

## The Ways of Formation of Future Translators' Readiness to Perform Professional Activities in the Conditions of War

### Шляхи формування готовності майбутніх перекладачів здійснювати професійну діяльність в умовах війни

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#### **ABSTRACT**

***The purpose** of our research is to characterize the ways of assessing the readiness of future translators to perform professional activities in the conditions of war; to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.*

***Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is ascertaining research.*

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**The results of the research.** *So, the professional development of the individual can take place in several stages. The first stage is considered to be pre-professional training, the main purpose of which is the professional self-determination of the individual, the formation of the attitude towards a certain profession, and the realization of the person's conscious choice of his/her professional activity. This is the process of forming the individual's attitude towards himself/herself as a subject of future professional activity, which in a long period of time will help a person adapt to life as a whole. Pre-professional training is interpreted as the preparation of the polytechnic and professional character of students, as a basic component of their further professional training.*

**Conclusions.** *Thus, professional formation is a process, which has the aim of the development and the formation of the personality of a future specialist as a subject of professional education and activity. We proved, that the subjective qualities of a specialist are mainly determined by his/her subjective position, which should be defined as a kind of integration of the dominant sovereign qualities of a professional, which are decisive in any significant professional issues or problems for a specialist. The subjective position of a specialist is a basic, a dominant component in the professional model of personality's formation, a fundamental characteristic of his/her behavior in the profession. Subjectivity presupposes, first of all, the formation of worldview guidelines, moral and valuable qualities of the individual, which determine not only the active position of the professional, but also the worldview orientations of the specialist.*

**Key words:** *the readiness of future translators to perform professional activities, motivational readiness, semantic readiness, operational readiness, value readiness.*

## Introduction

Professional activity is one of the most important ways for everyone to connect with the world, and for many people it is a real factor in building relationships with others. So, the main importance of leading activities in determining the life path of each individual is that it opens a person's guidelines for inclusion him/her into new spheres of life in the society, introduces it to new social structures and allows to establish even more and the quality of social ties (Гончарук & Онуфрієва, 2018).

We present the professional development as a sequence of certain specific phases that differ by content and the form of pre-

sentation of professional desires. The way of career should be divided into five stages: growth, search, strengthening, stabilization and decline. The period of choosing a profession and the professional development is the second stage of this five-step model, which covers the age from 14 to 25 years and is characterized by the fact that the individual performs professional activities in different roles, focusing on his/her real professional opportunities (Chen, 2022). We should also note that professional development is understood by us quite broadly: it is the formation of a person's idea of his/her professional career, and preparation for future professional activity, the initial process of professional activity and the whole career path, change in a career and retirement (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Current studies of scientists, which relate to the solution of the problem of professional development, in the most cases are oriented towards the position of scientists (Mykhalchuk & Onufrieva, 2020), regarding two ways of life. The first of them is life that does not go beyond the boundaries of immediate relationships, in the paradigm of which a person lives. According to this position, a person as a whole is inside the life itself: any of his/her attitudes is the attitude towards individual phenomena, life's processes, and not towards the life as a whole (Bates, Maechler, Bolker & Walker, 2014; Beauvillain, 1994). The second way of the person's existence takes a person beyond the boundaries of a significant social space; it is connected, first of all, with the emergence of a value-meaning paradigm of life, which actualizes the axio-psychological guidelines of the world around us (Mykhalchuk & Ivashkevych, 2019). Within the latter approach, two models of professional activity are distinguished: the model of adaptive behavior and the model of professional development. In the case of the preference of the model of adaptive behavior in the self-awareness of a person, the tendency to subordinate professional activity to the external circumstances of society dominates, which becomes clear in a view of the specialist's fulfillment of proposed requirements, rules and norms

of this activity. They mean the processes of self-adjustment, as well as the processes of subordinating professionally significant environment according to the interests of a person. A personality that prefers a model of adaptive behavior, as a rule, is guided mainly by already worked-out algorithms for solving professional tasks, ideas, problems, situations, which in any period of time are necessary for the personality with the aim to turn into stamps, templates and stereotypes, etc. (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011; Batel, 2020).

A specialist, for whom the model of professional development is more acceptable, is characterized by the ability to go beyond everyday practice, to understand and to analyze the results of his/her activity as a whole and to direct it in a right direction (Arbuthnott & Frank, 2000; Caramazza, Laudanna & Romani, 1988). The latter largely allows the specialist to design both his/her own present and the future (Booth, MacWhinney & Harasaki, 2000; Cilibrasi, Stojanovik, Riddell & Saddy, 2019). The person's awareness of his/her potential opportunities, prospects for personal and professional growth prompts him/her to constant experimentation, which is understood as search, creativity, the ability to choose and give advantages (Aleksandrov, Memetova & Stankevich, 2020).

The professional functioning of a specialist in the paradigm of the second model, as a rule, goes through three stages: professional adaptation, professional formation, professional stagnation (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019). Therefore, in fact, the first model of the person's adaptive behavior is a prerequisite and the initial link of his/her professional development (Онуфрієва, 2020).

The professional formation of a specialist cannot take place separately from his/her personal development: both of specialists are based on the principle of self-development, which determines the ability of the individual to transform his/her own life in such a way that its highest form – it is creative self-realization – becomes relevant (Brédart, 1991). The analysis of

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the main scientific approaches helps us to study the professional formation of the person, which exists today in psychological sciences (systemic-structural, procedural-dynamic and activity-based). This analysis of scientific literature shows that they differ significantly from each other and, at the same time, mutually complement and mutually do different conditions for each other. These approaches, in the end, can be united in the paradigm of Rational Humanistic Psychology (Mykhalchuk & Bihunova, 2019), which allows to understand the prerequisites, mechanisms, psychological factors and features, genesis and dynamics of the professional development of the individual.

Investigating the problem of the professional development of a teacher, scientists note that the growth, formation, integration and realization of the person in the process of pedagogical activity largely depends on the professionally significant qualities of the individual, abilities and skills, professional knowledge and possibilities. But, according to the scientist, the main thing is the active qualitative transformation by the teacher of his/her inner world, which leads to a fundamentally new perception of the surrounding reality, his/her own way of life (Ivashkevych & Koval, 2020).

A professional subject is the subject of his/her own professional activity, and not just a carrier of a certain set of knowledge and skills. The specialist is capable for performing the professional activity in general, perceives it taking into account various changing situations, is capable of independent planning of future professional activity, its change, transformation and improvement. At the same time, a professional is capable not only of self-development, but also of creative changes in his/her professional activity.

In such a way **the purpose** of our research is to characterize the ways of assessing the readiness of future translators to perform professional activities in the conditions of war; to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is ascertaining research. Also as the method of presenting empirical research we've used the test of SAMOAL (Self-actualization Scale) (2021). We proposed the author's interview for students to get to know the ways, which motivate the person's choice of choosing the profession.

### **Results and their discussion**

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in April, 2022. In this research 303 students of experimental and control groups of foreign philology departments were participated:

- experimental groups (150 students):
  - E1 – 38 students of the 2nd course of Rivne State University of the Humanities;
  - E2 – 40 students of the third course of Lviv State University of Life Safety;
  - E3 – 35 2nd year students of Lesia Ukrainka Eastern European National University;
  - E4 – 37 students of the third course of Kamianets-Podilskyi National University named after Ivan Ohiienko;
- control groups (153 students):
  - K1 – 39 2nd year students of Rivne State University of the Humanities;
  - K2 – 35 students of the third course of Lviv State University of Life Safety;
  - K3 – 41 2nd year students of Lesia Ukrainka Eastern European National University;
  - K4 – 38 students of the third course of Kamianets-Podilskyi National University named after Ivan Ohiienko.

According to the criteria of the professional development of future translators we mean a high level of readiness of students to perform translation activities, a high level of professional competence and translation consciousness.

The *first sub-stage* of the experimental research was aimed at assessing the readiness of students to perform professional activities. The use of our methods made it possible to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

We obtained the indicators of self-actualization of students using the test of SAMOAL (Self-actualization Scale) (2021).

**Also we proposed such interview for students:**

1. What motivates your choice of the profession?
2. Which subjects are the most interesting (priority) for you?
3. Why? Is it related to your future profession?
4. Can your preparation for academic subjects be considered the same or it is still optional? How do you explain this choice?
5. What motivates you to do these subjects (interests, evaluation, approval of teachers, groups, etc.)?
6. Does it happen that you try to find certain educational material according to a subject that it is interesting for you itself, without a teacher's prompt? What motivates this state of affairs?
7. Do you always try to find an interesting, original answer, or do you answer according to the textbook?
8. What is the most often unusual and original in your work (answers)?
9. Do you use only the literature recommended by the teacher, or you try to find something new?
10. What kind of work have you recently initiated yourself, without a teacher's prompting?
11. How do you work on a term paper or an essay: it is just a write-off for you or you work with a great interest?

12. Do you always try to bring some originality to your work, or you think that the most important thing is to do it correctly?

13. How often do teachers encourage your original problem solving?

14. Do you always actively participate in the discussion of some work or project?

15. Do you support and develop the ideas of others, or you always put forward your own?

16. Are your ideas and projects always independent? Who told you about it (teachers, fellow students, friends, parents, etc.), or you are sure of it yourself?

17. Do you have a specific immediate goal?

18. What do you do to realize your ideas?

19. In your opinion, to what extent is self-realization important for a person?

20. How do you assess your opportunities for self-realization?

21. Is there a person in your environment whom you aspire to be like, or you don't want to be like anyone at all?

22. Do you always try to do everything in your way, even if you are prompted with a ready answer?

The answers of students and teachers were recorded on a dictaphone, and later they were transcribed into a notebook for processing the research results. The processing of the answers to the interview questions took place through the procedure of frequency-semantic analysis, which involves the selection of semantic categories that characterize the statements of the majority of respondents, and then the frequency of their use was calculated.

The results showed that students of all groups were characterized by the average level of self-actualization (from 70% to 80% of students have a level of self-actualization of not more than 48%). Lower and above average levels were equally represented by respondents up to 20%. Low and high levels aren't almost represented by students. Thus, we can assume that stu-

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dents have a remarkable personal potential that facilitates their ability to self-actualization, but at present this potential is not realized by about 70% of students participating in the research (data are given in Table 1).

*Table 1*

The results of students of experimental and control groups according to their levels of self-actualization by the SAMOAL test (in %, statement research)

The level of self-actualization of students	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
Low	9.48	10.09	12.21	11.13	14.02	8.96	6.21	10.97
Below average	15.24	13.18	14.60	14.25	13.12	14.82	15.94	16.98
Average	48.01	47.32	46.54	47.25	45.16	48.24	48.12	44.04
Above average	17.35	15.26	16.58	17.21	15.45	18.31	19.02	16.94
High	9.92	14.15	10.07	10.16	12.25	9.67	10.71	11.07

*Table 2*

Distribution of students of experimental and control groups by components of readiness (a high level) to perform professional activities (in points, based on the results of factor analysis, ascertainment research)

A high level of readiness of students to perform professional activities	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
Motivational readiness	0.3142	0.2846	0.2714	0.3561	0.3428	0.2518	0.2248	0.2645
Content readiness	0.3848	0.4256	0.3025	0.3744	0.3841	0.4026	0.4155	0.3949
Operational readiness	0.2490	0.2641	0.2711	0.3112	0.2518	0.2002	0.2848	0.3142
Valuable readiness	0.2105	0.1962	0.2264	0.2041	0.2348	0.2140	0.2516	0.2003
Composite assessment of readiness	0.2944	0.2826	0.2453	0.2545	0.2691	0.2893	0.2764	0.2831

The results of students' readiness to perform professional activities are shown in Table 2. Based on the obtained results, only 30% of students of each group have a high level of readiness to perform translation activities. Thus, the vast majority of students are aware of their own goals, desires and interests in the process of professional activities, but they have not developed translation skills, and this does not allow them to perform professional activities independently.

The analysis of the results of observations according to the formation of components of students' readiness to perform translation activities was carried out with the help of an observation diary. The results are shown in Table 3.

*Table 3*

Distribution of students of experimental and control groups by components of readiness to perform professional activities (in %, ascertainment research)

Indicators of readiness to perform translational activities	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
A high level of need to do translation activities	38.25	34.19	35.39	39.01	34.16	38.47	33.02	34.56
Prediction of the future result of translation activity (a high level)	24.22	23.49	24.05	26.51	27.48	25.23	26.12	27.40
Awareness of the need to form the goals of translation activity (a high level)	41.84	39.22	42.55	40.04	38.58	31.44	37.47	31.16
A high level of translation activity	25.06	23.02	22.49	25.11	24.01	28.46	25.61	23.17
Orientation in interpersonal relations in the process of translation activities (a high level)	34.58	31.27	35.48	31.03	34.49	36.12	37.42	38.94

So, we'll do the conclusion, that a need for creative activity of students of all faculties of foreign philology is mostly high, and professional qualities which determine the formation of components of readiness for translation are at the stage of intensive forming, such as: the awareness of the need to bring the matter to a logical conclusion, mastering the basic means of translating, orientation in interpersonal relationships. Also, the high level of translation activity of students in each group is fixed at the level of no more than 25%, which indicates that students are not enough professional.

We should pay a particular attention to the fact that self-actualization is mostly related to the motivational component of readiness to perform translation activities, in particular the need to perform it and awareness of the need to solve the purpose of translation activities. In our opinion, this fact indicates that students are still quite idealized, do not clearly understand the ways of self-realization. In the second year of studying at higher educational institutions future specialists believe that only the desire is enough to achieve a great success. To a lesser extent, in their opinion, it is important to bring the case to the end, to have all necessary means to carry out professional activities, to orient in the interpersonal relationships and to predict the future outcome of the activities. All this emphasizes a need for special activity with the students in order to develop all the components of their readiness to perform translation activities.

So, the professional development of the individual can take place in several stages. The first stage is considered to be pre-professional training, the main purpose of which is the professional self-determination of the individual, the formation of the attitude towards a certain profession, and the realization of the person's conscious choice of his/her professional activity. This is the process of forming the individual's attitude towards himself/herself as a subject of future professional activity, which in a long period of time will help a person adapt to life as a whole. In the psychological literature pre-professional training is in-

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terpreted as the preparation of the polytechnic and professional character of secondary school students, as a basic component of their further professional training. Pre-professional training is a necessary component of the system of continuous education, in the process of actualization of which the younger generation, joining a social experience of older generations, masters cultural values, gets acquainted with traditions, customs, norms of social behavior, which help the individual to integrate into the space of contemporary society.

Thus, in the psychological literature pre-professional training is characterized as a set of educational and teaching influences carried out in a specially organized educational space. It is with the help of such influences that the independence of a future specialist is ensured, his/her awareness of his/her professional choice, the mastering by each member of the society of a professional activity that is significant for him/her, which meets the urgent needs of the country. Students are mastering the system of scientific knowledge, cognitive abilities and skills, the formation of the professional outlook on this basis, the development of value-meaning sphere of the individual, the development of creative abilities and characteristics.

The next stage of the professional formation of a future specialist is considered to be the process of mastering the professional education – it is so called training in educational institutions of specialists with higher and secondary special qualifications. Professional education is understood as the acquisition by a future specialist of the knowledge, practical skills and abilities, which are necessary to perform activities in a certain professional field.

At the stage of training in a professional educational institution, actualization, formation and the development of the individual's personal qualities, mastery of the necessary minimum knowledge, mastery of the basics of general and professional culture, the development of the motivational and value sphere of the individual, the formation of a professional position, ade-

quate methods of the behavior and means of the professional activity take place. Thus, during training, the foundations of professional competence are laid, which include professional knowledge, skills and abilities, as well as ways, techniques, means and methods of their implementation in the activities and communication, which, in turn, contributes to the development and self-development of the individual. Professional competence appears as a so-called harmonious combination of elements of the activity and communication (communicative culture, social behavior skills), as personal substructures. Thus, a person develops professional readiness to perform a certain professional activity.

According to our studies, the prerequisite for the effectiveness of contemporary education is the formation of a specialist's focus of continuous professional and personal self-improvement, his/her formation, transformation of oneself in such a way as to be able to solve complex tasks of the professional activity, including creative one, when a specialist at all stages of professional formation and further professional activity appears as a subject capable of self-organization.

We consider the process of acquiring professional training by a future specialist from the standpoint of personally oriented education. We propose to understand the development of personal characteristics (abilities) of the future professional and his/her understanding of the need to acquire the necessary knowledge, abilities and skills under professional formation. Personally oriented professional education has the goal of forming a completely new type of a professional, for whom the need for creativity, self-education and self-development, in the transition from functional-role behavior to holistic life activities of the individual in the professional sphere, are relevant. The latter acquires, if not dominant, then certainly significant character of a true specialist. As we note the following conditions are necessary for the professional development of the personality of a future specialist: creation of a favorable, democratic environment in the vocational education institutions, emphasis on the deve-

lopment of professionally important qualities of the individual, the actualization of personal self-development, the involvement of future specialists into the educational process, which is characterized by intellectualization and humanization of the content of professional education, its fundamentalization.

We also directly connect the professional formation of the personality with the process of professional training, noting, that new opportunities for personal development for the future specialist are opened up due to his/her involvement into more complex life processes, which are artificially modeled by teachers into the training processes of a professional activity. And, on the contrary, preparation for complex, fundamental professional activity requires the development of creative abilities, independent thinking of the individual, his/her professionally important qualities. So, the professional training of a future specialist and the professional formation of a personality are processes that are quite different by their nature. They are not at all alternative by their context, but they are quite opposite, mutually complementary and mutually conditioned. The result of the professional formation of the individual is the acquisition by the person in the process of mastering the professional education according to the ability to perform his/her functional duties, a high level of skill, constant professional growth, which largely correspond to a high level of complexity of the tasks having been performed, such as professionalism and professional skills.

Also, we have to emphasize repeatedly the connection between professional training and professional education of a specialist with the formation of his/her personal culture. We understand such professional development as a process associated with the specialist's mastering the norms of the society and his/her profession (social-normative aspect), with creative self-development (individual-meaningful aspect), professional-personal self-affirmation, value-activity aspect.

The formation of professional culture is the most important component of the formation of a complete personality; this

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process is often a dialectically contradictory one, which has the aim of professional self-determination. It becomes autonomic one, the person is perceived as a subject of professional activity, building and modeling his/her own professional career, modeling professional development.

In a rather narrow sense of the word, professional formation appears as a specially organized and externally controlled process of involving a student into the process of professional activity, forming oneself as a subject of this activity. Therefore, professional development is a process with the aim of solving the following tasks: the expansion and the clarification during professional training of ideas about the persons' future profession, the sphere of one's own professional activity, its axiological aspects, the students' design of professional growth. In this kind of situations we'll take into account knowledge about people's individual characteristics, the requirements of the chosen profession, harmonization of one's own attitude to the profession, the sphere of future professional activity and the professionalization process itself. Solving these tasks creates positive prerequisites for the further development of the person as a true professional. As a subject of professional education, an individual can purposefully master professionally significant knowledge, abilities and skills, technologies for carrying out activities, values in the professional sphere, thereby ensuring his/her own individual growth in the professional space.

### **Conclusions**

Thus, professional formation is a process, which has the aim of the development and the formation of the personality of a future specialist as a subject of professional education and activity. In current researches, the subjective qualities of a specialist are mainly determined by his/her subjective position, which should be defined as a kind of integration of the dominant sovereign qualities of a professional, which are decisive in any significant professional issues or problems for a specialist. The subjective

position of a specialist is a basic, a dominant component in the professional model of personality's formation, a fundamental characteristic of his/her behavior in the profession. Subjectivity presupposes, first of all, the formation of worldview guidelines, moral and valuable qualities of the individual, which determine not only the active position of the professional, but also the worldview orientations of the specialist.

Subjectivity as a personal new formation of a professional is understood as a fairly stable system of dominant value-meaning relations of a specialist with the socio-cultural environment, which are important for himself/herself (from the point of view of personal development) and his/her professional activity. This position determines the further professional activity of a specialist, the active nature of his/her professional and personal self-development, self-improvement and professional growth. In the structure of the subjective position of a professional, as a rule, three levels of relations are distinguished: the emotional-semantic level, the activity-valuable level and behavioral-normative one. These relations are formed correctly in the process of interaction between the student (a future specialist) and the teacher.

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**Івашкевич Ернест. Шляхи формування готовності майбутніх перекладачів здійснювати професійну діяльність в умовах війни.**

**Мета дослідження** – охарактеризувати способи оцінювання готовності майбутніх перекладачів до професійної діяльності в умовах війни; виявити рівень сформованості мотиваційної, змістової, операційно-ціннісної готовності студентів до виконання перекладацької діяльності.

**Методи дослідження.** Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделю-

вання, узагальнення. Емпіричним методом є метод констатувального дослідження.

**Результати дослідження.** Професійне становлення особистості може відбуватися у декілька етапів. Першим етапом вважається допрофесійна підготовка, основною метою якої є професійне самовизначення особистості, формування ставлення до певної професії, здійснення усвідомленого вибору людиною своєї професійної діяльності. Це – процес формування ставлення особистості до себе як до суб'єкту майбутньої професійної діяльності, що в перспективі допоможе людині адаптуватися до життя в цілому. Ми тлумачимо допрофесійну підготовку як підготовку політехнічного і профорієнтаційного характеру студентів, як базовий компонент їх подальшого професійного навчання.

**Висновки.** Професійне становлення є процесом, спрямованим на розвиток і формування особистості майбутнього фахівця як суб'єкта професійної освіти та діяльності. В емпіричному дослідженні доведено, що суб'єктні якості фахівця переважно зумовлюються його суб'єктною позицією, яку слід визначити як своєрідну інтеграцію домінуючих суверенних якостей професіонала, що є визначальними в будь-якому істотному для нього професійному питанні або проблемі. Суб'єктна позиція фахівця є базовим, домінуючим компонентом в професійній моделі становлення особистості, фундаментальною характеристикою його поведінки в професії. Суб'єктність передбачає, перш за все, сформованість світоглядних настановлень, моральних та ціннісних якостей особистості, що визначають не лише суто професійну, а й світоглядну спрямованість фахівця.

**Ключові слова:** готовність майбутніх перекладачів до професійної діяльності, мотиваційна готовність, змістова готовність, операційна готовність, ціннісна готовність.

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