

ПЕДАГОГІЧНІ НАУКИ

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STRATEGIC AND TACTIC COMPETENCE AS A MAJOR COMPONENT OF PROFESSIONAL COMPETENCY OF THE TRANSLATOR

The paper is concerned with the strategic and tactic competence as a major component of the translator's professional competency. The author brings together and analyses various definitions of the notion «translation strategy» and correlates the strategic competence with the term «over-competence». The peculiarities of the terms «global translation strategy» and «local translation strategy», «translation tactics» and other related concepts as well as some specific features of the translator's professional competency are revealed in the article. The structure of the competency under study is described. Strategic competency allows the translator to identify translation problems and coordinate translation actions to overcome them. Strategic and tactic competence performs a decisive function in terms of determining the direction of translation activity and affects the course and results of translation.

Keywords: *competency, competence, translation competency, strategic competence, translation strategy and tactics, translation operation.*

Statement of the problem. The process of globalisation has affected all spheres of economic activity including translation. As it is known, the responsibility to train future translators is delegated to universities which have to develop translators' general and professional competences specified by Educational and Professional Programs which are made in cooperation with the representatives of labour market. Thus, the modern educational process in higher educational institutions is characterized as student-centered and result-oriented. Moreover, the Council of Europe encourages all those concerned with the organisation of language learning to base their work on the needs, motivations, characteristics and resources of learners. In case of correctly chosen pedagogical methods it is possible to develop a student's knowledge, skills, abilities, and readiness necessary for future work related to their qualification.

Review of related literature. Researchers have different perspectives to the notions of competence and competency. The American linguist Chomsky was the first who differentiated these terms. Later A. Hutorskoj studied these notions. The article also presents the results of scientific studies of translation proficiency (D. Cao), translation competence (O. Shevnin, Harris, B. & Sherwood, B.), strategic competence (Ch. Nord, L. Chernovatyi), translation strategy (Hejwowski, V. Komissarov, Lörcher, V. Sdobnikov, L. Venuti), professional competency of the translator (L. Chernovatyi), translation

procedures (Newmar), global translation strategy» and «local translation strategy» (Płońska).

Unfortunately, there are currently no developments on the specifics of the strategic and tactic competence of translators, which is fundamental in the general structure of professional competency of the translator. This problem has defined **the purpose of this research** – the definition of the notion of the strategic and tactic competence of the translator.

Main results of the study. Many Ukrainian and foreign authors in the field of translation didactics did not decide on the components of professional competency of the translator, which still remains ambiguous and controversial. Moreover, there is no unity among researchers as for terminology. While foreign authors use two basic terms «competence» and «sub-competence», Ukrainian and Russian researchers use the integrative notion of «competency», the structural components of which are «competences», and the elements of the latter are called «sub-competences». The Ukrainian scholar L. Chernovatyi introduces the term «supercompetence». Everything mentioned above will definitely complicate the understanding of some scientific works, so we turn to the most established interpretations of «competency» and «competence» (Chernovatyi, 2013).

According to «Common European Framework of Reference for Languages: learning, teaching, assessment» the general competences of language

learners or users consist in particular of their knowledge, skills and existential competence and also their ability to learn. Existential competence may be considered as the sum of the individual characteristics, personality traits and attitudes which concern, for example, self-image and one's view of others and willingness to engage with other people in social interaction. This type of competence is not seen simply as resulting from immutable personality characteristics. It includes factors which are the product of various kinds of acculturation and may be modified.

According to A. Hutorskoy, competence is «some aloof, beforehand set requirement to a learner's educational training», and competency is «already accomplished personal quality (set of qualities) and the minimum experience in relation to the activity in the designated sphere» (Hutorskoy, 2002)

The history of the term «competence» in linguistic discourse is connected with the name of the American linguist Chomsky. His linguistic theory was based on an ideal hearer-speaker with a perfect knowledge of the language, which cannot be affected by either cognitive or situational factors during its relevant use. In 1965 Chomsky distinguished speaking a language (competence) and relevant use of a language (performance).

As we can see, the competency is defined as a result of learning, as readiness for professional activity. It is characterized by dynamism and manifests itself in activity, that is, this is a procedural knowledge (I know «how»), and the competence is a concept which is closer to declarative knowledge (I know «what»). Despite differences, sometimes authors use these concepts synonymously.

In this research we adhere to the differentiation between the two key concepts of competency-based approach to teaching. Taking this as the basis, we turn to the definition of concepts «translation competency» / «translation competence». The notion of translation competence is central in translation theory as well as in pedagogical approaches to translation.

Considering the background of the concept of «translation competence» it should be noted that researchers distinguish two basic periods, each of which has its own characteristics. The first stage began in the 1980s, when the first models of translation competence arose. Peculiar to this period was the definition of the transfer competence as a component of the translation

competence and the idea that there is a difference between direct translation (from a foreign language to the native) and inverse translation (from the native language into a foreign). However, according to the Spanish researcher Amparo Urtado Albir, few authors associated translation competency with a skill or emphasized the importance of a strategic component in its composition (Amparo Urtado Albir, 2015).

The second period began in the 2000s. It was characterized by the interdisciplinary approach to the definition of translation competency and a large number of empirical studies. In this period, translation competency became increasingly considered a special type of expert knowledge that requires declarative and mainly procedural knowledge (Amparo Urtado Albir, 2015).

Deborah Cao uses the term «translation proficiency» which she treats as multi-componential, that is, consisting of three sets of variables interacting with one another in the context of situation: 1) translational language competence; 2) translational knowledge structures; and 3) translational strategic competence (Cao, 2007, p. 40).

According to some authors, translation process is very complicated and is not thoroughly studied. Its most significant stage, namely mental process occurs in the head of the translator and, therefore, is impossible to observe (Latyshev, Semenov, 2003, p. 152).

In the 70's, B. Harris and B. Sherwood viewed translation competence as a cognitive ability, as the sum of internal linguistic abilities such as bilingualism, which can not be taught. Later, in the early 90's, this point of view was rejected, and translation competence began to be considered as «the use of language in a certain context» (Harris, Sherwood, 1978).

Russian researcher A. Chevvin defines translation competence as a general set of knowledge, activities-skills and operations-abilities which a translator needs for successful professional activity. According to G. Toury, translation competence, unlike bilingualism, which is innate, is formed by observing the norms inherent in culture and society within which the translation is carried out. PACTE defines translation competence as including an array of knowledge, skills, and abilities which vary between individuals.

Taking into account such numerous definitions of the term «translation competence» we adhere to the Shreve's words that this term «has come to

represent a motley set of academic understandings about what one has to know (and by implication what one has to learn or be taught) to become a translator» (Malmkjær, 2009).

According to PACTE research group there are six subcomponents of translation competency: communicative competence in two languages, extra-linguistic competence, instrumental-professional competence, psycho-physiological competence, transfer competence, and strategic competence, which includes «all the individual procedures, conscious and unconscious, verbal and non-verbal, used to solve the problems found during the translation process» (Malmkjær, 2009).

As can be seen from the definition given above, strategic competence is one of the main components of the translator's professional competency.

According to PACTE, strategic competence provides control of the translation process and performs many functions, for example planning a translation process and selecting the most appropriate way of translation, defining translation problems and choosing methods for their solving.

German translation scholar Christiane Nord states that strategic competence is crucial in dealing with translation problems. It plays an important role as a regulating mechanism, compensating for deficiencies in the other sub-competencies and contributes towards solving the problems that arise (Ghaleb Rabab'ah, 2008).

Ukrainian scientist L. Chernovatyi examines the strategic competence in the same way as PACTE, namely as an over-competence, as «the integrated ability to translate, based on the coordination of the remaining competencies in the process of translation activity» (Chernovatyi, 2013).

Within the field of translation studies such notions as strategy, tactics, technique, method, and operation have been assigned a multitude of labels. Thus, it is considered to be important to refer to the notion of «translation strategy», which is used by both translators-practitioners and translators-theorists.

Western scholars have profoundly researched the notion of translation strategies. The latest can be seen as «procedures for solving translation problems. They range from the realization of a translational problem to its solution or the realization of its insolubility by a subject at a given moment (Lörscher, 2008); «a translator's (consciously or unconsciously) preferred procedure within an entire text or its significant passages» (Hejwowski, 1992). This author also distinguishes

this concept from technique, which is defined as «the choice of a solution to a specific problem encountered during the translation process».

L. Venuti. states that translation strategies «involve the basic tasks of choosing the foreign text to be translated and developing the method to translate. Both of these tasks are determined by various factors: cultural, economic, and political» (Venuti, 1995. p. 240)

In his research V. Sdobnikov defines translation strategy as a «general program of the translator's activity worked out on the basis of the general approach to translation in a specific communicative situation, determined by particular parameters of the situation and the translation goal and, in its turn, determining the character of the translator's professional behavior. The researcher lists the levels of a translator's decision making: analyzing the communicative situation; determining the translation goal; choosing a translation strategy, translation tactics and translation operations. V. Sdobnikov highlights three translation strategies that are used in different communicative situations of cross-cultural communication: 1) the strategy of communicatively equivalent translation, 2) the strategy of tertiary translation, and 3) the strategy of redirection (Sdobnikov, 2012. p. 861-862).

According to V. Komissarov, among the factors determining the choice of a particular translation strategy are the following: the purpose of the translation, the type of text to be translated and the nature of the intended target reader (Komissarov, 2000. p. 337).

Some authors differentiate the terms «global translation strategy» and «local translation strategy». Global translation strategy is aimed at the reproduction of the whole conceptual image of the source text. The local strategy is aimed at reproduction of the specific fragments of the text and is applied in the translation of individual expressions in the source text, such as words, grammar constructions, idioms, etc. The local translation strategies are implemented through a set of approaches that determine the techniques, methods or procedures for translating specific linguistic units. The global translation strategies involve the local ones. Global strategies are applied in response to the question «how to translate this text or this kind of text», while local strategies correspond to the question «how to translate this structure/this idea/this item» (Płońska).

It is also of importance to distinguish between local strategies and tactics, since they are directed to different objects. According to Newmark, «while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language» (Newmark, 1988. 292 p.)

Researchers claim that knowledge of the principles of translation is considered to be a necessary component of the translator's competency and the basis for the choice of techniques, methods, tactics, which, in turn, correlate with the global translation strategy (Romaniuk, 2020).

While determining the concept of translation strategy we should also pay attention to translation *tactics* as these two concepts are considered to be mutually specified. It is well known that the terms «tactics» and «strategy» are the most widespread in the field of military affairs. But they are increasingly being used in the sphere of politics, business and even in everyday life. Tactics of translation are considered by V. Sdobnikov as a systematized set of translation operations performed to implement a chosen translation strategy and to achieve the translation goal. Thus, the use of a certain set of tactics determines the

translation strategy as they constitute a certain system of actions aimed at achieving the goal of translation, taking into account the conditions of the bilingual communicative process.

A translation operation is any action of the translator within the process of creating a text in the target language. V. Sdobnikov gives two types of translation operations: the use of correspondences (equivalent forms) when they are available, and the use of transformations. Transformations in their turn can be subdivided into transformations predetermined by differences between the systems and structures of the two languages, and transformations necessary to achieve the goal of translation within a certain translation strategy.

Conclusion. Thus, it is strategic and tactic competence that correlates with the term «over-competence», performs a decisive function in terms of determining the direction of translation activity and affects the course and results of translation. Strategic competency allows the translator to identify translation problems and coordinate translation actions to overcome them. It should be noted that there is currently no single definition of this concept.

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СТРАТЕГІЧНО-ТАКТИЧНА КОМПЕТЕНЦІЯ ЯК ГОЛОВНИЙ КОМПОНЕНТ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ПЕРЕКЛАДАЧА

У статті розглядається стратегічна та тактична компетенція як головна складова професійної компетентності перекладача. Автор об'єднує та аналізує різноманітні визначення поняття «стратегія перекладу» та співвідносить стратегічну компетенцію з терміном «надкомпетенція». У статті наводяться особливості термінів «глобальна перекладацька стратегія» та «локальна стратегія перекладу», «тактика перекладу» та інших суміжних понять, а також деякі особливості професійної компетентності перекладача. Описано структуру професійної компетентності перекладача. Стратегічна компетенція дозволяє перекладачеві виявляти проблеми перекладу та координувати перекладацькі дії для їх подолання. Стратегічно-тактична компетенція виконує вирішальну функцію щодо визначення напрямку перекладацької діяльності та впливає на хід і результати перекладу.

Ключові слова: компетентність, компетенція, перекладацька компетентність, стратегічна компетенція, перекладацька стратегія і тактика, перекладацька операція.

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СТРАТЕГИЧНО-ТАКТИЧЕСКАЯ КОМПЕТЕНЦИЯ КАК ГЛАВНЫЙ КОМПОНЕНТ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТОСТИ ПЕРЕВОДЧИКА

В статье рассматривается стратегично-тактическая компетенция, являющаяся важнейшим компонентом профессиональной компетентности переводчика. Автор анализирует различные определения понятия «стратегия перевода» и соотносит стратегическую компетенцию с термином «надкомпетенция». В статье раскрываются особенности терминов «глобальная переводческая стратегия» и «локальная переводческая стратегия», «переводческая тактика», а также некоторые компоненты профессиональной компетентности переводчика. Описана структура исследуемой компетентности. Стратегическая компетенция позволяет переводчику выявлять проблемы перевода и координировать действия по их преодолению. Стратегично-тактическая компетенция выполняет решающую функцию с точки зрения определения направления переводческой деятельности и влияет на ход и результаты перевода.

Ключевые слова: компетентность, компетенция, переводческая компетентность, стратегическая компетенция, переводческая стратегия и тактика, переводческая операция.