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INITIAL EDUCATION STAGE AS THE DETERMINANT OF FUTURE TRANSLATORS' FURTHER ACADEMIC SUCCESS

The article is devoted to the problem dealing with the contents study of the initial education stage within the system of professional speech training targeted to the future translators of Chinese and English. The essence of the initial stage of the profession-centred class / extra-class activities at higher school has been analyzed; the contents of each form (means, methods, etc.) enabling the formation of basic translators' professional skills and orientations in the field of translatology have been specified. The effectiveness of the experimental training targeted to the translators of Chinese and English at the initial education stage was proved in accordance with particular criteria (translation and discourse competencies) and indicators (translation and transformation indicator, written transfer indicator, oral transfer indicator, creativity and tactics indicator).

Keywords: *professional speech training, translators of Chinese and English, class activities, extra-class activities, initial education stage, higher school, professional skills, criteria, indicators.*

Introduction

Any educational process presupposes both class and extra-class activities combined with diverse controlling and monitoring measures: current, intermediate (modular) and final (semester) types of control (for classroom work); university teachers' monitoring of students within extra-classroom work might be realized in profession-oriented activities where students' knowledge and skills are demonstrated, evaluative and correcting characteristics of students' education results being the leading criteria of their professional preparedness (reflexive and assessing aspects).

To get academic success, students are to participate in all the designated activities and perform all educational tasks at their utmost. Since the modern educational-learning process at higher school is subject-oriented (student-oriented, to be more precise), the role of the university teacher is proved to be determining and fundamental.

The basic premises for academic success are stipulated by appropriately organized educational and learning process in accordance with the principle of continuity. The starting point predetermines the further academic results: both success and failure. Thus, theoretical and practical research of efficient means, forms and methods facilitating the realization of class and extra-class activities at the initial stage within the system of professional university training of the would-be translators confirms

the topical demand of the determination and grounding of initial educational determinants which enable successful combination of class and extra-class constituents of professional speech training of the future translators of English and Chinese.

Aim and Tasks

Solving the problem arising due to differences between the priorities in the fields of science and education of the countries participating in international academic projects and the specificity of the educational process in a particular Ukraine's higher educational institution occupies a significant place in the system of university education. This problem predetermines the **aim** of the article – to study the contents of the initial education stage within the system of professional speech training targeted to the future translators of English and Chinese. The solution of the **tasks**, as follows, facilitates achieving the aim: 1) to analyze the essence of the initial stage of the profession-centred class / extra-class activities at high school in the viewpoint of “continuity in education”; 2) to specify the contents of each form (means, methods, etc.) enabling the formation of basic translators' professional skills and orientations in the field of translatology.

Research Methods

Among research methods we can single out these ones: both *theoretical and practical analyses* of psychological and pedagogical experience in the viewpoint of the

research in order to substantiate the scientific and methodical support which could help to form basic translators' skills at the beginning of their profession-centred training. The framework of the research presupposed also the use of these empirical and theoretical methods: *discourse analysis*, *linguistic-and-translation analysis* and *quantitative analysis*. The discourse analysis gave an opportunity to detect linguistic and extra-linguistic markers of different forms of discourse manifestations in order to set tasks within certain blocks of assignments. The linguistic and translation analysis of different texts enabled the assessment of the students' deep / superficial understanding of the original text, its communicative function and translation strategy / tactics, students' skills / abilities to use adequate translation means. The quantitative analysis facilitated establishing an appropriate ratio of the outcomes within the initial and final stages of the experiment intended for the future translators of Chinese and English.

Taking into consideration the proposed methodological ground, there was conducted **experimental work** involving second-year students who majored in Chinese – English translation (about 60 students). The experiment consisted of four stages: 1) pre-testing of students (in order to determine the level of their basic knowledge and skills in professional sphere; 2) preparatory training course intended for the future translators of Chinese / English according to combined (interactive and traditional) author's teaching methods; 2) after-testing; 3) assessment of the students' outcomes. (See the detailed information regarding the experimental work after the description of the pedagogical phenomenon “continuity in education” and the elaborated training course targeted to the students majoring in Chinese – English Translation).

Theoretical Study Results

The problem of continuity has been studied by domestic and foreign scientists (O. Andriianchyk, A. Bogush, I. Borysenko, S. Godnyk, Yu. Kustov, O. Moroz, V. Cherkasov, O. Kukhta, M. Makhmudov, Z. Mykhailov, N. Nychkalo, O. Vashulenko and others) [5]. There are several approaches to the definition of continuity in Pedagogy: as a general pedagogical principle (O. Andriianchyk, S. Godnyk, Yu. Kustov, O. Moroz and others) [2]; as a general pedagogical regularity (I. Borysenko, N. Oleinyk, D. Sytdikova and others) [1]; as a methodological principle (S. Goncharenko, O. Kiverialg, V. Revtovyh, Ja. Umborg and others) [4]; as a didactic principle (S. Godnyk, Yu. Kustov, O. Kukhta, M. Makhmudov, and others) [2].

It should be mentioned that the above mentioned scholars use common definitions to characterize the qualities of the designated pedagogical phenomenon, they are: universality, didacticism, interconnection and interpenetration with other principles, for example, the scientific principle, the principles of accessibility, orientation, etc. However, content- and form-oriented determinants of every education stage in the aspect of their use as a linguistic and methodical basis facilitating the formation of

the future translator's professional competence in higher school are beyond the scientists' focus.

We correlate the pedagogical term “continuity in education” with certain consistency and systemacity in the organization of educational material in accordance with levels and stages of the teaching / learning process; a smooth transfer from one lesson (then from one academic year) to the further ones by means of adequate methodic and psychological support (curricula, text-books, appropriate organization of students' extra-class activities and self-guided work, etc.) [3, c. 219]. The correct combination of didactic forms, means and methods in compliance with education stage specificity is one of the premises for academic success.

To our regret, there has not been found out any scientific issues on the peculiarities of the Chinese-English translators' / interpreters' professional training at the starting point. Thus, we intend to specify the contents of the teaching / learning process targeted to the would-be translators of Chinese and English at the initial stage of their training.

The first stage – *cognitive and enriching* – is associated with the enrichment of students' knowledge regarding multilevel linguistic units within the Chinese, English and Ukrainian languages; psycholinguistic aspects of the implementation of Chinese, English and Ukrainian speech production; the specifics of oral and written Chinese-Ukrainian, English-Ukrainian, Ukrainian-Chinese and Ukrainian-English complete / shortened translation; the use of IC-technologies in teaching translation; background knowledge.

The academic success turned out to be stipulated by combining traditional (lectures, practical classes and seminars) and new interactive methods / forms of teaching / learning: interactive lectures (mini-lectures, a lecture-press-conference, a lecture-plenary meeting, a lecture-dia-polylogue, a lecture-session, a lecture-conference-workshop, a lecture-panel, a lecture-symposium, etc.); interactive business / role playing games; interactive seminars-workshops, seminars-conferences involving native speakers. Let us consider some of them.

The main objectives-outcomes of the starting stage are: 1) future Chinese and English translators' awareness of the aspects, such as: translation typology (translation of artistic works, informative (special) translation, etc.); psychological peculiarities of translation; moral and ethical norms of the profession and laws of the interpreter's / translator's professional conduct; professional requirements to translation and conditions for the implementation of translation activities, etc.; 2) acquaintance of students with the educational and normative basis for the training of the future translators of Chinese and English; analysis of the content components of all types of practice, including students' self-guided work within the training system. The above said gives enough ground to pre-

suppose that it is expedient that future interpreters / translators should be taught to perform all kinds of translation, taking into consideration functional and stylistic markers of any text-original; to decode the implicit meaning of linguistic and extra-linguistic means of a text frame. Furthermore, lecture material is to be presented by means of the problem-based method which meant students' active analytical and mental activities.

While representing the lecture material, the basic attention is to be paid to the future translators' awareness of psycho-linguistic features of written-written, oral-oral (consequent and simultaneous translation), written-oral (translation for sight-reading), oral-written (reproduction of video and audio texts in writing) types of translation and modes of their fulfillment within the language pairs: "Chinese ↔ Ukrainian, English ↔ Ukrainian, Chinese ↔ English"; to acquainting them with the essence of modern methods and means of computer translation and text-editing.

Let us specify some types of lectures within the language pairs: "Chinese ↔ Ukrainian.

Lecture-symposium "Innovative Information Technologies in Translation Studies".

Objective: to improve the future Chinese translators' knowledge of the modern Chinese-Ukrainian / Ukrainian-Chinese automatic / machine and computerized translation systems; to familiarize the students with the programs of translation text editing, checking programs of spelling, grammar, terminology management in the Chinese and Ukrainian languages.

Course of performance. The students with enthusiasm shared their experience with groupmates about the use of modern, popular automated translation programs (PROMT, Pragma, Language Master, Trados, WordFast, Google Translate, etc.). Future translators have been professionally correct in representing programs for translation text editing, checking programs of spelling, grammar, terminology management – FileMaker, LogiTerm, MultiTerm, Termex, TermStar, etc. Among the current full-text search / indexers that are currently popular, the students singled out the following ones: Naturel, ISYS Search Software, and dtSearch; students recognized Transit NXT as one of the most popular concordance programs. As for translation memory management programs, students have recommended the TMM program. Electronic monolingual and multilingual dictionaries were presented as follows: Context 3.51, ABBYY Lingvo. Translation, etc.

Lecture-dia-polylogue "Ethics and professional behaviour of an interpreter-Orientalist".

Objective: to familiarize the future translators of the Chinese language with the moral and ethical profession standards and the laws of sinologists' professional conduct, stimulating the cognitive comprehension of professionally meaningful information.

The course of performance. The students were invited to discuss the basic rules of translation ethics, the moral principles of oral cross-cultural communication and

professional requirements for the implementation of written translation. The content of the lecture material provided for the future orientalist's awareness of the importance of the professional culture formation at the state and international levels. The format of the lecture made it possible to increase the students' attention to the problems raised, to stimulate the cognitive listening of their colleagues' messages and to develop intercultural and creative ethical thinking in the framework of performing a certain translation task.

Lecture-press conference "Terms of translation activities".

Objective: to familiarize the future translators of the Chinese language with the procedural structure of interpretation and the main types of translation cursive within the Chinese and Ukrainian languages; to open the mechanisms of semantic recognition of hieroglyphs, the conversion of graphic symbols into Ukrainian and Ukrainian words by hieroglyphs (written translation).

The course of performance. The students were acquainted with both the work specificity of the simultaneous / consecutive interpreters and the algorithm of their actions in the language modes: translation from the Ukrainian language into Chinese, translation from Chinese into Ukrainian and translation within two foreign languages (Chinese ↔ English). The stages of Sino-Ukrainian and Ukrainian-Chinese written translation are presented. The lecture had the nature of a press conference where the students – "experienced translators" – presented their reports, prepared in advance, and answered the questions of "journalists" covering the above-mentioned professional issues.

While reviewing the topics "Educational and normative standards of philological education in Ukraine", "Functional-stylistic orientation of the training content", "The specific value of the future translators-sinologists' practical training", the students got acquainted with the normative and practical aspects of professional training of future translators specialized in Oriental studies under conditions of Ukraine's university education.

The theme "Educational and normative standards of philological education in Ukraine" was presented in the form of a workshop / meeting.

Lecture-workshop "Educational and normative standards of philological education in Ukraine".

Objective: to familiarize the future translators of the Chinese language with the normative basis of philological education in Ukraine; to stimulate the students' analytical thinking regarding the content of the modern professional training targeted to future translators of the Chinese language.

The course of performance. The students were asked to consider the concept "philological education" through the prism of the professional training of future translators-sinologists; to get acquainted with the basic provisions of the normative educational basis. The lecture was conducted in the form of a workshop held by the Department of Higher Education on the normative teach-

ing and methodological support of the specialty "Philology. Translation (Chinese) in which the students provoked a lively discussion on a problematic issue: "The content of the modern professional training targeted to future translators of the Chinese language: profession demands." Some students insisted that the quality of the studied training deteriorates, if the peculiarities of the language environment of the city where the training is conducted are not set in the normative educational basis; others emphasized the importance, the philological component in particular, of educating students in tolerant attitude towards representatives of other cultures, studying the cultural heritage of participants within cross-cultural communication in national and international diplomatic formats.

Students' increased interest was stimulated by a **lecture-conference-practice** "Functional-stylistic orientation of the training content".

Objective: to specify the significance of the functional-style dominant of the text in the process of bilateral translation; to familiarize the future translators of the Chinese language with discursive determinants of the sinologist's translational activity.

The course of performance. The students were represented the essence of translation activities of sinologists in discursive light, taking into account the functional and style orientation of an original text. The students admitted that they had not thought before that translation activities had many common features with discourse, which is being implemented in various spheres of human life; although during the discussion they mentioned a sender and an addressee, the linguistic and extra-linguistic levels of the translation activity representation. The students got acquainted with the specificity of the implementation of scientific and technical, artistic translation, translation of official-business papers, journalistic texts, scientific prose and texts of social and community orientation.

Students' creative independent work on writing Chinese and Ukrainian narratives was the continuation of the lecture material.

Objective 1: to broaden the future Chinese translators' outlook for multiculturalism, to stimulate their search activity, to train them in the presentation of the knowledge acquired in Chinese and Ukrainian in writing.

The course of performance. The students were offered to write thought-provoking works on the topic "Polycultural environment in the modern sense" using encyclopaedic-explanatory and Internet sources with its subsequent presentation. After that, the trainees asked the speaker to specify the content of the concepts "interpreter-orientalist", "multicultural space", "multicultural environment", "cross-cultural communication", etc.

The study of these concepts provided an opportunity for the future translators of the Chinese language to master, at the theoretical level, the basic terminology systems, categories on the issues of translation specificity, especially during the implementation of all types of translation. It should be noted that this work contributed to the

students' more profound knowledge and their awareness of the importance of the chosen profession.

In addition, the future translation specialists performed other tasks in writing.

Objective 2: to enrich the knowledge of future translators of the Chinese language regarding the focus and linguistic framework of professionally-marked documents, to stimulate self-critical thinking, to train them in expressing their thoughts in accordance with the compositional standards of the document and its lexical and grammatical framework in the Chinese and Ukrainian languages in writing.

The course of performance. The students were requested to write a functional / chronological resume and / or a closed letter to the employer in the Chinese and Ukrainian languages, indicating their achievements, academic and professional experience, skills, abilities, etc., in accordance with the compositional standards of the document and its lexical-grammatical framework. The task helped familiarize the future translators-orientalists with the practical aspects of implementing one of the Chinese translators' professional activities, forming a positive attitude to future professional activities.

The seminar-workshop "My profession is a translator-sinologist", which took place in the framework of a colloquium, saturated the students' further activities.

Seminar-workshop "My profession is a translator-sinologist".

Objective: to activate the students' analytical and speech activities related to the specificity of the profession (a translator-sinologist).

The course of performance. While preparing for the workshop, the future translators / interpreters of the Chinese language studied the procedural issues of oral and written translation in more detail. The students were asked to stage profession-oriented situations ("The simultaneous interpreter has not got any working material for translating into Chinese", "The interpreter is not familiar with the subject-matter of the businessmen's meeting" and "Written translation of the Ukrainian literary work into Chinese is not prepared on time", "The Chinese speaking delegates order a guide...", "An experienced translator trains trainees in bilateral translation of contracts / agreements", etc.). At the lesson, students constructively solved professional issues, listened to the opinions of their groupmates, provided recommendations on optimizing translation processes and analyzed their role-playing prepared in advance.

Seminar-workshop "Lexicon is the semantic basis of translation".

Objective: to enrich the future translators' knowledge of multi-disciplinary vocabulary within the Chinese and Ukrainian languages, to diversify the students' vocabulary with stylistic and semantic synonyms and antonyms; to expand their lexicographic and referential potential.

The course of performance. The students were given various specialized Ukrainian-Chinese dictionaries

(“Economic and legal vocabulary”, “Official and business vocabulary”, “Profession-marked vocabulary”, “Computer terminology”, “ICT-vocabulary”, “Dictionary of scientific neologisms”, “The Cultural Directory”, “Stylistic Terms”, “Phonetic Guide”, “Grammar Guide”) and proposed to get acquainted with their content. The students supplemented each dictionary / vocabulary with their own examples commenting on their expediency, selected semantic and stylistic synonyms and antonyms to the proposed terms using special literature.

The further set of methodical support was represented by a series of preparatory exercises. Thus, the below listed language exercises contained scientific terminology.

Exercises 1, 2 "The lexical level of actualization for the Ukrainian / Chinese scientific discourse".

Objective: to teach the future translators to orientate in the Ukrainian / Chinese scientific terminology: semantic and content components.

The course of performance. The students were asked to explain the meaning of multi-disciplinary Ukrainian/Chinese terms (at the level of words and phrases) in the Ukrainian / Chinese language and to fill in the missing sentences using appropriate terms. The students compiled schemes, described the mechanisms and algorithms for their functioning in the Ukrainian /Chinese language in order to better understand the essence of the proposed terms, scientific and technological phenomena.

The other series of non-productive exercises was devoted to grammar aspects: the students were to solve problems connected with the grammar framework of the discourse under study.

Exercises 3, 4 "The grammatical level of actualization for the Ukrainian / Chinese scientific discourse".

Objective: to familiarize the future translators of the Chinese language with the grammatical framework of the Ukrainian /Chinese scientific discourse.

The course of performance. The students were asked to: a) open the brackets, using the appropriate voice, temporal form of the verbs, verbal (grammatical) constructions in the Ukrainian/Chinese sentences; b) place the words in the sentences in the correct order in accordance with the communicative type of a sentence.

The exercises specified above served as a kind of foundation for the further translation and speech trainings which facilitated the widening of the students' discursive awareness.

Training 1 "Function and style determinants in written translation" was devoted to the practical basics necessary for translating scientific and technical literature, fiction, official business documents, publicistic texts, scientific prose, society- and public-oriented texts.

The course of performance. The students were offered six Ukrainian and six Chinese texts belonging to different functional styles within which they were required to identify the functional style and genre of each text, to comment on the linguistic and composition markers of the texts and the means of their reproduction in the target language as well as to translate them into Chinese /

Ukrainian in writing.

Training 2 "Discourse Determinant in Oral Translation" covered the issues of oral implementation of the designated discourses.

The course of performance. The Chinese teachers were invited to read the above-mentioned Chinese texts, whereas the future translators of the Chinese language were to translate them orally into Ukrainian, taking into account the semantics of the intonation models of the original texts. Vice versa, the Ukrainian teachers were invited to read the designated Ukrainian texts, whereas the future translators of the Chinese language were to translate them orally into Chinese, taking into account the semantics of the intonation models of the original texts.

During the trainings, there were simultaneously solved some issues dealing with difficulty levels of translation, means of overcoming them, linguistic and extra-linguistic aspects of discourse implementation, classifications of errors, methods of their correction, etc.

It should be mentioned that the elaborated system of class and extra-class activities could be also applied when training students in translating texts in these language pairs: English ↔ Ukrainian, English ↔ Chinese.

Empirical Research Results

As for the experimental work, 60 students of the foreign languages departments were divided into experimental (EG) and control (KG) groups. The knowledge and skills obtained by the future translators after the preparatory training course constituted *the translation-discursive (or translation and discourse) competency* (criteria) represented by these indicators:

- *creativity and tactics indicator* – linguistic and extra-linguistic awareness within the context of Chinese / English and Ukrainian discourses belonging to a particular field of study; the ability to predict semantic, lexical, and syntactic framework of utterances / sentences, to determine correctly the strategy, tactics, order and essence of the interpreter-sinologist's actions, to combine, adapt the Chinese / English and Ukrainian linguistic and ethnographic material in each particular situation and to modify it into various translation formats (full, compressed);

- *translation and transformation indicator* – awareness of the translation tools (techniques, methods, models of translation, etc.); the ability to make translation analysis of Chinese / English and Ukrainian texts, to determine the semantic content of unfamiliar Chinese hieroglyphs / English words by their key elements and context and to use adequate translation tools to reproduce the original text in the language of translation (in Ukrainian);

- *oral transfer indicator* – awareness of the psycholinguistic features of the process of oral Chinese-

Ukrainian / English-Ukrainian and Ukrainian-Chinese / Ukrainian-English translation (consecutive interpretation, sheet translation) and auxiliary means of encoding information; bilingual skills to quickly switch from Chinese / English into Ukrainian and from the Ukrainian language to Chinese / English; the ability to synchronously perceive the written / oral text (Chinese, English, Ukrainian) text and reproduce the text orally in the language of translation (Chinese, English, Ukrainian) using the system of translation cursive;

- *written transfer indicator* – knowledge of genre and style text dominants and linguistic peculiarities of the texts belonging to different functional styles within the Chinese / English and Ukrainian languages; the ability to reproduce the content of the original (Chinese, English, Ukrainian) text using adequate translation means in writing, preserving the format of the original text (frame).

The results of the data processing presented in *Figure 1* showed the dynamics of the formation levels demonstrated by the future translators-orientalists within the translation-discursive competency.

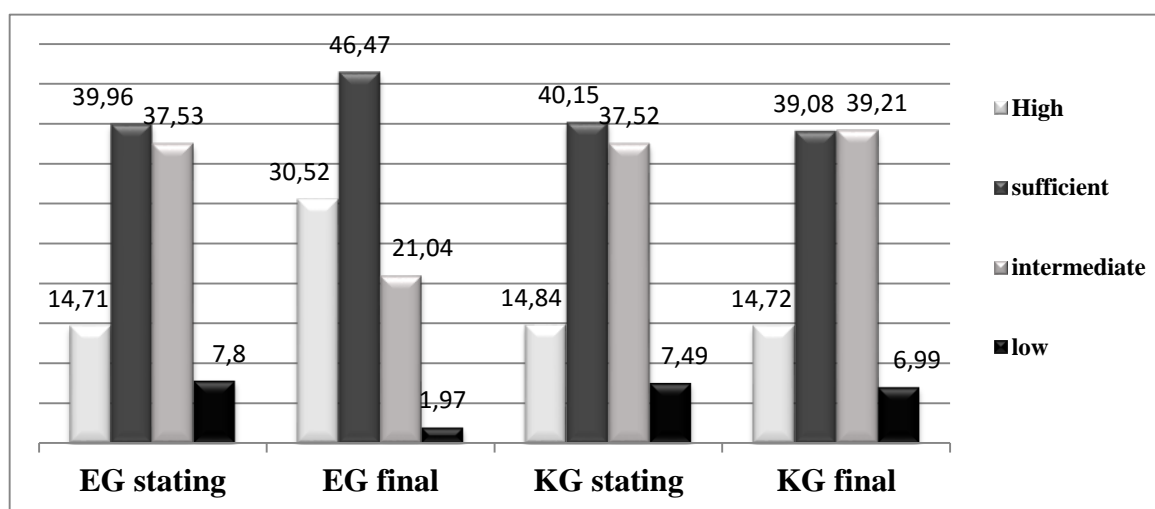


Fig. 1. Dynamics of the formation levels demonstrated by the future translators-orientalists within the translation-discursive competency (%)

The students were assessed in compliance with the four-level evaluation system: the high level (90 – 100 scores), the sufficient level (74 – 89 scores), the intermediate / satisfactory level (60 – 73 scores), the low level (0 – 59 scores).

Thus, according to the results of the final testing /after-testing (see diagram 1), 30,52% of the EG students reached the high level (there had been 14,71% of them before the experimental training course), 47,64% of the EG students showed the sufficient level (there had been 39,96% of them before the experimental training course), 21,04% of the EG students got the intermediate

(satisfactory) level (there had been 37,53% before the experimental training course), 1,97% of the EG students demonstrated the low level (there had been 7,8% of them before the experimental training course); the KG had the following results: the high level – 14,72% (there had been 14,84%), the sufficient level – 39,08% (there had been 40,15%), the satisfactory level – 39,21% (there had been 37,52%), the low level – 6,99% (there had been 7,49%).

Let us consider the components of the translation and discourse competencies acquired by the experiment participants (See table 1 and fig. 1).

Table 1.

Comparative data demonstrating the formation levels of the translation-discursive competency achieved by the future translators of Chinese / English according to the results of the control testing (%)

Stage	Groups	Indicators	Levels			
			high	sufficient	intermediate (satisfactory)	low
I	2	3	4	5	6	7
stat-		translation and transformation indicator	23,38	41,07	30,21	5,34

Stage	Groups	Indicators	Levels			
			high	sufficient	intermediate (satisfactory)	low
	E G	written transfer indicator	21,2	38,23	34,39	6,18
		oral transfer indicator	3,31	36,79	46,54	13,36
		creativity and tactics indicator	10,95	43,76	38,98	6,31
		Total (EG)	14,71	39,96	37,53	7,8
	K G	translation and transformation indicator	23,54	41,21	30,15	5,1
		written transfer indicator	21,49	38,15	34,38	5,98
		oral transfer indicator	3,33	37,35	46,57	12,75
		creativity and tactics indicator	11,0	43,87	38,99	6,14
	Total (KG)	14,84	40,15	37,52	7,49	
	final	E G	translation and transformation indicator	35,95	42,66	19,2
written transfer indicator			35,39	44,14	17,87	2,6
oral transfer indicator			13,4	47,51	35,99	3,1
creativity and tactics indicator			37,34	51,58	11,08	0
Total (EG)		30,52	46,47	21,04	1,97	
DIFFERENCE		+15,81	+6,51	-16,49	-5,83	
K G		translation and transformation indicator	22,21	38,15	34,84	4,8
		written transfer indicator	21,01	37,98	36,01	5,0
		oral transfer indicator	3,42	36,4	47,32	12,86
		creativity and tactics indicator	12,23	43,78	38,69	5,3
Total (KG)		14,72	39,08	39,21	6,99	
DIFFERENCE		-0,12	-1,07	+1,69	-0,5	

The following indicators were determined to be qualitatively meaningful for qualimetric procedures: dynamic changes in the content of the categories "knowledge", "skills", "abilities" in the context of the formation levels of the translation competency; professionally determined motivation; positive degree of students' readiness to actualize the acquired knowledge, skills and abilities in the autonomous translation activity both during educational practice at the university and language practice abroad.

The integrity of the assessment process was provided by these *control methods*: testing on the theory and practice of translation, practical tasks of full and compressed (shortened) translation of texts belonging to various functional styles, sheet translation and consecutive interpretation, similar to the testing conducted at the stating stage, surveys in translation and multi-discipline terminology, sociological and pedagogical polls, observation.

The greater majority of the students represented better preparation for lectures and practical classes; demonstrated significant interest in the content of the material under study; the abilities and skills to perform cognitive analysis of perceived information that belongs to different fields of knowledge / study; confirmed the fact of psychological preparedness for cross-cultural communication. We can explain the results obtained by the factors, as follows: the EG students got a clear guiding instruction enabling the improvement of translation and discursive competence; the teaching material was represented in an

interactive discursive format. It was mastered systematically, depending on a type of translation in the context of modern ICTs, that is, in accordance with these principles: the principle which provides the integration of teaching foreign language speech activities and various types of translation; the principle of training students in a particular type of speech activity within profession-oriented situations.

In order to identify the formation levels of the translation-discursive competency according to the *translation and transformation indicator*, the students were offered assignments which re-tested the future translators' knowledge of the conceptual terminology in the field of translation, their skills to use the translation tools (strategies, tactics, techniques, methods, translation models, etc.), to orient themselves in profession-oriented activities.

The following results were obtained: 35,39% of the EG students (21,2%) and 21,01% of the KG students (21,49%) reached the high level; 44,14% of the EG students (38,23%) and 37,98% of the KG students (38,15%) demonstrated the sufficient level; 17, 87% of the EG students (34,39%) and 36,01% of the KG students (34,38%) shared the satisfactory level; 2,6% of the EG students (6,18%) and 5,0% of the KG students (5,98%) were at the low level.

The next series of control tasks presupposed the examination of the formation level of the students' skills

and abilities according to *the written transfer indicator* within the framework of translation and discursive competency. The students fulfilled the tasks in full (complete) translation of texts belonging to different functional styles in language pairs: Chinese ↔ Ukrainian, English ↔ Ukrainian: translation analysis of texts; compiling a glossary; reproduction of the original text in the target language, taking into account a functional style of the source text and preserving the presentation format of the source text (frame).

There were obtained these results: 35,39% of the EG students (21,2%) and 21,01% of the KG students (21,49%) reached the high level; 44,14% of the EG students (38,23%) and 37,98% of the KG students (38,15%) showed the sufficient level; 17,87% of the EG students (34,39%) and 36,01% of the KG students (34,38%) had the satisfactory level; 2,6% of the EG students (6,18%) and 5,0% of the KG students (5,98%) demonstrated the low level.

There was a slight difference in the results of the tasks performed by the KG students compared with the initial testing: the high and sufficient levels in aggregate decreased by 1,65%, and the satisfactory one increased by 1,63%. We also note the lack of progress in bilateral translation because of insufficient attention to the work with diverse texts and to the enrichment of students' terminology.

Unlike the KG students, the EG students significantly increased (by 14,19%) the high level indicators, the sufficient level indicators – by 5,91%. We confirm the EG students' knowledge concerning the translation analysis of the Chinese / English and Ukrainian texts belonging to various functional styles, the correctness of determining the strategic and tactical determinants of translation, the terminology base. The future translators-sinologists differentiated the denotative meaning from the connotative one, used adequate means of reproducing Chinese, English, Ukrainian grammatical structures and stylistic techniques in the target language.

According to *the oral transfer indicator*, within the tasks for sheet translating, the high and sufficient levels in the EG increased by 22,04% (13,14% and 46,91%) compared with the KG (4,1% and 32,8% respectively). The KG students, as previously, demonstrated generally the satisfactory level (53,3%). The number of the KG students who achieved only the low level exceeds many times the low EG results: 9,8% (KG), 2,9% (EG). Some slight differences in the results of the KG students' control works (from – 0.25 to +0.81) could be explained by the lack of exercises for bilateral oral sheet interpretation, by giving preference to full written translation; insufficient lexical awareness; lack of abilities to understand the content of Chinese /English texts for a limited time; deficiency of background linguistic country-specific knowledge. The EG students quickly navigated in the printed Chinese /English texts, almost synchronously perceived the content of communicative quanta and reproduced their content orally in Ukrainian using adequate

linguistic means. According to *the oral transfer indicator*, within the tasks for bilateral consecutive interpretation, the difference ranged from + 0.02% to – 2.87%. However, the differences in the successfulness of the proposed tasks fulfilled by KG and EG students are significant.

The EG students perceived the structural scheme of the substantive and semantic implication of the Chinese, English and Ukrainian messages in an ingenious way and fixed it in memory; carried out multi-level text compression, its shortened notation (with subsequent decoding and translation). An increase in the EG students' academic success can be explained by effective training during which the EG students learned to identify and understand the denotative and connotative semantics of intonation within the Chinese, English and Ukrainian languages as well as to use the translation cursive system (interpreter's note-taking), to supply a translated text with missing items and to predict and program the text under translation.

According to *the creativity and tactics indicator*, we have the following outcomes in the EG: the high level in translation annotations was achieved by 39,58% of the EG students (it was 13,34%), the sufficient level – by 53,14% (it was 43,16%), the satisfactory level – by 7,28% (it was 38,22%), the low level was not detected (it was 5,28%) (see *table 1*). The KG students had the results, as follows: the high level was achieved by 13,42% of the KG students (it was 13,28%), the sufficient level – by 43,38% (it was 43,42%), the satisfactory level – by 38,1% (it was 38,17%), the low level – by 5,1% (it was 5,13%). There was fixed an increase in the overall positive outcome: the number of the EG students who reached the high and sufficient levels increased by 36,22%. Generally positive results were confirmed by the absence of the need to reproduce the full content of the perceived information within certain period of time spent on thinking over strategies and tactics of the task fulfilment, translation analysis of each sentence and selection of translation tools in each particular situation. The results of the reference translation performed by the EG students according to the creativity and tactics indicator differ slightly from the results of the annotated translation. The high and sufficient levels increased by 36.54% and 5.66%. The EG students demonstrated structural and compositional awareness in the reproduction of authentic information in the target language, skills of multilevel compression by means of the Chinese, English and Ukrainian languages. The KG students did not radically change the outcomes within the reference translation: the range of the indicators variabilities according to the designated criterion was from – 0,13% to + 2,31%. Such a distribution of the results shows, in our opinion, the lack of the KG students' targeted training in compressed (shortened) translation.

Thus, the effectiveness of the elaborated experimental language training targeted to the future translators of Chinese / English at the initial education stage was substantiated by an increase in their academic success due to the methodical support.

We would like to single out the students' *basic knowledge / awareness* which were formed after the experimental course of study: knowledge of the modern Chinese ↔ Ukrainian / English ↔ Ukrainian / Chinese ↔ English automatic / machine and computerized translation systems; awareness of the moral and ethical profession standards alongside with the laws of sinologists' professional conduct, stimulating cognitive comprehension of professionally meaningful information; knowledge of the procedural structure of interpretation and the main types of translation cursive within the Chinese / English and Ukrainian languages; knowledge of the normative basis for philological education in Ukraine; adequate awareness of discursive determinants in the sinologist's translational activity; awareness of multiculturalism within the world culture; knowledge of the compositional standards of the document and its lexical and grammatical framework in the Chinese, English and Ukrainian languages, *etc.*

Among the developed *basic professional skills* we could name the skills / abilities, as follows: to deal with the programs of translation text editing, checking programs of spelling, grammar, terminology management in the Chinese / English and Ukrainian languages; to use the mechanisms of semantic recognition of hieroglyphs; to convert graphic symbols into Ukrainian and Ukrainian

words into hieroglyphs (written translation); to present the acquired knowledge in Chinese, English and Ukrainian; to orient themselves in the Ukrainian / Chinese / English scientific terminology (regarding its semantic and content components); to use basic grammar constructions when dealing with the Ukrainian / Chinese / English scientific discourse, *etc.*

Conclusions

To sum up, the initiated experimental pedagogical system of forms, means and methods enabling the realization of the teaching / learning process targeted to the would-be translators / interpreters of Chinese and English, both being major and /or minor language(s), (at the initial educational stage) proved to be efficient, since it facilitated the formation of basic translators' professional skills and orientations in the field of translatology.

Perspectives of the further research are seen in the study of the translator-orientalist training at higher school in the framework of the development of their professional skills according to modern social and economic demands within the International project "One Belt One Road" initiated by the Chinese Government.

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ПОЧАТКОВИЙ ЕТАП ОСВІТИ ЯК ДЕТЕРМІНАНТА ПОДАЛЬШОГО АКАДЕМІЧНОГО УСПІХУ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Статтю присвячено проблемі вивчення змісту початкового етапу освіти в системі професійної мовної підготовки майбутніх перекладачів китайської та англійської мов. Проаналізовано сутність зорієнтованої на професію аудиторної / позааудиторної діяльності студентів-сходознавців на початковому етапі навчання у вищій школі. Виявлено, що основні передумови академічного успіху зумовлені організованим належним чином освітнім процесом відповідно до принципу наступності. Педагогічне поняття «наступність в освіті» асоціюємо з певною послідовністю і систематичністю в організації навчального матеріалу відповідно до рівнів і етапів процесу навчання / освіти; плавний перехід від одного заняття (потім від одного навчального року) до наступного шляхом адекватної методичної та психологічної підтримки (навчальні програми, підручники, відповідна організація позааудиторних занять і самостійної роботи студентів тощо). Правильне поєднання дидактичних форм, засобів і методів відповідно до специфіки освітнього етапу визнається однією з передумов академічного успіху студентів. Перший етап – когнітивно-збагачувальний – пов'язаний із збагаченням знань студентів щодо багаторівневих мовних одиниць в китайській, англійській та українській мовах; психолінгвістичними аспектами реалізації китайського, англійського та українського мовлення; особливостями усного і письмового китайсько-українського, англо-українського, українсько-китайського і українсько-англійського повного / скороченого видів перекладу; використанням ІК-технологій у викладанні перекладу; фоновими знаннями. В роботі специфіковано зміст кожної форми (засобу, методу тощо), що дозволяє сформувати професійні вміння майбутніх перекладачів і навички орієнтації в галузі транслатології. Встановлено, що академічний успіх зумовлено поєднанням традиційних (лекцій, практичних занять та семінарів) і нових інтерактивних форм навчання: інтерактивні лекції (міні-лекції, лекція-прес-конференція, лекція-пленарне засідання, лекція-діалог, лекція-сесія, лекція-конференція-семінар, лекція-консиліум, лекція-симпозіум тощо); інтерактивні ділові / рольові ігри; інтерактивні семінари-практикуми, семінари-конференції за участю носіїв мови. Ефективність експериментальної підготовки щодо формування перекладацько-дискурсивної (перекладацької і дискурсивної) компетенції майбутніх перекладачів китайської та англійської мов на початковому етапі навчання у вищій доведена відповідно до певних показників (перекладацько-трансформаційний, письмово-трансферний, усно-трансферний, креативно-тактичний). Вивчення підготовки перекладачів-сходознавців у вищій школі з урахуванням сучасних соціально-економічних вимог у рамках міжнародного проекту «Один пояс – один шлях», ініційованого урядом Китаю, розглядається як перспективний напрям подальших педагогічних досліджень.

Ключові слова: професійна мовна підготовка, перекладачі китайської та англійської мов, аудиторні заняття, позааудиторні заняття, початковий етап навчання, вища школа, професійні уміння, критерії, показники.

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