

Postmodern Openings

ISSN: 2068-0236 | e-ISSN: 2069-9387

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2022, Volume 13, Issue 1Sup1, pages: 395-411 | <https://doi.org/10.18662/po/13.1Sup1/433>

Submitted: November 3rd, 2021 | Accepted for publication: January 8th, 2022

Master Training of Translation Specialists in the Context of the Postmodern Educational Paradigm

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Abstract: The article deals with the problems of inconsistency of Ukrainian translation education with the trends of the postmodern state of society and the advisability of introducing the achievements of the American system of training translators is substantiated. The article describes the organization of training masters in technical translation in the United States on the basis of a systematic analysis, in particular, the structure and content, forms and methods of teaching and learning masters in technical translation. Postmodern tendencies and peculiarities of master's education in the USA are revealed and substantiated. The principles of permanent improvement of translation competence, profile and general cultural orientation are described; ensuring the full formation of the readiness of graduates of master's programs in technical translation for highly qualified, productive and creative professional activities; learning in a multicultural environment; application of the latest means of automated translation during training; certification of technical translators. For the reform of translation education in Ukraine, these trends are identified as key. The results of the study were obtained by applying a comparative typological and systems analysis, the method of extrapolating educational trends in the United States and Ukraine in relation to the postmodern context of society and its practical requirements for translation education. The practical significance of the article lies in borrowing the American experience of postmodern aspects of translation education, which can be useful to the countries of the former socialist camp and post-Soviet society.

Keywords: *professional training, postcolonial education, technical translation, US universities, master's programs, multicultural environment.*

How to cite: Testsova, O., Dudina, O., & Holovko, I. (2022). Master Training of Translation Specialists in the Context of the Postmodern Educational Paradigm. *Postmodern Openings*, 13(1Sup1), 395-411. <https://doi.org/10.18662/po/13.1Sup1/433>

1. Introduction

The problem of professional training of highly qualified, competitive and intellectually developed specialists in technical translation in the world and in Ukraine is emerging full blown. Especially in the context of cross-cultural communication and general humanitarization of all spheres of postmodern society.

The integration of Ukraine's national higher education system into the global higher education space and the international research space requires reforms of higher education in order to ensure its competitiveness. The priority of the development of higher education in Ukraine is the training of highly qualified, professionally competent professionals capable in the globalized information society of self-realization, continuous improvement and professional self-development. Current scientific and technological progress is necessary for the social and economic and cultural development of mankind, and its achievements must be available for use by representatives of different languages and cultures. The important role of technical translation specialists is to ensure access to advanced scientific and technical knowledge from around the world without language barriers, and the postmodern information space implies the absence of cultural, stylistic and competence barriers. Thus, the issue of professional training of highly qualified, competitive and intellectually developed specialists in technical translation in the world and in Ukraine becomes especially relevant.

Researchers Ababilova (2009), Bakhov (2009) and Martynyuk (2011) emphasize in their research the need to ensure quality training of qualified technical translators, which is one of the important tasks for higher education institutions in Ukraine. It is necessary to find exemplary educational systems of highly developed countries for such training (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020; Onishchuk et al., 2020).

The scientific, technical and economic potential of the United States as a highly developed country has led to interest in studying the experience of this leading country in the field of higher education in the training of technical translators in high-ranking US universities. It is interesting how translation education corresponds to the cultural and technological situation that has developed in the postmodern era in one of the most developed countries in the world.

Scientific and pedagogical research conducted in the last decade characterizes global trends in higher postcolonial education. The works of Besedina (2009), Vorobyova and Shulyakova (2007), and Zyazyun (2008) are devoted to the problems of high-quality professional training in higher

education institutions, in particular to the relevant international experience. However, these works are of a general theoretical nature and do not affect the content of education. Different aspects of the development of higher education in the United States have been studied in the works of Kalashnikova (2015), Kudin (1999), Martynyuk (2010). Problems of introduction of higher education are covered in the works of Demyanenko (2020), Dzhurinskiy (2000) and Nitenko (2013), but these works do not take into account the difference of postmodern influence in relation to the methodology of education.

The desire to study the experience of professional training in technical translation at US universities as a leading country in the field of higher education in order to extrapolate it to professional master's education in higher education in Ukraine led to the choice of research topic.

The purpose of the research is to determine the theoretical and methodological bases of training specialists in technical translation at the master's level in US universities, to find out the postmodern trends in translation education at US universities and identify promising aspects for Ukraine that require borrowing.

Research methods. The authors use comparative and comparative typological methods, the method of systematic analysis of theoretical and methodological sources, the method of extrapolating educational trends in translation (Ukrainian and American) in relation to the postmodern aspects of society, which requires specific training of translators.

The article examines the experience of implementing master's programs in technical translation at a number of US universities: University of Illinois at Urbana-Champaign, University of Washington, Babel University of Hawaii Translation School of Translation), Harvard Graduate School of Education, James Madison University, Monterey Institute of International Studies, New York University School of Continuing and Vocational Training York University School of Continuing and Professional Studies), Rose-Hulman Institute of Technology. The choice of universities is dictated by the personal experience of the authors who undertook an internship and exchange of experience in the above institutions.

Traditionally, American trends in the study of the educational system were also carried out using the analysis of primary sources - in the works of American scientists (Altbach & Kelly, 1986; Bell & Candlin, 1991; Kelly, 2005). Current trends - based on the works of Byrne (2009), Daub (1995), Rubrecht (2005) and other scientists. The generalization of these theories served as a background for the formation of a holistic view of the postmodern features of translation training in the United States and for

finding divergent aspects of Ukrainian education. Based on the results of a systematic analysis of scientific literature, problems requiring research have been identified, namely, trends, features, methods, forms and content of training highly qualified competent specialists in technical translation in the United States at the master's level.

The article discusses various types of professional educational programs (programs of higher professional education, shortened and accelerated educational programs), scientific and methodological literature, highlighting the features of professional higher education in US universities.

2. Postmodernist tendencies in Education Today

Philosophers of today's education believe that mutually reinforcing (synergetic) and self-regulatory approaches in higher education are currently the most relevant. The current modeling of the content of education and one's own educational trajectory should be the broadest and multimodal (integrativity, projectivity, creativity, imitation, "blurring of boundaries" between disciplines and categories). To a different extent, this applies to the humanities, natural and exact sciences in the post-non-classical space (Kolbina, 2016).

Since in the postmodern era the subjectivity of man as a researcher and creative transformer of the world is determined by the source of his activity, in education it is reflected in self-regulation (dominance of distance and independent didactic forms) and gradual delineation of personal educational trajectory (may change) and intention. In practice, this is manifested in the free choice of much of the content of education, and most importantly - its means. At the same time, the most promising is e-learning (e-learning, smart learning), remotely controlled, but focused on independent learning (Bock, 2018). The advantages of such training are directly correlated with postmodern tendencies of cognitive and transformational human activity - open communication, total accessibility, flexibility, resourcefulness, etc.

The openness and ultimate uncertainty of the epistemological goals of an individual today has affected the educational concepts of democratic countries. Due to this, the specificity of acquiring even a narrow-profile translation profession (technical, agricultural, legal translation, etc.) in the postmodern era is that this education can no longer remain one-vector. This follows from the general principles of postmodern didactics, in which there are neither clearly defined final competencies nor completeness (lifelong learning). In addition, the need for intercultural dialogue presupposes the humanization of even technically oriented language competencies.

Postmodern education is changeable and uncertain, like man, which is quite accurately conveyed by the English concept of flexible. Accordingly, there can be no "stationary" educational models (Orenstein & Hunkins, 2003).

Separately, it is necessary to note the postmodernist stiffness of the communicatively oriented (socionomy) professions and the intentions for the training of relevant specialists. Thus, professional speech, which includes translation, in post-non-classical education is divided into intra-professional (between specialists) and inter-professional (specialist - non-specialist). Much attention is now being paid to the latter type of broadcasting, which requires broad and flexible humanitarian competencies, in particular from a technical translator. In the context of globalization, inter-professional communication is being developed. Richardson and Asthana (2006) generally believe that in the conditions of excess information (entropy) it is necessary to distinguish an ideal, limited, careful and chaotic model of professional communication and behavior. Scholars believe that in the conditions of postmodernism it is necessary to simplify and universalize models of professional communication, develop competencies in switching stylistic and cultural registers, maximize the use of common vocabulary and use the modal potential of the situation (discourse).

3. General comparison of trends in master's training in Ukraine and the United States. Prospects and relapses

The metaphorical subtitle of this section (prospects and relapses) attests the productive and conservative trends in the development of translation and master's education in Ukraine occurring simultaneously, which does not allow one to fully engage in the deconstructive postmodern discourse on the total reform of education.

Little experience in the modernization of humanitarian master's programs in Russia and Ukraine attests an understanding by educational theorists: master's training requires interdisciplinary integration, cultural convergence and internationalization. However, excessive institutionalization (focus on fixed university curricula) does not allow to fully embody the irrational and previously unregulated components of the formation of professional competencies that correspond to a postmodern society. With an elementary comparison with master's training in the United States, it was found that in this country considerable attention is paid to variability, flexibility, reflectivity, and most importantly, de-institutionalization of education. The latter is an open multi-vector platform with significant potential for individualization. At the same time, the master's readiness is determined by both personal responsibility and the presented learning

results: portfolio, performance tests, cluster methods, Semenog (2015). This indicates that Ukraine is still continuing the "phase of search educational strategies", which hypothetically will lead to the inclusion of master's education in a single world space in the future.

Ukrainian scientists are actively borrowing the experience of the United States and Western Europe in the process of training masters. At the same time, domestic training has disadvantages due to both institutional and personal aspects. On the part of students, there is a low level of creative attitude to the profession and the need to engage in new types of activity. Scientists explain this by the relatively low level of social maturity of Ukrainian students and their high sensitivity to traditional stereotypes, according to which humanitarian education should be unshakable, fundamental and complete, Semenog (2016). Unlike Ukrainian students, Americans are constantly in an environment of search and innovation and do not consider the expected competencies to be something definite, which produces their high academic and personal mobility. Semenog, who applied American standards of master's education to Ukrainian realities, believes that in Ukraine it is necessary to develop new standards of competence training for master-philologists based on their natural need for "social maturity, professional responsibility, philological knowledge, creating a personal style, reading culture, abstracting, editing, translation, creating a new high-quality text, communicative culture, willingness to use experience in various fields, scientific research, administrative innovations" (Semenog, 2016, p. 27). For this, it is necessary that young people be able to transfer their cultural sense of a postcolonial open globalized society to academic activities, because, unfortunately, the majority of Ukrainian students sharply differentiate between personal and student life. All aspects of a young person's activity should be as integrated, holistic and immanent as possible.

Similar studies in non-humanitarian areas of training attest that the training of masters in Ukraine does not correspond to international requirements and the levels of education regulated by the National Qualifications Framework (Kulbashna et al., 2020). This is explained not only by the divergence of general philosophical principles of education, but also by the inappropriate distribution of initial credits in terms of their educational-professional and educational-scientific, compulsory and elective courses. Also, a significant drawback of Ukrainian master's education is its excessive theory and isolation from actual life and industrial practice.

The statistics of the level of reflexive and research activity of future Ukrainian translators attests a sufficient theoretical readiness and an average level of self-esteem, self-control and integrativity of research, theoretical and

production spheres. Having studied the experience of Western colleagues, Ukrainian scientists have already developed a system of 12 interrelated segments of the research skills of a translator (Knyazyan & Mushynska, 2019). However, in their opinion, the problem of implementation lies both in the conservatism of the educational system and in the stereotypical antagonism "teacher - student". In practice, it turns out that the teacher encourages, "gives a scientific task" and controls. In Western educational practice, research work is a desire and a component of the personal intention of the student himself, his in-depth professional cluster in the future.

A specific result of comparative studies of the training content of future translators in the United States and Ukraine is the use of the latest CAT tools in training and industrial practice. In the Ukrainian educational process, cloud translation systems are still used as auxiliary ones, or attention is focused on one of the resources. In the USA, various CAT systems are widely represented both in educational programs and in the professional work of translators. Moreover, not one, but several CAT systems are used in both cases (Tarasenko et al., 2019). We predict that Ukraine needs to unify university programs as much as possible with the needs of translation agencies, as well as involve students in self-managed activities in the cloud environment in the field of translation.

Finally, we note: the multimodality of international relations in a globalized world has significantly expanded the functions of a translator. This requires fundamental changes in his training. The Ukrainian methodologist. Skyba summarizes the main problem of the divergence of Ukrainian and American translation training: "American universities and colleges offer not only academic programs, but also special certificate programs in oral and written translation. The peculiarity of the educational programs of Ukrainian translators is that all these programs are fully integrated into the university system" (Skyba, 2015). The way out of the situation is the introduction of open training platforms: short, long, intramural, extramural. However, within the framework of this study, we have the right to speak only about institutional university perspectives.

According to the requirements of the postmodern globalized society, the projection of the above-analyzed specificity of training specialists in translation determines the conceptual difference in Ukraine and the United States. In Ukraine, a technical translation specialist is a person who has translation, lingual, extralinguistic, strategic and value competencies, in particular, the ability to translate specialized technical, scientific and scientific-technical texts and information that is used for exchange between people (specialists and non-specialists) in the fields of science and technology. While

in the United States, professional training of specialists in technical translation is understood as a complex process of personally motivated, training that is focused on practical application, during which translation, lingual, extralinguistic, strategic, value competencies are formed / acquired, including knowledge of technical / natural sciences, practical experience, the ability to be responsible for the likelihood of translation and to act in accordance with and beyond certain standards during professional activities, the ability to understand technical concepts and use them correctly, the ability to use knowledge of information design and communication theory, special terminology in technical translation and be responsible for the actual accuracy of the translation of the technical text. At the same time, the American translation system assumes a significant segmentation of the professional direction, and the main resource for the formation of competence is the student's ontological need for self-realization and self-determination in a multimodal environment. The content of education is directed at these aspects, which we analyze in the next chapter.

4. Training of masters in technical translation at US universities. Experience for Ukraine

As a result of the study, it was found that at US universities, technical translation is defined as a separate specialized area of training, and a specialist in technical translation earns an educational master's degree, including a master of humanities in technical translation (for example, Master of Art in Technical Translation, Master of Art in Writing, Rhetoric and Technical Communication) and the Master of Science in Engineering / Technical Translation (e.g. Master of Science in Translation, Master of Science in Writing, Rhetoric and Technical Communication).

The system of training masters in technical translation in the United States ensures the unity of the development of the system of competencies and the content of higher education. It was found that the methods of teaching and teaching masters (Masters of Science in Translation, Masters of Arts in Technical Translation) have differences for each qualification (Table 1).

Table 1. Features of master's degree in technical translation in the United States

| Features | Master of Social Science in Technical Translation | Master of Natural / Engineering in Technical Translation |
|---|---|---|
| Basic disciplines | Cycle of obligatory language and translation disciplines | Cycle of obligatory engineering disciplines |
| Teaching and learning methods | Excursion, problem, project, electronic-interactive | Research, problem, project, electronic-interactive |
| Types of training sessions | Lectures, seminars and consultations, practical | Lectures, seminars and consultations, laboratory |
| Previous degree | Bachelor degree | Bachelor's degree in the relevant industry (in natural and / or engineering) or passing an exam on the results of training in the amount of 16 credits in natural / engineering disciplines |
| Duration of training | 1-2 years | 1-2 years |
| Qualification work on science-oriented training | It does not always require research work, a master's project in the form of technical translation is possible | Mandatory research work on a laboratory basis |

According to the results of the analysis and generalization of the content of higher education, it is determined that master's training of technical translators in the USA is based on such principles as pragmatism, fundamentalism and multiculturalism, which fully corresponds to the postmodernist paradigm of translation specialist training. These principles should replace the general competence and theoretical and terminological approach of translation education in Ukraine.

When analyzing educational programs, methodological literature and documentation of a number of US universities and found that the structure of master's training of technical translators involves the study of certain disciplines: professional-oriented (providing the necessary level of

knowledge, skills, abilities and other competencies) necessary for the acquisition of competencies in specialization), elective courses. It is determined that the total study load for a master's program in technical translation differs and in different US universities is from 24 to 60 credits, of which, respectively, 18-38 credits are the main / compulsory subjects (the major) (table. 2).

Table 2. General characteristics of educational programs of master's training in technical translation

| <i>Higher education institution</i> | <i>Basic academic disciplines</i> | <i>Teaching method</i> | <i>Workload</i> |
|-------------------------------------|--|--|-----------------|
| University of Wisconsin at Madison | <ul style="list-style-type: none"> - "Fundamentals of technical Japanese", level I, II; - "Technical Japanese language and translation", level I, II; - "Japanese language in business and industry"; - "Japanese language in politics and public administration"; - "Course in technical Japanese and translation", in-depth level | internal study mode , distance education | 24 credits |
| University of Washington | <ul style="list-style-type: none"> - "Technical Japanese language and translation of technical literature"; - "Advanced course of Japanese technical language and translation of technical literature"; - "<i>Scientific, technical and medical translation</i>", practical training | internal study mode , distance education | 54 credits |
| University of Translation of Hawaii | <ul style="list-style-type: none"> - "Grammar of translation/ Sentence structure"; - "Grammar of translation/ Use of words"; - "Practical jurisprudence for translators"; - "Fundamentals of summarizing the material"; - "<i>Searching for information on the Internet for translators</i>"; - "Fundamentals of research preparation" | internal study mode , distance education | 60 credits |

| | | | |
|--|--|--|------------|
| University of Kent | <ul style="list-style-type: none"> - "Translation Theory"; - "Translation practice"; - "<i>Terminology and use of computer in translation</i>"; - "Cultural-oriented translation"; - "<i>Scientific, technical and medical translation</i>"; - "<i>Project Management</i>" | internal study mode | 36 credits |
| Monterey Institute for International Studies | <ul style="list-style-type: none"> - "Translation from a foreign language into English"; - "Translation from English into a foreign language"; - "<i>Translation using computer technology</i>"; "<i>Project Management</i>"; - "Technical inspection"; - "Software localization" | internal study mode , distance education | 60 credits |
| James Madison University | <ul style="list-style-type: none"> - "French-English technical/commercial translation"; - "German-English technical/commercial translation"; - "Russian-English technical/commercial translation"; - "Foreign business language" | internal study mode , distance education | 45 credits |

Source: the authors' own conception

We found out that the content of master's programs at the University of Kent and the Monterey Institute of International Studies is most consistent with the cross-cultural principle of postmodern education. At the level of pragmatically oriented narrowly specialized disciplines, they teach "Project Management", "Terminology and the use of computers in translation"; "Cultural-oriented translation", etc. This directly correlates with the cloud, intercultural, and personal-creative principles of postcolonial education. Most Ukrainian universities do not have such disciplines or are taught as optional special courses, which requires their expansion.

We have determined that the main approaches are basically subject-centric (behavioral, personal, constructivist and reflexive), which corresponds to the intentional and irrational paradigm of postmodernism. Such approaches should change the rationalistic ones that now dominate in Ukraine.

Both in Ukraine and in the United States, intramural and distance learning forms of study and the following types of training sessions operate: seminars and lectures, individual consultations, practical and laboratory classes. However, the teaching and learning methods are different. Research,

excursion, problem, project, electronic-interactive (independent research, virtual discussions, automated and asynchronous translations, discussions in micro-groups, group and individual project and research work, excursion activities, etc.) are relatively joint. However, in the United States, the socio-pedagogical context is fully implemented in the programs of professional training of masters in technical translation at US universities, which is lacking in the Ukrainian translation education system (creating favorable conditions for self-development and self-improvement of students, cooperation of students and teachers, partnership with employers).

The study identified and substantiated trends that correspond to the postmodern paradigm of higher education and are valid for the necessary borrowing. We noticed a trend to permanent improvement of translation competence and profile orientation and a number of features of master's degree in technical translation in the USA are revealed and substantiated: ensuring full readiness of graduates of technical translation programs for highly qualified, productive and creative professional activity translation during training, certification of technical translators, quality assurance through accreditation of educational programs based on standards. In particular, the Association of American Universities, which includes universities offering training programs for technical translators, provides support for improving academic programs and professional education based on educational research; The American Association of Translators in the USA certifies translators through a professional exam; The Association for the Accreditation of Postgraduate Education helps to improve the quality of higher education and accredits master's programs on the basis of their compliance with standards (specificity and clarity of goals and their integration into the content of higher education, conditions for admission to training, quality of training (accessibility of presentation of materials, providing students with scientific and technical base and reputation of the teaching staff).

5. Conclusions

Systematic analysis of philosophical, psychological-pedagogical and scientific-methodical works of domestic and foreign scientists shows that aspects of compliance of professional training in technical translation with the principles of post-modernist education have been little studied. Most research on the training of masters in technical translation is mainly applied and does not determine the theoretical foundations of such training, in particular the principles, concepts, approaches, methods and ways of their implementation in the higher education system of Ukraine.

As a result of identifying postmodern signs of translation education in the United States and comparing it with the trends of domestic education, the directions of transformation of the latter are outlined. It was determined that one of the key tasks for changes in higher education is quality assurance, therefore, the master's program for the training of technical translators in Ukraine should ensure the development of key competencies of a specialist in technical translation, such as: translation (instrumental, research / search), lingual (language and speech), extralinguistic (background profile knowledge, etc.), strategic and value.

We can conclude: Ukraine should be guided by the postmodern principle of openness and uncertainty of ultimate educational goals, which is manifested in the tendency to permanently improve translation competence and profile orientation in the preparation of masters in technical translation in the United States. This tendency is manifested in academic freedom in the development and implementation of educational programs for the training of masters in technical translation, the introduction of specialized specialization in the training of technical translators, on the other hand, the updating of their assessment system is the responsibility of the state authorities, as well as the support of technical translators by increasing the status of a translator. It has been specified that an important task of US higher education is to increase the competence of future specialists and to update the value of a higher education diploma for setting standards. The postmodern features of master's degree in technical translation in the USA are defined: ensuring full readiness of graduates of technical translation programs for highly qualified, productive and creative professional activity, training in a multicultural environment, application of the latest automated translation tools during training, certification of technical translators, quality assurance accreditation of educational programs on the basis of standards.

Based on the experience of the United States, we propose to develop in Ukraine a regulatory framework (industry framework taking into account the specifics of technical translation, a professional standard for a technical translator, certification of technical translators, mechanisms for the accreditation of educational programs for the preparation of masters in technical translation as interdisciplinary) guidelines for the implementation of educational programs for the preparation of masters in specialization in technical translation in cooperation with experienced technical translators, in particular to formulate competencies and learning outcomes, will be provided by compulsory and selective academic disciplines / modules of interdisciplinary specialization in technical translation for the preparation of humanitarian and technical / natural areas ; the introduction of automated

translation tools in the preparation of masters in the specialization in technical translation; providing mechanisms for the implementation of academic mobility of teachers and students in the field of technical translation.

The study does not claim to be a comprehensive solution to all the problems of professional training of technical translation specialists. It is advisable to include the study of the features of professional training of masters in technical translation in the countries of the European Higher Education Area into promising areas of research; problems of training teachers in technical translation; introduction of computer-aided translation technologies into the educational process according to the training programs for technical translators; the issue of translation ethics; development of distance learning for future translators in a foreign language environment; development of student translation practice system.

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