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TÍTULO: Desarrollo de las habilidades de estudiantes ucranianos para la traducción de la documentación oficial china a las lenguas inglesa y ucraniana.

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RESUMEN: En el artículo se presentan las tendencias contemporáneas en la enseñanza de los estudiantes ucranianos en el campo de los problemas de traducción de la documentación oficial china al inglés y al ucraniano. Se describen las particularidades lingüísticas del discurso académico oficial chino y las operaciones traductológicas que se utilizan en la reproducción del contenido de la documentación oficial china al inglés y al ucraniano. Se analizan algunos aspectos que favorecen a que crezca la calidad del proceso didáctico en el ámbito de la enseñanza de los estudiantes ucranianos acerca de los problemas de traducción. Los autores prestan mayor atención a la importancia del componente linguoculturoológico en la metodología del proceso didáctico.

PALABRAS CLAVES: traducción de la documentación oficial, base metodológica, lenguas extranjeras, desarrollo de las habilidades.

TITLE: Developing Ukrainian Students' Skills in Translating Official Documents from Chinese into English and Ukrainian.

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ABSTRACT: Some modern tendencies in the field of training Ukrainian students to translate official documents from Chinese into English and Ukrainian are presented in the article. The linguistic peculiarities of the official academic discourse are described; the appropriate translation techniques while reproducing the content of the Chinese academic documents in English and Ukrainian are introduced. Certain aspects that could impede the holistic educational process aimed at training Ukrainian students to translate the designated material are determined. The authors highlight the significance of the linguocultural component in methodological support.

KEY WORDS: translation of official documents, methodological support, foreign languages, skills development.

INTRODUCTION.

The relevance of the study is determined by the international ties between the P.R.C. and Ukraine which have been dynamically developing for more than 20 years; this fact conditions the need in the training of highly skilled specialists in the field of Oriental studies in order to maintain favourable relations between the two countries. A special attention is given to the official academic sphere where significant decisions regarding profitable joint governmental projects are made.

The Chinese “Belt and Road Initiative” and “A New Silk Road” projects have become the most significant ones in this concern. Therefore, the key issues on their performance are to be taken into consideration, while training Ukrainian students majoring in Translation Studies alongside with the main focus payed to the Ukrainian normative educational regulations such as the Laws of Ukraine “On Education”, “On Higher Education”, the National Strategy for the Development of Education in

Ukraine for the period up to 2021 which highlight culture-centricity, preservation and enhancement of national educational traditions, humanization of education and its integration into the world educational space. The evolving international as well as intercultural relations between China and Ukraine prove the necessity to adapt Ukrainian pedagogical technologies in the field of training students majoring in Chinese Translation to the demands of modern inter-governmental collaboration specificities.

To our great regret, the key issues of the effective training in the sphere of official academic documents translation within the language pairs “Chinese ↔ English” and “Chinese ↔ Ukrainian” have not been sufficiently considered in modern theory of Education.

The analysis of both theory and practice of translators’ training in Ukraine has revealed a number of contradictions between:

1) The demand for highly qualified sinologists-documentalists who are capable to effectively use the translation tools, on the one hand, and the lack of innovative training / teaching methods aimed at developing future sinologists’ skills in translating official academic documents from Chinese into English and Ukrainian, on the other.

2) The requirements for the content of translators-sinologists’ proficiency qualifications, on the one hand, and the lack of research related to the methodological support of the training aimed at development of the designated skills, on the other.

The above-mentioned factors stipulate the purpose of the study – to present some modern tendencies in the field of training Ukrainian students to translate official academic documents from Chinese into English and Ukrainian. A better understanding of the issue under study involves the following tasks:

1) To describe the linguistic peculiarities of the official academic discourse.

2) To introduce the appropriate translation techniques while reproducing the content of Chinese academic documents in English and Ukrainian.

3) To determine the aspects which might impede introduction of the holistic educational process in the designated respect.

4) To specify the teaching tools which could facilitate the corresponding academic success.

In order to be able to correlate the tasks put forward and to find the appropriate explanation of the issues under study, it is necessary to examine the concept of the official academic discourse and its location in the framework of the phenomenon “discourse”. On the other hand, it is of prime importance to select the corresponding pedagogical tools that could help in calibrating the linguistic peculiarities of the official academic discourse and the translation tools to be used for adequate reproduction of the original text (Ukrainian) into target languages (Chinese, English).

Another important factor in this respect is a competence-based corpus which could enable a teacher to assess students’ academic results (outcomes) after the targeted training. The above-mentioned phenomena are presented below.

It should be stated that the phenomenon “discourse” manifests itself in various spheres such as Philosophy, Sociology, Linguistics, Culturology, Psychology, etc. Many works of the Ukrainian (F. Batsevych, I. Bekhta, O. Selivanov, etc.) and foreign (A. J. Greimas, T. A. van Dijk, O. Kubryakova, P. Seriot, M. Foucault, Ju. Habermas and others) scholars were devoted to the study of its nature. However, its interpretation by scholars in some aspects is debatable. The conceptual spectrum of discourse is wide; it necessitates typologization, and disclosure of tactic and strategic actions (both linguistic and non-linguistic ones) which characterize some particular discourse / discourses in the aggregate.

Discourse as a linguistic phenomenon has been studied by numerous scientists. Historically, discourse [lun] is to be [like] a wheel [lun]. According to Huang Kan (皇侃, 488–545), Lun [論] straddles the boundaries of speech and writing, verb and noun, activity and genre. Lunyu [論語], a collection of texts often collectively called the Analects of Confucius, is literally known as the “ordered sayings”

of the Master (Slingerland, 2003). It is associated with the oral record: a discourse (lun 論) that was spoken (yu 語), heard by multiple ears, and then written down and edited by many hands.

Some other publications give the following definitions related to the notion “discourse”:

- Communication in speech or writing; a speech or piece of writing about a particular, usually serious, subject (Cambridge Academic Content Dictionary, 2008);
- a cohesive text in conjunction with extralinguistic – pragmatic, sociocultural, psychological and other factors; an event-based text, speech, which is seen as a purposeful social action, as a component that participates in the interaction of people and reflects mechanisms of their consciousness (cognitive processes); that is, an “embodied in life” broadcasting; functioning of language in a live communication (Arutyunova, 1990).

A number of researchers have expanded the notion “discourse” by including extra linguistic or paralinguistic components of communication (Serio, 1999: 14–53; Foucault, 1996; Bekhta, 2004; Greimas & Courte, 1983) alongside with the semantics of evaluative and attitudinal connotations (Habermas, 1981) into its structure. Another group of scholars highlight diverse speech genres (Batsevich, 2004: 138) and social orientation of speech (Karasik, 2000) in this regard.

It is clear from the above that translation results depend directly on understanding the linguistic peculiarities of the source texts by a translator and his / her professional skills to reproduce adequately the meaning in the target language. In this case the two aspects correlate – the subjective (translator’s competence) and objective (criteria for good translation) ones.

Translation quality evaluation has been the research topic of many scholars who have studied theoretical and descriptive aspects: criteria for good translation (Newmark, 1991); nature and sources of translation errors (Gouadec, 1981); implications for translation (Korolova & Popova, 2019; Hatzidaki, 2007); linguistic and pragmatic translation quality assessment (Hatim & Mason, 1997); methods of translation evaluation: calibrated parsing items evaluation (Akbari & Shahnazari, 2019), criterion-based translation evaluation in educational and professional contexts (Schmitt, 2005).

However, there has not been conducted any research on linguistic peculiarities and translation implications within the academic cooperation between China and Ukraine (bilateral translation within these language pairs: Chinese ↔ English and Chinese ↔ Ukrainian).

Another significant factor to be taken into account is the structure and content of the translation competence that include the issues as follows: standards on teaching foreign languages and expected education outcomes (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001), competencies in education (Rychen & Tiana, 2004), the main document of the European educational project on the standardization of translation-targeted education “EMT” (“European Master’s in Translation”) and the key standards “Qualification and certification of translators” in Ukraine (CTTY АПНУ 001-2000); the key components of translator’s competence: bilingual, extra-linguistic, translatorial, personal and strategic competences (Chernovatyi, 2014); (comprehensive) linguistic, communicative, text-forming and technical competences (Komissarov, 2002); peripheral, pre-translatorial, translatorial competences (Fraser, Schäffner, & Adab, 2000; Kautz, 2000); linguistic, communication- and speech-centred, translatorial, discourse-oriented, linguosociocultural, specific-technological competences (Popova, 2016). Taking into consideration the above, it can be stated that there are neither unified regulations to evaluate translation quality nor common criteria to assess translator’s competence (knowledge, skills, abilities). Thus, the way to develop the formulated tasks within the designated purpose is presented in the research.

DEVELOPMENT.

Methodology.

Taking into consideration close ties between psycholinguistics and translatology, (the latter focuses on observation and analysis of linguistic material in translation (Hatzidaki, 2007), a set of psycholinguistic, general scientific and general linguistic methods to investigate the issues under study has been used.

Analytical introspection is the right method to analyse the markers of the official academic documents and to find the adequate means of reproducing both determinants of the discourse under examination and the holistic authentic content in the target language on the basis of the existing associative links. The techniques of direct word interpretation made it possible to find out actual relations between the lexical meaning and the internal form of the discourse components under analysis.

The methods of induction / deduction enabled the researchers to analyse and generalise the theoretical bases on the investigated topic, to systemise the results of the study.

It should be noted that the efficiency of the practical outcomes of the initiated study were experimentally proved on the platform of the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” during the second term of 2018–2019 (academic year). 20 undergraduate students majoring in Translation Studies, 3 qualified Chinese ↔ English translators and 3 qualified Chinese ↔ Ukrainian translators participated in the experiment.

The purpose of the experiment is to evaluate the translation quality of official academic documents. The research material covered official Chinese academic correspondence represented by management letters which specify various details of co-operation between educational institutions within the framework of international activities (a letter-request of information, a letter-exchange of information, a letter-notification, a letter-invitation, a letter-proposal, a letter notifying some particular changes, a reminder letter, a letter of assignment, a letter of confirmation, a letter of request, a letter of comments) and the students’ variants of translation into English and Ukrainian. The translation quality evaluation criteria were as follows: • adequate (good translation); • satisfactory translation; • inadequate (poor translation).

Results and Discussion.

We define the notion “discourse” as a type of communicative activity manifested in oral and written forms in accordance with the tactical and strategic orientation of communication; it is implemented

through linguistic and extra-linguistic means of communication, the features of its actualization and cognition-based conflict-free interaction are reflected.

The two-sided nature (linguistic and extra-linguistic) of the official academic discourse stipulates its manifestation in educational, social, economic and international spheres.

In view of the above, the phenomenon “official academic discourse” is interpreted as a situationally determined discourse, the extra-linguistic basis of which is associated with theoretical and practical basis of educational relations between the subjects and the objects of the academic activity, as well as cooperation and management particulars envisaged by university normative and statutory regulations. Special attention is paid to the linguistic component of the official academic discourse that comprises phonetic, lexical, grammatical, compositional and stylistic levels.

The typical markers of the official academic discourse characteristics are as follows: standardization, regulatory basis, clichés, accurate use of vocabulary (terminology, in particular), correct grammatical constructions, politeness and respect for the addressee, document identification (signature and / or stamp / seal). Joint constructive, education- and culture-oriented activities appear to be the key concepts (Popova, Xin, & Starodubenko, 2015) in the research under discussion.

In the experimental material four substyles of the official academic discourse are singled out: official argumentative (regulates journalistic / public speech norms), education-centred (the language of the educational process), research-oriented (the language of scientific achievements in various fields), administrative-regulatory (the language of official papers related to university activities). It is expedient to highlight that all educational procedural details, information on diverse academic events, legal issues, etc. are reflected in official correspondence (letters sent by email, post, fax), which outlines the significance of this genre in maintaining international liaisons between partner universities. It's evident that an adequate translation of the parties' communication under academic agreements / memoranda / contracts is of primary significance.

Let us consider some examples of how the linguistic component manifests itself in the material under consideration.

A. Lexical level.

The official academic discourse is characterized by the use of:

1. Terminology (Chinese: 写本 – xiěběn , 证书 – zhèngshū, 毕业证书 – zúyè zhèngshū, 合同 – hétóng, 章程 – zhāngchéng; English: manuscript (MS, pl. MSS), certificate, diploma, contract, statute (regulations); Ukrainian: рукопис, сертифікат, диплом, контракт, статут, etc.).
2. Anthroponyms (in letter requisites naming addressees and addressers), toponyms (names of the cities or other places like province or state where an academic event is to take place), chrononyms (for time indication), culturonyms (when dealing with works of human culture, art or science that has spiritual and intellectual value), ergonyms (proper names of scientific / academic / cultural / educational associations of people which include unions, organizations, institutions, societies, etc.), ethnonyms (names used to refer to an ethnic group or people). For example, 北京 (běijīng) – Beijing – Пекин; 孔子学院总部 / 汉办 (kǒngzǐ xuéyuàn zǒngbù / hànban) – Confucius Institute Headquarters (Hanban) – Головне управління Інститутів Конфуція (Канцелярія Міжнародної Ради китайської мови); 哈尔滨工程大学 (hā'ěrbīn gōngchéng dàxué) – Harbin Engineering University – Харбінський інженерний університет; 乌克兰人 (wūkèlánrén) – Ukrainians – українці.

B. Grammatical level.

The official academic discourse is distinguished by the phenomena given below.

Morphology.

1. Complex prepositions derived from Nouns (in English and Ukrainian) (e.g. English: in accordance with, to the issue, in case; Ukrainian: відповідно до, у відповідь на, на виконання, у зв'язку з, до питання, у разі); not typical for Chinese (compare: 依照 – yīzhào, 响应 – xiǎngyìng, 因为...关系 – yīnwèi... guānxì);

2. Attributive, nominal and verbal word combinations in the Chinese profession-oriented vocabulary are rendered into English and Ukrainian by means of these structures: V-Prep-N, V-N, A-N, N-Prep-N / N-N, N-Conj-N:

◆ A-N combinations / attributive word combinations (Chinese: 科学发现 – kēxué fāxiàn, 外国有学问的人 – wàiguó yǒu xuéwen-de rén, 热门题目 – rèmén tímù, 国际契约 – guójì qìyuē; English: scientific discoveries, foreign scholars, a topical problem, modern research, an international agreement; Ukrainian: наукові розробки, зарубіжні науковці, актуальна проблема, сучасні дослідження, міжнародна угода, etc.);

◆ N-N combinations (Chinese: 交流经验 – jiāoliú jīngyàn, 评价系统 – píngjià xìtǒng (Nominative Case); English: experience exchange, assessment quality (Nominative Case); Ukrainian: обмін досвідом, система оцінювання (Common Case), etc.);

◆ V-N combinations (Chinese: 促进共同工作 – cùjìn gòngtóng, 抵补开支 – dǐbǔ kāizhī; English: to facilitate further cooperation, to cover expenses; Ukrainian: сприяти кооперації, покривати витрати, etc.). In English and Ukrainian, one can use V-Prep-N models (English: to demonstrate one's competence in, to act on the basis; Ukrainian: входити до компетенції, діяти на засадах), which is not typical of Chinese.

3. Auxiliary and modal verbs in combination with their functional peculiarities: • modal verbs / words denoting probability (可能 / kěnéng – may, might – можливо, може бути), abilities and capabilities

(会 / huì – can – вміти), desire (要 / yào – want, wish, need – хотіти, бажати, треба), obligation (应当 / yīngdāng – must, should / ought to – повинен, слід, мусити); • verbs that specify stages of an action: 开始 / kāishǐ (to begin / почати), 停止 / tíngzhǐ (to stop doing something / припиняти щось робити).

Syntax.

The syntactic level of the academic documents (letters) is characterized by the use of these communicative types of sentences:

1. Declarative sentences / statements (both positive and negative). It should be noted that negative sentences are not frequent in use in all the languages under analysis. It should be mentioned that negative connotation is provided by some lexical units and affixes. E. g. Chinese: 我们担心国际部门不太可能在标准帮助中显示所你们需要的信息 / wǒmen dānxīn guójì bùmén bùtài kěnéng zài biāozhǔn bāngzhù zhōng xiǎnshì suǒyào de xìnxi. English: We are afraid, the international office can hardly reflect the requested information in the standard certificate. Ukrainian: (Ми) сумніваємося, що міжнародний відділ може відобразити запитувану інформацію в стандартній довідці.

2. Interrogative sentences / questions: general (polite requests) and special (requesting for details) questions. Rhetorical questions and tail-questions are not inherent to the documentary style.

It is worth mentioning that both statements and questions can be simple, compound and complex (sentences) by their syntactical structure (containing adverbial clauses of time, place and conditions, attributive clauses and object clauses).

3. Personal sentences can be observed in Chinese and English, in Ukrainian – impersonal ones prevail (see the above examples).

Some examples of syntactical transformations in the variants of the official academic letters translated from Chinese into English and Ukrainian are given below.

Table 1. Syntactical transformations used when translating official academic letters from Chinese into English and Ukrainian.

№	Syntactical transformations	Chinese – the original	Ukrainian – target language	English – target language
1	2	3	4	5
1.	Functional substitution	若需了解计划文化活动的更多详细信息，请联系组委会。	Для отримання більш детальної інформації стосовно запланованих культурних заходів звертайтеся до оргкомітету.	One can find more detailed information regarding the planned events at the organizing Committee.
2.	Component rearrangement	语言文化系的学生在大学的网站上注册，可定期了解有关该中心活动的新闻。	Зареєструйтеся на сайті вишу як слухач лінгвокультурної підготовки для регулярного ознайомлення з новинами про діяльність центру.	Submit as a learner of the linguocultural course at the university site in order to keep up with the news regarding the activity of the centre.
3.	Compression	请注意，尚未说明我们计划在何时何地举办中国哲学研讨会。	Відзначимо, що ще не було зазначено, де і коли проведитиметься майстер-класи з китайської філософії.	We should highlight that neither place nor date of hosting masterclasses in Chinese Philosophy has been defined.
4.	Omission	我们不确定相关证书或教育文件的提供是否能够帮助解决这个情况。	Ми не впевнені, чи то відповідні довідки чи нострифікація освітніх документів зможуть допомогти у вирішенні цієї справи.	We are not sure, if corresponding certificates or nostrified educational documents might help in solving the case.
5.	Addition	政府对是否会就此问题提供任何其他材料感兴趣。 Remark: 政府 means “government”, “administration”.	Адміністрація відділу цікавиться, чи будуть надані будь-які додаткові матеріали з цього приводу.	The administration board would like to find out if any additional materials will be sent in this respect.

6.	Antonymic translation	<p>大学研究部门对哈尔滨工程大学管理层对我们成就的关注表示感谢，并询问了当前科研作品中提交文章的截止日期。</p> <p>Remark: 提交文章 means “to submit a paper (an article)”.</p>	<p>Науковий відділ університету висловлює вдячність керівництву Харбінського інженерного університету за увагу да наших здобутків та просить повідомити про кінцевий термін прийняття статей до друку у поточному випуску збірника наукових праць.</p>	<p>The Science Department of the university expresses gratitude to the Administration board of Harbin Engineering University for their concern about our achievements and asks to notify of the deadline of accepting papers to be published in the current issue of the collection of scientific works.</p>
7.	Enhancement of a syntactical construction	<p>院系的研究生教育办公室正在申请土耳其公民阿赫美塔.别特先生必要的教育文件。</p> <p>Remark: the full name of Mr. Akhmed Beidi (阿赫美塔.别特 / āhèměitǎ biétè) was originally transcoded from English into Chinese.</p>	<p>Деканат післядипломної освіти клопочить про надання необхідних освітніх документів громадянина Туреччини пана Ахмеда Бейді.</p> <p>Remark: the syntactical structures in the Chinese and Ukrainian sentences are equivalent</p>	<p>The Dean’s office for postgraduate education requests that you should give all necessary education documents of Mr. Akhmed Beidi, the citizen of Turkey.</p>

As it is observed from the analysis of the translated variants of the official academic letters from Chinese into English and Ukrainian, some most common translation techniques were used: functional substitution, component rearrangement, compression, omission, addition, antonymic translation (they are placed starting from the most frequently used ones). It should be noted that enhancement of a syntactical construction is observed when translating from Chinese into English. The use of the translation technique “omission” was recorded when translating Chinese texts into Ukrainian and English due to the peculiarities of Chinese grammar rules: words denoting number (个 gè, 位 wèi, 杯 bēi, 道 dào, 领 lǐng, etc.) and particles (了 [le], 的 de, 吗 ma, 吧 ba, etc.). The constructions like the Complex Object, the Complex Subject, the Gerund, the Participle, the Nominative Absolute

Construction with Participle I and Participle II in English provide compression for the syntactic sentence structure in the Chinese-English translation. Proper names within the material under study are reproduced into target languages by means of transliteration, transcoding and loan translation.

The complexity of linguistic and extra-linguistic features related to the Chinese-Ukrainian and Chinese-English translation might affect both translation process and / or results and educational process aimed at future translators / interpreters. It is expedient to mention that there are still factors that might impede the realization of the holistic training process; they are: 1) differences in linguistic systems of the Oriental, Slavonic and Germanic languages; 2) differences in Chinese and Ukrainian teaching methods; 3) differences in cultural specificities.

It is practically proved that when learning a foreign language, a linguocultural background constitutes a platform for better understanding of the native speakers' lifestyle, social preferences, moral values, cultural heritage, which reflects in their language; this knowledge enables a foreigner to decipher the hidden (implicit) meaning of authentic texts. The Celestial Empire has a centuries-old history based on the doctrine of Confucius who preached the ideal relationship between people in the family and in the state through the concept of an ideal person (君子 / jūnzǐ – a model, exemplary man), who is characterized by humanity, a sense of duty, respect for elderly people, love for people, modesty, justice, tolerance, etc. These moral determinants are reflected in all spheres of the Chinese everyday life.

In this respect, it should be emphasized that the significance of the appropriate learning outcomes should be anticipated, elaborated and included into university syllabi intended for would-be translators / interpreters. The authors support Akbari's and Shahnazari's idea concerning the differences between didactic and professional translation (Akbari & Shahnazari, 2019). The researchers specify the links between the selected parsing items and the themes studied during the translation course such as typical characteristics of diverse texts, special terminologies covered in the

classroom setting (didactic translation); the selected parsing items and translators' competences (professional translation).

Another important factor which could facilitate the integrity of theoretical and practical training of future translators is awareness of translation quality evaluation. The group of Ushynsky University (associate) professors suggested the translation quality evaluation criteria which were followed when assessing students' academic outcomes connected with translation of official documents (table 2).

Table 2. Translation quality evaluation criteria.

Criteria Level	Reproduction of functional dominants	Recipient's reaction	Linguistic correctness	Mark	
				National grade	ECTS scale
Adequate (good translation)	The functional dominant of the source message is reproduced according to the sender's communicative intention.	The sender obtains an adequate response from the recipient of the original message.	An appropriate degree of semantic and structural similarities between the source text and the target text is observed; the target text is linguistically correct.	Excellent	90–100, A
				Good	74–89, B, C
Satisfactory translation	The functional dominant of the source message is partially reproduced (according to the sender's communicative intention).	In most cases, the target text evokes an adequate response from the recipient of the original message.	A certain degree of semantic and structural similarities between the source text and the target text is observed. The linguistic framework of the target text is generally correct (some lexical and grammatical mistakes are observed).	Satisfactory	60–73, D, E
Inadequate (poor translation)	The content of the source text, its purpose, the author's / sender's communicative intention has not been decoded.	The information is rendered in a distorted form; the response of the recipient does not correspond to the content of the original text.	Due to the translator's linguistic incompetence or ignorance of the subject matter, he / she makes distortions of the source text content. There is a lack of equivalency when comparing certain segments (sentences) of the source (original) and target texts. There can be observed numerous linguistic mistakes and errors in the composition frame of the target text.	Bad	35–59, FX

The designated criteria contribute to the elaboration of the translator's profession profile which meets the requirements of modern society. We suggest that translator's professional competence in working with official academic documents (letters, in particular) should comprise the following competencies (Popova, 2015): linguistic, communicative, discourse-oriented, linguosociocultural, specific technological competencies (see table 3).

They are associated with the desirable outcomes that students are to demonstrate (assessment criteria) after finishing the translation course within their professional training.

Table 3. Translator's professional competence components.

Markers Components	Knowledge (awareness)	Skills (abilities)
linguistic	<ul style="list-style-type: none"> • knowledge of linguistic units of a foreign language / languages (Chinese, English) and Ukrainian: lexical, grammatical; • knowledge of functional and stylistic markers of linguistic texts; • knowledge of spelling and hieroglyphics rules. 	<ul style="list-style-type: none"> • practical experience to identify functionality of linguistic units representing Chinese, English and Ukrainian at lexical-semantic, grammatical and stylistic levels while dealing with written speech; • practical experience to process and use spelling and hieroglyphics rules; • language skills (lexical-semantic, grammatical, stylistic) to be used in written speech.
communicative	<ul style="list-style-type: none"> • knowledge of psycholinguistic regularities specifying text / discourse generation; • integral knowledge of verbal and non-verbal means aimed at creating written texts representing diverse functional and stylistic characteristics in different layouts (a report, a presentation, a document, etc.); • knowledge of written speech etiquette: social aspect; • knowledge of composition (framework), lexical and grammatical means aimed at creating written texts representing different functional and stylistic characteristics. 	<ul style="list-style-type: none"> • practical experience to process information at the perception level through different types of reading (informative, studying, scanning / skimming) including all its forms (aloud, silent, mixed); • practical experience to create primary and secondary texts (retelling) in writing; • practical experience to follow correct communicative behaviour in official and unofficial situations; • skills to identify the necessary information in the source; • skills to keep the perceived information in operative memory; • skills to produce distinct detailed written texts covering a wide range of topics as well as to represent them in different layouts and forms (charts, schemes, figures, etc.).
discourse-oriented	<ul style="list-style-type: none"> • philological-cognitive erudition; • knowledge of lexical, grammatical and stylistic peculiarities of Chinese, English and Ukrainian texts in the framework of diverse discourses; • background cross-cultural knowledge. 	<ul style="list-style-type: none"> • practical experience to elaborate algorithms of actions within the linguistic component of professional activity based on situation analysis and its place in a general system of professional activity; • practical experience in translation analysis (all stages – pre-translation analysis, analytical variable search, analysis of translation results);

		<ul style="list-style-type: none"> • practical experience to perceive Chinese, English and Ukrainian texts at the level of corresponding perception units; • practical experience in semantic, lexical and syntactical prediction; • practical experience to overcome multilevel linguistic and extra-linguistic difficulties in the process of translation; • skills to combine, modify and adapt linguistic and cross-cultural material in every particular situation within the framework of translation and communicative activity; <ul style="list-style-type: none"> • bilingual / multilingual skills to switch from one language to the other one; • mastery of translation techniques (strategies, tactics, devices, means, models, etc.).
<p>linguoso-cultural</p>	<ul style="list-style-type: none"> • understanding of the phenomena “people’s non-conflict co-existence” in socially heterogeneous groups and “cross-cultural interaction of representatives of diverse cultures” within multicultural environment; • background knowledge of national traditions, customs, norms, moral and cultural values of China, Ukraine, Great Britain (the USA) including corresponding vocabulary minimum; • acquaintance with social and political situations in the countries the official languages of which are studied; • knowledge of these countries’ most significant historical events and outstanding figures, interesting geographical places, sights, cultural monuments, specificity of national humour, etc. 	<ul style="list-style-type: none"> • practical experience in cognitive-aesthetic perception of the concept “culture” in the world framework: to analyse, synthesise, summarise, classify, perform logical operations; <ul style="list-style-type: none"> • practical experience in analysing functioning mechanisms of social institutions and constructive cooperation of partners / colleagues within the process of academic activities in the aforementioned countries (China, Ukraine, Great Britain / the USA); • practical experience in the use of background knowledge in cross-cultural communication; • practical experience in identification and decoding of hidden sociocultural aspects; • practical experience in the use of a correct behaviour model (static or dynamic / flexible) in the dialogue of cultures according to moral and aesthetic norms, typical of countries representing source and target languages; • practical experience in translation analysis of linguistic features of interlocutors’ culture-marked connotation in order to select adequate translation means; <ul style="list-style-type: none"> • skills to cooperate efficiently (without any conflicts) with domestic and foreign partners / colleagues as a team (to elaborate and implement joint plans, social projects; to set goals, tasks, strategies and tactics of individual and collective actions) being aware of one’s own functions.
<p>specific technological</p>	<ul style="list-style-type: none"> • knowledge of the structure and functions of reference-lexicographic / information sources, monolingual and multilingual dictionaries (Контекст 3.51, ABBYY Lingvo, Яндекс. Перевод, etc.); • knowledge of major principles which provide functioning of modern systems of Machine (MT) and Computer Assisted Translation (CAT) (PROMT, Pragma, Language Master, Trados, WordFast, Google Translate, etc.), text processors, software; 	<ul style="list-style-type: none"> • skills to use referential, encyclopedic, special literature, dictionaries of various types (thesauri; special idiomatic, explanatory, etymological, mono- and multilingual dictionaries; dictionaries of synonyms, antonyms, homonyms, foreignisms, abbreviations, Personal nouns, etc.); software, informational technologies in order to search for the needed information within three languages a translator works with (Chinese, English, Ukrainian); • practical experience in the correct choice of operations and correspondences in the framework of machine or computer assisted translation;

	<ul style="list-style-type: none"> • familiarity with the main file-formats; the specificity of work with text editing programmes / software (spelling, grammar, terminology concordance – FileMaker, LogiTerm, MultiTerm, Termex, TermStar and other); • familiarity with the main principles of dealing with full-text-search programmes / software (Naturel, ISYS Search Software i dtSearch); concordance programmes (Transit NXT); translation memory programmes (TMM), etc. 	<ul style="list-style-type: none"> • practical experience in combining and converting the main file-formats; • practical experience in identification of typical mistakes in translation, their editing by software means; <ul style="list-style-type: none"> • practical experience in working with bi-texts and terminology data bases which are stored in digital media or connected to the Internet; • practical experience in installing and renewing antivirus software; <ul style="list-style-type: none"> skills: <ul style="list-style-type: none"> • skills to use other auxiliary (excluding computer) technical equipment: scanner, printer, iPad, Xerox and other devices.
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Taking into account the above mentioned translation quality evaluation criteria and translator's professional competence components; a set of teaching tools which could facilitate academic success of the students majoring in Translation studies (Chinese, English) in the field of translating official documents from Chinese into English and Ukrainian can be proposed. They are: cooperative learning, inquiry-based instructions, differentiation, professional development, technology and problem solving. It was proved in practice that the indicated methods applied alongside with traditional (lectures, practical classes and seminars) and new interactive ones can contribute to productive teaching / learning process.

Cooperative learning helps to develop the students' abilities to work together in groups and to enhance critical thinking skills while mastering theoretical material and practicing their translation skills (The Lecture-press conference "Types of documents"). During the lecture-press conference students – "experienced translators" / "journalists" – ask the lecturer topical questions on classification and common features of documents; they also present their reports, prepared in advance, and answer the journalists' questions covering specific features of semantic recognition of hieroglyphs and their conversion into English / Ukrainian.

The inquiry-based instructions include thought-provoking questions related to the lexical, grammatical and compositional peculiarities of an application and a resume writing as well as reference and recommendation letters. Searching for answers are very like to inspire students to think for themselves within their professional sphere and become more independent learners (The seminar-panel discussion “Art of Applying for a Job”). Students-employees are given the task to write such an application / reference / CV so that they could interest their potential employers. Students-employers are to write a reply to the applicants. It is supposed that the employers and employees meet for interviews. The results of “employers’ examinations” are discussed afterwards.

Differentiation techniques might cover the students’ self-guided work within the Role playing game “Translator-boffin” where university instructors allocate tasks based on their abilities, on the one hand, and give appropriate support to those who need time and explanation for improving their skills to use referential, encyclopedic, special literature, dictionaries of various types, software and informational technologies to translate official academic letters from Chinese into English and Ukrainian, on the other hand.

The method of professional development manifests itself during the Translation Workshop “Find the Match”. University professors are invited to comment on their students’ academic success in “professional translation” and “international academic cooperation”. Due to the well-organised mode of study, the students might have an excellent opportunity to select English and Chinese correspondences to the lexical units in machine translation texts: трудова угода, місце проведення симпозіуму, звітна конференція, академічна мобільність, стипендіальні програми, науково-технічне обладнання, фінансування міжнародного проєкту, etc. and to represent them in groups, commenting on translation solutions. By using this method, we may succeed in the creation of a dynamic and motivational environment for students.

The above-listed educational tools used during the experimental training helped the EG students to obtain positive marks for their academic outcomes (improved knowledge and skills, practical experience, revision of the profession-related issues, etc.)

To sum up, the appropriate methodological support facilitates students' academic success which manifests itself in their obtained skills, abilities and other profession-related qualities, the latter serving as assessment criteria.

CONCLUSIONS.

Summing up the results of the research, the following can be noted:

- ◆ The modern tendencies in the field of training Ukrainian students to translate official documents from Chinese into English and Ukrainian are described in the discourse-centred framework of the competence-based approach and translation quality evaluation criteria.
- ◆ The phenomenon “official academic discourse” is interpreted as a situationally determined discourse, the extra-linguistic basis of which is associated with theoretical and practical basis of educational relations between the subjects and the objects of academic activity, as well as cooperation and management particulars envisaged by university normative and statutory regulations.
- ◆ Management letters, which specify various details of co-operation between educational institutions within the framework of international activities, appear to be the key components of the discourse under study.
- ◆ The linguistic peculiarities of the official academic discourse are as follows: the use of clichés, terminology, Proper names (anthroponyms, toponyms, chrononyms, culturonyms, ergonyms, ethnonyms); simple, compound and complex sentences (containing adverbial clauses of time, place and conditions, attributive clauses and object clauses); special questions (requesting for details); personal sentences (in Chinese and English), impersonal sentences (in Ukrainian).

- ◆ The most common translation techniques to be used when translating official academic letters from Chinese into English and Ukrainian are as follows: functional substitution, component rearrangement, compression, omission, addition, antonymic translation.
- ◆ Differences in linguistic systems of the Oriental, Slavonic and Germanic languages; differences in Chinese and Ukrainian teaching methods; differences in cultural specificities are the factors that might impede the realization of the holistic training process.
- ◆ The components of the translator's professional competence (linguistic, communicative, discourse-oriented, linguosociocultural, specific technological competencies) are correlated both with the students' learning outcomes and assessment criteria.
- ◆ Cooperative learning, inquiry-based instructions, differentiation, professional development, technology and problem solving constitute the set of teaching tools which could facilitate students' academic success.

The prospect of efficient translator / interpreter training at Ukrainian tertiary schools is seen in elaborating methodological support which could meet modern qualification requirements for proficiency of Sinologists who are able to effectively use translation tools in various fields of modern life: science, economy, industry, politics, social life within The Chinese “Belt and Road Initiative” and “A New Silk Road” projects.

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