

UDC 378.011.2:81'25]:37.014.6

DOI <https://doi.org/10.24919/2308-4863/56-4-10>

Tetiana KOROL,

orcid.org/0000-0002-7240-6056

*Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of General Linguistics and Foreign Languages
National University "Yuri Knodratyuk Poltava Polytechnic"
(Poltava, Ukraine) koroltatyanalq@gmail.com*

Yuliia HUNCHENKO,

orcid.org/0000-0003-1980-137X

*Senior lecturer at the Department of General Linguistics and Foreign Languages
National University "Yuri Kondratyuk Poltava Polytechnic"
(Poltava, Ukraine) yuliyagunchenko@gmail.com*

PSYCHOLOGICAL FOUNDATIONS OF PROSPECTIVE PHILOLOGISTS' TRANSLATION COMPETENCE ASSESSMENT

The presented article is an attempt to analyse and bring together all the psychological factors, which, on the one hand, should be considered in the process of the assessment arrangement and implementation at university level in the translation classroom, and may contribute greatly to its efficiency in terms of informativity, objectivity and formative effect – on the other. Psychological foundations serve an important consolidating and integrating component that substantiates the key didactic and methodologic assessment provisions combining them with the relevant linguistic and translation aspects. To gain the declared aim, the author studies in details and interprets from the viewpoint of translation didactics and assessment such aspects of translation psychology as cognition, emotions and personality. Cognition appears to be one of the central processes to both translation performance and training. It rests on such psychological mechanisms as the students' attention, perception, memory of different types, creativity, problem-solving and mental faculty. The typical patterns, in which prospective philologists apply and combine them in the process of translation training by doing, frame their individual dominating learning styles that should be taken into account in the process of selection and design of translation competence assessment procedures and tools. Moreover, these patterns determine the students' individual translation styles, which are shaped in the process of learning and training and indicate their professional expertise. Affective or emotional factors deal with the students' motivation, attitudes and emotional intelligence. The ways to form and maintain intrinsic motivation to translation performance in the process of assessment are suggested. Attitudes and emotional intelligence require further investigation and research. While translator's cognitive functions affect its process, personality traits have influence on the translation product. The concepts of students' self-efficacy, explanatory style, locus of control and autonomy are also of great importance and should be taken into account in translation competence assessment. Finally, the concepts of reciprocal determination and zone of proximal development contribute greatly to the development of self-, peer- and group assessment procedures as well as the provisions of formative assessment accompanied with the scaffolding and feedback of different types and modes.

Key words: translation competence assessment, prospective philologists, cognition, emotion, personality, learning style, self-efficacy.

Тетяна КОРОЛЬ,

orcid.org/0000-0002-7240-6056

*кандидат педагогічних наук, доцент,
доцент кафедри загального мовознавства та іноземних мов
Національного університету «Полтавська політехніка імені Юрія Кондратюка»
(Полтава, Україна) koroltatyanalq@gmail.com*

Юлія ГУНЧЕНКО,

orcid.org/0000-0003-1980-137X

*старший викладач кафедри загального мовознавства та іноземних мов
Національного університету «Полтавська політехніка імені Юрія Кондратюка»
(Полтава, Україна) yuliyagunchenko@gmail.com*

ПСИХОЛОГІЧНІ ОСНОВИ КОНТРОЛЮ РІВНЯ СФОРМОВАНОСТІ У МАЙБУТНІХ ФІЛОЛОГІВ ПЕРЕКЛАДАЦЬКОЇ КОМПЕТЕНТНОСТІ

Дана публікація є спробою проаналізувати та узагальнити ті психологічні чинники, які, з одного боку, мають враховуватися у процесі розроблення й організації контролю в навчанні перекладу студен-

тів вітчизняних закладів вищої освіти, та можуть забезпечити його високу ефективність за рахунок досягнення належної інформативності, об'єктивності й формувального впливу – з іншого. Психологічні основи реалізації контролю в навчанні перекладу є важливим консолідувальним та інтегративним компонентом, що створює необхідне теоретичне підґрунтя для ключових дидактичних і методичних положень контролю, органічно поєднуючи їх з відповідними лінгвістичними й перекладознавчими аспектами. Задля досягнення поставленої мети, автор ретельно досліджує та інтерпретує з позицій методики навчання й контролю перекладу такі психологічні феномени як когнітивні процеси, емоційні стани та особистість. Когнітивні процеси є одним із ключових явищ для виконання перекладу та навчання цього виду діяльності. Вони базуються на таких психологічних механізмах студентів як увага, сприйняття, пам'ять різних видів, творчі здібності, здатність до розв'язання мисленнєвих проблем та розумові здібності. Типові моделі та сценарії застосування цих механізмів майбутніми філологами у процесі навчання перекладу шляхом його безпосереднього виконання формують їхні провідні індивідуальні навчальні стилі, які мають неодмінно враховуватися у процесі відбору інструментів контролю та проектування процедур їх застосування. Більше того, ці моделі згодом визначають індивідуальні перекладацькі стилі студентів, які формуються впродовж навчання й діяльності та визначають рівень професійної майстерності. Афективні та емоційні чинники включають мотиваційну сферу, систему цінностей та ставлень, емоційний інтелект студентів. У статті визначено та прокоментовано перспективні шляхи формування й підтримання у студентів внутрішньої мотивації до виконання перекладу у процесі контролю. Система цінностей та емоційний інтелект мають набути подальшого вивчення та дослідження у цьому контексті. Тоді як когнітивні процеси впливають на перебіг виконання перекладу, риси особистості перекладача позначаються на якісних характеристиках його продукту. Концепції самоефективності, стилю інтерпретації подій зовнішнього світу, локусу контролю та автономії є також важливими для розбудови ефективної системи контролю рівня сформованості у майбутніх філологів перекладацької компетентності. Нарешті, теорія соціального навчання та концепція зони найближчого розвитку дозволяють обґрунтувати та розробити процедури реалізації само-, взаємо- й групового контролю в навчанні перекладу, визначити ключові положення формувального контролю, який має використовуватися з відповідним скафолдингом та неодмінно забезпечувати функціонування зворотнього зв'язку.

Ключові слова: контроль рівня сформованості перекладацької компетентності, майбутні філологи, когнітивні процеси, емоційні стани, особистість, навчальний стиль, самоефективність.

Introduction. As a specific type of cross-cultural communication, translation involves a wide range of multi-faceted and interrelated cognitive, creative, research, and interactive activities and tasks. Being provided in the form of paid linguistic services it is of high demand at the modern rapidly developing and changing global market. As a result, domestic establishments of higher education are constantly working on the enhancement of the training programs offered to prospective philologists in order to ensure their graduates' competitiveness at the challenging labor market.

Any efficient training system is centred around the assessment whose aims are to arrange and streamline the instruction process, gauge and correct its outcomes, facilitate and promote its performance in general. On the one hand, assessment always reflects the chosen training approach, while, on the other, it steadily supports and supplements teaching and learning, especially in such a complicated activity as translation where every task is unique and unprecedented.

The development of a constructive assessment system should rely on the sufficient theoretical

background. In case of translation assessment, it should cover and combine effectively several multiple compulsory dimensions such as didactic, linguistic, translation per se, and psychological. The latter appears to be one of the basic, since it proliferates extensively into the other mentioned above, consolidating and integrating them. That is why the first step of the development of modern translation assessment system consists in the examination and definition of psychological components and prerequisites of its functioning.

Theoretical backgrounds. As reported by Yan et al. (2018), only 10% of 323 research articles concerning the problems of translators' education and published in English from 2000 to 2012 dealt with some specific areas of translation assessment either in professional or academic environment. According to the results of meta-cognitive analysis of 208 research articles published in 11 scientific journals of the relevant field from 2006 to 2015, translation assessment appeared to be one of the six most argumentative and still least represented research objects (Abdel Latif, 2018). The analysed articles were mainly devoted

to the issues of the development and validation of translation tests and tasks, substantiation and application of translation grading scales, problems related with the professional certification in the translation industry. The state-of-the-art review of translation assessment is presented in a number of publications (Han, 2021; Hurtado Albir, 2019; Korol, 2019). In particular, Korol (2018) attempted to outline the main requirements for the efficient assessment arrangement in modern Ukrainian translation classroom partially substantiated by psychological factors as well.

More specific investigations related to our scientific interest may be grouped into several categories: 1) the correlation of a translator's personality type and translation performance (Reiss, 1971; Hubscher Davidson, 2009; Karimnia & Mahjubi, 2013; Lehka-Paul & Whyatt, 2016; Shaki & Khoshsaligheh, 2017); 2) the influence of individual psychological mechanisms and phenomena on the translation training and performance. For example, Cai et al. (2014) studied the influence of students' working and short-term memory, their second language proficiency and lexical retrieval efficiency on the development of their competence in consecutive interpretation.

However, at least to the best of our knowledge, complex investigations compiling the most relevant findings in the sphere of translation psychology for the sake of the development of the efficient system to assess translation competence acquisition by undergraduate students have not been carried out yet.

Therefore, **the aim of the given paper** is to analyse and consolidate all the factors of psychological origin contributing to the development of the efficient students' translation competence assessment system to be employed in domestic translation classroom.

Findings. Having widened and supplemented the range of aspects of translation psychology developed by Jääskeläinen (2012: 191), we have singled out the following focusing points within our research: 1) cognition; 2) emotion; 3) personality.

Cognition is closely connected with the two underlying processes of translation performance and learning how to translate. They comprise such interacting components as attention concentration and span both in translation and interpretation; perception including visual perception of a written text and auditory of a spoken one; memory (working, short-term and long-term), problem-solving and creativity quite logically based on the students' mental faculty. The interaction of these components may be tracked through the manifestations of the process of translation performance. It inevitably affects the quality of the received translation product and leads

to learning. That is why translation assessment should include not only the evaluation of the quality of the translation product with the help of relative grading techniques and scales but monitor translation process itself employing available practical assessment tools adopted from psychological empirical studies as well. Received in such a way and properly collated data can provide more objective and valuable information from the viewpoint of the process and outcomes of translation competence acquisition by the students, single out problematic areas to be fixed and covered in the further training. The typical patterns, in which the students apply and combine them in the process of translation training through doing, frame their individual dominating learning styles. They should be taken into account in the process of selecting relevant assessment procedures, tools and feedback strategies. Moreover, these patterns determine the students' individual translation styles, which are shaped in the process of learning and training and indicate their professional expertise.

Affective or emotional factors deal with motivation, attitudes and emotional intelligence. It is a well-known fact that intrinsic motivation is preferable in any training. It is self-determined motivational vector aimed at the performing the behavior /activity for own pleasure and satisfaction which come from doing like this. In case of translation assessment, this type of motivation may be developed and maintained with the help of several factors, namely the selection of interesting and up-to-date source texts for translation, keeping the balance of challenging and feasible translation problems to be solved, and providing relevant encouraging feedback. Intrinsic motivation is able to boost students' problem-solving processes as claimed by many sources. Students' intrinsic motivation to attain success can also be efficiently utilized by the teacher in translation assessment.

Finally, personality is considered to be the most complicated subject under consideration, since there is no still unanimity to be found in both domestic and foreign psychology on its final structure and components.

According to Lehka-Paul & Wyatt (2016) personality traits have influence on the translation product, while translator's cognitive functions affect its process. When translation transits from the academic environment to the professional one, it gets even more complicated, being converted into the service, whose provision at the required level involves some extra psychological functions. Reiss (1971) suggested her own text typology for translation studies and collated it with the personality traits, optimal for the translation of the text of a particular

type (e.g. aesthetic translators are good for any text types while theoretical ones translate technical and philosophical texts well). In most investigations of this direction personality types are defined with the help of MBTI test (Myers Briggs Type Indicator) developed on the basis of C. Jung's theory and distinguishing between 16 personality types (see Hubscher Davidson, 2009; Karimnia & Mahjubi, 2013; Shaki & Khoshsaligheh, 2017). As for now, the research results assuming the relation between translation performance and particular personality traits did not appear consistent and congruent enough. However, Lehka-Paul & Wyatt (2016) as well as Shaki & Khoshsaligheh (2017) in parallel confirmed empirically the results received by Hubscher Davidson (2009) as for the higher translation quality product achieved by intuitive translators compared to sensing ones. Lehka-Paul & Wyatt (2016) also assumed that sensing types are scrupulous and tend to use external sources more in the process of translation problem-solving in contrast to intuitive types who depend more on their internal sources and experience. Taking into account the dominating number of intuitive types among professional translators, the researchers premised that intuitive type could evolve in the process of training and denote the sufficient level of translation competence and expertise (Lehka-Paul & Wyatt, 2016: 341).

D. Atkinson developed and promoted the idea of the importance of students' psychological skill for their success in future translation performance and career. According to the researcher, it includes occupational self-efficacy, explanatory style, and locus of control (Atkinson, 2014).

The concept of self-efficacy was introduced into modern psychology by A. Bandura (1988) and it was interpreted like the degree to which a person believes that they are ready and able to complete a particular task successfully due to the use of available knowledge, skills, expertise and psychological resources. Locus of control is the degree to which people feel that they are able to control or influence the consequences of their decisions and actions. Explanatory style is the general way in which people perceive the causes of events, and if they accept the responsibility for those events.

On the one hand, a 'good level' of occupational self-efficacy provides students' confidence required to take on the translation tasks whose difficulty level appears a bit more challenging than their usual assignments creating the space for the functioning of zone of proximal development causing gradual improvement of their translation competence and ensuring the sufficient quality of translation outcomes.

On the other hand, it prevents taking on too difficult tasks in unfamiliar domain, which may potentially cause a translator's failure and translation product of insufficient quality.

Positive explanatory style is closely connected with the internal locus of control when the person perceives their success or failure adequately with the relative amount of personal credit for their decisions and actions. In contrast, negative explanatory style strongly correlates with the external locus of control and is considered completely unproductive, since it lies in permanent blaming themselves for failure or attributing success to a good luck. Internal locus of control gives opportunity for the development of students' autonomy in the process of training. In this key constructive feedback whose type and delivery channel strongly depend on other psychological peculiarities of students plays a crucial role for the efficiency of the translation assessment system.

According to the theory of reciprocal determinism produced by A. Bandura (1988), learning is based on three main interacting and mutually affecting factors such as individual, environmental and behavioural. This idea strongly correlates with social constructivist approach to translation training suggested by Kiraly (2018). While the concept of Zone of Proximal Development developed by Vygotsky grounds the provisions of formative assessment in teaching translation, greatly supported with the scaffolding of relevant type and appropriate feedback.

Conclusions. Translation competence assessment should consider the following aspects of translation psychology as cognition, emotions and personality. Cognition appears to be one of the central processes to both translation performance and training. It involves such psychological mechanisms as the students' attention, perception, memory of different types, creativity, problem-solving and mental faculty. The typical patterns of the combination of these mechanisms in the process of learning and translating determine students' individual learning styles that should be taken into account in the process of selection and design of translation assessment procedures and tools. They also shape the students' individual translation styles in the process of learning and training and indicate their professional expertise. Affective or emotional factors comprise the students' motivation, attitudes and emotional intelligence. The ways to form and maintain intrinsic motivation to translation performance in the process of assessment are outlined. Attitudes and emotional intelligence require further investigation. While translator's cognitive functions affect its process, personality traits influence the quality of

the received translation product. The concepts of students' self-efficacy, explanatory style, locus of control and autonomy are also of great importance and should be taken into account in translation competence assessment. Finally, the concepts of different types and modes. reciprocal determination and zone of proximal development contribute greatly to the development of self-, peer- and group assessment procedures as well as the provisions of formative assessment accompanied with the scaffolding and feedback of

BIBLIOGRAPHY

1. Король Т. Сучасний стан дослідженості проблеми контролю сформованості перекладацької компетентності. *Збірник наукових праць «Педагогічні науки»*. 2019. Вип. LXXXVIII, № 88. С. 54–60.
2. Abdel Latif M. M. M. Towards a typology of pedagogy-oriented translation and interpreting research. *The interpreter and translator trainer*. 2018. Vol. 12, No. 3. P. 322–345.
3. Atkinson D. P. Developing psychological skill for the global language industry. *Translation spaces*. 2014. Vol. 3. P. 1–24.
4. Bandura A. Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, N.J. : Prentice-Hall, 1988. 640 p.
5. Cai R. et al. Factors contributing to individual differences in the development of consecutive interpreting competence for beginner student interpreters. *The interpreter and translator trainer*. 2015. Vol. 9, No. 1. P. 104–120.
6. Han Ch. Interpreting testing and assessment: A state-of-the-art review. *Language Testing*. 2021. Vol. 39, No. 1. P. 30–55.
7. Hubscher Davidson S. Personal diversity and diverse personalities in translation: A study of individual differences. *Perspectives: Studies in translatology*. 2009. Vol. 17(3). P. 175–192.
8. Hurtado Albir A. Research on the didactics on translation. Evolution, approaches and future avenues. *Monti Iltrans*. 2019. P. 47–76.
9. Jääskeläinen R. Translation psychology. *Handbook of translation studies*, ed. by Y. Gambier & L. Van Doorslaer. Amsterdam: John Benjamins, 2012. P. 191–197.
10. Karimnia A., Mahjubi M. Individual differences and quality of translation: A personality-based perspective. *Psychology of language and communication*. 2013, Vol. 17. No. 1. P. 37–64.
11. Kiraly D. *A social constructivist approach to translator education*. Routledge, 2018. 207 p.
12. Korol T. Assessment Peculiarities of Future Philologists' Translation Competence. *Education – Technology – Computer Science*. 2018. No. 2/24. P. 189–194.
13. Lehka-Paul O., Wyatt B. Does personality matter in translation? Interdisciplinary research into the translation process and product. *Poznań studies in contemporary linguistics*. 2016. Vol. 52(2). P. 317–349.
14. Reiss K. Translation criticism – the potentials and limitations. Categories and criteria for translation quality assessment. London and New York : Routledge, 1971. 140 p.
15. Shaki R., Khoshsaligheh M. Personality type and translation performance of Persian translator trainees. *Indonesian Journal of Applied Linguistics*. 2017. Vol. 7. No. 2. P. 360–370.
16. Yan J. X., Pan, J., Wang H. Studies on translator and interpreter training: A data-driven review of journal articles 2000–12. *Research on translator and interpreter training. A collective volume of bibliometric reviews and empirical studies on learners*. Singapore : Springer Nature Singapore Pte Ltd, 2018. P. 11–38.

REFERENCES

1. Korol T. Suchasnyi stan doslidzhenosti problemy kontroliu sformovanosti perekkladatskoyi kompetentnosti [Contemporary research state of the problem of translation competence assessment]. *Collection of research papers "Pedagogical Sciences"*. 2019. Vol. LXXXVIII(88). P. 54–60.
2. Abdel Latif M. M. M. Towards a typology of pedagogy-oriented translation and interpreting research. *The interpreter and translator trainer*. 2018. Vol. 12, No. 3. P. 322–345.
3. Atkinson D. P. Developing psychological skill for the global language industry. *Translation spaces*. 2014. Vol. 3. P. 1–24.
4. Bandura A. Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, N.J. : Prentice-Hall, 1988. 640 p.
5. Cai R. et al. Factors contributing to individual differences in the development of consecutive interpreting competence for beginner student interpreters. *The interpreter and translator trainer*. 2015. Vol. 9, No. 1. P. 104–120.
6. Han Ch. Interpreting testing and assessment: A state-of-the-art review. *Language Testing*. 2021. Vol. 39, No. 1. P. 30–55.
7. Hubscher Davidson S. Personal diversity and diverse personalities in translation: A study of individual differences. *Perspectives: Studies in translatology*. 2009. Vol. 17(3). P. 175–192.
8. Hurtado Albir A. Research on the didactics on translation. Evolution, approaches and future avenues. *Monti Iltrans*. 2019. P. 47–76.
9. Jääskeläinen R. Translation psychology. *Handbook of translation studies*, ed. by Y. Gambier & L. Van Doorslaer. Amsterdam: John Benjamins, 2012. P. 191–197.
10. Karimnia A., Mahjubi M. Individual differences and quality of translation: A personality-based perspective. *Psychology of language and communication*. 2013, Vol. 17. No. 1. P. 37–64.

11. Kiraly D. *A social constructivist approach to translator education*. Routledge, 2018. 207 p.
12. Korol T. Assessment Peculiarities of Future Philologists' Translation Competence. *Education – Technology – Computer Science*. 2018. № 2/24. P. 189–194.
13. Lehka-Paul O., Wyatt B. Does personality matter in translation? Interdisciplinary research into the translation process and product. *Poznań studies in contemporary linguistics*. 2016. Vol. 52(2). P. 317–349.
14. Reiss K. Translation criticism – the potentials and limitations. Categories and criteria for translation quality assessment. London and New York : Routledge, 1971. 140 p.
15. Shaki R., Khoshaligheh M. Personality type and translation performance of Persian translator trainees. *Indonesian Journal of Applied Linguistics*. 2017. Vol. 7. No. 2. P. 360–370.
16. Yan J. X., Pan, J., Wang H. Studies on translator and interpreter training: A data-driven review of journal articles 2000–12. *Research on translator and interpreter training. A collective volume of bibliometric reviews and empirical studies on learners*. Singapore : Springer Nature Singapore Pte Ltd, 2018. P. 11–38.