

## PSYCHOLINGUISTIC ASPECTS OF TEACHING COMMUNITY INTERPRETING IN UKRAINE

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**Abstract:** *The author offers their understanding of the national specifics of teaching interpretation at the higher educational institutions in Ukraine. The attention is directed at the specifics of the elective courses included in the curriculum for the above-mentioned purposes. Using theoretical and empirical methods, the author substantiates the technique of applying psycholinguistic tools to the formation of interpreting skills and procedures of rendering the culture-specific information. The main provisions of applying the underlying principles of community interpreting are presented; the pedagogical process involving this method of training is characterized. These opportunities allow future professionals to implement their expertise and competencies successfully, to facilitate the problem-solving for the foreign speakers and to proceed via the requisite stages of gaining exposure to the Ukrainian language and culture.*

**Keywords:** community interpreting, communicative competence, context, training tools and procedures, curriculum.

Considering the problem of interpreting in its entirety, it is necessary to touch upon the problem of community interpreting (CI). This type of interpreting helps to implement skills facilitating the performance of public services due to the fact that in communicative interaction the partner does not speak the dominant (official) language that is used in the country. C. Angelelli<sup>1</sup> believes that translation of this type removes barriers in communication and helps a person to solve everyday problems he or she faces. As noted by M. Taibi and U. Ozolins<sup>2</sup>, Ch. Tiayon<sup>3</sup>, community interpreting provides social support, as it expands citizens' understanding of the new terminology in an accessible form. In Ukraine, the demand for CI translation services is incrementally growing, because more and more migrants from other countries are coming to settle in the country. Therefore, there is an increasing demand for the introduction of CI module into the educational process, for instance via curriculum implemented in the higher educational institutions<sup>4</sup>. As part of the

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<sup>1</sup> C. Angelelli, "Anchoring dialogue interpreting in principles of teaching and learning", in L. Cirillo, N. Niemants (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017, p. 29-44.

<sup>2</sup> M. Taibi, U. Ozolins, *Community translation*, Bloomsbury Publishing, London, 2016.

<sup>3</sup> Ch. Tiayon, *Community interpreting: An African perspective*, 2005. Available at [https://www.academia.edu/5187755/Community\\_Interpreting\\_An\\_African\\_Perspective](https://www.academia.edu/5187755/Community_Interpreting_An_African_Perspective).

<sup>4</sup> Y. Kichuk, V. Kunchenko-Kharchenko, N. Hrushchynska, Y. Zhukova, O. Yarish, "Intellectual capital of institutions of higher education in the knowledge economy", in *Journal of Optimization in Industrial Engineering*, vol. 14, no. 1, p. 183-190; A.V. Iatsyshyn, V.O. Kovach, V.O. Lyubchak, Y.O. Zuban, A.G. Piven, O.M. Sokolyuk, A.V. Iatsyshyn, O.O. Popov, V.O. Artemchuk, M.P. Shyshkina, "Application of augmented reality technologies for education projects preparation", in *CEUR Workshop Proceedings*, vol. 2643, p. 134-160.

competency-based approach, curricula should be based on the needs of society and form competencies that will be in public demand. This is especially relevant for the community interpreting, which helps to expand the boundaries of communicative interaction between people from other cultures<sup>5</sup>.

E. Mukhametshina, N. Latypov, A. Timerkhanov<sup>6</sup> in their research note the relevance of interpretation in such public fields of activity as sports and tourism, restaurant and hotel business, culture and art, medicine, juvenile law, intercultural communication, professional etiquette, public services. Educational institutions aim to meet the public demand that directs education toward the expansion of educational services in the social sphere. Students should master not only the academic discourse but also the finer aspects of everyday communication on a global scale<sup>7</sup>. The study describes CI procedures and identifies its main characteristics: context (constructed by the community interpreter), addressee (the person who initiates the interpretation), formality of interpretation (its dialogic form) etc. Supporting characteristics of CI techniques are the values of social and cultural mediation<sup>8</sup>.

While considering the CI techniques, A. Pym, C. Fallada, J.R. Biau, J. Orenstein<sup>9</sup> highlight such an important component of interpretation as emotionality. The emotional aspect of interpreting the text's message facilitates its perception. At the same time, emotionality may be associated with a lack of understanding, and then there may occur certain defects (misinterpretations, distortions, and on the social side of things - loss of earnings, violation of laws, failure of medical compliance etc.). Lack of qualified training, voluntary mode of community interpreting services result in the negative consequences for the person who commissions interpreting.

The global statistical data indicate that there is an increasing temporary and permanent inflow of migrants, who are bringing along with them traces of

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<sup>5</sup> A.V. Kozhevnikova, N.V. Merkulova, Yu.I. Popeleshko, N.Ye. Rybka, "Information and communication technologies as components of effective training forms for higher education applicants", in *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2021, vol. 7, no. 3, p. 55-61; K. Nagymzhanova, "Formation of creative thinking of teachers in educational environment of higher education institute", in *Life Science Journal*, 2013, vol. 10, no. Spl. Issue 12, p. 439-443.

<sup>6</sup> E. Mukhametshina, N. Latypov, A. Timerkhanov, *Teaching community interpreting at university: A challenge of the multicultural society*, 2018. Available at <https://library.iated.org/view/MUKHAMETSHINA2018TEA>.

<sup>7</sup> A. Kichuk, "The health of the modern student: to the question of the mental and psychological components", in *Georgian Medical News*, no. 291, p. 85-89; K.K. Begalinova, M.S. Ashilova, "Influence of the consumer society on the education system", in *Novosibirsk State Pedagogical University Bulletin*, 2018, vol. 8, no. 2, p. 189-202.

<sup>8</sup> A.S. Begalinov, M.S. Ashilova, K.K. Begalinova, "Cinema as the platonic cave: French Thinkers' views on media education", in *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 2018, vol. 10, no. 2, p. 136-147.

<sup>9</sup> A. Pym, C. Fallada, J.R. Biau, J. Orenstein (Eds.), *Innovation and e-learning in translator training*, Universitat Rovira i Virgili, Tarragona, 2003.

various multilingual cultures<sup>10</sup>. These subjects require a high-skilled assistance of community interpreter. There is a need for the emergence of CI profession in Ukraine, an increasing public demand for the establishment of a relationship between the dominant culture, the official language and diverse ethnic groups. This burden is placed on the higher educational institutions, where professional training should be improved accordingly<sup>11</sup>. At the present stage there is a shortage of research on the intermediary activities of interpreters in Ukraine, there is no quality supervision of the commissioned services. A particularly important cultural ramification in the development of CI technique is putative overcoming the ontological problems that have arisen between the Russian-speaking and Ukrainian-speaking population in different regions of Ukraine.

The purpose of this article is to study the psycholinguistic aspects of teaching community interpreting in Ukraine. To achieve this purpose, it is necessary to perform the following tasks: to characterize the peculiarities of the CI techniques; to examine the specifics of teaching the complex of such techniques as a separate academic discipline at the higher educational institutions; to systematize the available scientific data on the problem of providing CI services in Ukraine; to analyze the methodology of teaching the necessary competences and forming the CI skills and techniques.

### **Materials and methods**

In the modern society, the attitude to the interpreting activity is changing; society expects translation to help people fulfil their public aspirations. The interpreter is called upon to harmonize relations among people, to improve the quality of communicative interaction, resulting in a perfected quality of social services. From now on, the interpreter is no longer viewed as a person who translates a discourse for a foreign citizen in a spoken mode, but as a participant in communications, on whom the result of communicative interaction depends<sup>12</sup>. In this regard, the public status of the

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<sup>10</sup> J. Sabadash, I. Petrova, S. Oriekhova, L. Polishchuk, K. Haidukevych, M. Otrishko, "Historical, cultural and tourist monuments as a factor in the development of territories", in *International Journal of Advanced Research in Engineering and Technology*, 2020, vol. 11, no. 6, p. 485-493.

<sup>11</sup> A. Kisiolok, O. Karyy, L. Halkiv, "The utilization of Internet marketing communication tools by higher education institutions (on the example of Poland and Ukraine)", in *International Journal of Educational Management*, 2021, vol. 35, no. 4, p. 754-767; A.M. Tatenov, S.M. Askarova, "Theoretical foundations of object-oriented education systems in preparing future specialists", in *Advances in Environmental Biology*, 2014, vol. 8, no. 13, p. 105-108.

<sup>12</sup> K.M. Abisheva, K.M. Nagimzhanova, R.A. Aykenova, A.K. Kapanova, Z.S. Koldasbayeva, A.D. Kanapyanova, "Cross-cultural competence of communicators as a way to create a positive eco-informational environment", in *Space and Culture, India*, 2019, vol. 7, no. 2, p. 76-88.

interpreter who provides community interpreting increases. A. Ertl and S. Pöllabauer<sup>13</sup> note that the verbal message should be interpreted in the following ways:

- intralingually, where translation is performed by means of other signs of the same language;
- interlingually, where translation implies an interpretation of message via another language;
- nonlingually, where the interpreter explains message by means of facial expressions and gestures (body language).

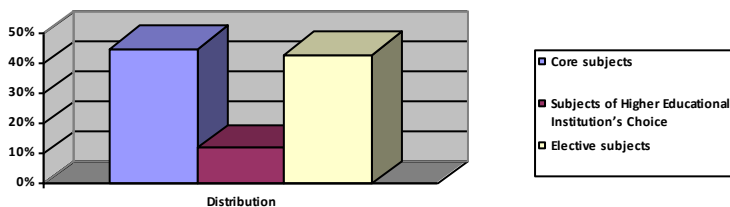
Today, professional or volunteer interpreters are called upon to perform the public service interpreting, which in the English-language terminology is referred to as “community interpreting”. It is a type of interpreting that is executed either in a simultaneous or in a consecutive mode. The speakers (addresser and the addressee) may communicate directly or use technical devices (electronic interpreting tools, phone apps)<sup>14</sup>. This latter mode is considered to be a mixed variety of interpreting, involving compound methods with elements of speaking and writing.

In this paper, we have based our research of community interpreting training foundations on the curriculum for interpretation and translation studies of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv. With the help of quantitative methods, author presents the analytical material, where the application of this training method is associated with the allocated hours within specific academic disciplines (Figure 1). Using contrastive method, the author compares the implementation of community interpreting principles in the higher educational process, both in Ukraine and in other countries, where this discipline is being taught as a separate course, as well as a subject of professional certification.

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<sup>13</sup> A. Ertl, S. Pöllabauer, “Training (medical) interpreters – the key to a good practice. MedInt: A joint European training perspective”, in *Journal of Specialised Translation*, 2010, vol. 14, p. 165-193.

<sup>14</sup> A. Kisiolek, O. Karyy, L. Halkiv, “Comparative analysis of the practice of internet use in the marketing activities of higher education institutions in Poland and Ukraine [Analiza porównawcza praktycznego wykorzystania internetu w działaniach marketingowych uczelni wyższych w Polsce i na Ukrainie]”, in *Comparative Economic Research*, 2020, vol. 23, no. 2, p. 87-102; M.S. Ashilova, A.S. Begalinov, K.K. Begalinova, “About the impact of digitalization of society on education in Kazakhstan”, in *Science for Education Today*, 2019, vol. 9, no. 6, p. 40-51.



**Figure 1: Distribution of interpreting disciplines within the complex of subjects**

The Figure 1 presents the extant distribution of hours allocated to the interpreting disciplines within the academic block of disciplines and elective courses. The study courses improve knowledge and interpreting techniques, and provide a massive foundation of expertise enabling the community interpreting. Elective courses allow students to look in a greater detail at the specifics of such interpreting, and apply this knowledge to individual everyday situations. With this purpose in mind, the hours and credits are allocated accordingly for the future interpreters to master the finer aspects of community interpreting.

## Results and discussion

As the reference sources show, the CI-mediated interlingual communication is most often used in medical and court/legal settings. For example, H. Mikkelson<sup>15</sup> describes the CI training at the Monterey Institute of International Studies, which actively implements its techniques in the educational process, in particular for the detailed study of court interpreting. The institution has introduced elective courses in the educational process, which allow working professionals to expand their competences in specific areas, in particular of legal services. The National Council on Interpreting in Health Care<sup>16</sup> has developed an educational standard for the curriculum of medical interpreter training in view of public demands. However, as C.D. Mellinger and N.K. Pokorn<sup>17</sup> suggest, specialized terminology is not always taken into account when teaching the subject, and future interpreters have knowledge gaps as to correct application of interpreting techniques and procedures at everyday basis. Consequently, a translator using CI method should be able to acquire knowledge of the bicultural environment in addition to academic knowledge.

<sup>15</sup> H. Mikkelson, *Evolution of public service interpreter training in the U.S.*, 2014. Available at <https://fitisposij.web.uah.es/OJS/index.php/fitispos/article/view/6/3>.

<sup>16</sup> *National Council on Interpreting in Health Care*, 2021. Available at <https://www.ncihc.org/>.

<sup>17</sup> C.D. Mellinger, N.K. Pokorn, "Community interpreting, translation, and technology", in *Translation and Interpreting Studies*, 2018, vol. 13, no. 3, p. 337-341.

The legal aspects of professional interpreter training preclude the contextual and situational immersion that promotes the practical training of public service interpreters in the mode of community interpreting. J. Lee<sup>18</sup> believes that interpreters providing public services are not always prepared to explain legal acts at the existential level. Professionals hesitate to render the law in an informal mode because it may result in distortion. C. Angelelli<sup>19</sup>, expounding upon translation in the field of public services, notes that when treating patients, the process of interaction is often undermined, because people do not always understand what they are told. This results in legal suits against doctors and increases the level of patients' distrust. Many countries (such as Hungary, Slovakia, Poland), according to D. Krysztofowicz and Z. Krupienicz<sup>20</sup>, accounting for the difficulties of community interpreting, oblige their interpreters to obtain a professional CI certificate. The authorities of these countries believe that mandatory certification of interpreters will reduce the rate of conflicts that arise when the foreign nationals enter communicative interactions with state institutions.

Research by M. Takimoto<sup>21</sup> in the field of business communication explores the instances when the interpreter is trying to interpret information in their own words, and he/she distorts the original meaning based on their understanding. As a result, people do not understand each other and thus business contracts are violated. In this regard, the importance of an interpreter's knowledge of professional etiquette, the rules of negotiation in communicative interactions carried out in formal and informal settings, is emphasized<sup>22</sup>. Studying the interpreting and translation curriculum of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv, it's worthy of note that domain-specific training courses with contextualization are present in the academic disciplines that focus on translation in tourism, business communications, financial document management, writing economic, scientific and technical texts (Figure 2; 3).

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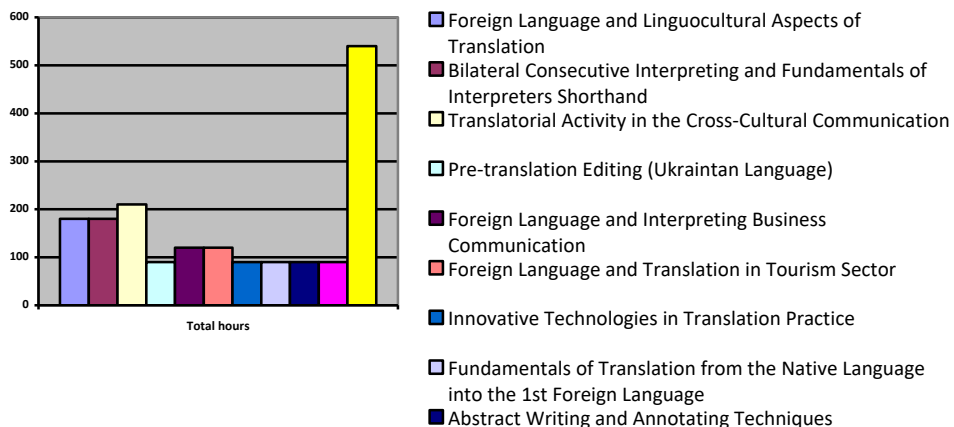
<sup>18</sup> J. Lee, "When linguistic and cultural differences are not disclosed in court interpreting", in *Multilingua*, 2009, vol. 28, no. 4, p. 379-402.

<sup>19</sup> C. Angelelli, *Medical interpreting and cross-cultural communication*, Cambridge University Press, New York, 2008

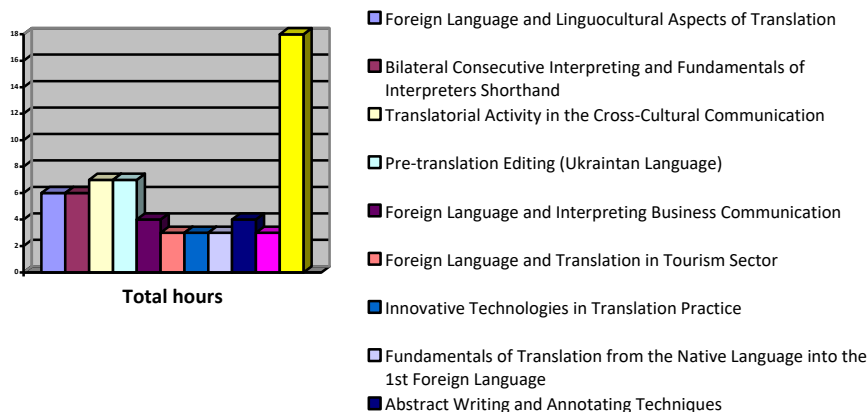
<sup>20</sup> D. Krysztofowicz, Z. Krupienicz, "Community interpreting in Poland. Formal legislation, role and opportunities", in *International Journal of Language, Translation and Intercultural Communication*, 2016, vol. 5, p. 84-93.

<sup>21</sup> M. Takimoto, "Interpreters' role perceptions in business dialogue interpreting situations", in *Monash University Linguistics Papers*, 2006, vol. 5, no. 1, p. 47-57.

<sup>22</sup> L.C. Gonsum, C. Cavusoglu, "Linguistic ethnographic investigation of face negotiations in interaction", in *Revista De Cercetare Si Interventie Sociala*, 2019, vol. 66, p. 166-185; A.M. Yessenbayeva, B.K. Yelikbayev, G.K. Abdrahman, L.T. Makulova, B.K. Serdali, "Investigating the communicative functions of interrogative sentences in dialogue texts", in *Media Watch*, 2020, vol. 11, no. 3, p. 488-501.



**Figure 2: Distribution of total hours for CI training within “Translation in the Cross-Cultural Communication” specialization**



**Figure 3: Distribution of credits in training**

We have also analyzed the aspects of CI training for medical and legal purposes (Figure 4; 5).

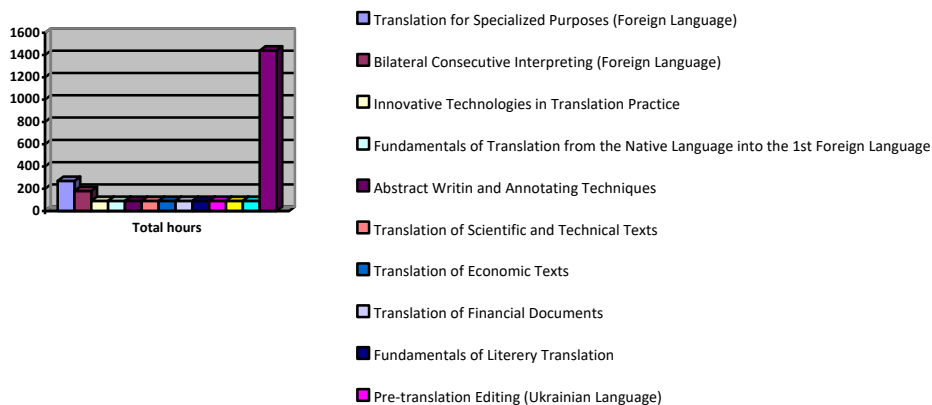


Figure 4: Distribution of hours allocated for the specialized courses

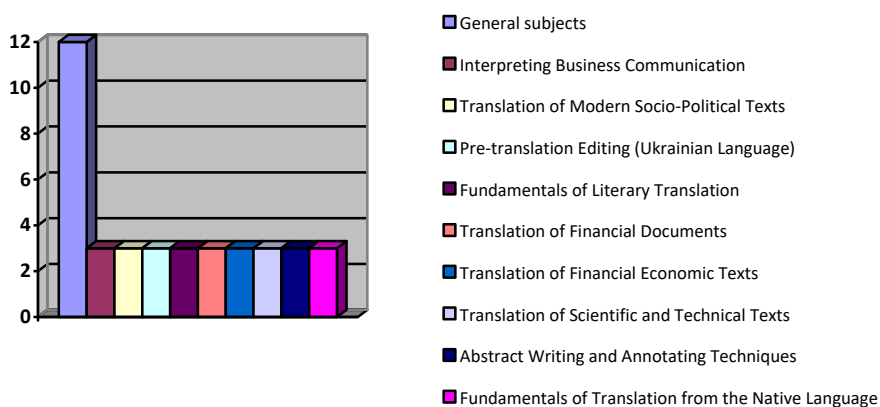


Figure 5: Distribution of hours allocated for the specialized courses

Considering the issue of translating socio-political texts, there is a number of contrasting views. For instance, analyzing the translatorial activity, R. Roberts<sup>23</sup> came to the conclusion that the CI interpreters do not pay particular attention to the terminology of the professional field, which they render, and, as a result, do not convey the essence of the conceptual apparatus of modern CI interpreting. This issue causes problems for accurate understanding of the referent and distorts the correct application of CI principles. H. Mikkelsen<sup>24</sup>, comparing the insights of various researchers, outlined the necessary professional skills of an interpreter, which increase their

<sup>23</sup> R. Roberts, “Community interpreting: A profession in search of its identity”, in E. Hung (Ed.), *Teaching Translation and Interpreting 4: Building Bridges*, John Benjamins Publishing Company, Amsterdam, 2002, p. 157-175.

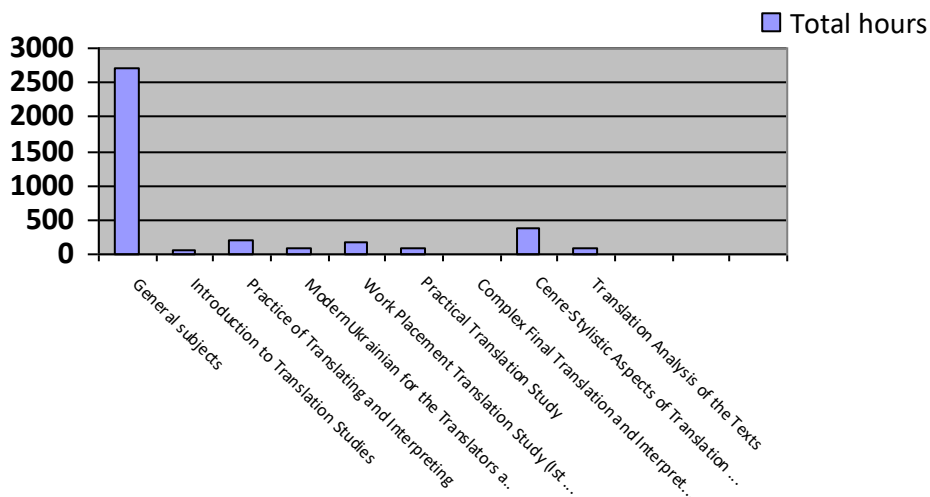
<sup>24</sup> H. Mikkelsen, *Evolution of public service interpreter training in the U.S.*, 2014. Available at <https://fitisposij.web.uah.es/OJS/index.php/fitispos/article/view/6/3>.



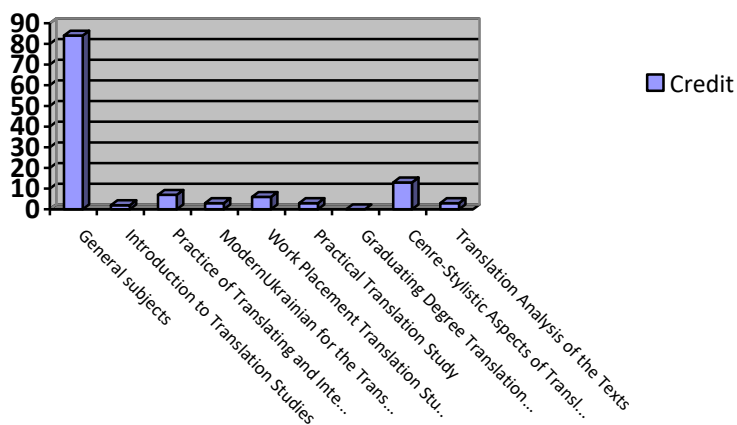
competence in the social sphere and facilitate their understanding of original message:

- language skills, which encompass knowledge of the traditions and everyday life of a particular region, set expressions, and colloquialisms;
- good concentration and memorization skills that preclude missing important points of the message;
- mastery of public speaking;
- unconventional thinking process (“thinking outside the box”);
- good command of *retour* (bilateral) interpreting, the ability of bringing the message effectively to all participants of the communication;
- excellence in simultaneous interpretation;
- advanced non-verbal communication;
- mastery of the ability to manage the communication process, smooth out conflicts and regulate conversation in a constructive manner;
- ability to translate complex speeches abounding in scientific terminology or mathematical deductions;
- ability to apply best practices in translation, know people’s cultural values;
- empathy in communication;
- ability not only to listen to the speech, but also to hear what the person wants to convey to their addressees;
- good knowledge of ethnic and cultural traditions, respect for the norms of other peoples and cultures;
- ability to provide the interdepartmental interaction in order to improve the quality of translation and the services rendered;
- mastery of professional terminology;
- knowledge of the basics of style, communication, grammar.

Thus, analyzing the curriculum of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv in terms of interpretation and translation disciplines, as well as training courses with a subject-oriented basis, it may be noted that this curriculum provides various theoretical and training courses promoting the formation of the above-mentioned types of knowledge and skills. The Figures 4; 5 concentrate on the innovative techniques enabling the practice of translation, variety of practical exercises (bilateral consecutive interpreting, fundamentals of interpreter’s shorthand techniques, analysis of text in translation, pre-translation editing, methods of abstracting and annotation), and Figures 6; 7 reflect the specificity of translation text analysis.

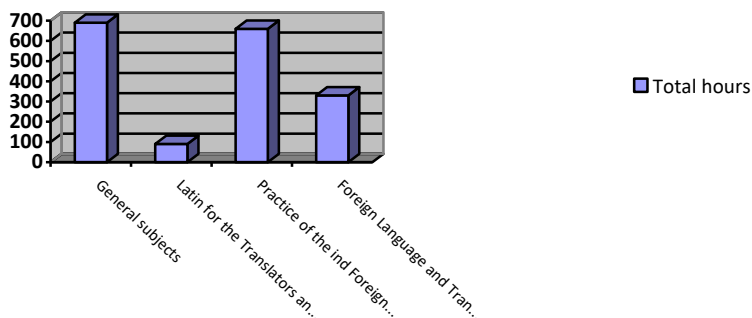


**Figure 6: Number and allocation of hours**

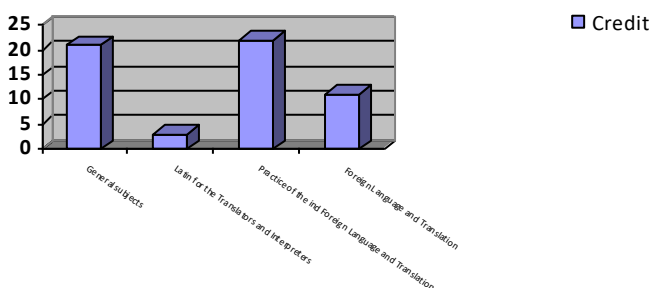


**Figure 7: Number and allocation of credits**

The Latin language acquisition by the translators and interpreters receiving specialization in medical and court/legal interpreting is presented by Figures 8; 9.



**Figure 8: Number and allocation of hours**



**Figure 9: Number and allocation of credits**

In addition to bachelor degrees in CI, respective master degree programs are also offered in various countries. For example, C. Valero-Garces<sup>25</sup> describes the one-year CI Master’s program of the University of Alcalá de Henares (Madrid), which is implemented in seven language pairs of 60 credits. This program includes various components: interlanguage communication taking place in an online mode; interpreting and translating at a specific institution; various online workshops; writing master’s thesis. Various subject-oriented parameters, taking into account administrative and educational characteristics, are presented in the curriculum of the master’s education, and special attention is also paid to knowledge of medicine and law<sup>26</sup>. Considering the Institute’s curriculum as a whole, it may be noted that the set of exercises for developing CI skills includes an interactive component (lectures, seminars, online and

<sup>25</sup> C. Valero-Garces, “Design, implementation and evaluation of a programme on intercultural communication and public service interpreting and translation”, in C. Kainz, E. Prunc, R. Schögler (Eds.), *Modelling the field of community interpreting: Questions of methodology in research and training*, Verlag, Vienna, 2011, p. 125-151.

<sup>26</sup> M.S. Ashilova, “Trends and challenges of educational system in the XXI century”, in *Asian Social Science*, 2014, vol. 10, p. 225-231.

video courses) and realistic simulations (role-playing games, dialogues)<sup>27</sup>. Shorthand remains a problem area in training, both in Ukraine and in the United States of America, because of the different views as to how the message is to be presented, and the extent to which the items are to be specified. The CI method is aimed at short consecutive and dialogue rendering, and therefore it does not focus on the text's unfolding in social terms.

From L. Cirillo and N. Niemants's<sup>28</sup> perspective, an interpreter, when providing public services, is focused on the individual commissions, and is not trained to work with a large number of people. The interpreter may observe the structure of the dialogue, transmit the emotional background, but it becomes problematic for them to focus on the specifics of various cultures involved in the dialogue (as it happens while working with a larger audience). The authors describe the main components that help organizing the dialogue in translation:

- perception and comprehension of the source text;
- discourse selection, where the interpreter should be able to isolate the necessary information and convey it to the client;
- analysis of various encounters, via them the interpreter understands the errors of others.

L. Cirillo and N. Niemants<sup>29</sup> suggest that dialogue should be constructed in such a way that each party in the communication is able to achieve its goals. The interpreter must convey important information in the best possible manner that will not distort the meaning and promote agreements to be reached in communication. The process of translation is an important point of message transmission, and the accuracy of rendering words and phrases, as well as the meaning and intonation of the speaker, depends on the translator. Their study emphasizes the fact that every training course should focus on the fact that the interpreter is responsible for the words being spoken and message transmission. When the play-acting is used in the learning process, future interpreters get rid of their fears of misunderstanding other people's utterances, develop confident behavior, correct each other's mistakes, and thus acquire eloquence and precision. If professional aspects are also encompassed in role-playing exercises, the interpreter also learns the terminology of the

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<sup>27</sup> I.S. Zinovieva, V.O. Artemchuk, A.V. Iatsyshyn, O.O. Popov, V.O. Kovach, A.V. Iatsyshyn, Y.O. Romanenko, O.V. Radchenko, "The use of online coding platforms as additional distance tools in programming education", in *Journal of Physics: Conference Series*, 2021, vol. 1840, no. 1, article number 012029; A.M. Tatenov, S.M. Askarova, "Virtual and interactive information technology in modeling of educational processes and in modeling, researches of processes of applied problems of a science", in *World Applied Sciences Journal*, 2014, vol. 30, no. 30, p. 144-148.

<sup>28</sup> L. Cirillo, N. Niemants, (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017.

<sup>29</sup> *Ibidem*.

profession and the specifics of negotiating on a business level, thus expanding their professionalism<sup>30</sup>. Therefore, the play-acting serves as an important element in mastering community interpreting, and without it, the learning process would be inadequate and incomplete.

C. Angelelli's<sup>31</sup> explores the courses training students for dialogue interpreting, which are to be considered, and the difficulties encountered in developing this skill. Thus, little attention is paid to the engagement of specialists who work in the field that students are training to interpret for. Therefore, the instructor may be unaware of key aspects of terminology when teaching the discipline. Curriculum developers take the specifics of dialogue interpreting into account, but they cannot impart practical experience if they have never been employed in this particular field themselves. However, as L. Cirillo and N. Niemants<sup>32</sup> imply, using various elements of play-acting enables the instructors to see the gaps in the knowledge of students, thereby to work on eliminating these blind spots, again using the play-acting techniques. This approach empowers students and eliminates their syntactic/grammatical/lexical errors. A review of the interpretation and translation curriculum of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv allows us to conclude that most academic disciplines are built along the fundamental principles of CI technique. As D. Krystallidou<sup>33</sup> claims, the educational process, founded on the use of dialogic speech, on the practical mastery of the language, various interactive pedagogical techniques, makes it possible to distance oneself from the lecture material, and to combine theory and practice in the classroom. For instance, L. Cirillo and N. Niemants<sup>34</sup>, studying community interpreting, concentrate their attention upon the following issues:

- the extent to which the pedagogical process involves the interpreter's interventions and behaviors;

- understanding the behavior of partners of different genders, their ability to comply with social requirements and ethical urgencies;

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<sup>30</sup> Z. Beisenova, K. Kanafiyeva, S. Moldakhmetova, Z. Kuandykova, "Questions of development of students' functional literacy", in *Journal of Intellectual Disability - Diagnosis and Treatment*, 2020, vol. 8, no. 3, p. 263-269.

<sup>31</sup> C. Angelelli, "Anchoring dialogue interpreting in principles of teaching and learning", in L. Cirillo, N. Niemants (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017, p. 29-44.

<sup>32</sup> L. Cirillo, N. Niemants, (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017

<sup>33</sup> D. Krystallidou, "Non-verbals in dialogue interpreter education: Improving student interpreter's visual literacy and raising awareness of its impact on interpreting performance", in L. Cirillo, N. Niemants (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017, p. 259-274.

<sup>34</sup> L. Cirillo, N. Niemants, (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017.

- the extent to which the interpreter is prepared to use different modes of translation in their own practice and to build different interaction strategies;
- the importance of reflecting on complex issues where misrepresentation entails litigation.

L. Cirillo and N. Niemants<sup>35</sup> elaborate on the specifics of role-playing in dialogue interpreting training. According to them, students who try to simulate situations when parsing translation problems which contribute to their experience, increase their professionalism, especially the level of memory development, ability to switch their attention and figurative thinking. C. Angelelli<sup>36</sup>, considering dialogic speech, points out that the student should thoroughly learn the theory of dialogue, and only then apply their knowledge to practice. Therefore, the dialogic nature of training is directly related to the formative tasks of interpreting, where the relevance of the text, its structure are explored. Thus, at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv, the training process encompasses such elective courses as: “Translation in Tourism”, “Translation of Business Communications”, “Translation of Financial Documents”, “Translation of Economic Texts”, “Translation of Scientific and Technical Texts”, “Medical and Court/Legal Interpreting”. The training process is focused on memorization techniques, approaches to the development of speech fluency, summarized translations, abstracting and annotating techniques. With a view toward a further improvement of the training quality, whispering mode of simultaneous interpretation may be included. The latter develops speaking skills and dialogic culture<sup>37</sup>. I. Mason<sup>38</sup> studied specific features of translation in the informal communication. He points out that it is necessary to consider the formal or informal register of communication, reflected in the interpersonal interaction, and allowing the interpreter to bring people to their side. I. Mason<sup>39</sup> highlights the following cornerstones of interpreted interaction:

- when working with a small group of people, you need to take into account the traditions and norms of people’s behavior;

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<sup>35</sup> L. Cirillo, N. Niemants, (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017.

<sup>36</sup> C. Angelelli, “Anchoring dialogue interpreting in principles of teaching and learning”, in L. Cirillo, N. Niemants (Eds.), *Teaching dialogue interpreting: Research-based proposals for higher education*, John Benjamins Publishing Company, Amsterdam, 2017, p. 29-44.

<sup>37</sup> N.V. Kharchenko, I.V. Mysan, “Psycholinguistic study of the speech of older preschool children: Specific features of understanding the figurative meaning of phrases and their use in spontaneous speech”, in *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 2021, vol. 7, no. 2, p. 25-37.

<sup>38</sup> I. Mason, “Dialogue interpreting”, in M. Baker, G. Saldanha (Eds.), *Routledge Encyclopedia of Translation Studies*, Routledge, London, 2009, p. 81-84.

<sup>39</sup> *Ibidem*.

– the interpreter feels at ease with the interlocutor, and therefore may forget to maintain their code of ethics;

– the interpreter is obliged under all circumstances, even in the informal communication, to translate the speech of the two participants involved in the dialogue, preserving an equal and neutral attitude.

I. Mason<sup>40</sup> refers to the CI technique as “natural interpreting”, i.e. stemming from a natural bilingualism. In court/legal and medical practice, the interpreter uses terminology of the addresser and therefore cannot add explicative phrases that may broaden the addressee’s understanding of the terminology. The interpreter cannot convey the meaning of the term because he or she does not have the professional competence. CI’s natural property stands in contradiction with the remote dialogue interpretation, requiring special tools, such as telephone or videoconferencing. I. Mason<sup>41</sup> believes that telephone communication may not be categorized as interpreting, because the participants of interaction do not see one another and cannot convey the necessary information correctly. Therefore, he proposes, if necessary, to replace telephone communication with written discourse, for the sake of community interpreter being able to convey the necessary details more accurately. He also believes that the remote CI is undesirable because there is no social interaction in the communicative process, and people may not understand one another, and have no opportunity to clarify ambiguities. But there are situations in the interpreting practice that may actually solve such problems. Researchers suggest replacing telephone conversations with videoconferencing, as videoconferencing increases the accuracy of information transmission and helps participants understand the psychological mood of the communication<sup>42</sup>.

In the interpretation and translation curriculum of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv, most CI-related courses are implemented in the context of a two-way dialogue, theoretical knowledge is consistently trained by practical exercises and interpreter shorthand is taught. In a similar vein, T. Hrehovčík<sup>43</sup> considers the CI medium-oriented teaching from the object perspective. An important part of CI training consists in teaching students how to translate accurately,

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<sup>40</sup> I. Mason, “Dialogue interpreting”, in M. Baker, G. Saldanha (Eds.), *Routledge Encyclopedia of Translation Studies*, Routledge, London, 2009, p. 81-84.

<sup>41</sup> *Ibidem*.

<sup>42</sup> S. Braun, J. Taylor, *Videoconference and remote interpreting in criminal proceedings*, Intersentia, Cambridge, 2012; Z. Burinska, K. Runovski, H.-J. Schmeisser, “On the approximation by generalized sampling series in  $L_p$  – Metrics”, in *Sampling Theory in Signal and Image Processing*, 2006, vol. 5, no. 1, p. 59-87.

<sup>43</sup> T. Hrehovčík, “Teaching community interpreting: A new challenge?”, in: M. Ferenčík, J. Horvath (Eds.), *Language, literature and culture in a changing transatlantic world: International conference proceeding*, Prešovska Univerzita, Prešov, 2009, p. 160-164.

compose a coherent text, analyze it, and reproduce it with all the key facts present. Accurate interpreting develops the students' memory, an important element of their professionalism. The abilities developed in the CI training are the following ones: the ability to translate in a certain mode from one language to another; the ability to perceive the incoming information, not to distort it and transmit it as a translation to the addressee. In addition to translation skills, i.e. the ability to accurately reproduce information, it is necessary to teach students to recognize situations where simultaneous or remote dialogue interpreting is required, as well as improve their knowledge of specialized terminology<sup>44</sup>. The training system developed at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv is up-to-date and meeting demands of interpreting practice. By means of CI training, important qualities are formed, namely, to hear the client, to remember the information, to extract the message, to process the prosodic characteristics of the client, and to be able to convey information accurately, on the cognitive and emotional levels.

Students are encouraged to implement the CI techniques, depending on their abilities, aptitudes, interests, flexibility of thinking, and desire to develop their cognitive scope. Teaching CI at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv includes a variety of memorization and summarization exercises. Simulated role-playing games and active immersion exercises hone the skill of community interpreting, namely the ability to perform online services, and use obtained information<sup>45</sup>. Thus, the author believes that the curriculum implemented at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv has demonstrated its effectiveness, as it includes a variety of pedagogical techniques in the context of CI method. To improve and enhance the quality of educational services, one may diversify the pedagogical techniques by involving the whispering simultaneous interpreting training (chuchotage). This mode is quite necessary for the practice of translation, develops abilities, forms the skill to capture and reproduce information in community interpreting.

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<sup>44</sup> N. Kalka, "Research of the peculiarities of psychological borders", in *Social and Legal Studies*, 2021, no. 1, p. 173-178; K.M. Nagymzhanova, R. Aikenova, M.Z. Dzhanbubekova, S.S. Magavin, N.M. Irgebaeva, "The importance of educational quality management in improving student's capital", in *Espacios*, 2018, vol. 39, no. 30, p. 1-8.

<sup>45</sup> A.V. Iatsyshyn, V.O. Kovach, Y.O. Romanenko, A.V. Iatsyshyn, "Cloud services application ways for preparation of future PhD", in *CEUR Workshop Proceedings*, 2019, vol. 2433, pp. 197-216.



## **Conclusions**

Translation activities are an important tool for enhancing the communicative interaction of people from different countries. The growing popularity of CI technique suggests that society is ready for global interaction, informal and business communication. In this regard, the demand for community interpreting is growing every year. It is necessary to introduce the CI-related disciplines in the educational process by modernizing the training system. At the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv the CI block of courses has been introduced to improve the quality of written and spoken discourse necessary for the translation practice. Students develop their cultural awareness, skill, responsibility for their professional activities, understanding and respect for other cultures.

A set of various exercises, situational tasks, simulated role-playing games improves the quality of training services and expands the scope of professional competences of future graduates. With the help of the analyzed method, students not only get an opportunity to effectively acquire knowledge of community interpreting, but also get practical experience of intercultural communication. They get acquainted with the specific aspects of various cultures, learn the peculiarities of behavior arising out of a different ethnic and cultural origin of their addressee, and outline the vector of their professionalism, narrow down their area of competence, where they can further develop their pursuits. Such students become competitive on the labor market, so they not only feel confident among their peers, but also improve the quality of the services they provide.