Sam Roffe did not: There was no Rhys Williams. He was a myth that had been created out of desperation and poverty and despair.

He had been born near the coalfields of Gwent and Carmarthen, the red scarred valleys of Wales where layers of sandstone and saucer-shaped beds of limestone and coal puckered the green earth. He grew up in a fabled land where the very names were poetry: Brecon and Pen-y Fan and Penderyn and Glyncorrwg and Maesteg. It was a land of legend, where the coal buried deep in the ground had been created 280 million years before, where the landscape was once covered with so many trees that a squirrel could travel from Brecon Beacons to the sea without ever touching the ground. But the industrial revolution had come along and the beautiful green trees were chopped down by the charcoal burners to feed the insatiable fires of the iron industry.

The young boy grew up with the heroes of another time and another world. Robert Farrer, burned at the stake by the Roman Catholic Church because he would not take a vow of celibacy and abandon his wife; King Hywel the Good, who brought the law to Wales in the tenth century; the fierce warrior Brychen who sired twelve sons and twenty-four daughters and savagely put down all attacks on his kingdom. It was a land of glorious histories in which the lad had been raised. But it was not all glory. Rhys's ancestors were miners, every one of them, and the young boy used to listen to the tales of hell that his father and his uncles recounted. They talked of the terrible times when there was no work, when the rich coalfields of Gwent and Carmarthen had been dosed in a bitter fight between the companies and the miners, and the miners were debased by a poverty that eroded ambition and pride, that sapped a man's spirit and strength and finally made him surrender.

When the mines were open, it was another kind of hell. Most of Rhys's family had died in the mines. Some had perished in the bowels of the earth, others had coughed their blackened lungs away. Few had lived past the age of thirty.

Rhys used to listen to his father and his aging young uncles discussing the past, the cave-ins and the crippings and the strikes; talking of the good times and the bad, and to the young boy they seemed the same. All bad. The thought of spending his years in the darkness of the earth appalled Rhys. He knew he had to escape.

He ran away from home when he was twelve. He left the valleys of coal and went to the coast, to Sully Ranny Bay and Lavernock, where the rich tourists flocked, and the young boy fetched and carried and made himself useful, helping ladies down the steep cliffs to the beach, lugging heavy picnic baskets, driving a pony cart at Penarth, and working at the amusement park at Whitmore Bay.

He was only a few hours away from home, but the distance could not be measured. The people here were from another world. Rhys Williams had never imagined such beautiful people or such glorious finery. Each woman looked like a queen to him and the men were all elegant and splendid.

This was the world where he belonged, and there was nothing he would not do to make it his.

By the time Rhys Williams was fourteen, he had saved enough money to pay for his passage to London. He spent the first three days simply walking around the huge city, staring at everything, hungrily drinking in the incredible sights and the sounds and the smells.

His first job was as a delivery boy at a draper's shop. There were two male clerks, superior beings both, and a female clerk, who made the young Welsh boy's heart sing every time he looked at her. The men treated Rhys as he was meant to be treated, like dirt.

He was a curiosity. He dressed peculiarly, had abominable manners and spoke with an incomprehensible accent. They could not even pronounce his name. They called him Rice, and Rye, and Rise. "It's pronounced Reese," Rhys kept telling them.

The girl took pity on him. Her name was Gladys Simpkins and she shared a tiny flat in Tooting with three other girls. One day she allowed the young boy to walk her home after work and invited him in for a cup of tea. Young Rhys was overcome with nervousness. He had thought this was going to be his first sexual experience, but when he began to put his arm around Gladys, she stared at him a moment, then laughed. "I'm not giving none of that to you," she said. "But I'll give you some advice. If you want to make somethin' of yourself, get yourself some proper clothes and a bit of education and learn yourself some manners." She studied the thin, passionate young face and looked into Rhys's deep blue eyes, and said softly, "You're gonna be a bit of all right when you grow up."

If you want to make somethin' of yourself ... That was the moment when the fictitious Rhys Williams was born. The real Rhys Williams was an uneducated, ignorant boy with no background, no breeding, no past, no future. But he had imagination, intelligence and a fiery ambition. It was enough. He started with the image of what he wanted to be, who he intended to be. When he looked in his mirror, he did not see the clumsy, grubby little boy with the funny accent; his mirror image was polished and suave and successful.

Little by little, Rhys began to match himself to the image in his mind. He attended night school, and he spent his weekends in art galleries. He haunted public libraries and went to the theater, sitting in the gallery, studying the fine clothes of the men seated in the stalls. He scrimped on food, so that once a month he could go to a good restaurant, where he carefully copied the table manners of others. He observed and learned and remembered. He was like a sponge, erasing the past, soaking up the future.

In one short year Rhys had learned enough to realize that Gladys Simpkins, his princess, was a cheap Cockney girl who was already beneath his tastes. He quit the draper's shop and went to work as a clerk at a chemist's shop that was part of a large chain.

He was almost sixteen now, but he looked older. He had filled out and was taller. Women were beginning to pay attention to his dark Welsh good looks and his quick, flattering tongue. He was an instant success in the shop.

Female customers would wait until Rhys was available to take care of them. He dressed well and spoke correctly, and he knew he had come a long way from Gwent and Carmarthen, but when he looked in the mirror, he was still not satisfied. The journey he intended to make was still ahead of him.

Within two years Rhys Williams was made manager of the shop where he worked. The district manager of the chain said to Rhys, "This is just the beginning, Williams. Work hard and one day you 'll be the superintendent of half a dozen stores."

Rhys almost laughed aloud. To think that that could be the height of anyone's ambition! Rhys had never stopped going to school. He was studying business administration and marketing and commercial law. He wanted more. His image in the mirror was at the top of the ladder; Rhys felt he was still at the bottom. His opportunity to move up came when a drug salesman walked in one day, watched Rhys charm several ladies into buying products they had no use for, and said, "You're wasting your time here, lad. You should be working in a bigger pond."

"What did you have in mind?" Rhys asked.

"Let me talk to my boss about you."

Two weeks later Rhys was working as a salesman at the small drug firm. He was one of fifty salesmen, but when Rhys looked in his special mirror, he knew that that was not true. His only competition was himself. He was getting closer to his image now, closer to the fictitious character he was creating. A man who was intelligent, cultured, sophisticated and charming. What he was trying to do was impossible. Everyone knew that one had to be born with those qualities; they could not be created. But Rhys did it. He became the image he had envisioned.

He traveled around the country, selling the firm's products, talking and listening. He would return to London full of practical suggestions, and he quickly began to move up the ladder.

Three years after he had joined the company, Rhys was made general sales manager. Under his skillful guidance the company began to expand.

And four years later, Sam Roffe had come into his life. He had recognized the hunger in Rhys.

"You're like me," Sam Roffe had said. "We want to own the world. I'm going to show you how." And he had.

Sam Roffe had been a brilliant mentor. Over the next nine years under Sam Roffe's tutelage, Rhys Williams had become invaluable to the company. As time went on, he was given more and more responsibility, reorganizing various divisions, troubleshooting in whatever part of the world he was needed, coordinating the different branches of Roffe and Sons, creating new concepts. In the end Rhys knew more about running the company than anyone except Sam Roffe himself_ Rhys Williams was the logical successor to the presidency. One morning, when Rhys and Sam Roffe were returning from Caracas in a company jet, a luxurious converted Boeing 707-320, one of a fleet of eight planes, Sam Roffe had complimented Rhys on a lucrative deal that he had concluded with the Venezuelan government.

"There'll be a fat bonus in this for you, Rhys."

Rhys had replied quietly, " I don't want a bonus, Sam. I'd prefer some stock and a place on your board of directors."

He had earned it, and both men were aware of it. But Sam had said, "I'm sorry. I can't change the rules, even for you.

Roffe and Sons is a privately held company. No one outside of the family can sit on the board or hold stock."

Rhys had known that, of course. He attended all board meetings, but not as a member. He was an outsider. Sam Roffe was the last male in the Roffe bloodline. The other Roffes, Sam's cousins, were females. The men they had married sat on the hoard of the company. Walther Gassner, who had married Anna Roffe; Ivo Palazzi, married to Simonetta Roffe; Charles Martel, married to Helene Roffe.

And Sir Alec Nichols, whose mother had been a Roffe.

So Rhys had been forced to make a decision. He knew that he deserved to be on the board, that one day he should be running the company. Present circumstances prevented it, but circumstances had a way of changing. Rhys had decided to stay, to wait and see what happened. Sam had taught him patience. And now Sam was dead.

The office lights blazed on again, and Hajib Kafir stood in the doorway. Kafir was the Turkish sales manager for Roffe and Sons.

He was a short, swarthy man who wore diamonds and his fat belly like proud ornaments. He had the disheveled air of a man who had dressed hastily. So Sophie had not found him in a nightclub. Ah, well, Rhys thought. A side effect of Sam Roffe's death. *Coitus interruptus*.

"Rhys!" Kafir was exclaiming. "My dear fellow, forgive me! I had no idea you were still in Istanbul! You were on your way to catch a plane, and I had some urgent business to--"

"Sit down, Hajib. Listen carefully. I want you to send four cables in company code. They're going to different countries. I want them hand-delivered by our own messengers. Do you understand?"

"Of course," Kafir said, bewildered. "Perfectly."

Rhys glanced at the thin, gold Baume & Mercier watch on his wrist. "The New City Post Office will be closed. Send the cables from Yeni Posthane Cad. I want them on their way within thirty minutes." He handed Kafir a copy of the cable he had written out.

"Anyone who discusses this will be instantly discharged."

Kafir glanced at the cable and his eyes widened. "My God!" he said. "Oh, my God!" He looked up at Rhys's dark face. "How-how did this terrible thing happen?"

"Sam Roffe died in an accident," Rhys said.

Now, for the first time, Rhys allowed his thoughts to go to what he had been pushing away from his consciousness, what he had been trying to avoid thinking about: Elizabeth Roffe, Sam's daughter. She was twenty-four now. When Rhys had first met her, she had been a fifteen-year-old girl with braces on her teeth, fiercely shy and overweight, a lonely rebel. Over the years Rhys had watched Elizabeth develop

into a very special young woman, with her mother's beauty and her father's intelligence and spirit. She had become close to Sam. Rhys knew how deeply the news would affect her. He would have to tell her himself.

Two hours later, Rhys Williams was over the Mediterranean on a company jet, headed for New York.

DAFFODILS

William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie

In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

OFFICIAL DOCUMENTARY DISCOURSE

Contract no: YB08002 30th March 2008

TRADE CO., LTD, hereinafter referred to as the "Seller", represented by Mr. Gao JunFang, General Manager, acting on the basis of his status, on the one hand, and ARAKET LLP, hereinafter referred to as the "Buyer", represented by Mr. Kobzev N.A., Director, acting on the basis of his status, on the other hand, have entered into the following contract:

1. Object of the contract

1.1 The Seller undertakes to deliver the goods in the quantity and nomenclature in accordance with the specification (Annex No. 1) to the Buyer under the terms (Incoterms 2000) FOB (PRC), and the Buyer accepts the Goods.

1.2 The Goods in this contract shall mean the Goods in the quantity, assortment, and at the prices in accordance with the specification, which is an integral part of the contract.

2. Rights and obligations of the parties

2.1 The Seller

2.1.1 The Seller undertakes to deliver the Goods to the Buyer within 90 days from the date of one hundred per cent prepayment.

2.1.2 The Seller's obligation to transfer the Goods shall be deemed fulfilled from the moment of delivery of the Goods to the Buyer and execution of the Acceptance Certificate.

2.2 The Buyer

2.1.1 The Buyer undertakes to accept and pay for the Goods under the terms of this contract.

2.2.2 Upon acceptance of the Goods from the Seller, the Buyer shall check the quantity, quality and completeness of the Goods.

3.PRICE AND PAYMENT PROCEDURE

3.3 Payment for the Goods shall be made by bank transfer to the Seller's account in US dollars.

4. COMPLIANCE OF THE PARTIES.

4.1 In the event of any disagreements or disputes on the issues provided for in this contract, the Parties will take all measures to resolve them.

4.2 For non-fulfilment or improper fulfilment of their obligations under this contract, the parties shall be liable in accordance with the current legislation of the PRC.

5.FORCE MAJEURE

5.1 The Parties shall not be liable for full or partial failure to fulfil their obligations under this contract in the event that the obligations under this contract have become impossible

6. ADDITIONAL TERMS AND CONDITIONS

6.1 The Contract is made in two counterparts of equal legal force, one for each of the parties.

Specification

Name	Model	Quantity	Price per unit	Total amount
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Buyer:

Seller:

Distributor Agreement

Exclusive Distributor Agreement between Petro Ivanenko or Nominee and
ABC IMPORTS & EXPORTS LTD

This Exclusive Distributor Agreement ("Agreement") is made and effective 25th August 2010 by and between ABC Imports & Exports Ltd (20, Byron Street, Melbourne 0123, Australia) ("Manufacturer") and Ivanenko Perto Pavlovych or Nominee ("Distributor"). Manufacturer desires to appoint Distributor, and Distributor desires to accept appointment as an exclusive distributor of Manufacturer's product within a defined area as set forth herein.

Therefore, in consideration of the mutual agreements and promises set forth herein, it is agreed:

1. Rights Granted.

Manufacturer hereby grants to Distributor the exclusive right, on the terms and conditions set forth herein, to purchase, inventory, promote and resell "ABC" within the following area "Ukraine".

2. Product.

The term "Manufacturer's Product," in this Agreement, shall mean the product "ABC".

3. Terms of Sale.

All sales of Manufacturer's Product to Distributor shall be made pursuant to this Agreement at such price (10 Euro per 1 unit of ABC) and on such terms (The Distributor to order 10 000 units of ABC per month for the entire duration of the contract). Risk of loss due to damage or destruction of Manufacturer's Product shall be the responsibility of the Distributor after delivery to the carrier for shipment. Manufacturer will select the shipper unless Distributor requests a reasonable alternative.

4. Payment.

Distributor shall pay 50 % of charges due before goods are shipped with the remaining 50 % when Distributor receives goods. Payment shall be made as shown on the invoice.

5. Marketing Policies.

Distributor will at all times promote vigorously and effectively the sale of Manufacturer's Products through all channels of distribution prevailing in the

Territory, in conformity with Manufacturer's established marketing policies and programs. Distributor will use its best efforts to sell Manufacturer's Products to reputable and financially responsible dealers providing satisfactory consumer service throughout Distributor's primary marketing area. Distributor is authorized to enter into written agreements with its dealers relating to the purchase, resale and service of Manufacturer's Product. The risk of collection from dealers, however, is entirely the risk undertaken by the Distributor.

6. Distributor's General Duties.

- A. Distributor shall maintain a place of business in the Territory.
- B. Distributor agrees not to engage in the distribution, promotion, marketing or sale of any goods or products that compete or conflict with Manufacturer's Products.

7. Warranty Policies.

If any of Manufacturer's Products are proven to have been defective at time of sale to Distributor, Manufacturer will make an appropriate adjustment in the original sales price of such product or, at Distributor's request, replace the defective product.

8. Order Processing and Returns.

- A. Manufacturer will employ its best efforts to fill Distributor's orders promptly on acceptance, but reserves the right to allot available inventories among distributors and end user customers at his discretion.
- B. Except for Manufacturer's products that are defective at the time of sale to Distributor, Manufacturer shall not be obligated to accept any of Manufacturer's Products that are returned. In the event such returns are accepted, Manufacturer may impose a reasonable restocking charge.
- C. Manufacturer requires the Distributor to order 10 000 units of ABC per month for the entire duration of the contract.

9. Financial Policies.

Distributor acknowledges the importance to Manufacturer of Distributor's sound financial operation and Distributor expressly agrees that it will:

- A. Pay promptly all amounts due Manufacturer in accordance with terms of sale extended by Manufacturer; and

B. Furnish Manufacturer with financial statements in such form as Manufacturer may require.

In addition to any other right to which Manufacturer may be entitled, shipments may be suspended at Manufacturer's discretion in the event that Distributor fails to promptly and faithfully discharge each and every obligation in this Section.

10. Use of Manufacturer's Name.

Distributor will not use, authorize or permit the use of, the name or any other trademark or trade name owned by Manufacturer as part of its firm, corporate or business name in any way. Distributor shall not contest the right of Manufacturer to exclusive use of any trademark or trade name used or claimed by Manufacturer.

11. Relationship of the Parties.

The relationship between Manufacturer and Distributor is that of vendor and vendee. Distributor, its agents and employees shall, under no circumstances, be deemed employees, agents or representatives of Manufacturer. Distributor will not modify any of Manufacturer's Products without permission from Manufacturer.

12. Term and Termination.

Unless earlier terminated as provided below, the term of this Agreement shall commence on 25th August 2010 and shall continue until 25th August 2011. At the end of the term, the Agreement shall continue until terminated by either party on at least 30 Days prior notice.

A. Manufacturer may terminate this Agreement upon notice to Distributor on any of the following events:

- (1) failure of Distributor to fulfill or perform any one of the duties, obligations or responsibilities of Distributor in this Agreement;
- (2) any assignment by Distributor of any interest in this Agreement or delegation of Distributor's obligations without Manufacturer's written consent;
- (3) failure of Distributor for any reason to function in the ordinary course of business;
- (4) conviction in a court of competent jurisdiction of Distributor, or of a significant partner, principal officer or major stockholder of Distributor for any violation of law that, in Manufacturer's opinion, to affect adversely the operation or business of

Distributor or the good name, goodwill, or reputation of Manufacturer, products of Manufacturer; or

(5) submission by Distributor to Manufacturer of fraudulent reports or statements, including, without limitation, claims for any refund, credit, incentive, allowance, discount, reimbursement or other payment by Manufacturer.

13. Obligations on Termination.

On termination of this Agreement, Distributor shall cease to be an authorized distributor.

In Witness whereof, the parties have executed this Agreement as of the date first written above. _____

_____ Manufacturer Distributor

Treaty of Amsterdam Amending the Treaty on European Union

Article 1

The Treaty on European Union shall be amended in accordance with the provisions of this Article.

1. After the third recital the following recital shall be inserted:

CONFIRMING their attachment to fundamental social rights as defined in the European Social Charter signed at Turin on 18 October 1961 and in the 1989 Community Charter of the Fundamental Social Rights of Workers.

2. The existing seventh recital shall be replaced by the following:

DETERMINED to promote economic and social progress for their peoples, taking into account the principle of sustainable development and within the context of the accomplishment of the internal market and of reinforced cohesion and environmental protection, and to implement policies ensuring that advances in economic integration are accompanied by parallel progress in other fields. 2.

3. The existing ninth and tenth recitals shall be replaced by the following:

RESOLVED to implement a common foreign and security policy including the progressive framing of a common defence policy, which might lead to a common defence in accordance with the provisions of Article J.7, thereby reinforcing the European identity and its independence in order to promote peace, security and progress in Europe and in the world.

RESOLVED to facilitate the free movement of persons, while ensuring the safety and security of their peoples, by establishing an area of freedom, security and justice, in accordance with the provisions of this Treaty.

4. In Article A the second paragraph shall be replaced by the following:

'This Treaty marks a new stage in the process of creating an ever closer union among the peoples of Europe, in which decisions are taken as openly as possible and as closely as possible to the citizen.

5. Article B shall be replaced by the following:

Article B

The Union shall set itself the following objectives:

- to promote economic and social progress and a high level of employment and to achieve balanced and sustainable development, in particular through the creation of an area without internal frontiers, through the strengthening of economic and social cohesion and through the establishment of economic and monetary union, ultimately including a single currency in accordance with the provisions of this

- to assert its identity on the international scene, in particular through the implementation of a common foreign and security policy including the progressive framing of a common defence policy, which might lead to a common defence, in accordance with the provisions of Article J.7;

- to strengthen the protection of the rights and interests of the nationals of its Member States through the introduction of a citizenship of the Union;

- to maintain and develop the Union as an area of freedom, security and justice, in which the free movement of persons is assured in conjunction with appropriate measures with respect to external border controls, asylum, immigration and the prevention and combating of crime;

- to build on it with a view to considering to what extent the policies and forms of cooperation introduced by this Treaty may need to be revised with the aim of ensuring the effectiveness of the mechanisms and the institutions of the Community.

The objectives of the Union shall be achieved as provided in this Treaty and in accordance with the conditions and the timetable set out therein while respecting the principle of subsidiarity as defined in Article 3b of the Treaty establishing the European Community.

PRACTICAL ASSIGNMENTS TO UNIT II:

1. Prepare presentations in small groups: "Advertisement of specialty 035 "Philology" (specialty 035.041 – Germanic languages and literatures (including translation), English – major) on behalf of stakeholders";

2. Listen to a famous American/English actor/actress and let your groupmates guess who it is giving their reasons.

3. Listen to a famous American/English political leader and let your groupmates guess who it is giving their reasons.

4. Listen to a famous American/English mass media worker and let your groupmates guess who it is giving their reasons.

АУДИОТЕКСТИ З ХУДОЖНІХ ТВОРІВ(ФІЛЬМІВ)

1. Breakfast at Tiffany's, the final scene

(by Truman Capote)

Holly, I'm in love with you.

So what?

So what? So plenty. I love you. You belong to me.

No, people don't belong to people.

Of course they do. I'm.

Not going to let anyone put me in a cage.

I don't want to put you in a cage. I want to love you.

The same thing.

No, it's not Holly.

I'm not holly. I'm not no. No. Me either. I don't know who I am. I'm like cat here. We're a couple of no name slob. We belong to nobody and nobody belongs to us. We don't even belong to each other.

Stop the cab. What do you think? This ought to be the right kind of place. But tough guy like you? Garbage cans. Rats galore. Scram, I said. Take off, be it. Get slow.

Driver, pull over here. You know what's wrong with you, miss whoever you are. You're chicken. You've got no guts. You're afraid to stick out your chin and say, okay, life's a fact. People do fall in love. People do belong to each other.

Because that's the only chance anybody's got for real happiness. You call yourself a free spirit, a wild thing, and you're terrified somebody's going to stick you in a cage. Well, baby, you're already in that cage. You build it yourself. And it's not bounded in the West by Tulip, Texas, or in the east by Somaliland. It's wherever you go. Because no matter where you run, you just end up running into yourself.

Yeah, I've been carrying this thing around for months. I don't want it anymore.

2. The Great Gatsby **(by F. Scott Fitzgerald)**

She's leaving.

You that sense I am, though. No, no, no, no, no, no. She is not leaving me. He's certainly not for a common swindle like you, Mr. Gatsby. Exactly. Who are you anyhow? You see, I have made a small investigation into your affairs. You're one of my wolf shines bunch. Please, let's go home. She, he and this wolf shine. They bought up a lot of drug stores and sold bootlegged alcohol over the counter. What about it, old sport? Don't you call me old sport.

Now this drugstore business is just small change compared to this bond stunt that you and wolfshine have got going on.

Your friend Walter Chase isn't too proud to come in on I've been.

Giving that some thought, how does a reputable banner like Walter Chase find himself up to his eyeballs in debt to?

Little kite like wolf. It's called greed old sport. That's right. And you have half of Wall Street out there swilling your free booze at that fun Park every weekend. I'm surprised he hasn't tried to drag you in.

My God, he has. He's got nothing to do with your little racket. Daisy. Daisy, can't you see who this guy is? With his house and his parties and his fancy clothes? Here's just the front. But Wolf shine gangster to get his claws. And the respectable folk like Walter Chase, the only respectable.

Thing about you, old sport is your money. Your money. That's it.

Not just as much as you. That means we're equal.

Oh, no, no. We're different. I am. They are sheers. We're all different from you, you see. We were born different. It's in our blood.

You're nothing that you do, say or steal or dream up. You ever change that girl like this? Shut up. Shut up. Shut up. Shut.

Up Gatsby looked in that moment as if he had.

Killed a man. My sincerest, my sincerest apologies, I said. Do. What's my temper?

That's right, Mr. Gatsby. Sure, some of those fine Oxford manors.

Easy, darling. None of this has any consequences. Easy.

Daisy, talk to me, darling. I just lost my temper, that's all. He began talking excitedly, but with every word Daisy was drawing further and further into herself.

3. Paddington

(by Thomas Michael Bond)

London has been better than ever this summer. I've really got to grips with how things work, and it seems there's something new to do every day. Guess what, Paddington? The Steam fair's coming to town. I'm going along tonight to write about it in my newspaper. Who's going to want to read about that? Everyone. We travel the world in an old steam train. I thought you'd love it. I do.

Don't tell anyone. OK? Not cool. Good idea. Father's a dab hand at the coconut Shay Will's I. Brown the used to call him. Not anymore. Coconuts are a young man's game. Well, I think you're in great shape for a man your age, Mr. Brown. Thank you, Paddington. Hang on. How old do you think I am? Oh, about 8080 at least. Just a minute, young bear. I told you to wash behind your ears. Oh, but I did, missus bird.

I wonder how that got in there. Wakey wakey marmalade time. There you go. Let's good luck, Mr. McGinty. What do you want? Well, The thing is, I'm actually innocent. And I wondered if you had any advice on how to clear my name now that we're friends. Friends. I'm your boss, not your buddy. Oh, after you.

Why? So you can stab me in the back? No, because it's polite. Aunt Lucy said if we're kind and polite, the world will be right. You aren't ahead of me, and now you're behind. That makes you ASAP. Ingredients are over there. Aren't you going to help? Nope. I'll get on with it. But there's 500 hungry prisoners coming for breakfast, so we'll need 1000 juicy oranges.

And rule #1, no talking.

Rule #2. No humming or singing or any other expression of bonhomie.

Yeah. Oh, that's heavy. Come on, put you back into it. These sacks are awfully heavy. We'll take them one at a time then, right? One at a time.

ПОЛІТИЧНІ ПРОМОВИ

1. BORIS JOHNSON: First Speech as Prime Minister

Building a great team of men and women. I will take personal responsibility for the change I want to see. Never mind the backstop. The buck stops here and I will tell you something else about my job. It is to be Prime Minister of the whole United Kingdom, and that means uniting our country, answering at last the plea of the forgotten people and the left behind towns by physically and literally.

Renewing the ties that bind us together so that with safer streets and better education and fantastic new road and rail infrastructure and full fiber broadband, we

level up across Britain with higher wages, higher living wage, higher productivity. We close the opportunity gap, giving millions of young people the chance to own their own homes and giving business the confidence to invest across the UK because it is time we unleashed.

The productive power not just of London and the southeast, but of every corner of England, Scotland, Wales and Northern Ireland. The awesome foursome that are incarnated in that red, white and Blue Flag, who together are so much more than the sum of their parts, and whose brand and political personality is admired and even loved around the world for our.

Inventiveness for our humor, for our universities, our scientists, our armed forces, our diplomacy for the equalities on which we insist, whether race or gender, or L, GB, T or the right of every girl in the world, to 12 years of quality education for the values we stand for around the world. Every everyone knows the values that flag represents. It stands for freedom and free speech.

And had this corpus and the rule of law, and above all it stands for democracy. And that is why we will come out of the EU on October the 31st. Because in the end, Brexit was a fundamental decision by the British people that they wanted their laws made by people that they can elect and they can remove from office. And we must now respect that decision and create a new partnership with our European friends, as warm, as close.

And as affectionate as possible. And the first step is to repeat unequivocally our guarantee to the 3.2 million EU nationals now living and working among us. And I say directly to you, thank you, thank you for your contribution to our society, thank you for your patience. And I can assure you that under this government you will have the absolute certainty of the right to live and remain, and I say next to our friends in Ireland and in Brussels. And around the EU I am convinced we can do a deal without checks at the Irish border, because we refuse under any circumstances to have such checks and get without that antidemocratic backstop. And it is of course vital at the same time that we prepare for the remote possibility that Brussels refuses any further

to negotiate and we are forced to come out with no deal, not because we want that outcome.

Of course not, but because it is only common sense to prepare, and let me stress that there is a vital sense in which those preparations cannot be wasted. And that is because our under under any circumstances, we will need to get ready at some point in the near future to come out of the EU Customs Union and out of regulatory control, fully determined at last to take advantage of Brexit.

Because that is the course on which this country is now set with high hearts and growing confidence. We will now accelerate the work of getting ready and the ports will be ready and the banks will be ready in, the factories will be ready in business will be ready and the hospitals will be ready and our amazing food and farming sector will be ready and waiting to continue selling evermore, not just here but around the world. And don't forget that in the event of a no deal outcome, we will have that extra lubrication. Of the £39 billion and whatever deal we do, we will prepare this autumn for an economic package to boost British business and to lengthen this country's lead as the number one destination in this continent for overseas investment. And to all those who continue to prophesy disaster, I say yes, there will be difficulties, though I believe that with energy and application they will be far less serious than some have claimed.

2. Donald Trump-speech-2019

Replaced massive tariffs on more than \$500 billion worth of Chinese made goods. Already as a result of these tariffs, supply chains are relocating back to America and to other nations, and billions of dollars are being paid to our treasury. Only a relationship built on common interest, mutual respect and religious tolerance can.

Forge a better future. America is ready to embrace friendship with all who genuinely seek peace and respect. Many of America's closest friends today were once our greatest foes. the United States has never believed in permanent enemies. We want partners, not adversaries. America knows that while anyone can make war.

Only the most courageous can choose peace. Mass illegal migration is unfair, unsafe and unsustainable for everyone involved, the sending countries and the depleted countries. And they become depleted very fast. But the youth is not taken care of and human capital goes to waste.

The receiving countries are overburdened with more migrants and they can responsibly accept and the migrants themselves are exploited, assaulted and abused by vicious coyotes. Nearly 1/3 of women who make the journey N to our border are sexually assaulted along the way, yet here in the United States.

And around the world there is a growing cottage industry of radical activists and non-governmental organizations that promote human smuggling. These groups encourage illegal migration and demand Eurasia of national borders. Today I have a message for those open border activists. Cloak themselves in the rhetoric of social justice. Your policies are not just. Your policies are cruel and evil. You are empowering criminal organizations that prey on innocent men, women and children. You put your own false sense of virtue before the lives, wellbeing, and countless innocent people when you undermine.

Border security. You are undermining human rights and human dignity. Many of the countries here today are coping with the challenges of uncontrolled migration. Each of you has the absolute right to protect your borders. And so, of course, there's our country. Today. We must resolve to work together to end human smuggling. And human trafficking and put these criminal networks out of business for good for all of the countries of the Western Hemisphere. Our goal is to help people invest in the bright futures.

ПОЛІТИЧНІ ПРОМОВИ (КНР)

1. 国家主席在第20届国会开幕式上发誓要加强中国的军事和经济体系

过去五年的工作核心是大10年的伟大变革19大以来的5年是极不寻常极不平凡的五年单位统筹中华民族伟大复兴战略全局和世界百年未有之大变局特别是面对突如其来的新冠肺炎疫情我们坚持人民至上生命至上坚持动态清明不动

摇开展抗击疫情人民战争总体战阻击战最大限度保护了人民生命安全和身体健康。

统筹一情防控和经济社会发展取得重大及其产物面对香港局势动荡变化我们依照宪法和基本法有效实施对特别行政区的全面管治权落实爱国者治港原则香港局势实现由乱到治的重大转折面对台独势力分裂活动和外部势力干涉台湾事务的严重挑衅我们坚决开展反分裂反干涉重大斗争展示了我们维护国家主权和领土完整反对台独的坚强决心和强大能力。

人民军队打赢了创新军事战略指导发展人民战争战略战术打造强大战略威慑力量体系增加新意新质作战力量比中深入推进实战化军事训练。

2. 总理华语群众大会演讲完整视频 (National Day Rally 2019 - Chinese)

这个腾飞，对中国本身乃至全世界都带来了巨大的好处。但这也产生了新的国际格局。作为世界头号强国的美国，必须容纳一个更有影响力的日益强大的中国。美国也必须接受阻挡。中国的崛起是不可能的，也是不明智的。

美国必须与中国寻求建设性的关系。以及在经济上互相依存的关系。成为一个世界强国之后，中国本身也应该设身处地考虑到其他国家的利益和感受。这样。中国才能和世界各国和平相处，才能成为大家眼中一个宽容大度的国家，以及一个共谋福利的伙伴。中美之间有竞争是必然的。但同时双方也必须强加强互信，并且通过适当的机制处理无可避免的摩擦。

遗憾的是。也是担忧的是。中国和美国至今还没有找到化解矛盾的灵丹妙药。这样的紧张关系在短期内不会纾解。这将影响整个世界的格局。

那至于对新加坡的影响呢？我们可以从两个方面来谈。首先是我们的对外关系，尤其是与中美两国的关系。第二是我们的经济。让我先谈一谈对外关系。新加坡是中国的好朋友，也是美国的好朋友。我们很希望同两国继续保持友好关系。美国是我们主要的国防安全伙伴。

我们向美国购买先进的军事装备，包括军机导弹等。我们的武装部队也经常和美军举行联合训练。在任何时候在美国有一千多名新

加坡武装部队军人。比美国任何盟国。都来的多，我们不是盟国。不过我们跟美国的国防合作是非常密切的。在反恐方面，两国也也有密切的合作。我们希望美国继续关注亚太，继续维护区域的和平与稳定。这有助于保障整个区域的安全与繁荣。美国也是我们重要经济伙伴。美国公司在新加坡的投资额。与规模远远超过其他国家。为国人创造了许多优质的工作机会。

ПРОМОВИ ЗМІ

1. Top U.S. & World Headlines — April 10, 2023

And says more than 19,000 children have been taken to Russian territory since President Vladimir Putin ordered his military to invade Ukraine last year. the United Nations has said that we have forced deportations, violate international humanitarian law and mount to a war crime. China conducted 3 days of live fire military drills around Taiwan involving dozens of Chinese warplanes and 11 naval vessels, including an aircraft carrier. China launched the war games as Taiwanese President sang when.

Wrapped up a visit to the US where she met with House Speaker Kevin McCarthy and other lawmakers on Friday, president saying when defended her trip, which Beijing called a provocation and views as a threat to its sovereignty over Taiwan.

Which is so very kind of we showed the international community that in the face of pressure and threats, Taiwan will be even more united and will absolutely not yield to suppression nor, due to obstructions, stop exchanges with the world. Israel's military has fired artillery shows and launched airstrikes and Syria in response to a half dozen rockets fired at northern Israel and the occupied Golan Heights from Syrian territory over the weekend.

Syria's government says it was the 10th attack on Syrian territory by Israel so far this year. This follows Israeli air strikes on Gaza in southern Lebanon in response to rocket fire. Israel's bombing of Gaza on Friday destroyed the home of Mohamed

Abu Nima, a 23-year-old Palestinian taxi driver who said he and his family narrowly survived death.

If I was in the car, I would have died. Money in the car can be redeemed. But what does the citizen have to do in all of this? What do the children, my 2-year-old sister, my parents and siblings have to do in all of this? This is a residential area. There's nothing here but a home, crops of building, agricultural land.

Earlier today, Palestinian health officials said 15-year-old Mohammed Fayeze Bill Han was killed in Israeli military raid in the occupied West Bank near the city of Jericho.

In Tel Aviv, an Italian tourist was killed and five others injured Friday when a Palestinian man with Israeli citizenship rammed a car into a crowd of pedestrians. Israeli security forces then shot and killed him. The attack came after Israeli troops were filmed beating and tear gassing Palestinian worshippers inside the Al Aqsa Mosque in eastern in occupied E Jerusalem last week, prompting condemnation by Palestinians and world leaders.

Meanwhile, 10s of thousands of Israelis resumed protests over the weekend demanding the far right government of prime ministers. Benjamin Netanyahu Council plans to dramatically weaken Israel's judiciary in Yemen. Saudi officials are meeting with Houthi leaders for peace talks mediated by Oman in hopes of finding a path to end the brutal war that's driven Yemen to a humanitarian catastrophe. The UN expressed hope the renewed momentum towards ending the conflict, including the recent resumption of ties between Saudi Arabia and Iran.

Could finally lead to a sustainable peace deal. This is Chief Houthi negotiator Mohammed Abdul Salam speaking from the airport in Sanaa on Saturday as the Omani delegation arrived in the Yemeni capital.

2. Meghan not attending Coronation 'coordination between King and Sussexes'

Cameron Walker reports

Anyways, this could be seen as a as a win for the palace that they'll have Harry there without some of the controversy, but perhaps a reconciliation is pushing it a bit too far.

Yeah, I think perhaps you're right, Isabelle. I think it's fair to say it's been a pretty turbulent time between the Sussexes and the rest of the royal family in recent months. And as you said, Ayman, it is the first time that Prince Harry will see here extended members of his family since the controversial Netflix series and his bombshell memoir came out yesterday. The timings of the two statements, one from Buckingham Palace, one from the Sussex spokesperson, pretty much identical, to be honest. Both released around 3:00 PM.

Suggest some kind of coordination and cooperation between Buckingham Palace and the Sussex camp, as it as it were. And I think that perhaps is after weeks of you know what what the male has described as transatlantic ping pong, these delicate negotiations of of will they won't they attend the coronation now of course we know that Prince Harry is going to be attending the coronation and only Prince Harry.

Now some people are saying that this is perhaps a snub from Megan. Remember that it was King Charles. He walked Megan down the aisle in the absence of her own father during her wedding to Prince Harry. There are reports that perhaps had the the Sussex's demands not being met for some kind of apology from the royal family. And perhaps she's concerned that the British public won't be too happy and will give her an unwelcoming reception in central London on the streets of central London if she did attend. I think that's all just speculation to be honest.

That I think perhaps what's more likely is the fact that it is Prince Archie's 4th birthday on the day of the coronation. So perhaps Megan wanted to celebrate her son's birthday in private, away from the limelight, despite the fact that it is the coronation. Perhaps she's putting her children first, ahead of any form of royal duties she perhaps feels she has. But Harry, of course, is returning. He's returned a lot.

More often to the UK than Megan since Mexit in 2020, the king is reportedly very happy that his youngest son is going to be at the coronation. But the other big question, of course, is reconciliation with Prince William. If you remember, in Prince Harry's memoir spare, he accused his oldest brother of physically attacking him, an allegation that Kensington Palace has not commented on.

I think perhaps that is unlikely. Yes, they're both going to be in the same room in Westminster Abbey, but I from my understanding it is going to be a very fleeting visit. So, I think hopes of any reconciliation is very unlikely between the two brothers. Whatever the reason for Prince Harry attending and only Prince Harry, the Sussex Soap Opera is certainly continuing. It's just the announcement yesterday has just given more ammo, hasn't it, for everybody to speculate in papers to talk about it off.

Of the relationships, the private relationships between Prince Harry and the rest of the royal family. But I think perhaps from bucking palace's perspective by releasing the statement now, just a couple of weeks before one of the most important days of the King's life, they're hoping by the time it comes to the coronation day, the spotlight will be firmly back on the king and Queen consort.

I just wanted to ask you about any more of the details that we know about the roles of the different senior Royals in all of this. We understand it's going to be a blink and you miss it. Visit from Harry. He won't be on the balcony. He won't be in the procession. Do we know who will be in that royal procession after the coronation? I gather the whales as children might be making star appearances.

Yes. So traditionally we would have them.

Princes of the realm and the Royal Dukes pay homage to the Sovereign at the coronation. From my understanding, although it hasn't been confirmed by Buckingham Palace, it's just going to be Prince William who is going to be doing that. So, no Prince Andrew, no Prince and no Prince Harry there. In terms of the procession, we are expecting the Wales's children, Prince George, Princess Charlotte and Prince Louis, to take part.

In the procession I expect they will also appear on the balcony for the flypast following the coronation from the working assumption is that it is like the Platinum Jubilee, only going to be working members of the Royal family on the balcony. But again, Buckingham Palace has not confirmed. But Prince George is going to be one of the pages for His Majesty the King as well, so he's got a special role on the day.

PRACTICAL ASSIGNMENTS TO UNIT III:

Make logical schemes and present them:

1. "Professional levels of English (Chinese) proficiency in four types of speech activities (listening, speaking, reading, writing)".
2. "Professional levels of English (Chinese) proficiency in the field of translation".
3. Dramatize a part of a lesson on teaching Theory and Practice of Translation to Ukrainian students.

PRACTICAL ASSIGNMENTS TO UNIT IV:

1. Process the materials of the lecture and make a comparative table "Principles of teaching translation and foreign languages".

2. Dramatize a part of a lesson on teaching a foreign language to second-year students (it must contain linguistic difficulties). Try to involve as many speech activities as possible (listening comprehension, speaking, reading, writing).

3. Process educational documents and discuss their content in small groups:

- Key standards of the translation industry: domestic standards of scientific, technical and engineering societies and unions of Ukraine, the Ukrainian Translators Associations STTU UTA 001-2000 "Qualification and certification of translators. General requirements" Association of Translators of Ukraine. (2000, March 29).

Retrieved from: <http://www.uta.org.ua/15>;

- European «EN 15038: 2006 Translation services – the requirements for services».

Retrieved

from:

http://intent93.ru/useruploads/files/EN___translation_practice.pdf

PRACTICAL ASSIGNMENTS TO UNIT V:

1. Write an instructional analysis (recommendations) on the topics as follows:

- "A system of exercises aimed at teaching translation within the language pair "Chinese ↔ Ukrainian": elementary, intermediate, advanced levels"

• "A system of exercises aimed at teaching translation within the language pair "English ↔ Ukrainian": elementary, intermediate, advanced levels".

2. Prepare a report on the problems related to translation specificities of modern technical devices and gadgets from English (Chinese) into Ukrainian within the spheres / fields:

- education;
- telecommunications;
- electronic devices;
- mechanical engineering;
- medicine.

3. Elaborate an English language internship programme (3 credits): a linguistic and cultural context (its purpose, tasks, thematic content, criteria for evaluating learning outcomes).

UKRAINIAN TEXTS
TO UNIT I
ПУБЛІЦИСТИЧНИЙ ДИСКУРС

Важливість інвестування у відновлювані джерела енергії

Очікується, що протягом наступних двох десятиліть глобальний попит на енергію зросте на 25%. Це зростання попиту в поєднанні з занепокоєнням щодо зміни клімату змусило багато країн інвестувати у відновлювані джерела енергії, такі як вітрова, сонячна та гідроенергетика. Хоча початкові інвестиції в ці технології можуть бути високими, довгострокові переваги незаперечні.

Однією з головних переваг відновлюваної енергетики є її здатність зменшувати викиди парникових газів. Вископне паливо, яке в даний час є основним джерелом енергії в багатьох країнах, при спалюванні викидає в атмосферу вуглекислий газ та інші забруднюючі речовини. Це сприяє зміні клімату та забрудненню повітря, що може мати серйозні наслідки для здоров'я та навколишнього середовища. З іншого боку, відновлювана енергетика не створює цих шкідливих викидів.

Інвестиції у відновлювані джерела енергії також можуть мати економічні вигоди. Вартість технологій відновлюваної енергії значно знизилася за останні роки, що зробило їх більш конкурентоспроможними порівняно з вископним паливом. У деяких випадках відновлювана енергія зараз дешевша, ніж традиційні джерела енергії. Крім того, інвестиції у відновлювані джерела енергії можуть створити нові робочі місця та стимулювати економічне зростання.

Ще однією перевагою відновлюваної енергетики є її надійність. На відміну від вископного палива, яке залежить від коливань цін і перебоїв у постачанні, відновлювані джерела енергії, як правило, більш стабільні та передбачувані. Наприклад, геополітична напруженість або виснаження ресурсів не впливають на вітрову та сонячну енергію так, як на нафту та газ.

Незважаючи на ці переваги, деякі критики стверджують, що відновлювана енергія ще не є життєздатною заміною викопному паливу. Вони вказують на такі проблеми, як переривчастість (той факт, що вітрова та сонячна енергія не доступні весь час) і потреба у великомасштабних рішеннях для зберігання енергії. Хоча це, безумовно, проблеми, які необхідно вирішити, вони не повинні применшувати важливість інвестицій у відновлювані джерела енергії.

Інвестиції у відновлювані джерела енергії мають вирішальне значення для вирішення проблем зміни клімату, скорочення викидів парникових газів і сприяння економічному зростанню. Незважаючи на певні перешкоди, які необхідно подолати, переваги відновлюваної енергії значно перевищують витрати. Країнам у всьому світі настав час взяти на себе зобов'язання щодо сталого енергетичного майбутнього та зробити необхідні інвестиції в технології відновлюваних джерел енергії.

Зростання впливових людей у соціальних мережах: вплив на сучасне суспільство

За останнє десятиліття соціальні мережі стали невід'ємною частиною нашого життя. Завдяки таким платформам, як Instagram, Twitter і TikTok, людям стало легше, ніж будь-коли, ділитися своїм життям і думками зі світом. Це породило нову породу знаменитостей: впливові особи в соціальних мережах.

Інфлюенсери соціальних медіа — це люди, які зібрали велику кількість підписників на одній або кількох платформах соціальних мереж. Вони використовують свої платформи, щоб ділитися своїми думками, просувати продукти та давати поради щодо способу життя своїм підписникам. Багато в чому вони стали сучасним еквівалентом традиційних знаменитостей.

Але який вплив впливові люди в соціальних мережах мають на сучасне суспільство? Деякі стверджують, що вони пропагують нереалістичні стандарти краси, що призводить до ганьби свого тіла та низької самооцінки серед їхніх

послідовників. Інші стверджують, що вони сприяють споживацтву, заохочуючи своїх послідовників купувати непотрібні їм товари.

Незважаючи на цю критику, не можна заперечувати вплив, який мають впливові люди в соціальних мережах. Багато з них мають партнерські відносини з великими брендами та можуть заробляти тисячі доларів за одну спонсоровану публікацію. Це призвело до певних сумнівів щодо автентичності їх вмісту та того, чи вони справді вірять у продукти, які рекламують.

Крім того, відомо, що впливові особи соціальних мереж використовують свої платформи для поширення дезінформації та шкідливих переконань. У 2020 році пандемія COVID-19 стала причиною сплеску теорій змови, коли деякі впливові особи поширювали неправдиву інформацію про вірус та його лікування. Це може мати небезпечні наслідки, оскільки може призвести до того, що люди відмовляться вживати необхідних заходів обережності або шукатимуть неперевірених методів лікування.

Однак впливові особи в соціальних мережах також використовують їх платформи на користь. Багато хто використав свій вплив для підвищення обізнаності про важливі соціальні проблеми, такі як зміна клімату та расова нерівність. Вони також дали право голосу маргіналізованим громадам, надаючи трибуну для людей, яких інакше б не почули.

Інфлюенсери соціальних мереж стали значною частиною сучасного суспільства. Незважаючи на те, що їх критикують за просування нереалістичних стандартів і споживацтва, вони також мають повноваження підвищувати обізнаність щодо важливих проблем і надавати право голосу маргіналізованим громадам. Оскільки соціальні медіа продовжують розвиватися, буде цікаво спостерігати, як впливові люди продовжують формувати наш світ.

НАУКОВО-ТЕХНІЧНІ ТЕКСТИ

Блокчейн - це нова технологія

Нові технології постійно з'являються, революціонізуючи спосіб нашої роботи, спілкування та взаємодії з навколишнім світом. У науково-технічному дискурсі обговорення нових технологій є особливо важливим, оскільки вони можуть мати значні наслідки для промисловості, охорони здоров'я та навколишнього середовища. У цьому тексті буде подано огляд нової технології, яка нещодавно з'явилася, і обговорено її потенційний вплив на різні галузі.

Технологія, про яку йде мова, називається блокчейн. Блокчейн — це децентралізована цифрова книга, яка записує транзакції в мережі комп'ютерів. Кожен блок у ланцюжку містить криптографічний хеш попереднього блоку, мітку часу та дані транзакції. Після додавання блоку до ланцюжка його неможливо змінити, що робить блокчейн надзвичайно безпечним.

Спочатку розроблений як технологія, що лежить в основі криптовалют, таких як біткойн, блокчейн зараз досліджується для багатьох інших застосувань. У фінансовій індустрії блокчейн може спростити транзакції та зменшити витрати, а також забезпечити більшу прозорість і безпеку. У сфері охорони здоров'я блокчейн можна використовувати для безпечного зберігання записів пацієнтів і захисту конфіденційності пацієнтів. У екологічному секторі блокчейн можна використовувати для відстеження викидів вуглекислого газу та заохочення екологічних практик.

Вплив на фінансову індустрію

Одним із найперспективніших застосувань блокчейну є фінансова індустрія. Традиційна фінансова система характеризується посередниками, такими як банки та розрахункові палати, що може ускладнити транзакції та збільшити їх вартість. За допомогою блокчейну транзакції можна проводити безпосередньо між сторонами, зменшуючи потребу в посередниках і потенційно знижуючи витрати.

Окрім зниження витрат, блокчейн також може підвищити прозорість і безпеку у фінансовій галузі. Оскільки кожна транзакція реєструється в децентралізованій книзі, дуже важко маніпулювати або фальсифікувати дані. Це може допомогти запобігти шахрайству та іншим видам фінансових злочинів.

Вплив на охорону здоров'я

Ще однією сферою, де блокчейн може мати значний вплив, є охорона здоров'я. Записи охорони здоров'я містять конфіденційну та особисту інформацію, і забезпечення їх безпеки та конфіденційності є головним пріоритетом. Завдяки блокчейну медичні записи можуть безпечно зберігатися та мати доступ до них лише авторизовані особи. Це може допомогти запобігти витоку даних і захистити конфіденційність пацієнтів.

Окрім підвищення безпеки, блокчейн також може оптимізувати роботу охорони здоров'я. Наприклад, його можна використовувати для керування ланцюгами постачання ліків і забезпечення безпечного та ефективного виробництва та розповсюдження ліків.

Вплив на навколишнє середовище

Нарешті, блокчейн має потенціал для значного впливу на навколишнє середовище. Одним із основних способів цього можна досягти за допомогою смарт-контрактів. Розумні контракти — це самовиконувані контракти з умовами угоди між покупцем і продавцем, які безпосередньо записані в рядках коду. Вони дозволяють створювати децентралізовані додатки (DApps), які можуть сприяти, перевіряти або забезпечувати виконання переговорів або виконання контракту. У контексті навколишнього середовища смарт-контракти можна використовувати для відстеження викидів вуглецю та забезпечення того, що компанії досягають своїх екологічних цілей.

Підсумовуючи, блокчейн — це нова технологія, яка може революціонізувати різні галузі. Його децентралізований і безпечний характер робить його привабливим варіантом для підвищення прозорості та ефективності в таких галузях, як фінанси та охорона здоров'я, а його потенціал для відстеження викидів вуглецю та виконання екологічних цілей робить його

важливим інструментом у боротьбі зі зміною клімату. Оскільки розроблятиметься більше додатків для блокчейну, буде цікаво спостерігати, як ця технологія продовжує формувати спосіб нашого життя та роботи.

Вплив зміни клімату на біорізноманіття в Арктичному регіоні

Арктичний регіон переживає швидкі зміни клімату, включаючи підвищення температури, танення морського льоду та зміну режиму опадів. Ці зміни мають значний вплив на біорізноманіття регіону, включаючи зміни в розподілі видів, зміни в термінах подій життєвого циклу та зміни в екологічних взаємодіях. У цій статті ми розглядаємо поточний стан знань про вплив зміни клімату на біорізноманіття Арктики, спираючись на останні дослідження з низки дисциплін. Ми висвітлюємо ключові висновки та визначаємо ключові прогалини в дослідженнях, а також обговорюємо наслідки цих висновків для стратегій збереження та управління в Арктичному регіоні.

Арктичний регіон є одним із середовищ на планеті, де найшвидше змінюється середовище, оскільки зміна клімату спричиняє серйозні зміни у фізичних, хімічних і біологічних системах регіону. В останні десятиліття температури в Арктиці підвищувалися вдвічі швидше, ніж середньосвітові, з особливо помітним потеплінням взимку та навесні. Це потепління призводить до значних змін у морському льодовому покриві Арктики, який швидко скорочується та тоншає. Крім того, у регіоні спостерігаються зміни в режимі опадів, зміни в циркуляції океану та зрушення в моделях циркуляції атмосфери, що має серйозний вплив на біорізноманіття регіону.

Методологія:

Щоб дослідити вплив зміни клімату на біорізноманіття Арктики, ми провели комплексний огляд літератури щодо останніх досліджень у низці дисциплін, включаючи екологію, біогеографію та природоохоронну біологію. Ми зосередилися на дослідженнях, які вивчали вплив зміни клімату на розподіл видів, фенологію та екологічні взаємодії в Арктиці, а також на дослідженнях,

які вивчали потенційні майбутні впливи зміни клімату на біорізноманіття Арктики.

Результати:

Наш огляд показав, що зміна клімату має значний вплив на біорізноманіття Арктичного регіону. Наприклад, багато видів переміщують свої ареали на північ або на висоту у відповідь на підвищення температури. Крім того, є докази того, що деякі види змінюють свою фенологію, з більш ранніми термінами ключових подій життєвого циклу, таких як розмноження або міграція. Ці зміни в розподілі видів і фенології, ймовірно, матимуть значний вплив на екологічні взаємодії, такі як відносини між хижаками та жертвами та конкуренція за ресурси.

Обговорення:

Вплив зміни клімату на біорізноманіття Арктики має важливі наслідки для стратегій збереження та управління в регіоні. Наприклад, природоохоронні зусилля можуть бути зосереджені на захисті ключових середовищ існування та міграційних коридорів для видів, які, як очікується, змінять свій ареал у відповідь на підвищення температури. Крім того, у стратегіях управління може знадобитися враховувати потенційний вплив зміни клімату на важливі екологічні взаємодії, такі як час взаємодії між хижаком і жертвою. Загалом наш огляд підкреслює нагальну потребу в продовженні досліджень впливу зміни клімату на біорізноманіття Арктики, а також у розробці ефективних стратегій збереження та управління для пом'якшення цих впливів.

СОЦІАЛЬНО-ПОЛІТИЧНИЙ ДИСКУРС

Роль соціальних медіа в політичному дискурсі

Соціальні медіа революціонізували спосіб, у який відбувається політичний дискурс у сучасному світі. З появою таких платформ, як Twitter і Facebook, громадяни з усього світу тепер мають безпрецедентний доступ до великої кількості інформації та можливість ділитися своїми думками з глобальною аудиторією. Хоча соціальні медіа, безсумнівно, призвели до багатьох позитивних змін у сфері політики, вони також породили низку проблем і проблем.

Одним із найбільш важливих викликів, які соціальні медіа представляють політичному дискурсу, є проблема ехокамер. Завдяки алгоритмам, які використовують платформи соціальних медіа для персоналізації контенту для окремих користувачів, люди дедалі частіше знайомляться лише з тими точками зору та поглядами, з якими вони вже згодні. Це може створити цикл зворотного зв'язку, в якому люди стають більш закріпленими у своїх переконаннях, ускладнюючи змістовний діалог і компроміс.

Ще однією проблемою соціальних медіа та політичного дискурсу є феномен фейкових новин. Завдяки можливості обмінюватися інформацією у швидкому темпі може бути важко відрізнити точну інформацію від неточної. Це призвело до поширення неправдивої інформації, яка може мати реальні наслідки, наприклад, вплинути на результати виборів або розпалювати насильство.

Незважаючи на ці проблеми, соціальні медіа також мали ряд позитивних впливів на політичний дискурс. Наприклад, він надав право голосу раніше маргіналізованим групам, дозволивши їм організовуватися та відстоювати свої права. Це також створило нові можливості для участі в політичному житті, такі як онлайн-петиції та кампанії в соціальних мережах.

Крім того, соціальні медіа відіграли важливу роль у притягненні політиків до відповідальності. Маючи можливість швидко та легко ділитися інформацією та безпосередньо спілкуватися з політиками, громадяни можуть ефективніше відстоювати свої потреби та просувати зміни. Це призвело до більшої прозорості та підзвітності уряду, оскільки політики, швидше за все, відповідатимуть за свої дії.

Оскільки соціальні медіа продовжують розвиватися та формувати політичний ландшафт, громадянам, політикам і самим компаніям соціальних медіа буде важливо працювати разом, щоб подолати ці виклики та забезпечити, щоб політичний дискурс залишався відкритим, чесним і продуктивним.

Важливість контролю над зброєю в Америці

В Америці дебати щодо контролю над зброєю були давньою темою в соціальному та політичному дискурсі. Друга поправка до Конституції Сполучених Штатів надає право носити зброю, але тлумачення та застосування цього права призвели до бурхливої дискусії щодо заходів контролю над зброєю. Мета цього есе — вивчити важливість контролю над зброєю в соціальному та політичному дискурсі Америки.

Контроль над зброєю означає заходи, спрямовані на регулювання володіння, продажу та використання вогнепальної зброї особами. Дебати щодо контролю над зброєю тривають десятиліттями, прихильники та противники заходів контролю над зброєю сперечаються щодо їх ефективності та конституційності. Дебати підживлюються високим рівнем смертей і поранень, пов'язаних зі зброєю, у Сполучених Штатах, особливо під час масових розстрілів.

Контроль над зброєю має важливе значення в американському соціальному та політичному дискурсі з різних причин. По-перше, необхідно зменшити кількість смертей і поранень від вогнепальної зброї. Сполучені Штати мають один із найвищих показників смертей, пов'язаних зі зброєю, у світі: понад 30 000 смертей щорічно. Такий високий рівень насильства з

використанням зброї впливає не лише на жертв та їхні родини, а й на все суспільство. Заходи контролю над вогнепальною зброєю, такі як перевірка даних, періоди очікування та заборона на використання штурмової зброї, можуть допомогти зменшити кількість смертей і травм, пов'язаних зі зброєю.

По-друге, контроль над зброєю має вирішальне значення для забезпечення громадської безпеки. Зброя в руках злочинців або осіб з історією насильства становить серйозну загрозу громадській безпеці. Правила щодо володіння зброєю та зберігання зброї можуть допомогти запобігти потраплянню зброї в чужі руки, зменшуючи ризик масової стрілянини, вбивств і самогубств.

По-третє, контроль над зброєю має життєво важливе значення для вирішення проблеми насильства з використанням зброї як проблеми громадського здоров'я. Центри з контролю та профілактики захворювань (CDC) визначають насильство з використанням зброї як проблему громадського здоров'я, і заходи контролю над зброєю можуть допомогти запобігти поширенню насильства зі зброєю. Наявність зброї може сприяти збільшенню вбивств, самогубств і ненавмисної стрілянини, що призводить до кризи громадського здоров'я.

Нарешті, контроль над зброєю має важливе значення для збереження прав і свобод особистості. Хоча Друга поправка гарантує право носити зброю, вона підлягає розумному регулюванню. Заходи контролю над зброєю, такі як перевірка даних і періоди очікування, не порушують права на зброю, а радше сприяють відповідальному володінню зброєю та захищають громадську безпеку.

Контроль над зброєю є критичною проблемою в американському соціальному та політичному дискурсі. Необхідно зменшити кількість смертей і травм, пов'язаних із застосуванням вогнепальної зброї, сприяти громадській безпеці, боротися з насильством із застосуванням зброї як проблемою громадського здоров'я та захищати права і свободи особи. Хоча можуть існувати різні думки щодо заходів контролю над зброєю, важливо провести

конструктивне та інформоване обговорення цього питання, щоб знайти рішення, які сприятимуть добробуту та безпеці всіх американців.

АУДИОТЕКСТИ З ХУДОЖНІХ ТВОРІВ(ФІЛЬМІВ)

1. "Сніданок у Тіффані", фінальна сцена

Холлі, я кохаю тебе.

І що з того?

Що з того? Дуже багато. Я кохаю тебе. Ти належиш мені.

Ні, люди не належать людям.

Звісно, належать. Я належу.

Я не дозволю нікому посадити мене в клітку.

Я не хочу саджати тебе в клітку. Я хочу кохати тебе.

Це одне й те саме.

Ні, це не Холлі.

Я не Холлі. Я теж. Я не знаю, хто я. Я тут як кіт. Ми пара безіменних нехлюїв. Ми нікому не належимо, і ніхто не належить нам. Ми навіть не належимо один одному.

Зупини таксі. Що скажеш? Це має бути правильне місце. Але для такого крутого хлопця, як ти? Сміттєві баки. Щурів повно. Забирайся, я сказав. Злітай, будь ласка. Повільніше.

Водію, зупиніться тут. Ти знаєш, що з тобою не так, панночко, ким би ти не була. Ти боягузка. У тебе немає сміливості. Ти боїшся висунути підборіддя і сказати: "Гаразд, життя - це факт". Люди закохуються. Люди належать одне одному.

Тому що це єдиний шанс на справжнє щастя. Ти називаєш себе вільною духом, дикою істотою і боїшся, що хтось посадить тебе в клітку. Ну, крихітко, ти вже в тій клітці. Ти сама її збудував. І вона не обмежена на заході Тюльпаном, штат Техас, чи на сході Сомалілендом. Вона скрізь, куди б ти не

пішла. Тому що незалежно від того, куди ти біжиш, ти в кінцевому підсумку натрапляєш на самого себе.

Так, я носив цю штуку з собою кілька місяців. Я більше не хочу його носити.

2. Великий Гетсбі

Вона йде.

Ти відчуваєш, що я йду. Ні, ні, ні, ні, ні, ні, ні, ні. Вона мене не кидає. Він точно не для такої аферистки, як ви, містере Гетсбі. Так і є. А хто ви взагалі такий? Розумієте, я провів невеличке розслідування ваших справ. Ви один з моєї зграї вовчих очей. Будь ласка, поїхали додому. Вона, він і це вовче сяйво. Вони скупили багато аптек і продавали контрабандний алкоголь без рецепта. Що скажеш, старий? Не називай мене старим.

Аптечний бізнес - це дрібниці порівняно з тим, що ви з Вовчим Сяйвом затіяли з облігаціями.

Твій друг Волтер Чейз не надто пишається тим, що я тут був.

Якщо подумати, як такий авторитетний банер, як Волтер Чейз, опинився по вуха в боргах?

Маленький хитрий змій, як вовк. Це називається жадібність, старий. Саме так. А у вас половина Уолл-стріт кожні вихідні розпиває безкоштовну випивку в цьому парку розваг. Я здивований, що він ще не спробував затягнути тебе туди.

Боже мій, намагався. Він не має нічого спільного з твоїм маленьким рекетом. Дейзі. Дейзі, хіба ти не бачиш, хто він такий? З його будинком, вечірками і модним одягом? Це лише фасад. Але Вовк блищить гангстерськими пазурами, щоб вчепитися в нього кігтями. А респектабельні люди, такі як Волтер Чейз, єдині респектабельні.

Справа в тобі, старий, в твоїх грошах. Твої гроші. Саме так.

Не такі, як у тебе. Це означає, що ми рівні.

О, ні, ні. Ми різні. Я інша. Вони зовсім інші. Ми всі не такі, як ти, розумієш? Ми народилися іншими. Це у нас в крові.

Ти не такий, як те, що ти робиш, кажеш, крадеш чи вигадуєш. Ти коли-небудь змінював цю дівчину? Замокни. Замокни. Замокни. Замокни.

У ту мить Гетсбі виглядав так, ніби він це зробив.

Убив людину. Я приношу свої найщиріші, найщиріші вибачення. Прошу. Яка в мене вдача?

Саме так, містере Гетсбі. Звісно, в одному з тих чудових оксфордських маєтків.

Спокійно, люба. Це не має ніяких наслідків. Спокійно.

Дуйзі, поговоріть зі мною, люба. Я просто вийшов з себе, ось і все. Він почав говорити схвильовано, але з кожним словом Дейзі все більше замикалася в собі.

3. Паддингтон

Цього літа в Лондоні було краще, ніж будь-коли. Я справді впорався з тим, як все працює, і, здається, щодня є щось нове, що потрібно робити. Здогадався, Паддінгтоне? Ярмарок Steam наближається до міста. Я збираюся сьогодні ввечері написати про це у своїй газеті. Хто захоче про це прочитати? Всі Ми подорожуємо світом у старому паровозі. Я думав, тобі це сподобається. Я згоден.

Не кажи нікому. Гарзд ? Не круто. Гарна ідея. Батько доторкнувся до кокосового горіха Шей Вілл І. Раніше його називав Браун. Більше ні. Кокоси - гра молодих людей. Гадаю, ви у чудовій формі для людини вашого віку, містере Браун. Дякую, Паддінгтоне. Почекай. Як ти думаєш, скільки мені років? О, принаймні близько 8080. Хвилинку, молодий ведмедик. Я тобі казав помити за вухами. О, але я зробив, місіс пташко.

Цікаво, як це там потрапило. Прокидайся, прокидайся, час мармеладу. Ось так. Бажаємо удачі, містере Макгінті. Що ти хочеш? Справа в тому, що я насправді невинний. І мені було цікаво, чи маєш ти якусь пораду, як очистити моє ім'я тепер, коли ми друзі. Я твій начальник, а не приятель.

Чому? То ти можеш вдарити мені ножа в спину? Ні, тому що це ввічливо.

Тітка Люсі сказала, що якщо ми будемо добрими та ввічливими, світ буде правильний. Ти не попереду мене, а тепер ти позаду. Це робить вас якомога швидше. Інгредієнти там. Ти не збираєшся допомогти? Ні. Я продовжу це. Але на сніданок приходить 500 голодних в'язнів, тож нам знадобиться 1000 соковитих апельсинів.

І правило №1. Жодних розмов.

Правило №2. Жодного наспівування чи співу чи будь-яких інших проявів доброзичливості.

Так. О, це важко. Давай, повертай себе туди. Ці мішки дуже важкі. Тоді ми візьмемо їх по одному, так? По одному.

ОФІЦІЙНО-ДІЛОВІ ПАПЕРИ

Контракт №: YB08002 30 березня 2008 р

ТРЕЙД КОМПАНІ, ТОВ (TRADE CO., LTD), іменоване далі “Продавець”, в особі генерального директора Гао Цзуфан (Gao JunFang), який діє на підставі статусу, з одного боку і ТОВ “АРАКЕТ” (ARAKET LLP), іменоване далі “Покупець”, в особі директора Кобзєва Н.А., що діє на підставі Статусу, з іншого боку, уклали цій контракт про наступне:

1. Об'єкт контракту

1.1 Продавець зобов'язується поставити товар у кількості та номенклатурі відповідно до специфікації (Додаток № 1) у власність Покупцю за умов (“Інкотермс-2000) FOB(КНР), а покупець прийняти Товар.

1.2 Товаром у цьому контракті називаються Товар у кількості, асортименті, за цінами відповідно до специфікації, що є невід'ємною частиною договору.

2. Права та обов'язки сторін

2.1 Продавець

2.1.1 Зобов'язується поставити Покупцю Товар протягом 90 днів з дня стовідсоткової передоплати.

2.1.2 Обов'язок Продавця по передачі Товару вважається виконаним з моменту вручення Товару Покупцю та оформлення Акту приймання-передачі.

2.2 Покупець

2.1.1 Зобов'язується прийняти та оплатити Товар на умовах цього контракту.

2.2.2 При прийманні Товару від Продавця Покупець перевіряє кількість, якість та комплектність Товару.

3. ЦІНА ТА ПОРЯДОК РОЗРАХУНКІВ

3.3 Оплата товару відбувається безготівковим шляхом, на розрахунковий рахунок Продавця в доларах США.

4. ВІДПОВІДАЛЬНІСТЬ СТОРІН.

4.1 У разі виникнення розбіжностей або суперечок з питань, передбачених цим контрактом Сторони вживуть усіх заходів щодо їх вирішення.

4.2 За невиконання або неналежне виконання своїх зобов'язань за цим контрактом сторони несуть відповідальність відповідно до чинного законодавства КНР.

5. ФОРС-МАЖОР

5.1 Сторони не несуть відповідальність за повне або часткове невиконання зобов'язань за цим контрактом у разі виникнення зобов'язань за цим контрактом стало неможливим

6. ДОДАТКОВІ УМОВИ

6.1 Контракт складено у двох примірниках, що мають однакову юридичну силу, по одному для кожної із сторін.

Специфікація

Найменування	Модель	Кількість	Ціна за од.	Загальна сума
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Покупець:

Продавець:

Дистриб'юторський договір

Ексклюзивний дистриб'юторський договір

між Петром Павловичем Іваненко або Одержувачем та компанією

ABC IMPORTS & EXPORTS LTD

Ексклюзивний дистриб'юторський договір («Договір»), укладений між компанією ABC Imports & Exports Ltd (вул. Байрон Стріт, 20, Мельбурн, 0123, Австралія) («Виробник») та Іваненком Петром Павловичем або Одержувачем («Дистриб'ютор»), вступає в силу 25 серпня 2010 р. Виробник бажає назначити Дистриб'ютора, а Дистриб'ютор бажає прийняти призначення в якості ексклюзивного дистриб'ютора продукції Виробника на чітко визначеній території, як зазначено в цьому документі.

Таким чином, беручи до уваги двосторонні договори та обіцянки, як зазначено в цьому документі, встановлено таке:

1. Надані права.

Цим Виробник надає Дистриб'ютору ексклюзивне право у терміни та на умовах, зазначених нижче, придбати, інвентаризувати, просувати на ринок та перепродавати продукт «ABC» у межах регіону «Україна».

2. Продукт.

Термін «Продукт Виробника» у цьому Договорі позначає продукт «ABC».

3. Умови продажу.

Усі продажі Продукту Виробника Дистриб'ютору будуть виконані відповідно до цього Договору за такою ціною (10 Євро за 1 одиницю продукту «ABC») та на таких умовах (Дистриб'ютор замовляє 10000 одиниць продукту «ABC» на місяць впродовж всього терміну дії Договору). Дистриб'ютор несе відповідальність за ризик втрати через завдання шкоди або псування Продукту Виробника після поставки Продукту транспортній компанії задля відвантаження. Вибір вантажовідправника здійснює Виробник, якщо Дистриб'ютор не звернувся з проханням надати належну альтернативу.

4. Оплата.

Дистриб'ютор сплачує 50 % витрат до відвантаження товарів та 50 % під час отримання товарів. Сплата має бути такою, яку вказано у рахунку-фактурі.

5. Маркетингова політика.

Дистриб'ютор зобов'язується активно та ефективно просувати на ринок Продукт Виробника за посередництва усіх дистриб'юторських каналів, що поширені на Території, згідно з установленими маркетинговою політикою та програмами Виробника. Дистриб'ютор використовуватиме всі можливості для продажу Продукту фінансово відповідальним дилерам з гарною репутацією, надаючи якісні послуги споживачам в рамках основної маркетингової території Дистриб'ютора. Дистриб'ютор наділений правом укладати письмові угоди з дилерами стосовно придбання, перепродажу та обслуговування Продукту Виробника. Тим не менш, ризик, пов'язаний з отриманням грошових коштів від дилерів, повністю є ризиком Дистриб'ютора.

6. Обов'язки Дистриб'ютора.

А. Дистриб'ютор має вести бізнес на Території.

Б. Дистриб'ютор погоджується не вживати будь-яких заходів щодо розповсюдження просування, маркетингу або продажу будь-яких товарів або продукції, які є конкурентами Продукту Виробника.

7. Гарантійні зобов'язання.

Якщо підтверджено, що деякі одиниці Продукту Виробника мають дефекти на момент продажу Дистриб'ютору, Виробник вносить необхідні зміни до первісної ціни продукції або за вимогою Дистриб'ютора замінює продукт, що має дефект.

8. Обробка замовлень та повернення Продукту.

А. Виробник докладатиме максимум зусиль для виконання замовлення Дистриб'ютора одразу за отримання замовлення, але зберігає за собою право розподіляти товари в наявності серед дистриб'юторів та кінцевих споживачів на власний розсуд.

Б. За винятком продукту Виробника, де виявлені дефекти під час продажу Дистриб'ютору, Виробник не буде зобов'язаний приймати будь-який Продукт,

що йому повертають. У випадку, якщо такі повернення приймаються, Виробник може стягнути припустиму комісію за повернення.

С. Виробник вимагає у Дистриб'ютора замовляти 10 000 одиниць продукту АВС на місяць впродовж всього терміну дії контракту.

9. Фінансова політика.

Дистриб'ютор визнає важливість Виробника щодо раціональних фінансових операцій Дистриб'ютора, а також погоджується з тим, що він зобов'язаний:

А. Сплачувати без зволікання всі суми, належні Виробнику, згідно з термінами продажу, встановленими Виробником; та

Б. Надавати Виробнику фінансові звіти в тій формі, у якій вони можуть знадобитися Виробнику.

На додачу до будь-якого іншого права, яке може бути надано Виробнику, відвантаження можуть бути відкладені на розсуд Виробника у тому випадку, якщо Дистриб'ютор не зможе швидко та належним чином виконати зобов'язання, викладені у цьому розділі.

10. Використання назви Виробника.

Дистриб'ютор в жодному випадку не використовуватиме, не дозволить використовувати назву, товарний знак чи торгівельну назву, що належать Виробнику, в якості його фірмового або корпоративного найменування. Дистриб'ютор не оспорюватиме права Виробника ексклюзивного використання будь-якого товарного знаку або торгівельної назви, що використовуються або затверджені Виробником.

11. Відносини між сторонами.

Відносини між Виробником та Дистриб'ютором такі, як між продавцем та покупцем. Дистриб'ютор, його агенти та персонал за жодних обставин не вважаються персоналом, агентами або представниками Виробника. Без дозволу Виробника Дистриб'ютор не здійснює жодних модифікацій Продукту Виробника.

12. Термін дії та припинення терміну дії Договору.

Договір набуває чинності 25 серпня 2010 р. та триватиме до 25 серпня 2011 р., якщо термін його дії не буде припинено раніше. По закінченню терміну дії Договір вважається подовженим до тих пір, доки одна зі сторін не припинить термін його дії шляхом подання письмового повідомлення якнайменш за 30 днів.

А. Виробник може припинити термін дії Договору після надання повідомлення Дистриб'ютору в одному з вказаних нижче випадків:

- (1) невиконання Дистриб'ютором яких-небудь зобов'язань або обов'язків Дистриб'ютора за цим Договором;
- (2) передача Дистриб'ютором будь-якого майнового права за цим Договором або делегування обов'язків Дистриб'ютора без письмової згоди Виробника;
- (3) нездатність Дистриб'ютора за будь-якими причинами вести бізнес належним чином;
- (4) визнання винним у суді належної юрисдикції Дистриб'ютора або основного партнера, головного співробітника або впливового акціонера Дистриб'ютора у порушенні закону, що, на думку Виробника, негативно вплине на ведення бізнесу Дистриб'ютором, або на добре ім'я, престиж, репутацію Виробника, на продукт Виробника; або
- (5) надання Дистриб'ютором Виробнику сфальсифікованих звітів або заяв, що включають, але не обмежуються вимогами стосовно відшкодування, кредиту, пільг, допомоги, знижки, компенсації або інших платежів Виробника.

13. Обов'язки по закінченню терміну дії.

По закінченню терміну дії даного Договору Дистриб'ютор припиняє діяльність уповноваженого дистриб'ютора.

На підтвердження чого сторони розпочали виконання даного Договору, починаючи з дати, що вказана у преамбулі. _____

_____ Виробник Дистриб'ютор

Амстердамський договір про внесення змін до Договору про Європейський Союз

Стаття 1

До Договору про Європейський Союз вносяться зміни відповідно до положень цієї статті.

1. Після третьої частини додається наступна частина:

«**ПІДТВЕРДЖУЮЧИ** свою прихильність до основних соціальних прав, як це визначено в Європейській соціальній хартії, підписаній у Туріні 18 жовтня 1961 року, та в Хартії Співтовариства про основні соціальні права працівників 1989 року»

2. Існуючу сьому частину замінити таким:

«**ПІДТВЕРДЖУЮЧИ** сприяти економічному та соціальному прогресу для своїх народів, беручи до уваги принцип сталого розвитку та в контексті створення внутрішнього ринку та зміцнення єдності та захисту навколишнього середовища, а також здійснювати політику, яка гарантує прогрес в економічній інтеграції супроводжується паралельним прогресом в інших сферах.

3. Існуючі дев'ятий та десятий частини замінюються таким:

РІШУЧИ реалізовувати спільну зовнішню політику та політику безпеки, включаючи поступове формування спільної оборонної політики, яка може призвести до спільної оборони відповідно до положень статті 7, тим самим зміцнюючи європейську ідентичність та її незалежність з метою сприяння миру, безпеки та прогресу в Європі та світі.

РІШУЧИ сприяти вільному пересуванню людей, одночасно забезпечуючи безпеку своїх народів шляхом створення зони свободи, безпеки та справедливості відповідно до положень цього Договору.

4. У статті А другий абзац замінюється таким:

«Цей Договір знаменує собою новий етап у процесі створення все більш тісного союзу між народами Європи, в якому рішення приймаються максимально відкрито і якомога ближче до громадян».

5. Стаття Б замінюється таким:

«Стаття Б»

Союз ставить перед собою такі цілі:

- сприяти економічному та соціальному прогресу та високому рівню зайнятості та досягати збалансованого та сталого розвитку, зокрема шляхом створення простору без внутрішніх кордонів, через зміцнення економічної та соціальної згуртованості та через створення економічного та валютного союзу, зрештою, включаючи єдину валюту відповідно до положень цього Договору;

- стверджувати свою ідентичність на міжнародній арені, зокрема шляхом впровадження спільної зовнішньої політики та політики безпеки, включаючи поступове формування спільної оборонної політики, яка може призвести до спільної оборони, відповідно до положень статті 7;

- посилити захист прав та інтересів громадян своїх держав-членів шляхом запровадження громадянства Союзу;

- підтримувати та розвивати Союз як простір свободи, безпеки та правосуддя, в якому забезпечується вільне пересування осіб у поєднанні з відповідними заходами щодо контролю зовнішніх кордонів, надання притулку, імміграції та запобігання та боротьби зі злочинністю;

- розвивати з огляду на те, до якої міри політики та форми співпраці, запроваджені цим Договором, можуть потребувати перегляду з метою забезпечення ефективності механізмів та інститутів Спільнота.

Цілі Союзу повинні бути досягнуті, як це передбачено в цьому Договорі та відповідно до умов і розкладу, викладених у ньому, з дотриманням принципу субсидіарності, як визначено в статті 3Б Договору про заснування Європейського Співтовариства.

ПОЛІТИЧНІ ПРОМОВИ

1. БОРИС ДЖОНСОН: Перша промова на посаді прем'єр-міністра

Створюю чудову команду чоловіків і жінок. Я візьму на себе особисту відповідальність за зміни, які я хочу бачити. Не зважайте на підтримку. На

цьому все, і я скажу вам ще дещо про свою роботу. Вона полягає в тому, щоб бути прем'єр-міністром усього Сполученого Королівства, а це означає об'єднати нашу країну, відповісти нарешті на благання забутих людей і покинутих міст у фізичному і буквальному сенсі.

Відновити зв'язки, які пов'язують нас разом, щоб завдяки безпечнішим вулицям і кращій освіті, фантастичній новій дорожній і залізничній інфраструктурі та широкосмуговому оптоволоконному зв'язку ми вирівнялися по всій Британії за рівнем заробітної плати, прожиткового мінімуму, продуктивності праці. Ми ліквідуємо розрив у можливостях, надаючи мільйонам молодих людей шанс мати власне житло, а бізнесу - впевненість в інвестуванні по всій Великій Британії, тому що настав час, який ми розв'язали.

Продуктивна сила не лише Лондона та південного сходу, а й кожного куточка Англії, Шотландії, Уельсу та Північної Ірландії. Дивовижна четвірка, втілена в червоно-біло-блакитному прапорі, яка разом набагато більше, ніж сума своїх частин, і чийм брендом і політичною особистістю захоплюються і навіть люблять в усьому світі за те, що ми є такими.

Винахідливість за наш гумор, за наші університети, наших вчених, наші збройні сили, нашу дипломатію, за рівність, на якій ми наполягаємо, чи то раса, чи то стать, або право кожної дівчинки в світі на 12 років якісної освіти, за цінності, які ми відстоюємо в усьому світі. Кожен знає, які цінності представляє цей прапор. Він означає свободу і свободу слова.

А ще він символізує верховенство права, і перш за все - демократію. І саме тому ми вийдемо з ЄС 31 жовтня. Тому що, врешті-решт, BREXIT був фундаментальним рішенням британського народу про те, що вони хочуть, щоб їхні закони ухвалювали люди, яких вони можуть обирати і яких вони можуть зміщувати з посад. І тепер ми повинні поважати це рішення і створити нове партнерство з нашими європейськими друзями, настільки ж тепле, настільки ж близьке.

І настільки ніжне, наскільки це можливо. І перший крок - це недвозначно повторити наші гарантії 3,2 мільйонам громадян ЄС, які зараз живуть і

працюють серед нас. І я кажу безпосередньо вам: дякую вам, дякую за ваш внесок у наше суспільство, дякую за ваше терпіння. І я можу запевнити вас, що при цьому уряді ви матимете абсолютну впевненість у праві жити і залишатися, і я кажу це поруч з нашими друзями в Ірландії і в Брюсселі. І ми в ЄСІ переконані, що зможемо укласти угоду без перевірок на ірландському кордоні, тому що ми за будь-яких обставин відмовляємося від таких перевірок і не хочемо мати цю антидемократичну перешкоду. І, звичайно, життєво важливо водночас готуватися до віддаленої можливості, що Брюссель відмовиться від подальших переговорів, і ми будемо змушені вийти без угоди не тому, що ми хочемо такого результату.

Звісно, ні, але тому, що підготовка - це лише здоровий глузд, і дозвольте мені підкреслити, що є життєво важливий сенс, в якому ця підготовка не може бути змарнована. І це тому, що за будь-яких обставин нам потрібно буде підготуватися в якийсь момент у найближчому майбутньому до виходу з Митного союзу ЄС і з-під регуляторного контролю, з повною рішучістю нарешті скористатися перевагами Brexit.

Тому що це курс, на який ця країна зараз налаштована з легким серцем і зростаючою впевненістю. Зараз ми прискоримо роботу з підготовки, і порти будуть готові, банки будуть готові, заводи будуть готові, бізнес буде готовий, лікарні будуть готові, а наш дивовижний харчовий і сільськогосподарський сектор буде готовий і чекатиме, щоб продовжувати продавати ще більше, не тільки тут, але й по всьому світу. І не забувайте, що в разі, якщо угода не буде укладена, ми матимемо додаткове мастило. З 39 мільярдів фунтів стерлінгів і незалежно від того, яку угоду ми укладемо, цієї осені ми підготуємо економічний пакет, який стимулюватиме британський бізнес і зміцнить лідерство цієї країни як країни номер один на континенті для іноземних інвестицій. А всім тим, хто продовжує пророкувати катастрофу, я кажу: так, труднощі будуть, хоча я вірю, що з енергією і застосуванням вони будуть набагато менш серйозними, ніж дехто стверджує.

2. Промова Дональда Трампа-2019

Замінив масивні тарифи на китайські товари вартістю понад 500 мільярдів доларів. Вже зараз внаслідок цих тарифів ланцюжки поставок повертаються назад до Америки та інших країн, і мільярди доларів сплачуються до нашої скарбниці. Тільки відносини, побудовані на спільних інтересах, взаємній повазі та релігійній толерантності, можуть це змінити.

Побудувати краще майбутнє. Америка готова прийняти дружбу з усіма, хто щиро прагне миру та поваги. Багато з найближчих друзів Америки сьогодні були колись нашими найбільшими ворогами. Сполучені Штати ніколи не вірили в постійних ворогів. Нам потрібні партнери, а не супротивники. Америка знає, що розв'язати війну може будь-хто.

Лише найсміливіші можуть обрати мир. Масова нелегальна міграція є несправедливою, небезпечною і нестійкою для всіх, хто бере в ній участь, для країн, що відправляють мігрантів, і для виснажених країн. А вони виснажуються дуже швидко. Але про молодь не дбають, і людський капітал марнується.

Країни, що приймають мігрантів, перевантажені великою кількістю мігрантів і не можуть їх відповідально прийняти, а самі мігранти піддаються експлуатації, нападам і знущанням з боку жорстоких койотів. Майже 1/3 жінок, які долають шлях N до нашого кордону, зазнають сексуального насильства по дорозі, але вже тут, у Сполучених Штатах.

А по всьому світу зростає кустарна індустрія радикальних активістів і неурядових організацій, які сприяють контрабанді людей. Ці групи заохочують нелегальну міграцію і вимагають євразійських національних кордонів. Сьогодні у мене є послання для цих активістів, які виступають за відкриті кордони. Прикриваючись риторикою соціальної справедливості. Ваша політика не є справедливою. Ваша політика жорстока і зла. Ви розширюєте можливості злочинних організацій, які полюють на невинних чоловіків, жінок і дітей. Ви ставите власне фальшиве почуття чесноти вище за життя, добробут і незліченну кількість невинних людей, коли підриваєте безпеку.

Безпека кордонів. Ви підриваєте права людини і людську гідність. Багато з присутніх тут сьогодні країн намагаються впоратися з викликами неконтрольованої міграції. Кожна з вас має абсолютне право захищати свої кордони. І, звичайно, є наша країна. Сьогодні. Ми повинні бути рішуче налаштовані працювати разом, щоб покласти край контрабанді людей. І торгівлю людьми, і покласти край цим злочинним мережам назавжди для всіх країн Західної півкулі. Наша мета - допомогти людям інвестувати у світле майбутнє.

1. Сі обіцяє зміцнити військову та економічну систему Китаю під час відкриття 20-го конгресу

Основна робота за останні п'ять років стала велика трансформація 10 років після 19-го Національного з'їзду Комуністичної партії Китаю. П'ять років після 19-го Національного з'їзду Комуністичної партії Китаю були надзвичайно незвичайними і надзвичайні п'ять років. Підрозділ координував загальну стратегію великого омолодження китайської нації та великих змін у світі, яких не було протягом століття, особливо в умовах раптового спалаху нової епідемії корони - пневмонії. Ми наполягаємо на зростанні народу і якості життя, наполягаємо на динаміці та неухильно ведемо народну війну з епідемією.

З огляду на бурхливі зміни ситуації в Гонконгу, ми ефективно здійснювали всеосяжне управління Спеціальним адміністративним районом відповідно до Конституції та Основного закону та реалізували принцип патріотичного управління Гонконгом. Ситуація в Гонконзі досягла значний перехід від хаосу до правління. Всупереч серйозним провокаціям сепаратистської діяльності сил незалежності Тайваню та втручання зовнішніх сил у справи Тайваню ми рішуче вели серйозну боротьбу проти сепаратизму та втручання, демонструючи нашу тверду рішучість і сильну здатність захистити національний суверенітет і територіальну цілісність і виступати проти незалежності Тайваню.

Народна армія виграла битву завдяки інноваційним військовим стратегіям, керуючи розробкою народних стратегій і тактик війни, розбудовуючи потужну систему стратегічних сил стримування, збільшуючи співвідношення нових ідей і нових якостей, поглиблюючи реальну бойову військову підготовку.

2. Повне відео виступу прем'єр-міністра на масовому мітингу китайською мовою (National Day Rally 2019 - Chinese)

Цей зліт приніс величезні переваги як самому Китаю, так і всьому світу. Але він також створив новий міжнародний ландшафт. Сполучені Штати, як світова держава номер один, повинні пристосуватися до більш впливового і дедалі потужнішого Китаю. США також повинні погодитися блокувати його. Піднесення Китаю неможливе і нерозумне. Сполучені Штати повинні шукати конструктивні відносини з Китаєм. А також економічно взаємозалежних відносин.

Ставши світовою державою, Китай сам повинен поставити себе в позицію, щоб враховувати інтереси і почуття інших країн. Саме таким чином. Тільки тоді Китай зможе жити в мирі з рештою світу і стане сприйматися всіма як толерантна і щедра країна, а також як партнер для спільного блага. Конкуренція між Китаєм і Сполученими Штатами неминуча. Але в той же час обидві сторони повинні також зміцнювати взаємну довіру і долати неминучі тертя за допомогою відповідних механізмів.

На жаль, цього не відбувається. Також викликає занепокоєння ось що. Китай і США поки що не знайшли панацеї для вирішення своїх конфліктів. Найближчим часом така напруженість не буде знята. Це впливатиме на весь світовий ландшафт. А що стосується впливу на Сінгапур? Ми можемо говорити про це в двох аспектах.

Перший - це наші зовнішні відносини, особливо з Китаєм і США. Другий - наша економіка.

Дозвольте мені почати з зовнішніх відносин. Сінгапур є добрим другом Китаю і добрим другом Сполучених Штатів. Ми прагнемо продовжувати наші дружні відносини з обома країнами. Сполучені Штати є нашим головним партнером у сфері оборони і безпеки.

Ми купуємо у США сучасну військову техніку, в тому числі військові літаки і ракети. Наші збройні сили також регулярно проводять спільні навчання з американськими військовими. У будь-який момент часу в Сполучених Штатах перебуває понад тисяча сінгапурських військовослужбовців. Більше, ніж у будь-якого союзника США. Ми не є союзником. Але наша оборонна співпраця з США дуже тісна. Існує також тісна співпраця між двома країнами у сфері боротьби з тероризмом. Ми сподіваємося, що США і надалі зосереджуватимуться на Азійсько-Тихоокеанському регіоні і продовжуватимуть підтримувати мир і стабільність в регіоні. Це допомагає гарантувати безпеку і процвітання всього регіону. США також є для нас важливим економічним партнером. Обсяг інвестицій американських компаній у Сінгапурі за обсягом і масштабом значно перевищують інвестиції інших країн. Було створено багато якісних робочих місць для населення країни.

ПРОМОВИ ЗМІ

1. Найпопулярніші новини США та світу — 10 квітня 2023 р

Організація Об'єднаних Націй заявила, що примусові депортації порушують міжнародне гуманітарне право і є військовим злочином, оскільки президент Володимир Путін наказав своїм військовим вторгнутися в Україну минулого року. Китай провів 3-денні військові навчання з бойовою стрільбою навколо Тайваню за участю десятків китайських військових літаків і 11 військово-морських кораблів, включаючи авіаносець. Китай розпочав військові ігри, як співав президент Тайваню.

Завершуючи візит до США, де в п'ятницю вона зустрілася зі спікером Палати представників Кевіном Маккарті та іншими законодавцями, президент

заявила, що захищає свою поїздку, яку Пекін назвав провокацією і розглядає як загрозу своєму суверенітету над Тайванем.

Це дуже люб'язно з нашого боку, ми показали міжнародній спільноті, що перед обличчям тиску і загроз Тайвань буде ще більш згуртованим і абсолютно не піддається придушенню і не припинить через перешкоди обміни зі світом. Ізраїльські військові влаштували артилерійські стрільби і завдали авіаударів по Сирії у відповідь на півдюжини ракет, випущених по північному Ізраїлю і окупованим Голанським висотам з сирійської території на вихідних.

Уряд Сирії заявляє, що це була вже 10-та атака Ізраїлю на сирійську територію цього року. Це сталося після ізраїльських авіаударів по Газі на півдні Лівану у відповідь на ракетний обстріл. Ізраїльські бомбардування Газі в п'ятницю зруйнували будинок Мохамеда Абу Німа, 23-річного палестинського таксиста, який сказав, що він і його сім'я ледве уникли смерті.

Якби я був у машині, я б загинув. Гроші в машині можна викупити. Але що робити громадянину в цій ситуації? Що повинні робити діти, моя 2-річна сестра, мої батьки, брати і сестри? Це житловий район. Тут немає нічого, окрім будинку, будівель, сільськогосподарських угідь.

Раніше сьогодні палестинські чиновники охорони здоров'я заявили, що 15-річний Мохаммед Фаїз Білл Хан був убитий під час ізраїльського військового рейду на окупованому Західному березі річки Йордан поблизу міста Єрихон.

У Тель-Авіві в п'ятницю загинув італійський турист і ще п'ятеро отримали поранення, коли палестинець з ізраїльським громадянством протаранив автомобілем натовп пішоходів. Ізраїльські сили безпеки застрелили його. Напад стався після того, як минулого тижня ізраїльські війська були зняті на відео, як вони б'ють і застосовують сльозогінний газ до палестинських віруючих у мечеті Аль-Акса на сході окупованого Єрусалиму, що викликало засудження з боку палестинців і світових лідерів.

Тим часом, 10 тисяч ізраїльтян відновили протести на вихідних, вимагаючи відставки ультраправого уряду прем'єр-міністра. Рада Біньяміна

Нетаньяху планує різко послабити ізраїльську судову владу в Ємені. Саудівські чиновники зустрічаються з лідерами хуситів для мирних переговорів за посередництва Оману в надії знайти шлях до припинення жорстокої війни, яка довела Ємен до гуманітарної катастрофи. ООН висловила сподівання, що новий імпульс до припинення конфлікту, в тому числі нещодавнє відновлення зв'язків між Саудівською Аравією та Іраном, може нарешті призвести до сталого миру в Ємені.

може нарешті призвести до стійкої мирної угоди. Це слова головного переговорника від хуситів Мохаммеда Абдул Салама з аеропорту в Сані в суботу, коли оманська делегація прибула до єменської столиці.

2. Кемерон Уокер повідомляє, що Меган не відвідує «координацію між Кінгом і Сассексом» на коронації

Так чи інакше, це можна розглядати як перемогу для палацу, адже Гаррі буде там без деяких суперечок, але, можливо, примирення зайде занадто далеко.

Так, я думаю, можливо, ти права, Ізабель. Думаю, справедливо буде сказати, що останні місяці були досить неспокійними у відносинах між Сассекськими і рештою королівської сім'ї. І, як ви сказали, Айман, принц Гаррі вперше побачить тут розширених членів своєї сім'ї з часів суперечливого серіалу Netflix і його вибухових мемуарів, що вийшли буквально вчора. Чесно кажучи, час цих двох заяв, однієї від Букінгемського палацу, іншої від прес-секретаря Сассекського, майже ідентичний. Обидві оприлюднені близько 15:00.

Це наводить на думку про певну координацію і співпрацю між Букінгемським палацом і Сассекським табором, так би мовити. І я думаю, що, можливо, після тижнів, як чоловік описав це як трансатлантичний пінг-понг, цих делікатних переговорів про те, чи будуть вони присутні на коронації, тепер, звичайно, ми знаємо, що принц Гаррі буде присутній на коронації, і тільки принц Гаррі.

Зараз деякі люди кажуть, що це, можливо, образа з боку Меган. Пам'ятайте, що це був король Чарльз. Він повів Меган під вінець за відсутності її рідного батька під час її весілля з принцом Гаррі. Є повідомлення, що, можливо, вимоги Сассекського не були задоволені, щоб отримати якісь вибачення від королівської сім'ї. І, можливо, вона побоюється, що британська громадськість буде не надто задоволена і влаштує їй непривітний прийом на вулицях центрального Лондона, якщо вона все ж таки прийде. Чесно кажучи, я думаю, що це все лише спекуляції.

Я думаю, що, можливо, більш вірогідним є той факт, що в день коронації принцу Арчі виповнюється 4 роки. Тож, можливо, Меган хотіла відсвяткувати день народження сина наодинці, подалі від уваги, незважаючи на те, що це коронація. Можливо, вона ставить своїх дітей на перше місце, випереджаючи будь-яку форму королівських обов'язків, які, можливо, відчуває, що має. Але Гаррі, звичайно, повертається. Він багато разів повертався.

Король частіше буває у Великій Британії, ніж Меган, після мексиканської кризи 2020 року, і, як повідомляється, дуже радий, що його молодший син буде присутнім на коронації. Але іншим великим питанням, звичайно, є примирення з принцом Вільямом. Якщо ви пам'ятаєте, в мемуарах принца Гаррі він звинуватив свого старшого брата у фізичному нападі на нього - звинувачення, яке Кенсінгтонський палац ніяк не прокоментував.

Я думаю, що це мало ймовірно. Так, вони обидва будуть в одній кімнаті у Вестмінстерському абатстві, але, наскільки я розумію, це буде дуже швидкоплинний візит. Тому я думаю, що надії на будь-яке примирення між двома братами дуже мало ймовірні. Якою б не була причина візиту принца Гаррі і тільки принца Гаррі, мильна опера Сассекського, безумовно, продовжується. Просто вчорашнє оголошення дало ще більше боєприпасів, чи не так, для спекуляцій у газетах, щоб усі про це говорили.

Про стосунки, приватні стосунки між принцом Гаррі та іншими членами королівської родини. Але я думаю, що, можливо, з точки зору Букінгемського палацу, оприлюднюючи цю заяву зараз, всього за пару тижнів до одного з

найважливіших днів у житті короля, вони сподіваються, що до того часу, як настане день коронації, увага знову буде прикута до короля і королеви.

Я просто хотіла запитати вас про деталі, які ми знаємо про роль різних високопоставлених членів королівської сім'ї у всьому цьому. Ми розуміємо, що це буде мить, і ви пропустите її. Візит від Гаррі. Його не буде на балконі. Його не буде в процесії. Ми знаємо, хто буде в королівській процесії після коронації? Я припускаю, що кити, як діти, можуть бути зірковими гостями.

Так. За традицією, у нас будуть

Принці королівства і королівські герцоги віддають шану Суверену під час коронації. Наскільки я розумію, хоча це не було підтверджено Букінгемським палацом, це буде робити тільки принц Вільям. Тож там не буде ні принца Ендрю, ні принца, ні принца Гаррі. Що стосується процесії, ми очікуємо, що в ній візьмуть участь діти Уельських: принц Джордж, принцеса Шарлотта і принц Луї.

Я очікую, що під час процесії вони також з'являться на балконі для прольоту після коронації, виходячи з робочого припущення, що це буде схоже на Платиновий ювілей, тільки на балконі будуть працювати члени королівської сім'ї. Але знову ж таки, Букінгемський палац не підтвердив. Але принц Джордж також буде одним із пажів Його Величності Короля, тому йому відведена особлива роль у цей день.

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NOTES

Oleksandra Popova

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