

**DIMENSIONS OF TRAINING OF THE PROSPECTIVE  
MASTERS OF TRANSLATION IN THE UNIVERSITIES  
OF CANADA: CONTENT AND ADVANCED IDEAS**

<https://doi.org/10.24919/2413-2039.11/43.220433>

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**To cite this article:** Holovatska, Yu., & Tsepeniuk, T. (2020). Dimensions of training of the prospective masters of translation in the universities of Canada: content and advanced ideas. *Human Studies. Series of Pedagogy*, 11/43, 22–38. doi: <https://doi.org/10.24919/2413-2039.11/43.220433>

**Article history**

Received: July 28, 2020

Received in revised form: September 9, 2020

Accepted: November 23, 2020

Available online: December 30, 2020

**Journal homepage:**

<http://lssp.dspu.edu.ua/>

**p-ISSN** 2313-2094

**e-ISSN** 2413-2039

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UDC 378.147:81'25-051:378.4(71)

## ВИМІРИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ ПЕРЕКЛАДУ В УНІВЕРСИТЕТАХ КАНАДИ: ЗМІСТ ТА ПЕРЕДОВІ ІДЕЇ

*У статті подано аналіз системи професійної підготовки майбутніх перекладачів в університетах Канади за освітньо-кваліфікаційним рівнем “Магістр”. Досліджено, що для закладів вищої освіти Канади, які здійснюють підготовку майбутніх магістрів перекладу, характерними є два типи програм: галузеві та жанрові. Визначено, що за галузевою ознакою функціонують магістерські програми підготовки усних перекладачів, письмових перекладачів та термінологів. Жанрова спеціалізація передбачає вибір програми за сферою застосування: комерційний переклад, медичний переклад, економічний переклад, художній переклад, судовий переклад, юридичний переклад. Узагальнено основні принципи програм підготовки майбутніх магістрів перекладу (професійна спрямованість, гнучкість та варіативність, вільний вибір навчальних дисциплін, домінування практичної підготовки, відповідність вимогам професії та ринку праці). Проаналізовано методи, форми та засоби навчання майбутніх магістрів перекладу. Досліджено види та особливості організації практики. Вивчено систему моніторингу забезпечення якості надання освітніх послуг, а саме сертифікацію та акредитацію освітніх програм та визначено їх критерії. Здійснено порівняльний аналіз систем підготовки майбутніх магістрів перекладу в ЗВО Канади та України, на основі якого виокремлено їх відмінності та запропоновано прогресивні ідеї закордонного досвіду для впровадження у вітчизняному освітньому просторі. Результати дослідження узагальнено у вигляді системи, яка містить цільовий, змістовий, процесуальний та моніторинговий компоненти.*

**Ключові слова:** *підготовка магістрів перекладу; магістр перекладу; професійна компетентність перекладача; вища освіта; переклад.*

## DIMENSIONS OF TRAINING OF THE PROSPECTIVE MASTERS OF TRANSLATION IN THE UNIVERSITIES OF CANADA: CONTENT AND ADVANCED IDEAS

*The article presents an analysis of the system of professional training of future translators in Canadian universities at Master's degree level. It has been studied that Canadian higher education institutions that train future Masters of Translation are characterized by two types of programs: sectoral and genre. It has been determined that sectoral programs comprise Master's programs of training interpreters, translators and terminologists. Genre specialization involves the choice of program in the following fields: commercial translation, medical translation, economic translation, literary translation, court translation, legal*

*translation. The basic principles of training programs for future masters of translation have been generalized (professional orientation, flexibility and variability, free choice of academic disciplines, dominance of practical training, compliance with the requirements of the profession and the labor market). Methods, forms and means of teaching of future Masters of Translation have been analyzed. The types and features of the organization of practice have been investigated. The system of monitoring the quality assurance of educational services, namely the certification and accreditation of educational programs and their criteria has been studied. A comparative analysis of the systems of training future Masters of Translation in the universities of Canada and Ukraine has been conducted. According to the analysis their differences have been highlighted and the progressive ideas of the foreign experience have been proposed to be implemented in Ukrainian higher education. The results of the study have been summarized in the form of a system that contains goal, content, procedural and monitoring components.*

**Key words:** *Master's degree translators' training; Master's degree in translation; professional competence of translator; higher education; translation.*

**Funding.** The authors received no financial support for the research, authorship, and/or publication of this article.

**No potential conflict of interest was reported by the authors.**

## **Introduction**

The globalization processes in all the spheres of human activity have led to an increasing role of foreign language communication. Having proclaimed integration into the European Union as its strategic policy Ukraine cannot reach this aim without a profound modernization of the higher education in general and training of translators and interpreters in particular. Highly qualified translators and interpreters are among the most demandable nowadays. They provide international communication in the spheres of economy, trade, science, tourism etc. Translators and interpreters are responsible both for the accuracy of formulating agreements texts, contracts, business plans and other relating documents and an adequate mutual understanding of people from different countries.

**An analysis of recent research.** A study of the current state of translators and interpreters training in Ukrainian reveals some drawbacks. In particular, the existing curricula do not meet modern demands and training for master's degree in terms of its didactic purpose is not given enough scientific credence. The competence based approach is partly implemented. The curricula for training translators and interpreters on master's degree level are integrated and are not distinguished according to the types of translation and interpretation activity, so consequently it does not respond to the international standards and experience.

The study of scientific sources on the issue, an analysis of the practical experience of the professional training of Masters of Translation in Ukraine has allowed identifying the following contradictions between:

- the need for a comprehensive analysis of the progressive foreign experience of the professional training of Masters of Translation and the lack of its systematic study and adaptation in Ukrainian higher education;
- the growing need for highly skilled translators and interpreters and the real state of their training in higher education institutions to be ready to perform professional functions;
- the established content, forms, methods and technologies of teaching translators and the need to use innovative training.

Therefore, it appears necessary to study a progressive foreign experience in order to implement its positive ideas in Ukrainian educational system. In this context, the system of professional training of translators, in particular masters, in the high school of Canada is of considerable interest.

Canada is a bilingual country where the demand for translation services is one of the highest on the American continent. According to the Committee of the Canadian Translators Industry, the state languages make up more than 90% of the translation: translation from English to French is about 75%, from French to English – 15%. Interpretation takes about 10% in the translation market, and this is considerably more compared to the world scale, where it is only 1%. This linguistic situation has made Canada the world leader in the field of translation. Over the last decade, the number of professional translators has grown by 44%, which is twice as much as other occupations. Canada has more than 15.000 professional translators. That is why their qualifications in higher education institutions in Canada are at a high level.

However, the problem of the professional training of masters of translation at Canadian universities is not systematically approached in Ukraine. In particular, the features of the structure and content of Master's Degree programs, forms, methods and technologies of training translators remain unstudied. There is no research based on the comparative analysis of the Canadian and Ukrainian systems of training translators on graduate level in the context of improving the national higher education.

**The purpose of the study** is to identify the content as well as organizational and procedural peculiarities of the system of training prospective Masters of Translation in the universities of Canada and to substantiate the ways of implementing positive ideas of foreign experience in the educational process of higher educational institutions of Ukraine.

#### **Presentation of the main research material**

***I. Theoretical aspects of translators' education.*** The results of the study show that translation and professional training of specialists in this field have a long history, but many questions still remain open. Study of the works of both

domestic and foreign scholars on the given aspect of the professional training of translators (D. Kelly, A. Kozak, L. Latyshev, V. Lugovyi, O. Matsyuk, R. Minyar-Beloruhev, G. Miram, A. Noybert, A. Olhovskaya, O. Pavlyk, Z. Pidruchna, E. Pim, Y. Retsker, N. Sobol, J. Talanova, O. Cherednychenko, L. Chernovatyi, E. Chesterman, K. Shaffner, A. Shyba, O. Shupta, M. Zwing etc.) proves that considerable attention is focused on the competent approach and the formation of the professional competence (Holovatska, 2014).

It has been determined that the main components of the professional competence of the translator are linguistic, intercultural, textual, thematic and information retrieval competencies. Among other approaches, scholars offer a conceptual and integrated approach. A considerable attention in pedagogical literature is focused on the problem of specialization of translators' education, in particular the differentiation of the main areas of translation activity (written, oral) and its genres (Bondarenko, 2018; Kassymova & Gile, 2009). The analysis of studies devoted to the Ukrainian system of education on translation (A. Kozak, V. Radchuk, O. Cherednychenko, L. Chernovatyi etc.) indicates a number of shortcomings that reduce the level of professional training of translators and their non-compliance with world standards. One of the areas of improvement is the reform of the Master's degree syllabi, for which a study of the progressive experience of foreign countries is very important.

Having studied the history of translation in Canada, we can state that the translation activity and the translators' training have been in place since the country was founded. There are four periods in history of the professional training of translators: 1) activation of translation activities during the period of colonization of North America by the French; 2) the development of translation activities during the British rule; 3) translation activities since the country was united until the adoption of the Act on the Official Languages in 1969; 4) from the adoption of the Act to the present. Each period is marked by constant improvement of the previous experience in order to meet the needs of the state in the specialists of this profile. The main reason for the high level of professional training of translators at the universities of Canada is a significant demand in the specialists because of the country's language situation. This is reflected in such features of the translators' education as the variability of curricula, genre specialization, extensive research work in the field of translation, and a well-developed system of the professional organizations (Delisle, 2001).

According to the Classification of Instructional Programs (CIP) Canada 2016, specialty 16.0103 "Language Interpreting and Translation" is a part of the 16.01 "Linguistics, Comparative Linguistics and Related Science and Services", which is a part of the educational program 16 "Aboriginal and Foreign Languages and Literatures". The description of specialty 16.0103 "Language Interpreting and Translation" states that the educational program includes programs for the

training of interpreters and translators from English and French into other languages and vice versa (“[National Occupational Classification](#)”, 2016).

The study of graduate programs reveals the functioning of seven programs in training translators (short program of the first cycle, short programs of the second cycle, certificate programs, programs that include receiving a diploma on higher specialized education, Bachelor’s programs, Master’s programs, doctoral programs).

Programs that allow to obtain a certificate (short programs of first and second cycles and certificate programs), aimed at people who have already got a degree in a particular field, have a good command of foreign languages and are keen to translate in a highly specialized field. There are two types of such programs: full-time, distance learning, or online education. As the analysis of certificate programs in the universities of Canada shows, training for this type provides getting 30 units and lasts for the most part, a year and a half. Programs for obtaining a diploma in higher specialized education (DEES – Diplôme d’études supérieur es spécialisées) are valid only in the French-speaking province of Quebec and last for one year. A diploma of this type is borrowed from the system of higher education of France. It is worth noting that today it is gradually replaced by Master’s degree program.

Bachelor’s programs in Translation are very diverse: from general programs to specialized ones. After studying the diversity of these programs, one can divide them into three types: regular, “accelerated type”, and cooperative learning. Traditional Bachelor’s programs are designed for four years of study, encompassing 120 units, 48 units are optional courses and 72 units are given to compulsory ones. The compulsory courses can be divided into three groups: general courses (e.g. Philosophy, Reasoning and Critical Thinking), professional courses (General Translation, Difficulties in Translating into and out of English, French or third languages (depending on the type of program), Comparative Stylistics, Lexicology, etc.) and courses aimed at the formation and development of language skills (writing, grammar, spoken language). Programs of the “accelerated type” are designed for two years encompassing 60 units. Under the cooperative learning programs, students can work simultaneously. The curricula of such programs provide the opportunity to combine theoretical and practical training. Duration of training is four and a half years, as nine additional internships are added to 120 units. Taking into account the language situation in the country, most baccalaureate programs are taught in two languages (English and French), third language is also possible (usually Spanish).

According to the data of the National Occupational Classification (NOC) 2016, occupation 5125 “Translators, terminologists and interpreters” comprises the following titles: community interpreter, conference interpreter, consecutive interpreter, court interpreter, terminologist, legal terminologist, localizer, medical terminologist, technical translator, translator in the field of jurisprudence/medicine/culture/education/literature/news and advertising, translator for people

with disabilities, etc., in general more than 50 directions. Though, it is worth mentioning that not all of the titles incur university programs, in particular graduate ones (“[National Occupational Classification](#)”, 2016).

The analysis of the content of Master’s programs in Translation in Canadian high schools allows them to be divided into general and specialized. The general programs are oriented on the developing research skills in various branches of Translation Studies, as well as on the advanced level of training in the field of terminology, translation technology and translation of texts of different genres. Specialized Master’s programs encompass programs for training translators in the field of written and oral translation and terminology. Genre specialization involves the teaching of Masters of translation and terminology in the following spheres: legal translation, economic translation, medical translation, commercial translation, literary translation. The training of Masters of Interpreting involves educational programs for the teaching of simultaneous / consecutive interpreters and court interpreters. The content of Master’s programs is carried out according to the type of translation and genre specialization.

**II. Content of training of the prospective translators.** The author has developed the model of professional training of Masters of Translation. It is represented with the goal, content, procedural, and monitoring components which interact to provide the training of specialists able to carry out professional functions in accordance with requirements established by the state labor market. The main objectives of the system of professional training of Masters of Translation are: formation of professional competence; developing of research abilities; formation of readiness for professional activity. This system is based on the following principles: professional specialization; variability and flexibility of educational programs; freedom of course choice; proper correlation of theoretical and practical training; compliance with the requirements of the labor market (fig. 1).

Let us consider each of the components.

Having studied the content of the programs of professional training of Masters in Translation in the Canadian universities we can state that the objectives of these programs are achieved through intensive training consisting of compulsory courses combining theory and practice, optional courses, lab-work, a practicum, pre-exam training and research and final examinations conducted by a board of external examiners. Masters programs can be of two or three types within one program. The list of both compulsory and optional courses is determined by the faculties of the universities that carry out the training. As a rule, both of them include the study of courses that correspond to the direction of training with a clearly defined specialization. Optional courses devote most of the curriculum to ensure that the chosen courses meet the personal and professional interests of the students.

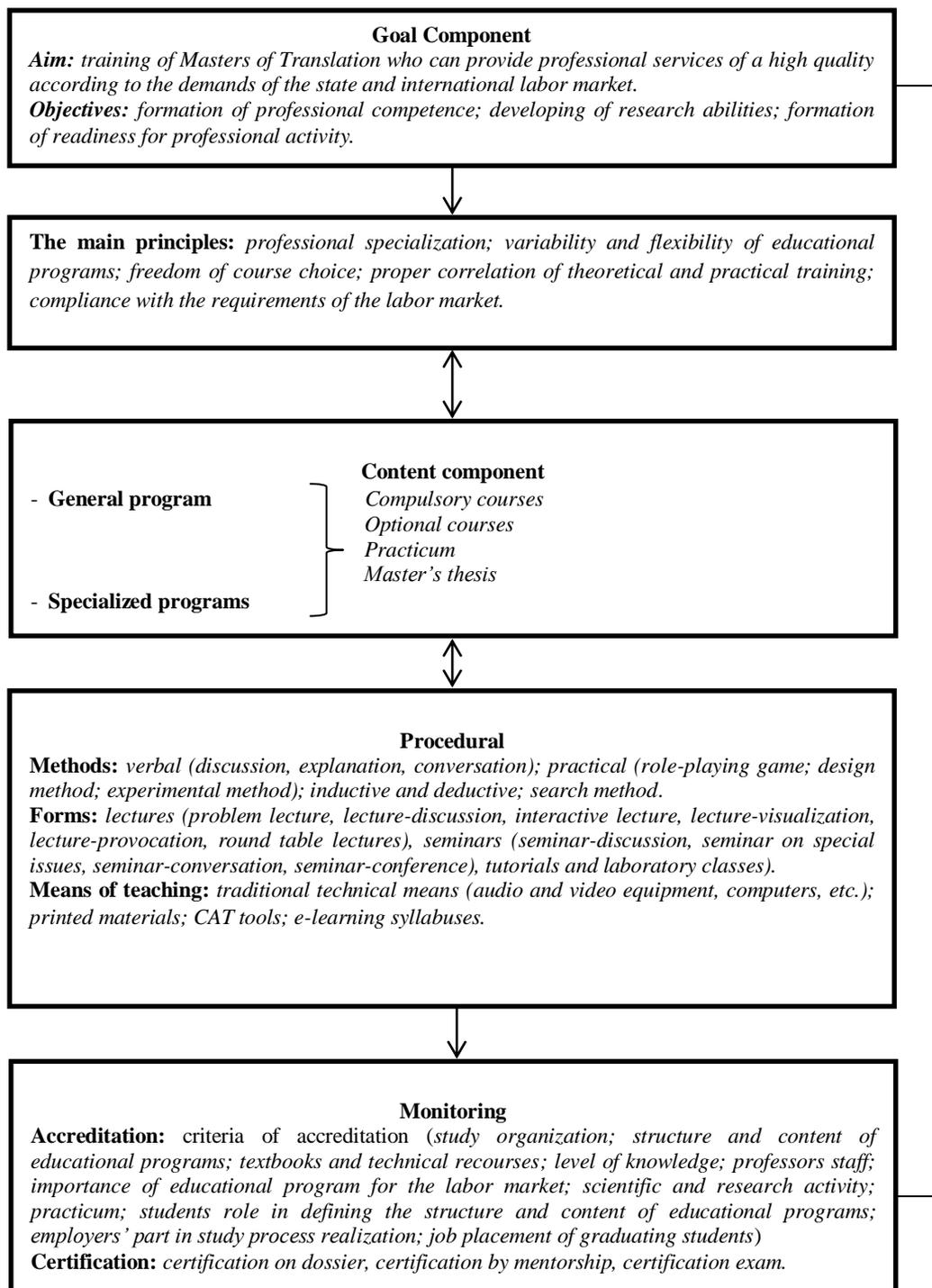


Fig. 1. Model of training the Prospective Masters of Translation in the Universities of Canada

The subject content of the curriculum depends on the educational objectives of the programs for professional training of Masters in Translation in different universities. To study each academic discipline 3 units are given, corresponding to nine academic hours. The analysis of the distribution of academic load among all disciplines in general shows that the largest number of hours (44%) is assigned to individual work, theoretical training takes 34%, and 22% of total time is allocated to practical classes. The minimum average student load is 6–7 disciplines of three units each, maximum – 9–12 disciplines of three units each. The distribution of the academic load for the terms varies in different universities and depends on the duration of the Master's program (1 or 2 years). Thus, the Master's degree in the field of Translation is awarded after enrollment of 18–51 units, including units for practicum and defending Master's thesis.

Practical training is a compulsory component of the curriculum of professional training of Masters in Translation. Its purpose is to form and develop readiness for the performing of the professional activity, acquisition and development of professional skills and abilities of making independent decisions. Practicum is characterized by a large number of functional responsibilities; it is adequate to the content and structure of professional activity; creates conditions for self-testing of the readiness and suitability of students for professional activity. Practical training is carried out under the guidance of a university supervisor and a specialist who works in the institution where the practicum takes place. The curriculum defines the content and the terms of the practicum, as well as the amount of units that are allocated to it.

The study of the content and the structure of the curriculum of the professional training of Masters in Translation in Canadian universities provided the basis for determining the following main forms of practicum:

- in-house practicum – practical training, which takes place in the university and involves an advanced course on specialized translation, as well as translating to order;
- external practicum – practical training in a professional environment i.e. translation agencies, international companies, government agencies and other institutions where translators and interpreters work;
- foreign internship – practical training, which is carried out in different institutions abroad.

Consider the practicum for graduate students at the Ottawa University, the School of Translation and Interpretation. In the curriculum of this program of practice is not allocated as a separate structural element. It takes place in the form of a translation workshop, for which students gain 3 units.

In-house practicum involves the translation of texts of a certain specialization, which students choose individually from the suggested list. Another form of this practical training is the translation for the translation bureaus the university co-operates with, thus modeling real professional duties. Graduates perform

practical tasks under the supervision of a lecturer who coordinates their activities and gives advice. Students also combine practical training with research work, because they analyze translations based on theoretical knowledge. As a rule, the majority of students after the end of practicum use the chosen subject when writing a scientific or scientific-practical Master's thesis.

External practicum involves practical training in translation bureaus, international companies and organizations, government and government institutions, enterprises, and law firms. On average, the practice lasts eight weeks and takes place in three stages:

1) introductory – students are acquainted with the peculiarities of the institution's work;

2) educational – students study the documentation, they are expected to work with and the requirements for performing their professional duties;

3) professional – students carry out translations under the supervision of the head of practice from the institution; learn to make decisions, work in a team; during this period special professional skills, corresponding professional qualities and abilities are formed.

The final stage of the all types of practicum is a defending of the report in the presence of responsible supervisors and specialists.

An important aspect of ensuring the effective practical training of graduate students is the involvement of professional translators to the training process. For this purpose, for example, translation departments conduct a “week of translation”, during which meetings are organized, where experienced translators from different specializations present the “pros and cons” of their profession, give a general idea of the employment possibilities in accordance with their specialties. There are also widespread master classes from professional translators to various specialized topics. All this contributes to the development of the professionalism of graduate students and brings them closer to the profession.

Much attention in the process of professional training of Masters in Translation is paid to the formation of research skills. This is realized through the writing of Master's theses, which, as a generalized analysis of the content of educational programs shows, can be of different types. For instance, the students of the School of Translation and Interpretation of the Ottawa University who are getting a degree of Master of Arts in Translation Studies may choose one of two options: basic research option (thesis) or applied research option (commented translation or commented terminology or lexicography file).

The main methods of teaching future Masters of Translation are verbal (discussion, explanation, conversation); practical (role-playing game; design method; experimental method); inductive and deductive; search method. It has been found out that the professional training of Masters in Translation is marked by a variety of forms. The most common are lectures (problem lecture, discussion lecture, interactive lecture, visualization lecture, provocation lecture, round table

lectures), seminars (discussion seminar, seminar on special issues, conversation seminar, conference seminar), tutorials and laboratory classes.

Interactive learning technologies are actively used in the process of organizing practical classes. Along with the traditional forms of organizing the training, various non-traditional forms (professional consultations, “week of translation”, “light breakfasts”) are also applied. The material and technical support of the educational process of the future Masters of Translation in the universities of Canada is at a high level. In addition to traditional technical aids (audio and video equipment, computers, etc.), the latest translation technologies, software, and databases are used. Considering the aforementioned a great attention is paid to the development of computer skills and abilities, which is realized through the use of the newest software created for professional translation. Graduates work with the following machine translation programs: *MultiTrans*, *LogiTerm*, *Fusion Translate*, *OmegaT* etc.

In addition, students are practicing with machine translation systems, electronic dictionaries (La Petit Roberts, MultiTerm, etc.), text editors, databases, presentation software, desktop publishing systems. The active use of computer technologies in the learning process is reflected in the development of special e-learning syllabuses, such as LinguisTech (Language Technologies Toolbox). They give students free access to a wide range of educational and scientific resources, technologies for improving language and translation skills, the ability to communicate virtually with lecturers and translation specialists. Another example in this context is the on-line course of the Collection of Electronic Resources in Translation Technologies (CERTT), developed and operated by the University of Ottawa. This is a bilingual collection of tutorials, exercises, glossaries, recommended reading materials, references, etc., the purpose of which is to develop and improve the skills of working with professional translation programs and technologies.

The monitoring component is represented by accreditation and certification. Accreditation of Masters programs is aimed at determining the quality and level of training in accordance with the professional standards and labor market requirements. The accreditation of the programs is carried out by the Association of Universities and Colleges of Canada, which is a member of the Association of Accrediting Agencies of Canada. In the province of Quebec the accreditation is conducted by the Ordre des traducteurs, terminologues et interprètes du Québec, namely the Training Committee, which consists of two representatives of the Association of Rectors and Principals of Quebec Universities and a representative from the Provincial Education Department.

The process of accreditation involves assessing the quality of providing educational services, which guarantees graduates the demand for the labor market. The accreditation procedure has the following sequence:

- application for the accreditation;

- an independent assessment of the quality of educational services according to established criteria;
- presentation of the accreditation results in the form of a detailed report;
- making the decision by the Accreditation Commission (“[Association of Accrediting Agencies](#)”, n.d.).

The purpose of certification is to determine the level of professional competence of the translator, carried out by the corresponding authority. The presence of a certificate proves the level of knowledge, skills and abilities necessary to provide translation services. Certification of translators in Canada takes place in the following areas of specialization: certified translator, certified terminologist, certified translator, certified conference interpreter and certified court interpreter. Certificates are issued by the responsible provincial authorities. The leading authority that establishes national standards for the quality of services in translation, interpretation and terminology, as well as examinations for the certification, is the Canadian Translators, Terminologists and Interpreters Council. The main tasks of this body are standardization of the ways of entering the professional activities and monitoring the professional skills of translators who are members of professional organizations at the provincial and state levels. Nowadays there are three types of certification: certification on dossier, certification by mentorship, certification exam (“[Canadian Translators](#)”, n.d.).

**III. Implementation of foreign experience in modern Ukrainian education for translators.** Having analyzed the system of training translators in Canadian universities we can define its best applicable aspects for the Ukrainian higher education. The most important recommendations on improving the professional training of Masters in Translation in Ukrainian universities include the following:

**1. Making the professional training of Masters in Translation consistent with the demand of the labor market.** Considering the Canadian experience, it is very important to monitor the translation industry of the country for the proper organization of the training of future translators. These studies determine the level of employment of graduates, the demand for the specific qualifications, and the requirements of employers for the professional skills and knowledge of applicants. Universities take these data into account when enrolling students and forming the content of educational programs. We believe that such a practice can positively affect the domestic system of training translators. The monitoring can be carried out by the professional organizations of translators which are actively developing in Ukraine today.

**2. Specialization of Master’s programs.** In our opinion, the specialization of translational education is one of the key ways to improve it. Though, the introduction of specialization (according to the types and genres of translation activities) is a complex and lengthy process, we believe that a significant achievement would be a partial specialization, namely the distribution of Master’s programs in two directions – translation and interpretation.

**3. Regular review and update of Master's programs in Translation with the help of leading specialists of the field.** The high quality of education can be ensured by continuous review of educational programs, jointly carried out by those who teach and experienced translators and interpreters. Involvement of the qualified specialists will make it possible to bring the organization of training to an authentic working environment, and thus will better the quality of teaching materials, as it will enable the selection of materials from the professional sphere. It is important to organize meetings, conduct seminars, conferences, etc. with the participation of experienced translators and interpreters. So, in Canada, for each term, a plan of appropriate events is created (week of translation, master classes from professional translators, etc.). The positive aspect of Canadian experience, such as participation of professional translators in assessing the quality and level of knowledge, in particular during the defense of Master's thesis and final exams, should also be taken into consideration.

**4. Improving the content of Master's programs:**

*a) improving the compulsory part of the curriculum* will allow to review the existing cycles of the courses, analyze the feasibility of some of them and make some changes that will have a positive impact on the quality of the translators training. We believe that attention should be paid to the expediency of some of the courses of the humanitarian and socio-economic training cycle and the distribution of units between them. Having analyzed the national curriculum, we came to the conclusion that some courses from these cycles should be replaced by those that more closely correspond to the professional training at the level of Master's programs;

*b) increasing in the number of optional courses.* Effectiveness of the educational process highly depends on the opportunities for graduate students to study courses that are relevant to their professional interests. As can be seen from the national curriculum, the list of optional courses is much narrower than that offered to Canadian students. The authors believe that the expansion of the optional part will enable the introduction of the thematic and genre specialization of Master's programs (through the introduction of courses of specialized translation (economic, medical, commercial translation, etc.) into the curricula.

**5. Diversification of teaching forms.** For the effective mastering of theoretical knowledge and acquisition of practical skills, forms of conducting classes play an important role. As Canadian experience shows, the training of Masters in Translation is carried out through active learning forms (discussion lectures, problem lectures, interactive lectures, conference seminars, seminars on special issues, workshops, etc.). These forms encourage students to solve problem situations that may arise in practice, encourage teamwork, and carry out research in the professional field. Forms of active learning help to improve knowledge, skills and abilities, form and develop the important professional qualities necessary

for the highly qualified translation activities. The introduction of such foreign experience, in our opinion, will have a positive result.

**6. Introduction of special teaching methods for future Masters of Translation.** One of the conditions for the successful implementation of didactic goals in the process of training future Masters of Translation is the optimal combination of general and special methods of teaching. Considering this aim, different methods are used harmoniously. Their combination implies a comprehensive development of future professionals and promotes high motivation of students to study, prepares them for professional activity. In our opinion, the implementation of these approaches in the Ukrainian system of Master's training of translators requires a thorough study by the teachers and the selection of the relevant educational material.

**7. Intensive use of interactive learning technologies.** The intensification of cognitive activity of Master translators, intensification of understanding, assimilation and practical application of knowledge, increase of motivation to find ways to solve educational problems, and also the formation of skills of individual and collective work is possible through the introduction of educational process of interactive learning technologies. Their relevance is emphasized by both domestic and foreign scholars. The Canadian educators use a variety of interactive technologies during practical classes, such as round table discussions, work in small groups or pairs, case method, brainstorming, simulation, simulation, business games, role-playing games, discussion, talk shows, debates and others. It provides for deepening linguistic and cultural knowledge of future translators, improving their research skills; practice of translation techniques; studying the professional aspects of translation activities, developing skills for organizing and managing translation projects, improving self-education and self-esteem skills.

**8. Improvement of practical training.** Practical training is one of the most important components of the curriculum of Masters programs. Ukrainian undergraduate students mostly undergo their practicum in private translation companies. In Canada, the list of institutions that universities co-operate with include government agencies (provincial and territorial governments, the federal government, courts, etc.), which provides opportunities for better professional development of future professionals, increases chances of employment. Therefore, we are convinced that domestic universities should improve the practical training of future masters of translation by expanding cooperation with both state and private translation companies. Today, this opportunity appears due to the signing of an association agreement with the European Union. One cannot overlook the need to increase the length of the practicum of graduate students, in some universities it takes only two weeks. In our opinion, its minimum term should be from four to eight weeks.

### **9. The active use of information and communication technology training.**

Today, one of the most important competencies of a qualified translator is the information and searching, which implies the ability to apply computer technology in professional activities. The use of information and communication technologies not only positively influences the organization of the educational process, but also prepares future translators for their professional activity. The high level of technical support provided by the universities of Canada gives opportunities for graduate students to work with advanced software, electronic dictionaries, terminology databases, language skills improvement programs, specially developed for professional and future translators by electronic resources. Computer-based learning also allows applying a variety of technologies during practical and laboratory classes with graduate students (quizzes, chats, wikis, e-portfolios, glossaries, etc.). In order to implement these technologies in domestic educational institutions, it is necessary to seek funds for the purchase of licensed translation software, and to introduce appropriate training courses.

**10. Improvement of accreditation of Master's programs and certification of masters of translation.** The assessment and quality control of educational services is important for the training of qualified translators. In Ukraine, accreditation is carried out by the Ministry of Education and Science. We believe that for their efficiency it is worth reviewing the criteria of program implementation, considering the following: the relevance of the educational program for the labor market; research activity; level of practical training; participation of students in determining the content and organization of the educational process; participation of employers in the implementation of the educational process. It is advisable to implement the certification system for Masters of Translation, as the certification procedure carried out by the Ukrainian Association of Translators is foreseen only for the relevant institutions in general and does not take into account the needs and capabilities of individuals.

### **Conclusions**

The conducted study leads to the following conclusions:

- The professional training of Masters of Translation in the universities of Canada is marked by the diversification of qualification areas (translator, interpreter, terminologist) and genre specialization (literary, medical, economic, commercial, legal translation). According to the curriculum there are two types of Master's programs: general (Master's degree in Translation Studies) and specialized (Master's degree in Translation, Master's degree in Interpretation, Master's degree in Terminology);
- The study of the system of Master's training of translators in the universities of Canada made it possible to distinguish between such interrelated components: goal, content, procedural, evaluation, monitoring;
- The study of the system of Master's training of translators in the universities of Canada and its comparison with the domestic system gave the opportunity to

substantiate advanced ideas for their implementation in the higher school of Ukraine: the specialization of Master's programs according to the types of translation activities; inclusion of only professionally oriented courses in the curriculum; increasing in the proportion of optional courses; the use of special teaching methods; creative combination of traditional forms of teaching with active, interactive and problem solving learning forms; increase in the number of academic hours allocated to individual work (from 1/3 to 1/2); use of the latest information and communication technologies; improvement of practical training, namely: increasing the number of training hours for practicum, introducing in-house practicum, concluding agreements with regional institutions that require qualified translators; improvement of criteria for accreditation of Master's programs and certification of Masters of Translation; making the professional training of Masters in Translation consistent with the demand of the labor market.

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