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MODERN APPROACHES TO FUTURE INTERPRETER'S ONLINE TRAINING

This article presents an analysis of the works by leading domestic and international scholars dedicated to the professional future interpreters' training with the use of multimedia communicative technologies via online learning. In today's information society, future interpreters' training is becoming exceptionally important, as they play a pivotal role in communication between representatives of different cultures, and the globalized world imposes increasingly higher demands on professionals in this field. The article explores current trends in the field of translation education in an online environment, including the use of modern technologies and pedagogical methods.

This scientific article is dedicated to the examination of contemporary approaches to the future interpreters' online training. It provides an analysis of the role of online education in the modern world and presents key aspects that influence the quality of interpreters' training with the use of digital technologies. Emphasis is placed on the importance of aligning the competencies future interpreters' with the needs of the contemporary professional environment, considering the rapid development of multimedia technologies and the widespread use of the Internet.

Special attention is paid to the skills and knowledge that should be developed in the process of professional training for students of higher educational institutions in philological specialties. The author highlights the challenges that students and tutors face in the process of online learning, such as the absence of personal contact, technical issues, and difficulty of motivating students for self-directed learning. Practical exercises are proposed to develop the mentioned skills and knowledge.

This research serves as a significant contribution to understanding the modern requirements for future interpreters' training, as it provides an analysis of contemporary approaches to the online preparation of future interpreters that are efficient and effective.

Key words: *translator professional training, online learning, analysis of pedagogical approaches, digital technologies.*

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СУЧАСНІ ПІДХОДИ ДО ОНЛАЙН ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

У статті представлено аналіз доробок провідних вітчизняних та світових науковців, присвячених питанню фахової підготовки майбутніх перекладачів за допомогою мультимедійних комунікативних технологій у форматі онлайн навчання. У сучасному інформаційному суспільстві підготовка перекладачів стає надзвичайно важливою, оскільки вони відіграють ключову роль у комунікації між представниками різних культур, а глобалізований світ висуває дедалі вищі вимоги до фахівців зазначеного профілю. Стаття розглядає актуальні тенденції у галузі навчання перекладу в онлайн-середовищі, зокрема використання сучасних технологій та педагогічних методів.

Дана наукова стаття присвячена дослідженню сучасних підходів до онлайн підготовки майбутніх перекладачів. Наводиться аналіз ролі онлайн-освіти в сучасному світі та презентуються ключові аспекти, які впливають на якість підготовки перекладачів через використання цифрових технологій. Наголошується на важливості урахування стрімкого розвитку мультимедійних технологій та поширення Інтернету та необхідності відповідної кореляції компетенцій майбутніх перекладачів до потреб сучасного фахового середовища.

Особлива увага приділяється умінням та навичкам які мають бути сформовані у процесі фахової підготовки здобувачів вищої освіти філологічних спеціальностей. Автор звертає увагу на виклики, з якими стикаються студенти та викладачі у процесі онлайн навчання, такі як відсутність особистого контакту, технічні проблеми та складність мотивації здобувачів до самостійного навчання. Запропоновано практичні вправи для формування зазначених умінь та навичок.

Дане наукове дослідження слугує важливим внеском у розуміння сучасних вимог до підготовки перекладачів, адже у ньому надається аналіз сучасних підходів до онлайн-підготовки майбутніх перекладачів які є дієвими і ефективними.

Ключові слова: фахова підготовка перекладачів, онлайн навчання, аналіз педагогічних підходів, цифрові технології.

Problem Statement. In an increasingly interconnected and globalized world, the role of interpreters has become more vital than ever. These language professionals serve as linguistic bridges, facilitating communication and understanding across linguistic and cultural boundaries. With the rapid advancements in technology and the ever-growing demand for multilingual communication, the field of interpreting is undergoing significant transformations. The training of future interpreters is, therefore, a subject of paramount importance.

This scientific article delves into the contemporary approaches to training future interpreters through online platforms. As technology continues to reshape the landscape of education and professional practice, it is imperative that interpreter training programs adapt to these changes to produce skilled and versatile professionals. In this context, this article explores the evolving landscape of interpreter education, focusing on the utilization of digital tools and online methodologies.

Literature Review. Interpretation has been associated with activity requiring excellent cognitive and linguistic skills. As François Grosjean, Professor of Psycholinguistics at Neuchâtel University in Switzerland stated “It takes more than having two hands to be a good pianist. It takes more than knowing two languages to be a good translator or interpreter” and added that interpreters are “special bilinguals” in HuffPost interview with Nataly Kelly (Kelly, N., 2011). Thus, we believe that the abovementioned profession is achieved by proper training and attaining substantial background knowledge.

Thus we believe, there is a need to analyse modern methods and approaches to interpreter's training, namely the issue of online teaching and studying. We would like to present works by Ilg and Lambert, who claimed that monolingual exercises should be introduced at the initial stage of consecutive interpreting training, including syntactical restructuring and/or paraphrasing (Ilg, G., & Lambert, S., 1996: 75). Thus, students learn to discern thoroughly arranged written message and improvised speech as well as take advantage of both in a hybrid mode.

A slightly different approach is offered by Bowen, Bowen, Gile and Gonzalez, who pointed at the expediency of speech comprehension and production (Ko, L., 2008: 75). “Enhancing active listening” techniques are of service to put one's thoughts in order

and “chart, start, and finish, linguistically acceptable and meaningful sentences” (Ilg, G., & Lambert, S., 1996: 75). Moreover, scientists offer to use memory drills activities to enable students detect how their memory functions and make use of this memorization skill in their further work.

Article Objective. This research intends to shed light on the evolving landscape of interpreter education, providing insights and recommendations that are relevant for both educators and aspiring interpreters in today's digital age. Considering the abovementioned, we believe it is worth studying the most up to date approaches and techniques to future interpreters training.

Main Material Presentation. Lambert draws up a set of technologies to boost future interpreters' communicative skills, namely:

- listening and memory exercises,
- shadowing,
- dual-task training,
- paraphrasing,
- abstracting,
- sight interpretation,
- interpreting digits, proper names, technical words and acronyms,
- lagging exercises,
- anticipation exercises,
- left- and right-ear processing exercises (Hopper C., 2010: 76).

We believe the abovementioned activities to be relevant for development future interpreter's professional competence. Moreover sociolinguistic competence is of vital importance for future professionals in cross cultural communication. Taking into consideration Ilg and Lambert's idea that profound background knowledge is one of the key components of interpreters training, we believe it is necessary to present to the students the idea of “holistic approach to the representation of meaning” (Ilg, G., Lambert, S., 1996: 74).

The abovementioned idea is supported by Franz Pöchhacker, who offered a concept known as “semantic whole” to mark hypertextuality, or meaningful interdependence, of both translation and interpretation processes (Ilg, G., & Lambert, S., 1996). The abovementioned idea was supported by Brian Harris, who stated “Phraseology is as important to interpreters – and to translators for that matter – as terminology”

(Ilg, G., & Lambert, S., 1996: 75). Likewise, rhetorical devices and conventions of public speaking have to be considered, as they are frequently applied at conferences and public events.

Another aspect of future interpreter's training is sight interpreting, which might be challenging for less proficient students. Here we would like to present certain modern approaches to future interpreters' professional training. Z. Song singles out two major training techniques:

- (a) with prior reading and
- (b) without prior reading (Song, Z., 2010: 121).

The first approach is considered to be less challenging, since a student has about 10 minutes to skim through a 300-word text and sort out its vocabulary. The second method is believed to be more challenging, since there is no time for the interpreter to familiarize himself with the text, thus, the one has to interpret without delay. We support Z. Song's idea that the primary aim of sight interpretation training is to "increase information processing speed, speaking proficiency, reading comprehension and speech production" (Song, Z., 2010: 123). Here we would also like to add short-term memory training, for he/she should bear context in mind. Modern scholars also agree that sight interpreting training allows to "increase students' speed of analysis, and manipulate a text with syntax and stylistics" (Song, Z., 2010: 122).

The final skill that we would like to single out in the general process of future interpreters' training is note-taking skill. We believe that the given ability is vital for future interpreters' professional career. As it is an applicable tool for overcoming memory's drawbacks, since "structural aspects of a text, characteristic details (facts, figures, names) and deliberate nuances" (Ilg, G., & Lambert, S., 1996: 78) are significant for high-quality interpretation.

Speaking of capturing the core message, the most common recommendation is to catch main grammatical constituents needed for the general picture, that are Subject-Verb-Object (Song, Z., 2010). The notes can be either in the form of symbols, signs or literal chunks containing linguistic features. Having studied approaches of various domestic and foreign scholars, we can say that the diversity of note-taking techniques is substantial: anagrams (simplified letter combinations with grammatical suffixes marked), headlines (KEY, END, WIN), paired quasi-words (pro-con, on-on, Z&P, WWIII), general abbreviations and acronyms (CEO, UA, OPEC, RF), keyboard classics and mathematical signs (can be useful to convey semantic content: " ", { }, =, \$, #, !, +, ~), superscripts (_val, bla3, ↑cost, ♂?, cntr⁷). We consider all techniques to be appropriate and believe, there is no need

in inventing special coding and decoding system for taking interpreter's notes. The simpler the system is, the higher is its efficiency.

Considering the necessity of the abovementioned skills development and realities of the modern world as well as updated requirements of the global education market, we believe it is necessary to draw our attention to the most up to date issue of modern pedagogy, namely online teaching. As the pandemic broke into everyday life, the necessity to teach interpreting as well as other subjects remotely emerged.

There are various approaches to defining the notion of "distance learning". The prominent scholar describes the abovementioned notion as "a systematic organization of learning, based on the interaction of teacher and student, students with each other at a distance, reflecting all the inherent elements of the education process" (Ko, L., 2008: 98-99).

A slightly different definition was offered by C. Hopper, who identifies distance learning as "learning in which subjects are at a distance, implementing the educational process with the use of telecommunication" (C. Hopper, 2010: 15).

In the monograph "Models of organization of open education systems" V. Bykov distinguishes the following types of distance learning:

1. Distance learning – a special form of institutionalization and implementation of the educational process in which the subjects of learning (its participants) implement learning interaction fundamentally and mostly extraterritorially.
2. Traditional distance learning – a type of distance learning in which the interaction between participants and initiators of the educational process takes place in the time dimension asynchronously, while actively using the transport system of delivery of educational materials and other information objects via telephone, telegraph or postal communication system.
3. E-distance learning (e-DL) – a type of distance learning, which involves mainly individualized interaction between the organizers and participants of the educational process both synchronously in time and asynchronously, fundamentally and mainly using electronic systems for the delivery of educational material and other information objects via computer networks (Ko, L., 2008: 98–99).

At this point, both problems and possibilities take place, as studies demonstrate. To begin with issues, two types of obstacles may appear: technical and pedagogical. We believe that, technical faults, including background noise, inconvenience of device, sound quality, etc., are doomed for being unavoidable to some extent. As for the pedagogical obstacles, researchers claim that interpreting training via

teleconferencing does not provide visual interaction, resulting in poor concentration, higher level of emotional tension and fatigue (Bykov V., 2009: 827). It may take 6 weeks (50–60 minutes per lesson) for students to readjust to this kind of interpreting.

On the other hand, the abovementioned obstacle paves the way for one opportunity, namely paralinguistic skills development. It is proved that maintaining proper eye contact, demonstrating appropriate body language and managing interpreting can alleviate communication and prevent from misconceptions in the process of interpretation (Bykov V., 2009: 831). That is the reason why future interpreter's training has to include teaching non-verbal aspects of cross-cultural communication (Bykov V., 2009: 832).

Similar idea is supported by J. Littlefield. The scientist highlighted certain advantages of using online learning, namely:

- student learns at individual pace;
- student enjoys a flexible schedule;
- in the learning process, student doesn't suffer distraction of peers, and therefore focuses on gaining knowledge;
- vast majority of students understand learning as a way of their own development;

- student is protected from adaptive dangers (no need to overcome psychological barriers, problems with teambuilding) (Herasymenko I., 2014).

Conclusions. In conclusion, the evolution of online training for future interpreters represents a dynamic and transformative shift in interpreter education. As technology continues to advance and reshape the profession, adapting and innovating in response to these changes is essential. The findings and insights presented in this article provide a foundation for the development of more effective and relevant online training programs for future interpreters, helping them navigate the multifaceted world of interpreting with confidence and proficiency. The future of interpreter training lies at the intersection of tradition and technology, and the pursuit of excellence in this field requires an open embrace of both. Considering the abovementioned analysis we can state that as our life changes and new challenges appear. Thus we believe it is necessary to improve future interpreter's training methodology and adjust it to modern realia. Thus we would improve the effectiveness of student's training and supply them with knowledge and skills necessary to be competitive on the global labour market.

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