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PROFESSIONAL TRANSLATOR CERTIFICATION: IMPLICATIONS FOR ASSESSMENT IN UNDERGRADUATE PHILOLOGISTS' TRAINING

The problem of compatibility and compe-?itiveness of domestic university graduates on globalized labour market is gaining momentum nowadays and appears to be of great topicality in terms of prospective philologists' university training. Since they are expected to provide professional translation and intermediary services in different domains enabling effective cross-cultural and interlingual communication. That is why, the content of their training programs should be revised on the basis of market-oriented trends and requirements. This revision should be reflected in the list of their learning outcomes, in general, and in the assessment system, in particular. Assessment as the key component of any training system should bridge the gap between instruction and professional practice. The latter one is represented in different national and international translation & interpretation standards and certification frameworks. Therefore, the purpose of the given article is to compare relevant translator certification examinations that can be treated as the reliable source of professionally grounded information on the potential assessment objects and expected level of their acquisition, evaluation tools, methods and criteria, which should be taken into account while developing assessment system for prospective philologists' training in Ukrainian universities. To this end, we have selected and compared three foreign certification frameworks of ATA (American Translator Association), CTTIC (Canadian Translators, Terminologists and Interpreters Council), and NAATI (Australian National Accreditation Authority for Translators & Interpreters). The main selection criteria included option of translator certification in general domain and English–Ukrainian language combination availability consistent with undergraduate philologists' training curriculum in Ukraine. These frameworks were analysed in terms of general issues, examination format and procedures, and grading method. The received results were interpreted regarding their implications for domestic assessment system optimization in undergraduate philologists' education.

Keywords: *professional standards; translator certification; examination format; university training; assessment; assessment objects; assessment tools; grading methods; evaluation criteria; undergraduate philologists.*

Formulation of the problem. Modern globalised market requires highly qualified specialists in different spheres. As a result, domestic establishments of higher education are searching for the ways of aligning their local training and assessment practices with international trends and standards. This problem is gaining momentum in terms of prospective philologists' professional training. Since they are expected to provide highly qualified translation and intermediary services in different domains internationally. Therefore, the content of their training

curricula and planned learning outcomes should correlate with global industry standards and expectations [1, p. 14] in order to ensure Ukrainian graduates' competitiveness and compatibility on the world market of language services. These standards are operationalized in current professional translator & interpreter cer-tification frameworks developed and implemented by different state and professional authorities around the globe. Their task is to ensure relevant quality of translator as one of the subjects responsible for quality in language industry along with translation product and service. The need for translators' and interpreters' certification is explained with the lack of ability of most stakeholders to directly evaluate the quality of the translation or interpreting product or to ensure quality in some other way [2, c. 222]. For sure, certification is not the only possible solution to this problem. The alternative ones according to A. Lommel include academic credentialing, organization-specific testing of translators, tiered pricing models based upon quality, and signing of translations [2, c. 222]. However, it is certification examination that provides invaluable incentive and experience for the improvement of assessment practice in training environment.

Different qualitative aspects of pro-fessional certification and standardisation are widely examined and discussed in modern translation studies and language industry (L. Biel, G. Corpas Pastor, J.S. Koby & G.G. Champe, A. Lommel, M. Phelan, H. Zhou & X. Gu etc.) including comparative analysis of different certification practices around the world [3; 4; 5]. Speaking about translation pedagogy, professional standards are mainly taken into account with a view to the development of varied translation and interpretation training methodologies. For example, in this vein, L. Biel studied Europ?-ean EN 15038:2006 standard of translation services and its training implications; N. Zinukova defined Standard Guide for Language Interpretation Services – SG LIS approved by ASTM in 2007 and National Standard Guide for Community Interpreting Services – NSG CIS drafted for healthcare industry in Canada in 2007 as the key ones for the development of her methodological system training Master Degree students in interpreting in foreign economic field. Whereas professional translator & interpreter examinations have not been analysed in terms of their imp-lications for translation competence assessment by domestic translator trainers and scholars before. In spite of the fact that

such examinations are not developed and admi-nistered in Ukraine yet, they should be treated as valuable source of information for the refinement of Ukrainian prospective philologists' training system in terms of potential assessment objects and expected level of their acquisition, relevant evaluation tools, methods and criteria.

That is why, *the aim of the given article* is to select and analyse available professional translator certification examinations relevant to our investigation in order to study their implications for the development of the assessment system used in modern Ukrainian universities for translation training of undergraduate students majoring in Philology.

Presenting main material. It is a well-known fact that current assessment systems should take into account existing stand-?rdized tests and examinations in order to keep tuned to modern industry trends and ongoing changes. It helps avoid the situation when university graduates are not prepared to function in modern professional environment characterized with booming freelance, outsourcing and remote in-terpretation practices. In order to demo-nstrate their real translation knowledge, skills and abilities under stress of testing or certification, the students should be informed about relevant assessment criteria, be accustomed to different test and examination procedures and get necessary practice and experience in advance. Such approach strongly supports the idea of domestic graduates' academic and professional mobility, compatibility and competitiveness on an international scale. On the one hand, university translation training content and objectives must not be limited to the preparation for numerous and diversified translator & interpreter certification examinations. On the other hand, it is quite possible and highly recommended to take into account their defined assessment objects, acquisition levels and their descriptors, developed assessment tools, scales and grids, etc. while designing the assessment system for prospective phi-lologists' university training.

Conducted review of professional standards and certification systems revealed that the majority of the existing standards address translation as a service [3, p. 34], while the main body of certification examinations is focused rather on in-terpretation performance than translation one. In most European countries (e.g. Germany), certification is usually required for court or so called sworn interpreters only. In Iran, for instance, the

certified translator (the one who passed Sanjesh exam consisting of multiple choice grammar and vocabulary test, reading-comprehension test and bilateral translation tasks) is automatically certified as an interpreter too [4, p. 132]. It is enough to graduate from either Copenhagen Business School and the Aarhus School of Business accredited by CIUTI (Conférence Internationale des Instituts Universitaires de Traducteurs et Interprètes) to get the status of a certified (sworn) translator and interpreter in Denmark. American, Canadian and Australian interpreter certification practices focus on a particular setting, mainly judiciary (e.g. three Court Interpreter Certification Exams are currently administered in the USA) and healthcare, while in European countries interpreters are certified to work in any public sector.

Taking into account current content of Ukrainian Bachelor programs in Philology, we had to search for certification frameworks meeting such obligatory requirements as certification option for translation in general domain and English–Ukrainian language combination availability. The evidence that language pair matters as for the objectives of our investigation can be found in the list of evaluation criteria for CATTI (China Accreditation Test for Translators and Interpreters) which includes the criteria "use of punctuation marks" as 1 of 4 to assess translation product (for more information see [6]). So on the basis of above grounded criteria we have managed to select three certification frameworks for further comparative analysis as follows ATA (American Translator Association), CTTIC (Canadian Translators, Terminologists and Interpreters Council), and NAATI (Australian National Accreditation Authority for Translators & Interpreters).

ATA certification program is designed to demonstrate candidates who pass certification exam that they meet certain standards of translation proficiency in a specific language pair and direction (from or into English). As for 2020, ATA offers examinations in translation into English from 15 languages and from English into 14 ones, in both cases including Ukrainian. The certification examination tests candidates' ability to produce professionally usable target text (TT) based on a source one, in compliance with the standard target language rules and Translation Instructions within reasonably limited time. Translation Instructions usually simulate translation brief outlining important context for translation performance. The current overall pass rate of ATA certification examination is about 20%. In spite of the fact, that ATA provides all necessary guidelines for exam preparation, sitting and grading together with further development on its official website *atanet.org* and in its magazine ATA Chronicle. About 30–40 exam sittings are held in different locations per year. The fee of $525 covers all administering and grading expenses.

An ATA certification examination usually lasts three hours. It is an open-book, proctored exam. The candidates are required to translate two passages of about 225 to 275 words each. They are usually provided with three passages for translation, containing Translation Instructions, which are intended to clarify different aspects of translation performance, such as text source, target audience characteristics, etc. Texts are selected in order to represent varied subject matters and translation problems of different types. ATA workgroups distinguish translation problems of three levels: textual (style, register, cohesion); sentence (grammar, syntax) and word (vocabulary, terminology) [7, p. 161].

Each candidate must translate two passages: 1) obligatory passage A of general topic addressed to an educated lay reader, normally presented in expository or journalistic style (often derived from such newspapers as the New York Times or the Washington Post and magazines such as The Atlantic or Harper's as well as from histo-?ical, popular science, anthropological, sociological books or journals, etc.); 2) one of the two elective passages representing either science/technology/medicine (passage B) or law/business/finance (passage C) domains without requiring any specific background knowledge. Passages B are often excerpts from specialized journals and periodicals, scientific reports, instructions or descriptions, while passages C involve different commercial documents, financial reports, banking regulations, business letters and legal documents. This set of passages must be balanced from the viewpoint of different registers and styles as well as textual, sentence and word translation problems they contain. As it is stated on the ATA official website, candidates should use their own laptop computer in order to perform their translations. They are allowed to apply unlimited number of paper dictionaries and any non-interactive Internet resources including online dictionaries and Wikipedia (for more details see [8, p. 10]). All the translations should be typed in WordPad for Windows, TextEdit for Mac. Use of MS Word is prohibited because of many built-in options and facilities as well as any CAT or machine тranslation software.

The assessment construct in case of ATA certification exam is formulated within four major skills and indicators of their presence, explicated in Table 1.

ATA Certification Examination: Assessment Construct
(summarised from ATA Certification Exam Candidate Information Handbook [8])

Translation skill assessed	Indicator
1. to produce TT in compliance with the specifications of the Translation Instructions	– TT is usable and intelligible in the specified context; – TT register, style, and wording are matching relevant text types in the target language.
2. to reproduce overall content, purpose, and argument of the source text (ST) with the means of the target language	– correct rendition is achieved in the TT due to the optimal solution of all the translation problems present in the ST; – proper translation equivalents are selected and used in the TT thanks to the efficient dictionary search; – TT represents in full ST meaning and sense without any unjustified additions or omissions; – TT reflects the ST view, argument, and presented information on all levels (text, sentence, and word) due to its proper interpretation.
3. to apply competently various translation strategies	– TT represents ST point of view, argument, and information appropriately for the target culture; – TT uses appropriate target language syntax and does not duplicate source language sentence structures; – idioms are appropriately rendered in the TT; – TT wording is clear and unambiguous.
4. to produce natural written TT with the means of the target language	– TT flow is smooth without any awkward translation-like expressions; – TT contains few or no mechanical errors (related to grammar, usage, spelling, or punctuation).

Grading system accepted in Certification Examinations differs significantly from the one applied in educational environment, because there is no need to teach the candidate anymore, but to assess their performance as more objectively as possible [7, p. 164]. Each examination translation is graded by two independent graders. In this process, they use three grading tools:

1) the Explanation of Error Categories;

2) the Flowchart for Error Point Decisions;

3) the Framework for Standardized Error Marking.

They help assess the completeness and accuracy of ST rendition into the target language and its compliance with the Translation Instructions provided [7, p. 165].

Additionally, graders can compile Passage-Specific Guidelines listing acceptable and unacceptable translation problem solutions to be used in the grading process.

The Explanation of Error Categories provides extensive definitions for each mistake category accompanied with the examples and distinguishes three categories of mistakes as follows:

1) meaning transfer ones violating the reader's comprehension of the ST initial facts/ideas or author's vision of them including transfer errors at the word/phrase level (omission, terminology, etc.) and transfer errors that can apply to various levels (ambiguity, cohesion, indecision, etc.);

2) target language mechanics distorting either grammar, spelling, or punctuation rules of the 'written' target language;

3) writing quality errors deal with non-idiomatic, inappropriate or unclear wording or phrasing (literalness, text type, etc.) (for more details see [8, p. 23–26]).

The Flowchart for Error Point Decision is used to decide on error category described above first, that helps determine error severity in terms of its impact on TT usability and assign relevant penalty points (1, 2, 4, 8 or 16). Here the graders are supposed to answer three more questions on TT correspondence to the intended purposes, its intelligibility to the target reader, ST meaning transfer efficiency.

Finally, the Framework for Standardized Error marking is a scoring sheet, where the category of each mistake is fixed, points are deducted, and total grade is calculated. It should be noted that examination translation marking can be stopped at 46 deduction points. In addition, graders are allowed to award 3 points for particularly felicitous and elegant solutions suggested for the most challenging translation problems (e.g. word or phrase selection, skillful sentence casting, ST ambiguity rendition [9, p. 191]).

Here we completely agree with M. Phelan, who sees some kind of disbalance between deducted and awarded points weight stipulated by ATA exam grading system [9, p. 192].

Two graders should arrive at a consensus on the pass/fail decision with the points spread of 15 points most. In order to pass, the candidate has to get under 18 penalty points. So, ATA certification framework utilizes error-based analytical grading scale supplemented with awarding points to assess performance-based translation tasks.

Moving now to CTTIC certification framework addressing experienced translators searching for peer and customer recognition. Their certification program is designed to attest candidate's professional skills to produce a faithful and idiomatic translation that requires little or no revision.

Certificate proves candidate's ability to work independently in professional sphere.

CTTIC exam is an open-book one, although any electronic device use is strictly prohibited. The candidates are required to translate two passages of about 175 to 185 words each (about 400 words in total) within three hours. The text types and their choice principle by the candidates are similar to those used for ATA certification examination.

The marking scale is also error-based. However, errors are subdivided into two categories only: 1) translation (connected with ST comprehension: the meaning of the ST is not rendered); 2) language (expression failure – violation of the target language rules). These categories are judged from the viewpoint of their severity and penalised accordingly (for more details see Table 2).

Table 2

CTTIC Certification Examination: Error-Based Grading Scale
(summarised from CTTIC Standard Certification Translation Examination.
Marker's Guide [10, 11])

Error Category	Error Severity Type	Error Descriptor Examples	Error Code (to be showed in margin)	Deduction Points
Translation (Comprehension)	Major	– serious misinterpretation denoting a definite lack of comprehension of the source language; – nonsense; – omission of a phrase or more.	(T)	– 10
	Minor	– mistranslation of a single word; – omission/addition affecting meaning; – lack of precision; – wrong shade of meaning.	T	–5
Language (Expression)	Major	– gibberish; – unacceptable structure.	(L)	–10
	Minor	– syntax; – grammar; – ambiguity; – unnecessary repetition; – convoluted structure; – non-idiomatic structure; – unacceptable loan translation.	L	–5
	Minor	– breach of spelling; – punctuation; – typographical conventions	1	–3

Recurrent error or mistake is penalized only ones. When the whole translation is corrected, all the deductions are copied out and totaled. Since each translation is marked according to 100% scale the received deductions are subtracted from 100%. It should be noted here that the translation of the second semi-specialised elective text is graded only when the mark for compulsory text is higher than 40%. Fail mark is impossible in case of single even severe mistake.

The final examination mark is average of the two scores for two tran-slations. The pass mark is over 70%.

Two markers grade examination trans-?ations independently and confidentially on the basis of two documents Marker's Guide and Pre-established Marking Scheme classifying and describing common errors and mistakes. In case of more than 15% discrepancy in the grades achieved, they are subject to discussion and review. Both markers should agree on translation status: pass or fail [11].

Finally, NAATI certification framework looks the most impressive in terms of training, certification, recertification and professional development opportunities in the field of translation and interpretation compared to the systems analysed above. Moreover, these opportunities are suggested in different levels and domains of both translation and interpretation. Their certi-?ication framework is aimed to guarantee that certified translators and interpreters have sufficient competence level to be engaged in professional practice.

According to the object of our research we are going to focus on translator certification in general domain only that is Certified Translator in NAATI certification framework. As it is declared on its official website Certified Translator test is directed towards an objective assessment of the skills and competencies needed to practice as a tran-slator in Australia.

The candidates are expected to perform three tasks:

1) two translations of non-specialised texts of 250 words each (out of a choice of three). These texts will be accompanied with the translation brief containing information on the text type and domain, basic ST information, target audience and purpose of translation;

2) one revision of a non-specialised translation. For this part of the test, each candidate receives both ST of approximately 250 words and TT as well as a copy of the List of Error Categories for Candidates. The TT contains errors of two categories: 1) errors of meaning transfer (distortions, unjustified omissions and insertions);

3) language ones (inappropriate register, unidiomatic expressions, errors of grammar, spelling or punctuation). The candidate's task is to identify, correct and categorise errors of these types, but not for style or personal preference of expression. When the mistakes falls into several categories at a time, any correct identification will be accepted.

Each text fragment will represent different domains and cover different topics. These domains include government, legal, health, technology, science, business, community, society, culture, education, tourism, finance, consumer affairs, insurance, economics, employment, housing, environment, social services, industries and immi-gration/settlement according to the information published on NAATI official website.

NAATI has responded quickly on current pandemic situation and introduced distance online testing format. In this case exa-mination procedures purport video screen and environment recording of candidates performance to prevent plagiarism and provide control. The test tasks are provided through an online webpage.

Candidates are allowed to use only laptop or tablet to get access to testing materials and both offline electronic and hardcopy dictionaries, glossaries and references materials. The use of CAT tools, translation memory tools, and machine translation programs is strictly prohibited. However, built-in offline MS Word options and facilities (e.g., spell and grammar check) are allowed. Test duration is 3.5 hours.

Assessment construct is presented in the framework of translation knowledge, skills and attributes (KSA) drafted on the basis of own research and analysis of relevant KSA model developed by ATA and European Masters in Translation (EMT) translation competence framework.

It comprises 8 competencies (language, intercultural, research, technological, thematic, transfer, service provision and ethical ones) being described in terms of relevant knowledge, skills and attributes [12, p. 5–6].

It is presumed that they are actively and flexible integrated in completing any translation task to achieve accurate ST translation. Attributes are deemed to be "… inherent personal characteristics required to integrate the knowledge and skills … to be an effective translator" [12, p. 13].

This certification framework is the only one of the analysed that has transferred from error-analysis deduction grading method to holistic descriptor one, achieving statistically grounded improved validity, increased reliability and practicality. The candidates' test performance is graded independently by two examiners.

Each task is assessed separately regarding assessment rubrics with 5 band rating scale ranging from the highest mark (band 1) to the lowest (band 2). NAATI Certified Translator rubrics are demonstrated in Table 3.

Table 3

NAATI Certified Translator Examination: Assessment Rubrics
(summarised from Certified Translator Test Assessment Rubrics [13])

Assessment Construct		Pass Requirement	Descriptor
Translation of a Non-Specialised Test Task			
Transfer Competency	A: Meaning transfer skill	Band 2	Translates the propositional content and intent of the message, with **few** instances of **minor** unjustified omissions, insertions and/or distortions. **Mostly** demonstrates ability to resolve most translation problems appropriately.
	B: Follow translation brief	Band 2	Follows the specifications provided in the translation brief. Produces a text which **mostly** takes into account the purpose of the target text, a specified audience and type of communication.
		Band 3	Demonstrates **some** ability to follow the specifications provided in the translation brief, but does not in **several** instances take into account the purpose of the target text, a specified audience or type of communication.
	C: Application of textual norms and conventions	Band 2	Demonstrates ability in the use of register, style and text structure **appropriate** to the genre and **mostly** consistent with the norms and conventions of the target language.
		Band 3	Demonstrates **some** ability in the use of register, style and text structure **appropriate** to the genre and consistent with the norms and conventions of the target language.
Language Competency	D: Language proficiency enabling meaning transfer (Target language – Source Language)	Band 2	**Mostly** uses written language competently and idiomatically, in accordance with the norms of the target language. Mostly demonstrates competent use of lexicon, grammar and syntax, including orthography, punctuation and terminology. The TT contains only **a few minor** errors which do not impact on understanding.
Revision of a Non-Specialised Test Task			
Transfer Competency	A: Revision skills	Band 2	**Mostly** demonstrates ability to identify and propose appropriate solutions for transfer and language errors, taking into account the specifications provided in the brief. Produces a revised translation needing **only minor** additional revision. The revised translation contains **few minor** transfer and/or language errors.
	B: Application of translation standards knowledge	Band 3	Categorises **some** errors appropriately.

The comparative analysis of the three certification frameworks discussed above is summarised in Table 4.

Conclusions and further research. This analysis provides enough ground for outlining perspective ways of its implications for assessment refinement and optimization in domestic undergraduate translation training:

1. Selected assessment constructs, i.e. language and transfer competences with the set of relevant knowledge and skills, as well as their presence indicators in translation product (TT) should be taken into account while determining mid-term and summative assessment objects and requirements for students training translations. They should be also reflected in curriculum learning outcomes, arranging translation competence acquisition framework.

2. Suggested and verified error analysis, weighing scales and decision-making flowcharts can be useful in terms of translation quality criteria acquisition by the students, formative hetero, self- and peer-monitoring as well as feedback provision and translation product / process reflection in undergraduate students' university training. However, due to demotivating impact of points deduction, this evaluation method is unlikely to be adopted for university grading procedures. Meanwhile, the idea of points awarding for elegant and even acceptable translation problem solution should be ex-

tended and widely practiced in translation training environment.

3. Standardisation of time allotment (3 hours per session) and ST quantitative (two texts of total 400–500 words) and qualitative characteristics (different domains and types) for translation performance task in mid-term and summative assessment should promote feasibility, objectivity and transparency of their procedures and results. Suggested ST selection sources can also be of great interest and use for domestic translator trainers.

4. Consequently, general and semi-specialised texts of different domains can be righteously included into translation training curriculum.

5. Students should be granted some kind of freedom to choose and decide which ST to translate in the situation of mid-term and summative assessment.

Table 4

Comparative Analysis
of ATA, CTTIC and NAATI Certification Frameworks

	Certification Framework / Comparative Criteria	ATA	CTTIC	NAATI
General Issues	Country	the USA	Canada	Australia
	Official website	atanet.org	cttic.org atio.on.ca	naati.com.ua
	Exam types available	Translation only	Translation Court Interpretation Medical Interpretation Community Interpretation	Translation & interpretation of different levels and domains
	Languages	15 into English 14 from English, including Ukrainian	28 languages, including Ukrainian	64 languages, including Ukrainian
	Fee	$525	$350+13% tax per language combination	$AUD550 each direction (about $395)
	Frequency	30–40 sittings per year	N/A	N/A
	Pass rate	<20%	N/A	10–15%
Examination Format	Type	open-book, proctored	open-book, proctored	open-book, proctored
	Sources allowed	hardcopy, offline and online electronic dictionaries, glossaries, reference books	hardcopy dictionaries, glossaries, reference books	hardcopy, offline electronic dictionaries, glossaries, reference books
	Time allotment	3 hours	3 hours	3.5 hours
	Exam structure	Translation: 1) 1 obligatory general text of 275-295 words; 2) 1 elective semi-specialised text of 275–295 words, chosen out of two.	Translation: 1) 1 compulsory general text of about 200 words; 2) 1 elective semi-specialised text of 200 words, chosen out of two.	Translation: 2 non-specialised texts of 250 words each, chosen out of three; Revision: 1 translation of non-specialised text of 250.
	Assessment construct	4 transfer skills	– translation skills (comprehension); – target language skills (expression)	– transfer and language competencies in terms of TT production skills; – transfer competency, revision skill and translation standards knowledge, in particular.
Grading	Assessment method	error-analysis deduction (from 1 to 16) + good solutions awarding analytical scale (maximum 3)	error-analysis deduction analytical scale (from –3 to –10)	holistic 5 band grading scale with descriptors
	Number of raters	2	2	2
	Pass requirements	under 18 penalty points	70%	determined combination of Bands 2 ad 3 for each criteria

This will contribute to the development of their self-assessment skills, self-regulation strategies and self-efficacy beliefs in general.

6. Students should be allowed to use different types of hardcopy, offline and online electronic dictionaries and glossaries in credit and examination settings. Their efficient use should be ensured with the time limitation and relevant ST difficulty as the translation problem. The list of such offline and online electronic sources provided by ATA should be used for updating technological translation tools represented in students' training practice.

7. Revision tasks should supplement existing conventional assessment tools list. Since they naturally support peer-assessment arrangement and performance in prospective philologists' training and included into NAATI certification exam.

8. NAATI holistic assessment grading scale can be efficiently adjusted to the assessment needs of final stages of undergraduates' translation training in Ukrainian universities. In addition, it can be employed for the development of translation competence acquisition levels framework.

On the one hand, these changes can promote the development of up-to-date translation competence assessment system to be applied with both formative and summative objectives in modern domestic universities, and implicitly prepare their prospective graduates to pass different translation certification examinations in the future, on the other. Further research should concern interpreter certification exams analysis in the same vein.

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ВПЛИВ ОСОБЛИВОСТЕЙ ПРОФЕСІЙНОЇ СЕРТИФІКАЦІЇ ПИСЬМОВИХ ПЕРЕКЛАДАЧІВ НА СТВОРЕННЯ СИСТЕМИ КОНТРОЛЮ В НАВЧАННІ ФІЛОЛОГІВ-БАКАЛАВРІВ

Анотація. *Проблема конкурентоспроможності й відповідності рівня кваліфікації випускників вітчизняних закладів вищої освіти в умовах глобалізованого ринку праці набуває обертів, особливо – в контексті професійної підготовки майбутніх філологів. Адже саме вони мають надавати професійні перекладацькі та посередницькі послуги в різних галузях суспільного життя, забезпечуючи ефективне міжмовне та міжкультурне спілкування. Саме тому зміст навчальних програм студентів-філологів підлягає перегляду й оновленню на основі аналізу чинних вимог та тенденцій розвитку ринку перекладацьких послуг. Це, у свою чергу, має знайти своє відображення у переліку прогнозованих результатів навчання загалом та в системі контролю, зокрема. Саме контроль як ключовий компонент будь-якої системи навчання покликаний узгодити систему фахової підготовки й практику реальної професійної діяльності. Остання, якнайкраще, відображена у різноманітних державних та міжнародних професійних стандартах і сертифікаційних програмах з усного й письмового перекладу. Отже, метою цієї публікації є порівняльний аналіз сертифікаційних програм з письмового перекладу як надійних джерел професійної й обґрунтованої інформації щодо потенційних об'єктів контролю та очікуваного рівня їх сформованості, методів та засобів контролю, способів та критеріїв оцінювання, які мають враховуватися при створенні системи контролю у навчанні перекладу майбутніх філологів в умовах вітчизняних закладів вищої освіти. Для цього ми відібрали та порівняли три зарубіжних сертифікаційних системи, а саме: Американської Асоціації Перекладачів (АТА), Канадської Ради Письмових й Усних Перекладачів та Термінологів (СТТІС) та Державного органу акредитації усних і письмових перекладачів Австралії (NAATI). Основними критеріями для відбору саме цих сертифікаційних систем стали: можливість здобути сертифікацію письмового перекладача універсального профілю та наявність мовної пари англійська-українська, що відповідає змісту чинних навчальних програм підготовки філологів-бакалаврів в Україні. Зазначені сертифікаційні системи проаналізовано за такими критеріями: довідкова інформація, формат, зміст та перебіг сертифікаційного іспиту, спосіб оцінювання його результатів. Отримані дані проінтерпретовано з точки зору їх застосування з метою створення оптимальної системи контролю для функціонування в умовах підготовки філологів-бакалаврів у вітчизняній системі вищої освіти.*

Ключові слова: *професійні стандарти; сертифікація письмового перекладача; формат іспиту; університетська підготовка; контроль; об'єкти контролю; засоби контролю; методи оцінювання; критерії оцінювання; філологи-бакалаври.*