

**THE LATEST VIEW ON THE FORMATION OF STRATEGIC,  
METHODOLOGICAL AND THEMATIC COMPETENCE OF FUTURE  
TRANSLATORS**

The growing digitalization of modern society significantly affects the improvement of professional training of future translators: the appearance of translation applications, their availability and free access to the Internet change not only the attitude of people to the profession of translator in General, but also the very training of translators.

Very often people think that it is enough to speak a foreign language fluently to start working as a translator. Moreover, some even claim that their ability to speak a foreign language fluently and the availability of translation apps can help them perform translations of any complexity quickly and efficiently. But, as experience shows, fast translations and high-quality ones are completely different things. Despite all technological advances, there are many cases where machine translation becomes unusable because it cannot convey the actual content of the information being translated. When translation concerns a specific area of human activity, there is a need for certified translators who know how to cope with all the difficulties that may arise during the translation process. But what knowledge, skills and abilities should translators possess to be considered qualified and competent in the field of translation? What improves the skills of translators and what should be taken into account when developing training materials? To answer these questions, we need to understand what translation is. Thus, according to the European master's in Translation Competence Framework (2017, p. 4), translation is a multi-faceted profession, encompassing a variety of skills required to convey meaning (usually, but not exclusively, in writing) from one language to another, as well as a variety of different tasks performed by people who translate. It should be noted that during professional training, future translators should develop the following

competencies, namely: language and cultural, translation, technological, personal and interpersonal competence to provide services. However, it is the institution of higher education that determines the subject-specific types of translation that students are engaged in. The theoretical review of the scientific literature suggests that there is no single view on the set of translation knowledge, skills and abilities that should be formed in future translators (Coban, 2015; EMT competence framework, 2017; Kamiskienė & Kavakiauskienė, 2012). Moreover, the training material aimed at improving translation skills is not generalized. The only thing that teachers and researchers agree on is that any skills can be formed and developed during professional training, and understanding how students learn better can make the learning process efficient and effective (Coban, 2015; Kamiskienė & Kavakiauskienė, 2012; Kolb, 1976, Kolb, 1985; Reid, 1998; Reinert, 1976; Skehan, 1989; Schmeck, 1988).

The professionally important competencies specified in the framework of European masters' competence in translation are the strategic, methodological and thematic competences of future translators.

Translation competence lies at the heart of the translation service provision competences defined in this framework.

It should be understood in the broadest sense, encompassing not only the actual meaning transfer phase between two languages (including the use of relay languages), but also all the strategic, methodological and thematic competences that come into play before, during and following the transfer phase per se – from document analysis to final quality control procedures.

Applicants will be invited to specify the different types of domain-specific, media-specific and situation-specific types of translation that are included in their curriculum, including special areas such as public service translation and interpreting, localisation or audiovisual translation. This section also recognises that the ability to interact with machine translation in the

translation process is now an integral part of professional translation competence.

Students should know how to:

1. Analyse a source document, identify potential textual and cognitive difficulties and assess the strategies and resources needed for appropriate reformulation in line with communicative needs.

2. Summarise, rephrase, restructure, adapt and shorten rapidly and accurately in at least one target language, using written and/or spoken communication.

3. Evaluate the relevance and reliability of information sources with regard to translation needs.

4. Acquire, develop and use thematic and domain-specific knowledge relevant to translation needs (mastering systems of concepts, methods of reasoning, presentation standards, terminology and phraseology, specialised sources etc.).

5. Implement the instructions, style guides, or conventions relevant to a particular translation.

6. Translate general and domain-specific material in one or several fields from one or several source languages into their target language(s), producing a 'fit for purpose' translation.

7. Translate different types of material on and for different kinds of media, using appropriate tools and techniques.

8. Translate and mediate in specific intercultural contexts, for example, those involving public service translation and interpreting, website or video-game localisation, video-description, community management, etc.

9. Draft texts for specific purposes in one or more of their working languages, taking into account specific situations, recipients and constraints.

10. Analyse and justify their translation solutions and choices, using the appropriate metalanguage and applying appropriate theoretical approaches.

11. Check, review and/or revise their own work and that of others according to standard or work-specific quality objectives.

12. Understand and implement quality control strategies, using appropriate tools and techniques.

13. Pre-edit source material for the purpose of potentially improving MT output quality, using appropriate pre-editing techniques.

14. Apply post-editing to MT output using the appropriate post-editing levels and techniques according to the quality and productivity objectives, and recognise the importance of data ownership and data security issues (European master's in Translation Competence Framework 2017, p. 7-8).