

translators requires consideration of labor market requirements, careful study of groups of potential consumers of educational services, adaptation of the educational process based on studying the situation in the translation industry and impact on these markets.

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TRAINING OF FUTURE TRANSLATORS

IN THE CONTEXT OF EUROPEAN INTEGRATION

Foreign information plays an increasing role in human attitudes to the environment, due to partnerships between countries, economic development, tourism, art, technology, science, show business, telecommunications, which in turn produces the need for international communication. These processes are becoming especially relevant in connection with the enlargement of the European Union and efforts to develop in it a civilized framework of domestic language policy, which will be based on English, German and French. Among these representative languages in a prominent place are the languages of the member states of the European Community, among which a significant place is occupied by the German language, which represents one of the most powerful layers of world culture.

The need for highly qualified translations is growing, and the translation profession is becoming one of the dominant professions in the field of intellectual activity, as Ukrainian-German joint ventures are established, solid programs and projects are formed, cultural centers, thousands of scholars and students from Ukraine go to German-speaking countries for training, practice, conferences, refresher courses.

At the present stage of development of society, the demand for translation services is growing rapidly, is no exception in this sense, Europe, which is characterized by its linguistic diversity. According to a study of the European Union's language services market, its turnover is increasing by 10% each year and will amount to approximately € 20 billion a year in the near future. It should be noted that the market of linguistic services includes not only interpretation and translation, but also subtitling, duplication and localization [2].

A significant number of higher education institutions in Europe train translators willing to provide translation services in various fields of human activity. There are two types of training programs for the professional training of translators: the full higher education program is a priority in many European countries, including Ukraine (5 years of study) and master's programs (1-2 years of study). Under the first program, students obtain bachelor's and master's degrees, according to the second program, those students who have already received a bachelor's degree obtain a master's degree. This situation is explained by the intensive study of foreign languages within non-philological training programs.

Today, there are a number of models for training translators. The most common is the training of translators on the basis of general linguistic education, which provides students with full mastery of translation skills and abilities. Another model involves the training of translators based on secondary education and aims to study foreign languages and disciplines related to translation. Also noteworthy is the model that provides for translation training by graduates with higher professional education of the first and second levels. Specialists in a certain field design such training for the mastery of translation skills in this field. Usually, their programs are supplemented by a course on the practice of one foreign language and a course of written translation (translation schools in the Netherlands, Switzerland and France) [3].

Educational programs and qualification characteristics of graduates of translation specialties are adjusted according to the needs of the translation services market. The peculiarity of the professional training of translators is that it is characterized by genre specialization in the following main specialties: translator, conference interpreter, court translator and terminologist.

The professional training of translators in Germany is noteworthy. Students have the opportunity to choose a specialty with consecutive degrees (educational and qualification levels) of bachelor and master. In some universities of this country, bachelor's and master's programs are independent of each other.

According to N. Levytska [1], bachelor's degree programs for translators in German educational institutions are aimed at developing oral and written skills, acquaintance with the culture and literature of the country whose language is being studied. Students also master grammar, literature, and oral communication in a foreign language, and translation courses are often offered as an option. Translator training programs are divided into cycles (humanitarian, social, economic, professional) and sections (physical culture, training and production practice, state certification).

Each cycle of translators' training in Germany has a basic compulsory part and a variable part (profile), which are determined by the educational institution independently. The purpose of the variable part is to provide students with the opportunity to gain in-depth knowledge and skills for successful professional activities and prepare them for further study in the master's program.

The enlargement of the European Union has revealed key problems in the training of translators, namely the lack of a clear status for translators and interpreters in many Central and Eastern European countries; the organization of training in translation schools in Western and Eastern Europe is not coordinated; diplomas of translators from Central and Eastern Europe are not recognized internationally; lack of unified requirements for the level of quality of proficiency in the first and second foreign languages, necessary for mastering the translation profession; lack of consistency of requirements for professional skills of a translator in programs; uncertainty in assessing professional suitability at the time of admission and graduation.

It should be noted that special attention in the training of translators is focused on the practical improvement of text activities in the native language; professional training begins with the activation of skills and abilities of written and oral speech in the native language. First, the basic translation mechanisms are worked out in the native language, and then in foreign languages. During training, priority is given to the development of receptive types of speech activity.

As translators act as mediators between languages and cultures, they are subject to increased requirements: professional proficiency in their native and foreign languages, they must be able to conceptually translate what they have read or heard, have perfect professional competencies of a translator, and so on.

Thus, in Ukraine, which is gradually integrating into the European educational space, it is necessary to take into account the world experience of training translators: to review the system and content of training future translators, to take into account the experience of other European countries in order to improve the quality of professional training of translators. All this will contribute to the adaptation of future translation specialists to the needs of the modern labor market in our country and in the countries of the European Union.

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