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**PROFESSIONAL COMPETENCE AND THE SUBJECT-MATTER
OF TRANSLATOR TRAINING IN THE FIELD
OF INTERNATIONAL RELATIONS**

Iryna Lipko (Kharkiv)

In relation to the introduction of a new minor (Translation) for students majoring in International Relations and International Law within the School for Training the Ministry of Foreign Affairs Personnel at Yaroslav Mudryi Law Academy there emerged a necessity to define the subject-matter for the said students' training in order to meet the current requirements concerning the translators'/ interpreters' qualification.

The analysis of the related literature [1–4] allows to assume that the problem under consideration may be solved basing on the notion of *translator's competence* (TC). In spite of a certain variety of views concerning its meaning, this notion is generally regarded as the knowledge of principles underlying translation (processes, strategies, procedures and so on) and the skills of applying them in practice.

There is even greater variety concerning the TC composition, but in general it is worth accepting the approaches [2; 4] that are based on five constituents: bilingual, extralinguistic, translation, personal and strategic subcompetences.

The bilingual subcompetence includes the knowledge and command of the two languages and is based on the phonetic, grammar, lexical, orthoepic and some other competences that are integrated in speech skills (listening, speaking, reading and writing). The translator's bilingual subcompetence, unlike the non-translator's one, is characterized by a more developed lexicon, therefore the translator's training should aim at the acquisition of the maximum possible amount of vocabulary, especially the corresponding terminology.

The translator's extralinguistic subcompetence includes a variety of background and subject-related knowledge. The latter incorporate the information related to the notional constitution of a certain area of human activity. Basing on the spheres the said students are majoring in, the crucial data required for the efficient translation / interpreting involve the information related to international relations and international law. Specifically the Practical English and Translation courses for the students of the above-mentioned School have to include at least such topics as International Organizations, International Covenants on Human Rights, System of State Government in the English-speaking Countries, their Legal Systems etc.

The translation subcompetence composition is believed (see [2–4]) to comprise the knowledge of the general principles of translation / interpreting and the skills to carry out their different varieties, the ability to use the translator's documentary and technological resources, as well as to efficiently locate the information required for the translation / interpreting problems solution. Taking into account the circumstances of teaching the students discussed here, we may assume that the latter have to be trained at least in translation (written), sight and consecutive interpreting. The latter's efficiency is considerably dependent on the preliminary acquisition of the interpreter's shorthand (note-taking) principles within a separate course.

The personal subcompetence, encompassing psychological, physiological, moral and ethical aspects, as well as self-improvement skills, is acquired in the process of TC development. The same is true as regards the strategic subcompetence, which is the skill to coordinate the rest of the TC subcompetences in actual translation / interpreting.

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CONTENT OF FOREIGN LANGUAGE COURSE FOR MASTERS AND POSTGRADUATE STUDENTS

Lysytska Olena (Kharkiv)

English is an advantage on the way to a successful career. At the same time excellent knowledge of the English language is not only seen by many employers as an advantage but as well as a necessity. However practice shows that the traditional university training does not provide sufficient language training for high school graduates.

Replacing 4-year system of language teaching in high school, which made it possible to pay attention to the development of communication and reading skills, a one-year course invariably leads to a crisis in language education. However, the requirements that apply to the candidate's exam, do not meet the level of foreign language training of graduate students. It is also important that the entrance exam to graduate school is conducted 4 years after the compulsory learning of a foreign language.

In such circumstances, in order to graduate student not only able to successfully pass the exam, but could not as an expert, to communicate in a foreign language with foreign scientists to participate in international symposia, conferences, cooperate in certain areas of their research, methods of teaching postgraduates a foreign language should take into account a variety of factors. In this regard you can highlight problem areas that need attention in the classroom in a foreign language.

1. Becoming graduate students, many young professionals do not know the exact translation and terminology in the area of higher and postgraduate education in our