

УДК 378.016:327+81'25
DOI: <https://doi.org/10.17721/1728-2659.2025.37.20>

Nataliia HROMOVA, PhD (Psychol.), Assoc. Prof.
ORCID ID: 0000-0003-3287-811X
e-mail: gromova2005@ukr.net
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Nataliia CHERNIHIVSKA, PhD (Ped.), Assoc. Prof.
ORCID ID: 0000-0002-3348-3884
e-mail: chernigivska.nataliia@gmail.com
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

TEXTS TRANSLATION: SOME ISSUES OF INTERNATIONAL RELATIONS STUDENTS' TRAINING

The article is devoted to the issues of training students, future specialists in the field of international relations, for translation activities. Based on the ideas of leading scientists about the connection between the translation quality and students' reading skills, the article discussed the issues of text interpretation and the variety of approaches to the translation process and its results. There were used theoretical methods: analysis, classification, systematization and generalization of scientific sources; study and generalization of the experience of leading experts in translation and own teaching experience; and pedagogical observation. From the psychological point of view, the main characteristics of text interpretation were considered; it was concluded that the interpretation of a literary text is subjective and depends on the system of ideas, knowledge, experience of the readers, their mental peculiarities of literary language perception and reading competence. It was defined the essence of a phenomenon in translation – text comprehension, it was established that comprehension and interpretation were interrelated processes, the course of which was determined by their mutual influence. There were represented the ways to find out the context, determined the author's intentions when writing a work, the stages of a translator's work with a text, and the stages of translation. An exercises list for the students' memory training was presented. It was determined that an important prerequisite for the effective development of students' critical thinking skills was to maintain their interest in the subject matter of the texts, so it was suggested working with international documents, fiction, and newspaper texts. It was noted that students should fully master interpreting and translation using the techniques of interpretation, immersion in the original text and its understanding; observance of stylistic accuracy as an indicator of translation adequacy. Students should take responsibility for the coordination the source and target texts; be able to apply dialogic approach to the original text; and master the cognitive operations of structuring, restructuring and building the text structure.

Keywords: *students of future international relations profession, translation of international documents, interpretation of fiction, preparation for translation.*

Background

The issue of interpreting fiction, journales texts, documentary in general and the peculiarities of the international documents language in particular, the problem of the text understanding, and the formation of dialogical relations with the text have long been successfully studied by philologists, linguists, psychologists, and other scholars in various fields; however, taking into account the subjective nature of the understanding and interpreting processes, it remains relevant for many scholars of the next generations.

The representatives of contemporary translation theory aroused some issues: translations are judged to be successful when they read fluently, giving the appearance that they have not been translated; but the problems are: – practicing translators are made to be subservient to the author, – the linguistic and cultural differences of the foreign text is erased that the very act of translation purports to carry over into the receiving culture (L. Venuti); the translation equivalence is an empirical matter, the translated text is accepted without a judgement of their solutions as correct or incorrect – only by analyzing translated text from within their cultural-linguistic context can one understand the translation process (C. Toury). The diversity of views on the translation process and its results, the variability of preparation methods for translation and its analysis prompted us to distinguish strategies that can be offered to students, future specialists in international relations, to teach the basics fiction, journales and international documents texts translation. The aim of the article is to define the methods of translation, the stages of preparation and work on translation; prepare a list of exercises for developing the skills that students, future specialists in international relations who study translation as a discipline, need to

master. The task of the article is to prove the students' need to master the basic cognitive operations of reading, such as structuring, restructuring and building the semantic structure of the text and represent the different strategies to train students' translation skills.

Methods

In order to study, differentiate, make conclusions on the base of the psychological, philological, linguistic and pedagogical scientific researches, we used the theoretical, praximetric and empirical methods. Theoretical: analysis, classification, systematization and generalization of scientific sources; praximetric: study and generalization of the experience of leading experts in translation and own teaching experience; empirical: pedagogical observation.

Results

The interpretation of a literary text is a complex scientific problem in which a significant place should be given to psychological aspects, since the interpretation of a text is subjective and depends on the reader's system of ideas, knowledge, experience, mental peculiarities of fiction language perception and reading competence. The text projection in the reader's imagination may differ significantly from the source text. Associative structures of memory often bring meanings closer to the reader's memory than to the author's words, and thus the generation of meanings is determined by the connection between the text and the current state of the reader's memory, its content and activity. The meanings that emerge depend on the reader or the context.

Scientists believe that the author creates his text as an "instruction" to the recipient to build a mental model from a set of concepts and connections between them that are already in the reader's memory, in other words, there is an activation of existing concepts in the recipient's mind, and

the projection of the text is based on his mental model (O. Kamenska); the meaning of speech acts interpretation is built on the word three-element semantic basis, consisting of the external meaning (unity of sounds), the internal meaning (beliefs) and the meaning itself (O. Potebnyia). The idea of the similarity between translation and interpretation was supported by M. Heidegger, H-G. Gadamer (every translation is an interpretation), U. Eco (translation is a process of negotiation), and P. Ricoeur (interpretation says the same thing as translation).

Interpretation of a literary text is considered as an activity, a result of activity, an object of activity; it is believed that interpretation precedes understanding or it is identical to understanding (O. Dolinin, S. Nikiforov, O. Roshchyna, and others). It was found out that understanding and interpretation were interrelated processes, the course of which was determined by their mutual influence. That is, having understood the meaning of one linguistic unit (phrase, sentence, text fragment), the recipient considers (interprets) the next unit taking into account the context of the first one, understands its meaning and creates an image of the text, returning to the beginning and combining both fragments. Thus, understanding of the entire text is achieved through numerous references to the previous parts and coordination of the meaning with the overall context, as well as with the use of one's own conceptual system that mediates the process of interpreting the message.

Psychologists (N. Chepeleva, A. Luria, S. Rubinstein, L. Vygotsky, V. Znakov, and others) conceive the essence of comprehension in the ability of a person to follow the established course of action and predict its consequences, as well as in the compliance of the actions performed under the conditions of the situation and the ability to verbalize the result of comprehension. Comprehension is a part of the reader – author interaction and depends on the semantic message of the text and its encoding through various recoding mechanisms. Proponents of Gestalt psychology have interpreted the essence of comprehension in the instantaneous universal understanding of facts, connections, and relationships in the outworld. This way of world understanding did not depend on the knowledge and experience of the subject, but was based on the "insight" phenomenon as a lightning-fast and sudden "grasping" of the main idea and principles of objects and phenomena interaction in the world. Behaviorists viewed understanding as a long process of the right solution selecting through repeated trial and error. Experimental psychology did not connect the understanding process with logical thinking and considered the basis of understanding as a person's life experience, and the emergence of this process was associated with the successful outcome of problems solving.

Thus, from one point of view, understanding has a substantive character and it demonstrates the clarification of an existing meaning, while from another point of view, understanding is creative. The influence of the person's experience and communicative competence on understanding, the newly made meanings based on the person's cognitive positions allowed to associate understanding with interpretation. It was defined that the process of understanding has four main components: 1) psychophysiological perception of a sign; 2) recognition of a sign; 3) contextual understanding of its meaning; 4) active dialogic understanding; and in order to understand a text, one should be engaged in dialogic communication.

In the process of a literary text interpreting, the reader formulates his own idea of the events or situations described by the author. There were given several ways to find out the

context that determined the author's intentions while his work had been written:

- identifying the elements that precede and follow a particular thought, observing how the components of one passage enter into relations with the components of the next passage of the text, gradually expanding and enriching the previous thought and events, ensuring their dynamics in the text;
- studying the internal state and content of the author's thoughts. This method required the study of the author's biographical data, cultural peculiarities of the historical era during the author's lifetime, his social position and role in society, as well as his literary preferences; when a work of art encouraged the reader to "interpret interpretations".

The hermeneutical approach to the problem of literary texts interpreting suggested that several factors had determined those ways. First, there was the so-called "hermeneutic circle" in which understanding the whole presupposes understanding the parts and vice versa, and it was important to know how the reader-interpreter's thought had been directed – from the whole to the parts or from the parts to the whole. Secondly, it was necessary to know or assume whether the reader had used presuppositions, that helped him to understand the text. Thirdly, it was important to take into account the reader's attitude to the text itself – whether he had become a participant in the text creation or he had taken a keep-away position as an observer, or his attitude had been negative. Fourthly, the importance of the context, cultural environment, and nation mentality in which the text and the reader had been existed. Thus, the process of interpretation appeared to be a largely subjective phenomenon, although, as it has been noted above, the text objectively contained the possibility of interpretation, it was carried out by the reader; it came under the influence of his mental experience and performed the function of further his mental experience enriching.

Umberto Eco, for example, emphasized the importance of taking into account the peculiarities of the linguistic substance when translating a phrase into another language, and not just conveying the relevant meaning of the message: during translation, the linguistic substance of the original text had been transformed into another linguistic substance of this text while preserving the substance of the content. Thus, relying on U. Eco's observations in the field of translation studies, it was defined that the text translation should be quantitatively close to the original text. Statistical accuracy in a translator's work have been considered as one of the adequacy indicators of the source text translation and thus more fully reflects the intention, which had implied what the text said and hinted at with the help of linguistic means and cultural context. Thus, it was said about the stylistic and aesthetic feature of translation, which required compliance with stylistic norms in translation, taking into account the quantitative indicators of linguistic substances.

Therefore, a professional translation of a literary text implied "almost" the same as the original literary text, and the criteria for this "almost" had been established when the translator tried to use different strategies of the text reproducing in order to reach a compromise on the consistency of both texts. It was a matter of a translator's scrupulous and responsible attitude to the reproduction of the original work, which required both language knowledge and an intensive studying the historical, geographical, cultural materials and references. The translator had decided which elements of the text were not essential and which can be abandoned, how to compensate for those components, and whether to introduce other elements into the translation text, thereby enriching the original text. The

result of the translator's work was to reproduce the same effect on the reader as the source text had been trying to achieve. That was where the interpretive nature of any translation had come from, since the choice of appropriate meanings had depended on the properties of the translator himself; it confirmed the idea that it was impossible to express in translation the same thing as they had been in the original text.

In cognitive science, the problem of text translation was inevitably related to the concept of understanding, where it was seen as decoding, as translation, and as interpretation. Understanding as decoding involved: – the translator's activity of recognizing the meaning embedded in the text by the author, or – translation from a common language into an internal language, which mediated the process of interlingual translation. Understanding as interpretation had been studied in terms of the formation of meanings in the conceptual system of an individual.

Within the framework of cognitive psychology, the nature of the comprehension process had been discovered in situations of misunderstanding and therefore it was subjective. In addition, the understanding process had been characterized by dialogueness, so, it involved the formation of a new meaning through the recipient's own experience in interaction with the text. According to N. Chepeleva (Chepeleva, 2007), any text possibly had several meanings, so the reader was not always able to restore the meaning that had been intended by the author. Frequently the reader can see a certain meaning that was not presented in the text at all. Otherwise, a situation unfolded when a partial understanding of the author's meaning and supplementing it with reader's own understanding led to the new meaning formation. There was the process of interpretation. Thus, understanding took place on two levels: the value and the semantic. At the semantic level, the reader (recipient) tried to identify the author's context in the semantic design of the text, while at the semantic level, there were two coexisted contexts – the author's and the recipient's – which made the semantic spheres of both the text and the recipient's personality broader and more meaningful.

Thus, the scientists emphasized that the understanding of the text meaning involved a dialogue. On the one hand, the text was endowed with a certain degree of dialogueness, as the ability to involve the reader into a conversation, and it was characterized by the corresponding features of dialogueness; on the other hand, the reader had to have special techniques of communicating with the text that helped him to discover the true inner meanings of the text and the intentions of its author, and not just the outside information. The author directed his communication activity to the reader, who, in turn, had been engaged in communication, agreeing or disagreeing with, criticizing or understanding the author. Dialogueness implied not only the realization of the communication function, but also the property of the text to dialogue with the reader. The text contained a scheme of interaction between the author and the reader, in which the main link was their dialogue. In a dialogic text, the author searched for an answer to a question, invited the reader to share his thoughts and accept them; created conditions for successful communication with the recipient. There was found out that the functions of a dialogic text were: – stimulating the reader's motivation to read the text; – contact establishing between the author and the reader; – promoting the development of the reader's thought and reasoning; – facilitating the understanding of the text, bringing the author and the reader closer together; – guiding the reader's mental activity, contributing to the

necessary text structuring; – reflecting the author's evaluative attitude to the information in the text.

Hereby, dialogueness correlated with the process of the text understanding and interpreting; it promoted creative interaction between the reader, the text, and the author; it required the reader's active participation; it required slow and meaningful reading, which consisted of hypothesizing about the problem in the text, asking questions to the author, and finding answers to them.

Based on the results of scientific researches, it was proved that in order to successfully understand and translate a literary/fiction text, students, who studied translation for further work in the field of international relations needed to master the basic cognitive operations of reading, such as structuring, restructuring and building the semantic structure of the text. To perform the structuring operation, it was necessary to divide the text into semantic fragments that carried a complete thought and formulated the thought in a separate sentence. The restructuring operation involved several micro-operations, namely, comparing and semantic systemizing of the text elements, semantic cogitation of information, and building the semantic structure of the text. The restructured scheme of the text reflected its internal structure and the ability to complete the text; it indicated a deep semantic understanding of the text.

To develop students' ability to communicate in a dialogic manner, it was offered to train in asking questions, making assumptions, and critically analyzing the text. It was important to encourage meaningful reading, to actively interact with the work of art, to find meanings on one's own experience and emotional assessment, to base the text interpretation on a dialogue with the author; to understand the author's vision of the world, to enter his system of perception. Dialogic communication with the text author included two types of activities: cognitive and receptive-aesthetic. Cognitive activity was associated with intellectual processes, such as decoding and understanding the signs, symbols, and meanings of the text laid down by the author, transforming imagery into ideas and concepts, and raising them to the level of the author's reality perception. Receptive and aesthetic activity, in its turn, was related to the spiritual connection between the reader and the author and implies an empathetic, thoughtful, understanding attitude of the reader to the events described in the text, evoking emotions and feelings that he shared with the author.

The existence of these two types of interaction with the text allowed humanity to receive, accumulate and transmit social and historical experience to future generations. Possessing knowledge of the source language culture allowed the translator to rely on social and historical experience, which simplified the process of the text interpreting.

Thereafter, the issue of interpreting, understanding, and forming dialogic relations with a foreign language literary or journalistic text should be sufficiently presented in the course of translation training for students. The work on the international documents' translation did not involve interpretation or empathic dialogue with the author, nor did it allow free translation or the equivalents usage at one's own discretion, as it was mentioned above in the article. However, it was considered the thoughtful reading, structuring and reformulation of the original text, knowledge of social and historical events that preceded the conclusion of an instrument and its consequences as integral stages of the international translator job. The ability to think critically is an important skill for a translator and an interpreter.

It had been proved that the development of critical thinking skills in students of international relations was an

important part of their reading competence and reading for translation training, in particular reading newspaper texts. A number of researchers believed that critical thinking skills were essential for students' effective reading of materials for translation, as well as for self-analysis of their translation activities. The combination of meta-cognitive knowledge of the translation process with its theory and ethics contributed to the emergence of a reflection process in practice (Neveu, 2019). P. Kussmaul argued that meta-knowledge about the tasks facing the translator had served as the basis for the development of skills, necessary for professional translation (Kussmaul, 2005). P. Gruba also stood for the development of meta-cognitive knowledge of the translation process in future translators, especially during the reading and meaning-making process (Gruba, 2004, p. 54).

There was an idea that words did not contain meaning in themselves, but only the potential for meaning formation, which was activated in the context and in the process of reading, and comprehension embodied the dialogic process between the reader and the text. Therefore, it is important for future translators to be able to recognize already known information and new information in the text: this will contribute to a more efficient interpretation process and the proper result of translation activities (Neveu, 2019). K. Wallace actively supported this idea and suggested selecting relevant information and creating reading assignments that would familiarize students with the cultural content of the provided texts and would make them want to express their active reading position, reflected on the correctness of socially accepted opinions about other people and events (Wallace, 2003).

It should be noted, that self-analysis was an integral part of a translator's work and made him responsible for the quality of his work. Self-analysis covered several areas of knowledge:

- the student's practical skills in translation, which involved a critical approach to reading the source text and helped to develop the ability to find quick solutions;
- the future translator's knowledge of the world, which he must learn, apply and choose appropriate knowledge models for adequate interpretation and translation of the text;
- the student's socio-cultural knowledge, which was necessary for recognizing the ideological content of the text and its intention.

There was an opinion that the author as a journalist, and the author as a reader of his own newspaper text were quite different subjects, since, even if they had a common inner world, worldview, and outlook on life formed by the same historical environment and time, they (the author who writes and the author who reads) performed different functions: – presenting a message, describing, explaining, etc.; – receiving a message, feeling its impact on oneself, accepting or rejecting it, agreeing or disagreeing with the text and its creator. Playing the reader role, the author changed and became a slightly different person, so most authors had edited their articles several times, which confirmed the thesis about the difference in perception and understanding of texts by addressers and addressees. The usage of the technique of dialogue between the author and the reader in one person was useful for training students of international relations in the translation of texts both of journalistic style and international documents.

Thuswise, the development of critical thinking skills occurred when using the method of asking dialogic questions that promoted students' participation in discussions and increased their interest in the topic of

discussion and further learning (Neveu, 2019). In order to involve all participants in the learning process in cooperation, the collaborative learning model was used. It allowed students to contribute to the learning activities of the group and, in addition to active perception of information, provided an opportunity for passive exchange of knowledge with classmates (Barkley, Cross and Major, 2005).

I. Korunets (Korunets, 2003) defines literary artistic translation as a "faithful conveying of content and of artistic merits of a fiction/belles-lettres passage or work", which presumes that a translated fictional text (whether it prose, drama, poetry or a film script) should produce the same pragmatic effect upon the target language reader as the original text has the source language reader. But some authors believe that it is impossible to achieve this effect because of the inevitable differences between cultures and languages. T. Kazakova (Kazakova, 2003) suggests applying the term "poetic translation", because it involves an unpredictable area of transformation in the probable projection of the source text onto the target language through the perception of the translator. Some transformations of this kind are not determined by interlinguistic relationships but by cultural or even personal translator's preferences. Whatever the academic argument may be, it seems evident that equivalent literary translation has to do more with rendering cultural or aesthetic substance of text, rather than with pure reproduction of their linguistic substance. It's obvious the literary translation requires a lot of affords and definite stages. The investigators had defined the following stages when a translator worked with fictional texts:

- perception, reading, identification of the author's intention;
- interpretation, involvement of the translator's background and encyclopedic knowledge;
- reformulation and reproduction of the original text by means of another language.

Translation embodied a complex speech activity of conveying the meaning of an original work into another language. It was considered as a cognitive process where the subject of cognitive activity participated in the formation of meanings based on his own picture of the world. As followed, the task of a translator was to analyze a foreign language text, interpret it, and create a new text in the target language.

We found out the translation to be a recognizing and interpreting speech and thought activity and proposed following stages of translation process:

1) recognizing:

- reading, recognizing the general meaning on the basis of already familiar words (approximate image of the text unit);
- consulting with a dictionary to find out the meanings of previously unfamiliar words;

2) interpretive:

- based on the identified meanings of all elements of the text unit, its contextual features and the translator's own conceptual system, interpretation of the received information and creation of a new holistic image of a sentence or phrase;
- actual translation of language units;
- harmonization of the author's intention in the translation text with overcoming conflicting interlingual inconsistencies;
- reproduction of a sentence or other textual unit in a verbal form in another language.

Taking into consideration that the inner worlds of the author and the translator did not fully coincide due to the fact

that they had different communication codes, so when translating certain terms, the latter had to resort to many interpretive solutions in order to achieve the same impact on the reader as the author had intended.

Contemporary newspaper texts were a vivid example of a combination of the author's intentions, his attitude to the problem of the text, expressed by lexical, stylistic and sometimes phonetic and graphic means, saturation with emotional markers, etc. For instance, the analysis of the English-language online newspapers texts (BBC new, The Guardian, The Economist, the New York Times) over the past three years had revealed the presence of a large number of emotionally colored vocabulary: adjectives and nouns (bloody Russian advance, empty symbolism, half-heartedness toward Eastern Europe) and idiomatic expressions (the clock is ticking, to throw grit into the oyster, a cautionary tale), with the help of which the author appealed to the reader, inviting him to agree or disagree with him. The task of the translator was to find correspondences in the target language and convey the author's intentions to the reader, taking into account intercultural and inter-social differences.

We totally agree with the scientists, that interpreting and translating skills should be trained carefully. The field of international relations requires the high level skilled and experienced staff, so we offer our students different strategies to train. In order to be a good consecutive interpreter or a translator the students must be able to listen and read very actively, analyze the target text (spoken or written), make useful notes which will jog their memory of the text (especially speech) as they give it back, and then be able to make a speech or write the text as if it were their own in their active language. We are absolutely sure that ability to remember a big amount of text when interpreting or translating, is a skill which can be trained successfully. The number of training exercises were completed by our colleague M. Aloshyna (Aloshyna, 2023) and they are widely used during our practical lessons. Among them we offer:

- read the figures in English or repeat them after your partner; then interpret them consecutively into Ukrainian: 321; 1567; 9908; 3210; 34784; 732; 562976; (up to 30–36 different numbers);
- read the rows of the following names in high speed or repeat them after your partner: Oliver – Sophia – Emma – Lucas – Liam (usually up to 10 rows of English, Ukrainian origin names and names of the world political leaders or celebrities);
- read the following dates in English or repeat them after your partner then interpret them consecutively into Ukrainian: 15/06/1915, 26/12/1885, 02/02/2002, 22/12/1384, 10/05/2023 (up to 15–20 dates);
- listen to your teacher (partner) quick reading of the following figures and nouns. Without making notes repeat them immediately; then translate them into Ukrainian: 27 photos – 13 folders – 5 flowers; 7 bottles – 34 stickers – 19 notebooks; 21 pills – 1 prescription – 3 handkerchief (up to 10 rows);
- repeat the sentences in Ukrainian after your teacher (partner) without looking into the text (snow ball repetition):
1. The Amazon rainforest is the largest tropical rainforest in the world. 2. The Amazon rainforest, which is located in South America, is the largest tropical rainforest in the world. 3. The Amazon rainforest, which is located in South America and known for its incredible biodiversity, is the largest tropical rainforest in the world. 4. ... 9. The unparalleled beautiful Amazon rainforest, which covers 5.5 million square kilometers of pristine land and is primarily located in South America's lush greenery, is known for its incredible

biodiversity, vital ecological role, and breathtaking natural wonders, is the largest and most diverse tropical rainforest in the world.;

- read the text below; make up the glossary list according to the template; translate the given text into Ukrainian (written translation): Glossary Source language – Glossary target language;

- listen to your teacher (partner) reading the following pieces of information; make notes of no more than 8–10 key words; using the keywords, resume the information (resume making); next task to the previous text: study the glossary (in English with definitions), use it for consecutive interpreting of the text;

- read the article; translate it into English / Ukrainian at sight (at sight translation);

- watch the following videos making notes. Interpret the video in part into English / Ukrainian or another variant of the task – in part (a) into Ukrainian and in part (b) and (c) into English during the pauses made by the teacher (audiovisual interpreting).

Taking into consideration that our students are getting the qualification of international relations, we try to vary the text content: international instruments (agreements, conventions, treaties etc.), currently central newspaper texts and video, fiction, reports of international organizations etc.

Discussion and conclusions

In our opinion, in the process of unfolding the reader's internal dialogue, the reader's knowledge of the culture in which the newspaper or other text was written and the ability to communicate with the author of the original text were activated, so the level of the reader's dialogic skills development provoked the effectiveness of understanding a foreign language text. Thus, an important prerequisite for the effective development of students' critical thinking skills was to maintain their interest in the subject matter of the texts, so we offered work not only with international documents and works of fiction, but also with newspaper texts, which provided up-to-date information and allowed to trace the sequence and interconnection of new materials with previous ones. We are convinced that students, future specialists in the field of international relations and international law, who study translation as a separate discipline, should fully master oral and written translation, using the methods of literary texts interpretation outlined in the article, deep immersion in the original text and its understanding; adherence to stylistic accuracy as an indicator of translation adequacy. Students should develop the habit of taking responsibility for the coordination of both texts (original and translation); be able to apply dialogic approach to working with the text; and master the cognitive operations of structuring, restructuring and building the structure of the text.

Authors' contribution: Nataliia Hromova – conceptualization, methodology, validation, writing original draft, writing review and editing; Nataliia Chernihivska – conceptualization, methodology, validation, writing original draft, writing review and editing.

References

- Aloshyna, M. (2023). *Consecutive interpreting training*. Agrar Media Group.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative Learning Techniques: A Handbook for College Faculty* (1st ed.). Jossey-Bass.
- Chepeleva, N. (2007). Psychological base of dialogue interaction with the text. Understanding. Interpretation. Dialogue. In: G.O. Ball & M.V. Papuchi (Eds.). *Dialogueness as a form of person's existing and development* (pp. 17–57). Milanik. [in Ukrainian].
- Eco, U. (2003). *Dire Quasi la Stessa Cosa. Esperienze di Traduzione*. Bompiani.
- Gruba, P. (2004). Understanding Digitized Second Language Videotext. *Computer Assisted Language Learning*, 17(1), 51–82.

Kazakova, T. (2003). *Imagery in Translation*. Sojuz [in Ukrainian].
Korunets, I. (2003) *Theory and practice of translation (aspectual translation)*. Nova knyha. [in Ukrainian].
Kussmaul, P. (2005). Training the Translator. *English and Cultural Studies*, 83–90. <https://www.researchgate.net/publication/49617587>
Neveu, A. (2019). Reading for and about translation in translator training. *New insights into translator training*. https://www.intraline.org/specials/article/reading_for_and_about_translation_in_translator_training

Wallace, C. (2003). *Critical reading in language education*. Palgrave MacMillan.

Отримано редакцією журналу / Received: 13.01.25
Прорецензовано / Revised: 17.03.25
Схвалено до друку / Accepted: 18.03.25

Наталія ГРОМОВА, канд. психол. наук, доц.
ORCID ID: 0000-0003-3287-811X
e-mail: gromova2005@ukr.net
Київський національний університет імені Тараса Шевченка, Київ, Україна

Наталія ЧЕРНІГІВСЬКА, канд. пед. наук, доц.
ORCID ID: 0000-0002-3348-3884
e-mail: chernigivska.natalia@gmail.com
Київський національний університет імені Тараса Шевченка, Київ, Україна

ПЕРЕКЛАД ТЕКСТІВ: ПЕВНІ АСПЕКТИ ПІДГОТОВКИ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ "МІЖНАРОДНІ ВІДНОСИНИ"

Присвячена питанням підготовки студентів, майбутніх фахівців у сфері міжнародних відносин до здійснення перекладацької діяльності. На основі ідей провідних науковців про зв'язок якості перекладу та навичок читання студентів, розглянуто питання інтерпретації тексту й різноманітність підходів до процесу перекладу та його результатів. Використано теоретичні методи: аналіз, класифікація, систематизація й узагальнення наукових джерел; вивчення й узагальнення досвіду роботи провідних фахівців перекладацької діяльності та власного викладацького досвіду; і педагогічне спостереження. З погляду психології розглянуто основні характеристики інтерпретації тексту; зроблено висновок, що інтерпретація художнього тексту – суб'єктивна й залежить від системи уявлень, знань, досвіду читача, його ментальних особливостей сприйняття літературної мови і читацької компетентності. Визначено сутність такого явища у перекладі як розуміння тексту, встановлено, що розуміння й інтерпретація є взаємопов'язаними процесами, перебіг яких зумовлений їхніми взаємними впливами. Подано способи для з'ясування контексту, що зумовлює авторські наміри під час написання твору, етапи роботи перекладача з текстом, етапи здійснення перекладу. Наведено багато вправ для тренування пам'яті майбутніх перекладачів. Визначено, що важливими передумовами ефективного формування у студентів навичок критичного мислення є підтримка їхньої зацікавленості в тематиці текстів, тому автори статті пропонують роботу з міжнародними документами, художніми творами, газетними текстами. Зазначено, що студенти повинні повною мірою опанувати усним і письмовим перекладом із застосуванням викладених у статті прийомів інтерпретації художнього твору, занурення у текст оригіналу і його розуміння; дотримання стилістичної точності, як показника адекватності перекладу. У студентів має сформуватися звичка відповідально ставитись до узгодження текстів оригіналу та перекладу; вміти застосовувати діалогічність у роботі з текстом; володіти когнітивними операціями структурування, переструктурування та побудови структури тексту.

Ключові слова: студенти спеціальності "Міжнародні відносини", переклад міжнародних документів, інтерпретація художнього твору, підготовка до здійснення перекладу.

Автори заявляють про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

The authors declare no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript; in the decision to publish the results.