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GLOBAL ASPECT OF TRANSLATION COMPETENCE

During the last decade globalization and technical progress have blurred borders between countries and cultures. Wars and political conflicts make people leave their homes and move to safer places every day. Such social processes have influenced the act of communication and, as a result, have changed the role of translator in the “speaker 1 – speaker 2” chain.

Translation competence has been studied by various foreign as well as national scholars, among them are the following: A. Markova, A. Neubert, V. Komisarov, Ch. Schäffner, I. Zaziun and others. Although there are numerous researches dedicated to professional competence in general and to translation competence in particular, global aspect of translation competence requires additional studying. Therefore, the *purpose* of this article is to analyze the main components of translation competence and to understand the role of global aspect in training of professional translators.

Translation competence has long stopped being viewed as a simple form of bilingualism which requires only the knowledge of languages at sufficient level. Translation process includes the knowledge of IT, strong analytical skills, ability to work in extreme conditions, to acquire new information and to adapt to a constantly changing environment.

As it was stated by A. Neubert: *“Translation of written texts is a multidisciplinary activity that has been used for communication between members of different cultures since the beginning of writing”* [1, 121]. Translation competence, in its turn, is a complex concept which has been studied and described by multiple scholars.

Soviet scientist A. Markova identified professional competence as special competence (conducting professional activity at a high level and ability to have professional development); social competence (ability to work in a team, social responsibility for the results of their professional activity); personal competence (the skills of self-organisation and self-development); and individual competence (time management, accuracy, critical thinking and other personal skills) [4, 34].

According to foreign researchers translation competence consists of: knowledge of two or more languages, deverbalisation, transfer and reverbalisation skills; disposition and proficiency etc.

We tend to consider Neubert’s characteristic of translation competence the most thorough. He claims translation competence includes: language competence (basic competence which implies thorough understanding of both source and target languages), textual competence (knowledge of text types, genres, social conventions of language users), subject competence (knowledge of subject area of the text to be translated), cultural competence (knowing cultural peculiarities of source and source languages in order to find a proper equivalent) and transfer competence (an ability of transferring message from source text to target text communicatively [1, 122]). However, taking into account all the social, economic and technological tendencies of a modern world we believe that nowadays an integral part of translation competence belongs to global aspect.

According to the research conducted by the National Education Association global competence has three basic elements, these are the following: international awareness, intercultural understanding, and competitive skills [3].

International awareness is responsible for the understanding of major social, political and economic processes in the modern world as well as their relation to the historical events. Global awareness will give translator recognition on how one person affects other persons, or even nations and cultures. Intercultural awareness will help to recognize historical implication in the course of translation and avoid some misunderstandings which can be crucial if we talk about international conferences, diplomatic meetings and other events of international importance.

Intercultural understanding is essential for translators as it is responsible for multicultural communication. Possessing this competence can help to understand the main idea of the source

language and translate it into the target language taking into account cultural differences, peculiarities of another religion or race.

Competitive-skills category includes all the aspects of the notion “professional confidence” explained by A. Markova. It is the ability to produce innovative ideas, constant professional development, self-education, acquiring of new computer skills, analytical and critical thinking, and ability to work in teams achieving personal goals.

Taking into account all the above mentioned, we can say that it is time to reconsider the main constituents of translation competence and include global competence as one of the key components essential for a professional and successful translator nowadays. The existing approaches to translation competence have already included such aspects as cultural competence, social competence etc., but we believe that in the modern world these notions do not fully cover the requirements presented by a global labor market.

Thus, global aspect in the obtaining qualification of a translator is becoming as important as possessing basic linguistic competences. Though its significance has already been proven, global competence still requires in-depths studies for further integration into training highly-qualified translators and interpreters.

References:

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