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**FORMATION OF PROFESSIONAL SUBJECTIVITY
OF FUTURE TRANSLATORS AT NON-SPECIALIZED
UNIVERSITIES OF UKRAINE**

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Key words: higher education, non-specialized university, professional subjectivity, future written translators, future interpreters, professional training, independent work, extracurricular activities.

Abstract. Formation of professional subjectivity of future translators at non-specialized universities of Ukraine is discussed in the article. Peculiarities concerning professional training of future translators and interpreters specializing in agriculture, ecology, biology and business at non-specialized higher educational establishments in terms of the National University of Life and Environmental Sciences of Ukraine are found out.

Introduction. The transformations in the social and economic, political and cultural spheres of life of contemporary Ukrainian society which are connected with the broadening of international cooperation, the integration of Ukrainian higher education into the European Higher Education Area and the spread of English as an international language as a consequence of globalization of the world trade make the further modernization of the system of higher education actual and raise the requirements for the personality of a future translator and his/her formation as a subject of professional activity.

That's why the investigations, dedicated to the study of the personality of a future translator and formation of his/her subjectivity, are of immediate interest.

A situation that exists at the modern Ukrainian labour market sets higher professional education for a necessity not only to form a new person with the special ply of the mind who is able to undergo significant changes and transformations but a specialist of a new formation – specialist-innovator that will become familiar with progressive reformations in society [3, 77-78].

It, first of all, concerns the training of a future translator whose professional activity is related to the real communication between people and who in the process of professional activity becomes not only the subject of bilateral communication but a mediator who promotes a better understanding, friendship and cooperation between people.

The analysis of the latest sources and publications. A scientific usage of the term “subjectivity” as an independent one is connected with the names of famous scholars who consider it as a central category of a human personality that appears at a definite level of its development and represent its qualities (K. Abulkhanova-Slavs'ka, T. Olkhova, I. Zymnya, D. Ananyev, S. Rubinstein, V. Myasyshev, H. Ball, O. Volkova and others).

Although professional translational activity has centuries-long history and nowadays the professional training of translators is conducted at numerous higher educational establishments of III-IV level of

accreditation professional training of future translators and interpreters and formation of their subjectivity at non-specialized universities of Ukraine have some peculiarities. Thus, the **main aim** of the following article is to consider the role of a non-specialized university in the professional training of translators and interpreters specializing in agriculture, ecology, biology and business in terms of the National University of Life and Environmental Sciences of Ukraine.

The following tasks are set in order to attain the main aim, namely: to analyze the state of the investigated problem using theoretical analysis of scientific literature and to elicit peculiarities of professional training of translators and interpreters at the National University of Life and Environmental Sciences of Ukraine.

Presentation of basic material of research. The most general classification of translational activities suggests that translators usually perform various types of translation and interpretation, namely: written translation, technical translation, oral simultaneous interpretation and oral consecutive interpretation [2; 7]. Although interpreting and translation are two closely related activities professional translators perform, the differences in skills, aptitude and training they possess are substantial. In general terms written translators must be able to understand the source language, the culture of both countries and to have excellent writing skills. Interpreters, in their turn, must have extraordinary listening abilities and must be able to translate in both directions without using any materials. Professional activity of technical translators is involved in the translation of different texts related to practical application of scientific and technological information. Thus, according to this classification after graduating from universities future specialist will be able to work as written translators, technical translators with various subject-specific backgrounds, simultaneous and consecutive interpreters.

At the National University of Life and Environmental Sciences of Ukraine students can specialize in translating or interpreting studies and achieve a high level of professional competency in the following specialist areas, namely: agriculture, ecology, biology and business.

The National University of Life and Environmental Sciences of Ukraine is one of the oldest and the most prestigious higher education institutions of Ukraine with highly experienced pedagogical staff, young, optimistic and happy students, glorious past and rich in traditions. Close cooperation with the most prestigious universities of the world provides quite rapid reformation of the educational system at the National University of Life and Environmental Sciences of Ukraine which contributes to its recognition all over the world. Although it is considered to be non-specialized in professional training of future translators, they are trained according to present-day teaching techniques that comply with the world standards.

The National University of Life and Environmental Sciences of Ukraine which was known under various names throughout its long and proud history originated from Agricultural department and Veterinary faculty of Kyiv Polytechnic Institute, Department of Forestry of Agricultural Institute in Marimont.

The first group of agronomists graduated from the university in 1903, and at that time the Head of the State Examination Commission was D. Mendelejev, a well-known scientist-chemist, honorable member of the popular Kiev Society of Naturalists. D. Mendelejev expressed a high opinion of the first graduates.

In the middle of the last century the university which was called the Ukrainian Agricultural Academy back then, became not only one of the major personnel training centers for agriculture in Ukraine, but also a center for its scientific support. In 1957 Kyiv Veterinarian Institute became the part of the Ukrainian Agricultural Academy.

1960-80's of the last century went down in history of distinguished higher educational establishment as a period of expansion of international relations. During these years over two thousand foreigners and natives of more than 100 countries of Asia, Europe, Africa, Indo-China and South America studied and graduated from it. In August 1992 on the basis of the Ukrainian Agricultural Academy the Ukrainian State Agrarian University was established.

In 2008 in order to enhance educational, research and innovation activity of the National Agricultural University and considering the need to adapt such activity with the requirements of international organizations of research universities it was renamed the National University of Life and Environmental Sciences of Ukraine.

Throughout its long history the university has been training various specialists for agro-industrial complex but training of future translators and interpreters is a comparably new specialty. Although it is rather new one, training is conducted according to the schedule of the academic process of the National University of Life and Environmental Sciences of Ukraine and is provided in the form of lectures, practicals, individual tasks, students' independent work, practical training and different forms of extracurricular activities.

One of the main forms of training future translators at the National University of Life and Environmental Sciences of Ukraine is a lecture which is intended to present theoretic material. Lectures are presented by lecturers – professors and associate professors as well as leading scientists invited to give them.

In order to shape students' knowledge and skills future translators are provided practicals during which detailed examination of certain theoretical ideas is given. Students are taught to apply gained knowledge by means of carrying out special tasks.

Another form of training is a seminar during which a teacher focuses a discussion on particular subject chosen preliminary. Students usually prepare notes for discussions after carrying out individual tasks (library-research papers).

New standards orientate scientific and pedagogical staff of the National University of Life and Environmental Sciences of Ukraine to use different types of modern technical aids during lectures, seminars and practicals for improving the effectiveness of professional training of future translators.

Material and technical facilities are usually regarded as total of technical aids implemented into the curriculum and assigned for providing professional training of future translators in accordance with the area of specialization. Present-day technical aids which are widely used at the National University of Life and Environmental Sciences of Ukraine positively influence the process of education of translators and are aimed at promotion of interaction, better comprehension and fast learning of educational material. They comprise all the necessary equipment, namely: library stock, lecture-rooms, auditoria, classrooms equipped with multimedia DVD projectors, computers, tape-recorders, video projectors, DVD players, printers, acoustic speakers, interactive whiteboards, etc. All these kinds of teachings aids help scientific and pedagogical staff make sure that training is interesting and attractive and it helps future translators concentrate on the given material. They show real interest when they are able to interact with each other doing different tasks with the help of multimedia software or sound-recording facilities.

In compliance with the “National strategy of development of education in Ukraine for 2012-2021” one of the priority-driven directions of which is the development of skills of self-education among students and the requirements of the Bologna Declaration, a significant amount of credits is intended for independent learning of educational material [4]. Independent work is the highest level of educational activity since its organization requires students' purposefulness, knowledge, skills, understanding of their individual psychological constitutions, presence of motivation and willingness to overcome difficulties. Correct organization of independent work, on the part of the lecturer, is a way of formation of independence, mobility, creative potential and competitiveness of future specialists which promotes effective fulfillment of future professional activities on a level with highest world standards.

As a result scientific and pedagogical staff of the National University of Life and Environmental Sciences of Ukraine are searching for effective methodical and organizational ways of carrying out independent work in the process of which future translators get to know how to gain necessary knowledge without anyone's assistance, how to orientate in the information flow, how to demonstrate acquired skills regarding definite issues and use gained knowledge and skills in the future professional activity.

The content of students' independent work is usually determined by the course curriculum and methodological recommendations assigned for this course. As a rule it comprises the following types of activities:

- search for additional information;
- work on writing of term-papers, reports, essays, translations, compositions, etc.;
- work on various projects and tests;
- search for additional information on a definite topic and successive work on it in order to be prepared for seminars;
- systematization of gained knowledge before examinations or pass-fail exams, etc.

It is necessary to mention that in order to be successful independent work should be provided with all materials necessary for studying a definite discipline or topic, namely: course-books, workbooks, lecture notes, methodological recommendations, scientific literature, etc. Scientific and pedagogical staff give their students clear instructions and thoroughly control the fulfillment of given tasks in order to teach them work independently [1; 7].

The implementation of independent work in the professional training of future translators at the National University of Life and Environmental Sciences of Ukraine is carried out on the basis of the definite didactic principles of availability, personalization of training, professional orientation, authenticity of training and developmental training.

Also the process of formation of professional subjectivity of future translators for agricultural sphere is impossible without implementation of different forms of extracurricular activities.

At the National University of Life and Environmental Sciences of Ukraine scientific and pedagogical staff use a wide range of extracurricular activities the most effective of which are: scientific conferences, discussions, the weeks of foreign languages, contests, International Translation day and various club activities. Let's consider them in detail.

Different international research and practice conferences and All-Ukrainian students' conferences in which future translators and interpreters can take part are held at the National University of Life and Environmental Sciences of Ukraine.

Weeks of foreign languages are dedicated to the formation of students' cognitive interests and development of their creative activities. The implementation of weeks of foreign languages in the process of training of future translators and interpreters help scientific and pedagogical staff draw attention of all the collective of the National University of Life and Environmental Sciences of Ukraine to the peculiarities of studying foreign languages.

During these weeks scientific and pedagogical staff organise exhibitions of students' works such as wall newspapers and posters, hold different creative contents, festive evenings and quiz nights topics of which are changed annually.

One more form of extracurricular activities which helps formation of professional subjectiveness is the celebration of International Translation Day which is usually celebrated on 30 September. It is connected with St Jerome who was the bible translator and who has always been considered to be the patron saint of translators and interpreters throughout the world. The main aim of International Translation Day is not only to promote the translation profession all over the world but to display pride in a profession as well as it is becoming increasingly essential nowadays as borders are tumbling worldwide.

Students' scientific circle is another important form of organization of extracurricular activities which is widely used at the National University of Life and Environmental Sciences of Ukraine. Participation in activities provided by different students' scientific circles encourages the development of their scientific thinking, exercises positive influence on the process of shaping necessary knowledge and skills and assists high-quality training of future translators and interpreters.

Conclusions. The conducted research allows us to conclude that the National University of Life and Environmental Sciences of Ukraine, with its glorious past and rich traditions, creative and resourceful scientific and pedagogical staff, offers its students not only a unique opportunity to undertake many professionally oriented degree programs with a great selection of subject areas to choose from but it has all the opportunities to train highly professional translators and interpreters and help them achieve a high level of professional competency in such spheres as agriculture, ecology, biology and business.

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СТАНОВЛЕНИЕ ПРОФЕССИОНАЛЬНОЙ СУБЪЕКТНОСТИ БУДУЩИХ ПЕРЕВОДЧИКОВ В НЕПРОФИЛЬНЫХ УНИВЕРСИТЕТАХ УКРАИНЫ

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Ключевые слова: высшее образование, непрофильный университет, профессиональная субъектность, будущие письменные переводчики, будущие устные переводчики, самостоятельная работа, внеаудиторная деятельность.

Аннотация. В статье рассматривается становление профессиональной субъектности в непрофильных университетах Украины. Выявлены особенности профессионального обучения будущих письменных и устных переводчиков сельскохозяйственной, экологической, биологической и экономической сферы в непрофильных высших учебных заведениях на примере Национального университета биоресурсов и природопользования Украины.

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