

SOCIAL AND PERSONAL COMPONENTS OF TRANSLATOR'S PROFESSIONAL COMPETENCE

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Abstract

Though translator's professional competence is a multidimensional phenomenon, until now there is no consistent approach what components it consists of. Any competence is socially determined, i.e. it appears within a social institution, which imposes certain restrictions on it. The analysis allowed identifying and analyzing such important components of the professional competence as a personal one, i.e. personal qualities that a translator should have for performing his professional activity, and a social one, i.e. having communication methods adopted in the professional translation environment.

Key words: *translator's professional competence, translator's social and personal competence, professional translation environment, professionally important personal qualities of a translator*

1. INTRODUCTION

The competency building approach enabled teachers to systemize students' knowledge and skills, gave a possibility to assess practical results of training. The Russian psychology-pedagogical science broadened the given approach, having enhanced its content by a motivation aspect and personal components. Any professional competence is socially stipulated as it is performed within the framework of a certain social institution and requires concrete personal qualities to fulfill it. It is possible to consider a social and personal component in the translator's activity as a part of his professional competence.

The analysis of reasons to emphasize key components of the translator's competence is thought to be important in teaching translation. The integrative model for teaching translation offers one of the possible ways for such analysis (Gavrilenko 2009).

2. KEY COMPONENTS OF TRANSLATOR'S PROFESSIONAL COMPETENCE

The translator's professional competence is not a homogeneous phenomenon, however, at present there is no unique approach to distinguish its components in theory of translation.

The researchers in the field of translation didactics have confronted rather complicated task to separate key translation competences and criteria for their classification. The components related both to general skills in the field of a foreign intercultural communication and translator's professional translation skills, subject knowledge, skills to edit the translated text, as well as the translator's personal characteristics are distinguished within the framework of translation competence.

The theoretical basis to determine translation key competences served the following statements having been formulated in the Russian psychology and the theory of translation:

- Professional competence includes a number of components correlated with different sides of work [Markova, 1996].
- Translator ensures intercultural communication [Khaleeva, 1989].
- All competences are social in their content because they are worked out, formed and manifested in social medium [Zimnyaya, 2004].
- Formation of the professional is related to forming his professionally important personal characteristics [Markova, 1996].

To systemize the content of the translator's professional competence the components highlighted by researchers were correlated with the basic sides of the given professional activity: *intercultural communication* in which the translator plays the role of a mediator; the *translator's personal professional activity* which is stipulated by concrete knowledge in the field of translation; *professional translation environment* which demands certain patterns of professional communication accepted in the given profession; *professional translator's personality*, that is those characteristics which he must have to translate professionally. As a result, the following key *components of translation competence* were distinguished within the framework of the integrative model of teaching:

- **Intercultural communicative**, i.e. the readiness and ability (according to social and cultural norms of communication in the professional field) to understand utterances in a foreign language and to create oral or written statements in the native language on the basis of understood meaning;
- **Special**, i.e. readiness and ability to fulfill translator's work at the professional level, translator's possession of corresponding knowledge and skills in the field of translation;
- **Social**, i.e. translator's ability to fulfill mutual professional activity with the customer, participants of the meeting, companies, enterprises personnel, possession of communicative methods accepted in the given professional environment, social responsibility for the results of his work etc.;
- **Personal**, i.e. having professionally important personal characteristics, which are required for translator's activity [Gavrilenko 2009].

3. SOCIAL AND PERSONAL COMPONENTS OF TRANSLATOR'S PROFESSIONAL COMPETENCE

3.1. Social component of translator's professional competence.

Professional communication comports with a social component of professional competence, i.e. mastery of mutual professional activity, techniques of professional communication accepted in the given profession. Any professional activity takes place in a relevant "professional environment" and it presents a complex of functions, tasks that a specialist has to fulfil in a close relation with other participants of the enterprise or the whole organization and can be changed under the influence of technological, economic, organizational factors, clients and partners' requirements. The subject subsystem that includes the subject of work, means, labor tools and a social subsystem comprising inter-human relations, the climate in the process of work, the subjective perception and understanding the various sides of work by the participants are distinguished within the framework of the professional environment (Markova 1996; Le Boterf, 2002).

Researchers, however, have not considered professional environment of translation activity to our opinion, the familiarizing of future translators with its specificity will contribute to closer connection of higher education with modern life and graduates' successful entering the modern labor market.

That is why it is thought to be advisable to analyze the professional environment in the translator's activity having considered the conditions in which the given activity is performed, the tasks facing the translator and the means that he uses to solve the set tasks.

The main stages in the translator's activity are understanding and interpreting of the source text and creation of the target text based on the understood meaning of the text for translation. Some translation researchers considering the translator's activity distinguish a number of additional tasks facing the translator.

V. Iovenko goes beyond the limits of the translation itself in his research who defines the speech situation while translating as "lingua-socio-etna-pragmatic" situation- "linguistic context and circumstances of extra-language character relevant for a successful realization of the communicative act for exchanging communicative activities. The interacting formants of the textual "lingua-socio-etna-pragmatic" situation serve language resources, text forming means, culturological and pragmatic aspects of communication, elements of extra-linguistic context" (Iovenko 1992: 64–65). In such a

case the situation of translation communication implies a wide plan (historical context, the fragment of reality related to a concrete process of translation, the subject of communication) and a narrow plan (immediate situation of translation) (Iovenko 1992: 141).

The above-said permits to suppose that a speech situation being considered by the translation researchers is an integral part of the professional environment that is determined by 1) the situation in which the sender created the text; 2) the situation in which the translated text will be perceived by the recipient; 3) “translation” situation”, i.e. the conditions in which the translation will be performed.

The components of a speech situation have rather completely been described in translation researches, the knowledge of which is required for the translator to adequately understand and translate the utterance. Within the framework of a speech situation a lot of translation researchers distinguish “the subject situation”, i.e. what the text is about, and “the situation of communication”, i.e. the environment in which communication takes place and the given text functions. The subject situation and the situation of communication closely interact. It is possible to evaluate the sense of the text only when correlating the subject information with the information on the situation of communication. “Place and time”, “the personality of the text author”, “motif and the purpose of utterance”, “the subject of utterance”, “the audience” and “the personality of the translator” are related to the main factors of communicative situation influencing the text of translation.

The analysis of communicative situation factors is of great significance while translating. The concept of communicative situation in respect to the given activity has not been considered in details. While translating professionally oriented texts such formants of the text author personality as profession, belonging to a certain scientific school, place and subject of work are thought to be important. The author’s attitude to the subject of speech plays a special role in the given case. For example, this data-out can be presented in introduction or conclusion to the work, sometimes in annotation to scientific and technical texts. In this case, a written translator has a greater possibility to get this data-out than an interpreter does.

Knowledge of such factor of communicative situation as place and time will help the translator to specify the sense of the message and to select the means to translate the text beforehand so that to impart specific features and stylistic tinge of the text. Information on the time, place of publication (journal, publishing house etc.) can be significant

While interpreting the knowledge of place and time of the forthcoming meeting will help the translator to choose those norms of speech and non-speech behavior, which are appropriate at these meetings.

Such factor as “the subject of utterance” largely determines the depth and accuracy of the text understanding by the translator. In the opinion of many researchers, the translator’s subject knowledge is the guarantee of a successful translation. Therefore, it is required to teach students to enrich the subject knowledge in different fields and it will be the precondition for a precise and deep understanding of the text and its adequate translation into the Russian language.

Thus, the concept “communicative situation” is one of the determinate factors in the translation process and it should be accounted both in the process of the professional activity and in the process of translators’ training.

However, to consider only the immediate situation of translation (“a narrow plan”) is thought to be insufficient while studying the translator’s professional environment in which he works. The activity of the translator-professional (both written and oral) starts rather early: from beginning to look for a job, application to different organizations, enquiry for information (through reference books, Internet), offering his services, sending his “resume”, receiving the order for translation, determining the level of payment for the supposed translation etc., i.e. from communication with a perspective employer. Unfortunately, there are no regulated norms of such communication at the given stage of our country economic development. Nevertheless, a future translator should know how to offer his services in the labor market, how to correctly make up his “resume”, how to communicate with the employer, how to conclude a payment agreement, how to evaluate his labor (how much one page/one hour of translation is), what is the norm for “voice” working hours a day, how to calculate the number of translated

pages, the number of printed signs on a page, how to account drawings, schemes while counting translated pages etc. The translator should precisely evaluate his possibilities and should not take the translation that is beyond the level of his professional knowledge. He should be able to determine the time, which is required for translation, and be able to evaluate his work accounting the urgency of the order.

The specificity of the translator's work at the enterprise/firm should be separately noted. If earlier it was traditionally considered that the translator should be "invisible" while translating, today the modern world demands creative translators able to use their professional resources for the benefit of enterprises (Durieux 1991). It means that the translator must always be active, to feel himself a partner at the enterprise where he works.

If the contract is signed with the employer then the next stage of the translator's activity will be the receipt of the translation.

At this stage, the translator should be clear about the status of his activity, to understand its subject in the form of the future translation text, to determine the form and type of the future translation and to collect data-out of the text.

It was earlier noted that for working out the translation strategy the translator should be able to take maximum information on the sender and the recipient of the utterance from the text. A part of this information can be received from the talk with the employer. That's why at this stage the translator must be able to get maximum information from the translation customer on the author of the text; his belonging to a scientific school/ an enterprise, a firm; if the text initially was or was not created by the author for the translation; on the recipient of the text, on the level of subject and background knowledge of the latter; possible history of the problem being considered in the given text; on the context in which translation text will be used etc.

The type of translation (oral or written) is the determining factor in the process of translation. For example, the translator has more time to select the optimal variant of translation when he translates in writing (if it is not an urgent translation). He has a possibility to thoroughly analyze the text, to use dictionaries, reference books, database, to consult the specialists in a relative subject field. A. Cary, the French researcher dealing with oral and written types of translation noted that it is more difficult to understand the sense of a written text than that of an oral utterance. The written text is separated from the circumstances in which it was created; only the form binds the author and the readers and that is why numerous interpretations of the sense in WT are possible. (Cary 1985).

While oral translating it is required to get the information from the employer on the subject of the meeting, prehistory of the problems being discussed at the meeting, possible speakers (the knowledge of their nationality, belonging to a certain scientific school, previous reports, published works, social status at the enterprise/firm, age etc. can be significant to correctly understand and interpret), the composition of the audience for which the utterance will be translated (the recipient's competence in the field being discussed, his familiarizing with the background of the questions under discussion) etc.

The main difficulty while interpreting is the deficit of time, impossibility to consult a specialist or to come back to the interpreted utterance for its correction. That's why the main work to get information on important for interpreting situational factors, preparation to the subject, consultations on terminological problems (the organizers very often offer special dictionaries on the subject of the meeting) should be performed by the translator beforehand. Such an approach will give the interpreter a possibility to thoroughly prepare to the forthcoming translation.

The solution of the translation form to be presented (computer version of the text, its print out, sending by e-mail etc.), should the diagrams, schemes etc. be presented in the text is also of significance while receiving the translation from the employer.

It follows from the above-said that in professional activity of the translator altogether with three situations of communication highlighted by the translation researchers there is a situation of communication with the employer when the translator must get maximum information required for the further translation: 1) on the author and the background of the problem being considered in the source

text; 2) on the recipient of the translation text and in which context it will be used; 3) on the translation form to be presented.

The next stage of translation activity that is previous to the translation itself is familiarizing with the utterance subject, specifying the thematic and selecting dictionaries and reference books. If the text for translation is given to the translator in a printed type the modern computer facilities, permit to scan it and to use the system of optical identifying the text to transfer it in electronic type. Only after it the translator starts translation itself, which begins from understanding of the source text and finishes with creation of the target text.

To understand and interpret the source text the translator should analyze it from discourse positions, involving maximum factors for analyzing received in conversation with the employer and from the text. It is obvious that the translator in his professional activity can come across the subjects, which are beyond his specializations and knowledge. The science and technology are developing very fast; new concepts can be used in published texts. In the given case, as translators and researchers note that the search for required information in various scientific publications, encyclopedias etc. is of great help. (Gavrilenko, 2010). Such information-reference search gives a possibility to familiarize with the concepts in the text of translation, to find key concepts, to determine terminology being used. In future, the received information helps the translator to find equivalents corresponding to the terms, which are incorporated, by the translator in his own terminological card catalogue.

At present, there appear more texts for translation with a narrow specialization that is why professional translators often apply to the specialists of the firm/enterprise who are the customers of the translation to get required consultations. Of course, the translator in his activity will use bilingual dictionaries, but understanding and interpreting of the professionally oriented text should be first of all based on logic and the context and only then on a dictionary.

The use of a computer, possibility to enquire for a required information through Internet permits to considerably widen the information-reference search in the translator's activity. As conducted surveys showed, the translator can do the following in his activity:

- To use electronic dictionaries;
- To use the systems of on-line automated translation;
- To find publications on the subject of translation;
- To visit professional translators' forums and to put required questions;
- To enter the chat and to find the language bearer to specify new turns of speech etc.;
- To watch the latest news on the subject of translation for specifying the context and terminology;
- To use the possibilities of Internet (electronic mail, ICQ etc.) for professional communication.

The received information is included in thematic and terminological card catalogue, which are made up by the translator during all his professional activity.

While oral translation the similar work is performed before the translation itself. The translator can use notes at the stage of understanding the source text and creating the text of translation. The initial message is rather extended in time while interpreting subsequently and is mainly a monologue. A big message makes the translator apply to the notes in the process of translation. The man's ability to store the received information in the memory is limited. That is why there appears the necessity in notes that help the translator to store the basic words of each sentence. These notes have a "double value" at the stage of understanding: they give a possibility to concentrate attention on all-important moments/parts of utterance and they help to restore the sense of utterance while transferring the message into the language of translation. (Seleskovitch 1975).

The translators have never used the shorthand to write down the orator's speech. All the translators and researchers of a subsequent translation unanimously note it. The notes should contain only sense

landmarks; they are not graphical images of the orator's words but the reflection of the utterance sense, which was received because of the translator's mental activity.

As a rule, the notes are made in the recipient's language. The number of notes changes depending on the complexity of the text. When a sense part of the utterance is difficult for understanding and requires the translator's greater concentration of attention, the notes become more reduced, laconic. The matter is in the fact that the utterance continues to come and the translator's main attention is directed to understanding and interpreting the incoming discourse, he does not have time to fix up the detailed information.

The written notes help the translator to restore the sense of the utterance at the stage of the translation text creating.

The interpreter often uses the microphone at the subsequent translation in big halls/ auditoriums that implies his skill to use the given type of technical means.

While a written translation at the stage of translating the text into Russian the computer came to help the translator, which gives a possibility, as shown by the conducted analysis, to do the following:

- To select synonyms of words;
- To use electronic dictionaries;
- To use electronic translator when translating some standardized genres as, for example, patent or instruction;
- To create the system of the translator's notes for the parts of the context more questionable or requiring explanation;
- To supply the translation with hyperlinks to Internet resources permitting to get a supplementary information on the subject of translation.

Some translation researchers note that the created translation text is not the final stage of the translation process, it is followed by the stage of correcting, editing the translated text (Delisle 1993; Hurtado 1990). At this stage, the translator verifies the text of translation to its correspondence for the chosen translation strategy. Such control is possible only in a written translation. However, the researchers note the presence of the given stage in the interpreter's activity, though in a much reduced form. While interpreting correction is in the fact that the interpreter can return to earlier translated parts of the utterance introducing relative corrections, precisions etc. in the process of his activity.

It should be noted that at present translators mainly orient to the customer's requirements. Nevertheless, the analysis of the translator's professional competence conducted by us, as well as the analysis of works in which the given question being considered permitted to determine the range of tasks facing the translator at the given stage. The translator should specify the following when verifying and correcting the translation text:

- Correspondence of the translation text to the chosen strategy;
- Adequacy of transferring the authors of utterance intention;
- Accounting differences of professional pictures of the world, socio-cultural and subject potentials of the source text sender and the translation text recipient, and adequacy of used means of translation;
- Keeping to logic and subsequence of presenting information in the text of translation;
- Adequacy of presenting the translation text to the Russian language and speech norms;
- Adequacy of the situation in which the translation will be used;
- Correctness of translation ways and methods being used;
- Correctness of the terminology being used;

- Adequacy of transferring discourse and genre characteristics in the text of translation;
- Correspondence of translation text design to the customer's requirements.

At present, all the translated texts should be presented in a computer version. Broad possibilities of computer technologies considerably facilitate correction and translation text design. Conducted translators' surveys and own translator's experience showed that one can do the following with the help of computer:

- To check up spelling;
- To check up grammatical structures in the text of translation;
- To use formatting patterns for a translation text design within the framework of formats accepted in the country of the translation language ;
- To receive statistics on the text being translated and a translated one (the number of signs, words, passages etc.);
- To supply the translation text with elements of visualization (to construct graphics and diagrams from the presented data etc.);
- To store the translation text in a required format to facilitate its mail out and reviewing on the computer;
- To transfer the text into HTML format. In HTML language- Hypertext Markup Language – the text being converted in a special way to publish in Internet.

The last stage in the translator's activity is submitting the translation text to the customer. The translation should be presented in a stipulated time in a computer version or in a printout. The translator should be able to give reasons for the chosen strategy of translation while submitting the translation to the employer/customer (or when working with a corrector).

Such factors as conditions and regime of work should be noted while considering the professional environment in the translator's activity. For example, the translator in writing works individually the whole day and the interpreter, on the contrary, is always with the public. There are regulated norms for "voice" working hours per day while interpreting and there are no regulated norms for a written translation. The translator himself plans his working day depending on the size of translation, its urgency etc. Interpreting takes place in pressed conditions for time that creates stressed conditions of work. When it is a written translation and at present it is always a computer work the translator's eyesight experiences great loads.

The conducted analysis permitted to distinguish the following components of the translator's social competence:

- Knowledge of organizations, trade-unions uniting the translators;
- Knowledge of the communicative norms in a professional environment (at the enterprise/firm, with colleagues-translators, representatives of organizing services etc.);
- Knowledge of outer resources that the translator can use in his activity and ability to use them;
- Knowledge of organizations, firms, enterprises, sites in Internet which should be applied to when looking for the work of a scientific-technical texts translator;
- Ability to offer the services in the manpower market;
- Ability to correctly evaluate his professional skills and knowledge (professional competence);
- Ability to sign a payment agreement;
- Ability to get a required for translation information from employer;

- Ability to collaborate with specialists, experts in a relative field of knowledge , colleagues at the firm/enterprise;
- Ability to collaborate with colleagues-translators.
- Ability of a man to work in a professional environment also includes the number of his personal qualities.

3.2. Personal component of the translator's professional competence..

To fulfil a professional activity the translator should have certain professionally important qualities. «Professionally important qualities (PIQ) – are the man's qualities influencing the effectiveness of his work according to the basic characteristics (productivity, reliability and others). PIQ are a precondition for a professional activity and, from the other hand, they are perfected, polished in the process of activity...» (Markova 1996: 83). The researchers note that while considering professional subjective characteristics there is a need in a direct psychologist's participation when consulting with specialists. The consideration of these questions is not included into the task of the given research; nevertheless, we afford to consider some of them based on personal characteristics of the professional highlighted by psychologists and the translator's personal characteristics distinguished by the translation researchers.

Professionally important qualities are considered the following: penetration into the system of values and mentalities of the professional team, adhering to professional honor and dignity of the team, motivational readiness to self-changing, evaluation of the own individual contribution, quick orientation in non-standard professional situations etc.

There exist certain moral and ethical behavioral norms to be adhered to in the translator's profession as in any other profession. At present the scientific-technical texts translator's professional ethics in Russia has not been formed yet, only separate rights and obligations of a translator are being considered: to be responsible for the accuracy of the information being transferred, to keep confidential information, to ensure a high level of translation etc. A considerable increase in requirement for professional translators makes a speedy formation of the given rulebook necessary.

The researchers note that the number of qualities required for the translator can be determined before translation training. These qualities are inquisitiveness, logical thinking, concentration, the span and distribution of attention. Preconditions for a successful work of translators and interpreters are the individual-personal features being presented as oppositions: slow/quick reaction, stable/unstable perception and attention, quick/slow shifting from one task to another, intravertness/extravertness.

The researchers also note that the translator should possess a broad scientific and cultural outlook, inexhaustible thirst for knowledge, be highly intelligent, observant, concentrated, and self-critical, physically fit, as he often has to work with overloads, be able to mobilize resources of his memory, to distribute his attention, have the sense of delicacy and be modest. Responsible decisions are sometimes taken based on texts being translated that is why the translator should be answerable for the accuracy and adequacy of the information being translated.

The translator's professional trainability is also important to characterize the translator's personality i.e. aspiration and ability for a continuous perfection. It means that the student receiving the translator's professional training is not limited by fulfilling learnt tasks, he should be able to use these received skills in new situations. It supposes openness to a further professional development, readiness for mastering new means of work. At times, the lack of knowledge shows the lack of the student's inquisitiveness. It should be also noted that if any professional upgrades his skills in the process of work then the translator's life transforms into a continuous study, into the necessity to keep the received knowledge in the field of foreign and native languages constantly enriching and renewing it.

An important component of professional competence together with abilities, knowledge and skills is a professional thinking "consisting of mental operations application as means for performing a professional activity" (Markova 1996: 90).

The researchers distinguish theoretical, practical, reproductive, productive, eye-minded, word-logical, visual-active, analytical and intuitive thinking. The conducted analysis of highlighted types of thinking and requirements applicable to the translator's personal qualities permits to determine those of them, which the translator seems to have.

Practical thinking is thought to be important for the translator, which is related to an integral vision of the situation in the process of professional activity, designing plans, projects often accompanied by "flair" for the situation. While analyzing the translator's activity it should be noted that the translator's work is not strictly regulated, the practical thinking will be aimed at the foreign text analysis, involvement of additional reserves, reference materials to translate the text. As above noted, the role of probabilistic forecasting increases, especially while interpreting when the interpreter is pressed for time to analyze the incoming source text.

Both *reproductive thinking* related to the reproduction of certain translation methods/devices according to a sample and *productive thinking* aimed at working out new translation strategies to provide the translation adequacy.

The translator often deals with the texts containing concepts from different fields of science and technology, character display of the given concepts that is why he should have a *word-logical thinking* related to the application of concepts, logical structures, and characters while solving professional tasks (Markova 1996).

The translation researchers note that the translator should be able to demonstrate his ability to reason logically (Durieux 1995). In addition, although, the translation goes up to humanitarian sciences the mastering of the given type of professional activity implies the ability to logically reason, the ability that is often distinguished among the representatives of exact sciences. The necessity to understand and translate the utterances of representatives of the scientific-technical field of communication makes the presence of the translator's given ability necessary since the scientific work author appeals to the abilities of rather logical thinking than to a creative one as opposed to a fictional or publicist work. In the process of translation, logical reasons also permit to compensate for gaps in language knowledge, to successfully search for information in reference literature when there is a lack in thematic knowledge. Therefore, the translator's *analytical, logical thinking* should be developed, which in the opinion of psychologists includes thinking operations extended in time, having expressed stages in a person's conscience.

As noted above, there is also *intuitive thinking* in the translator's activity, which takes place very quickly and is characterized by the lack of clearly expressed stages and minimum of perception. While interpreting the person's heuristic potential ensuring the possibility to accept the optimal decision in the conditions of the initial information deficit and limited time is one of the translator's personality important characteristics.

4. CONCLUSION

Conducted analysis permitted to highlight and analyze social and personal components of the translator's professional competence. Social component means the translator's mastering the professional activity, methods of professional communication accepted in the given profession together with a social responsibility for the results of his work etc.

A personal component can be defined as the translator's possession of corresponding professionally important personal qualities to fulfil his activity, which include responsibility for accuracy and adequacy of the information being translated, readiness to self-perfection and self-studying, a broad scientific and cultural outlook, inquisitiveness, concentration, observancy, self-criticism, delicacy, modesty and physical endurance etc.

The given components of the translator's professional competence is thought to be rather difficult formed in the process of translation training. For example, a social component will be formed in a greater degree while fulfilling a professional translation only after graduating from the HEI. Whereas,

the components of the future translator's personal competence should be determined as early as at the initial stage of education to help the students to know their inclinations to oral/written types of translation, to orient them to the development of their abilities which the interpreter/translator needs etc.

At the same time, as practice shows, it is possible to conduct a special course **“Introduction into translator's profession”** at the initial stage of translation training within the framework of which the students receive knowledge about chosen profession, requirements for the translator's personality at the modern stage. The interpreter and translator's conditions of work, outer resources that the translator/interpreter can use fulfilling his translation are considered etc. The video materials demonstrating a practical work of the translator and interpreter are used while delivering the given course. An effective method of education to reach the set goal is a role game and business role-playing games which permit to simulate the situations of the translator's communication with the customer. Within the framework of the given course it is advisable to familiarize students with different firms, representations, translators' organizations which can be of use in search for a translator's job, to use video records of professional translators' work, to simulate the situations of the translator's communication with the employer, to invite the graduates who work as translators with the firms to tell about their work, specificity of the translator's profession, difficulties which happen in their profession etc.

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