

COMMUNICATIVE COMPETENCE IN TRAINING INTERPRETERS

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Summary

The article deals with the issue of future interpreters' training. The essence, content and components of the interpreter's professional competence have been characterized. There has been analyzed communicative competence as one of the main skills for future specialists in the sphere of translation. Communicative competence is an integrated use of language and non-language means of communication. The basis of communicative competence are communicative skills formed through speech skills. Communicative competence also implies the ability to interpret non-verbal forms of communication. Translation as a special type of communicative activity aims at providing the opportunity to communicate and exchange information in a situation of intercultural (bilingual) communication. The process of translation is a kind of language activity, which aims at the most complete reproduction of the content and form of a target text. There have been used different methods in the study: general scientific (analysis and synthesis), methods of theoretical research, descriptive method (classification, cataloguing), continuous sampling method alongside definition analysis.

Keywords: professional competence, foreign languages, interaction, translation, communication, intercultural, barriers.

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1. Introduction

The world does not stand still, it develops. The main trend now is globalization, the emergence of a common world culture, the combination of national traditions and the strengthening of cooperation between nations. In such a world, another question arises: which language to choose and how to improve the quality of the study. A man of today should know well at least one foreign language, because an international understanding is of great importance for cooperation. This cooperation is almost impossible without a good command of a foreign language. Various forms of international communication are now developing: international meetings, exhibitions, sporting events, and joint business.

There are many occupations where foreign languages are essential. These are, of course, interpreters, foreign language teachers, diplomats, journalists, scientists, tour guides, etc.

The purpose of the work is to characterize and analyze the essence, content and components of the interpreter's professional competence, namely communicative competence as one of the main skills of the future specialist.

To achieve this goal the following tasks were set: to study the concept of competence from the point of view of different authors, to identify the approaches to professional competence interpretation, to research translation as a special type of communicative activity and analyze the process of future interpreters' training.

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2. Competence interpretation

What does the notion of competence mean? Competence is experience, awareness and knowledge. From Latin competence ("competentia") means a range of issues in which a person is well aware, has knowledge and experience. Competence is also defined as the integrated ability of an individual acquired in the learning process, which consists of knowledge, experience, values and attitudes that can be fully implemented in practice (3).

The term competence is widely used today when it comes to training and education. Competence is complex personality characteristic, which absorbs the results of previous mental development, knowledge, skills, and abilities; has the ability to creatively solve problems, initiative, independence, self-esteem, self-control.

Regarding professional competence, there are different interpretations. Adolf, V. interprets professional competence as a complex entity that contains a set of knowledge, skills and qualities of an individual that provide educational process variability, optimality and efficiency (*Adolf, 1998: 118*).

Zeer, Ye. notes that professional competence is a matter less of significant measure of knowledge and experience than the ability to update them at the right time and use them in the implementation of one's professional functions (*Zeer, 2008: 94-95*). This is a situational approach.

As mentioned above, there are several approaches to the interpretation of professional competence in domestic research. Speaking about future interpreters' training, some experts believe that key professional competencies in the field of professional communication include:

- foreign language communicative competence;
- intercultural competence;
- translation competence;
- communicative competence in the native language.

Let us focus on the communicative competence of a future interpreter. Communicative competence is the ability to communicate in order to understand. This competence includes mastering languages and ways of interacting with people, skills of a group work. A student must be able to introduce himself, write a letter, fill in an application form, ask questions, lead a discussion, etc.

Communicative competence contains three components: language, speech and a socio-cultural element.

Communicative competence is an integrated use of language and non-language means of communication, interaction in specific social and domestic situations, the ability to navigate in a communication situation, the initiative of communication.

The formation of communicative competence is aimed at developing the culture of speech communication, mastering speech etiquette and ethical norms of communication (7).

3. The process of translation

The language component of an interpreter's training, in addition to native and foreign languages, includes such components as understanding the features of professional language with the ability to use its elements in the common language, knowledge of different language styles and genres, skills of harmonious language communication. This forms the linguistic culture of an individual as part of the general expert's culture in the sphere of translation.

Translation is a special type of communicative activity aimed at providing the opportunity to communicate and exchange information in a situation of intercultural (bilingual) communication. Bilingual communication takes place between individuals who use different language codes.

An interpreter is a direct participant in bilingual communicative interaction, who acts as a receptor of the message, decodes it, namely participates in the act of communication in the language from which the translation is performed (*Kush, 2013*).

The process of translation is a kind of language activity, which aims at the most complete reproduction of the content and form of a target text.

The translation process consists of three stages: perception (reading or listening) in one language, understanding, reproduction in the native language (*Kugai, 2018*).

Future specialist in the sphere of translation should have the following professional competences (*Bondarchuk et al., 2021*):

- ability to use the knowledge of language as a special sign system, its nature, functions, levels in professional activity;
- ability to analyze dialect and social varieties of languages studied, to describe the sociolinguistic situation;
- ability to freely, flexibly and effectively use the language being learned, orally and in writing, in different genres and styles, registers of communication (formal, informal, neutral), to solve communicative tasks in various spheres of life;
- ability to collect and analyze, systematize and interpret linguistic, literary, folklore facts, interpretation and translation of the text (depending on the chosen specialization);
- ability to use fluency in special terminology to deal with professional goals;
- awareness of the principles and technologies for creating texts of different genres and styles in native and foreign languages;
- ability to perform linguistic, literary and philological (depending on the chosen specialization) analysis for texts of different styles and genres;
- ability to perform oral and written translations of texts in various genres and styles from foreign into native language and vice versa, their editing at a professional level.

4. Interpreters' training

At the present stage of social development, it is not enough for a professional interpreter to be only an expert in a foreign language and a mediator who satisfies the external need for foreign language communication between people, being divided by linguistic and ethnic

barriers. A modern interpreter must be a highly qualified manager in the field of business and professional communication, a language consultant who is well versed not only in foreign and native languages, but also knows people who speak these languages. This requires the interpreter to have a high general and worldview culture, professional competence, great erudition, interpersonal skills, tact, constant desire to enhance knowledge, focus on socio-cultural values and ideals.

In terms of psychological and social skills, interpreters, as knowledge workers, achieve great success if they are open to cooperation at work, have a high level of tolerance, respect for interlocutors, developed self-criticism and sensitivity.

Training of an interpreter is an extremely important task, which can be successfully completed only if you study the disciplines of translation throughout the educational process, considering the theory and practice of translation, written and oral translation, translation in various fields of professional communication, etc. But it is not enough. After all, an interpreter is a specialist in the field of intercultural communication, who encounters cultural differences every day.

Present-day realities require innovative approaches to interpreters' training. Innovative learning is designed to involve a student in life processes, provide him not only with the necessary knowledge to perform professional duties, but also the necessary personal qualities and attitudes, positive experience of using and developing their professional potential, which becomes possible with a competence-based approach. Professional competence of an interpreter means the degree of profession mastery and is manifested in the adequacy of solving professional tasks and contains professional and cognitive, motivational, social and communicative components.

Taking into account the sources reviewed, we can distinguish the following modern requirements to the system of guidelines for the formation of future interpreters' communicative competence (*Pidruchna, 2008*):

- teaching methods and organization are determined by the goals set for future interpreters as language mediators who perform certain public function and have a corresponding public purpose;
- training subsystem of material presentation is developed considering the strategies used in teaching practice, which are based on the conceptual apparatus and terms system of the communicative model of translation;
- the process of listening mastering is aimed at the formation of communicative translation competence, the components of which are linguistic, visual, communicative, pragmatic, cognitive, informative competence;
- the process of future interpreters' training is aimed at mastering the principles, methods and techniques of listening and developing the ability to choose and apply them differently in specific conditions, to different texts and for different purposes;
- in the process of learning knowledge, skills and abilities of translation work must be reported.

5. Communicative competence components

Therefore, the basis of communicative competence are communicative skills formed through speech skills. If we rely on the accepted structure of communication in social psychology, which includes perceptual, communicative and interactive aspects, communicative

competence then can be considered as a component of communication. Thus, the communicative process is understood as an information process between people as actors, taking into account the relationship between partners. That is, there is a narrower concept of communication. However, communication is often interpreted as synonymous with interaction, emphasizing that communicative influence is the psychological influence of one communicator on another in order to change his behaviour. This means that there is a change in the type of relationship between the participants in communication.

There are the following components of communicative competence:

- orientation in various communication situations, which is based on the knowledge and personal experience of an individual;
- ability to interact effectively with the environment through self-conception and conception of people around you in the constant change of mental states, interpersonal relationships and social conditions;
- literal self-worth perception, personal psychological potential, partner's potential and the ability to deal with a situation;
- willingness and ability to build up contacts with people;
- internal means of communicative events' regulation;
- knowledge, skills and abilities of constructive communication;
- innate resources needed to build up effective communicative events in a range of situations of interpersonal interaction.

Thus, communicative competence appears as a structural phenomenon that contains component values, motives, attitudes, socio-psychological stereotypes, knowledge, skills, and abilities. One can say that communicative competence includes not only personal characteristics of an individual, but also specifically organized cognitive processes and emotional sphere.

It is clear that communicative competence also implies the ability to interpret non-verbal forms of communication. And this can be a challenge. If each word has more or less definite meaning in verbal communication, in non-verbal communication system it is not only difficult to put the content in line with the sign, but also to distinguish the sign, that is, the unit of analysis in this communication system.

6. Conclusions

In view of the above it can be concluded that communicative competence is the presence of knowledge, skills, abilities and personal qualities, the ability to master communicative mechanisms, techniques and strategies necessary to ensure an effective communication process.

Among the key competencies of a future interpreter, communicative competence acquires the greatest value. According to many experts, it is this competence that ensures the success of work. In this regard, the development of communicative competence is included in the tasks of training a specialist as a component of professional competence and professional mobility.

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