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THE EMPIRICAL RESEARCH OF SELF-ACTUALIZATION OF FUTURE TRANSLATORS

Abstract. *In the article it was shown that under the professional development we understand the stage of the professional formation, covering the entire period of the professional training, as well as the beginning of the professional activity. During the period of professional training a person acquires special knowledge, skills and abilities; he/she develops pedagogical abilities, actualizes and develops professionally important personal traits, forms the pedagogical orientation of the individual, his/her professional position, the formation of subjectivity in teaching, readiness for its implementation.*

We think that in the period of direct implementation of pedagogical activity there is a correlation of the specialist's theoretical knowledge and skills with the peculiarities of practical activities; some experience of pedagogical activity is gained; the individual style of embodiment and realization of pedagogical activity is formed taking into account the professionally important qualities of the person; there is a formation of pedagogical orientation; the pedagogical position is formed; prospects for further professional growth are determined.

We also think that the process of the professional development of any specialist is closely related to the formation of the professional readiness of the person for future activities. The core of the professional development means a positive attitude of the individual, to his/her future profession, fairly stable motives for future activities, professionally significant personality traits, professional knowledge, skills and abilities, as well as some experience of their application in practice.

Thus, for the professional development of the person it is important to master the norms, standards of the profession, the formation of the necessary professional personal qualities, knowledge and skills to solve professional problems successfully, for the formation of motivational and value attitude to the person's profession, individualization, awareness and the realization of the zone of the nearest professional development, readiness for the differentiated estimation of the activity, a combination of the professional openness, the ability to study independent creative searches.

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

Particular attention we should paid to the fact that self-actualization is mostly related to the motivational component of readiness to perform translation activities, in particular the need to perform it and awareness of the need to solve the purpose of translation activities. In our opinion, this fact indicates that students are still quite idealized, do not clearly understand the ways of self-

realization. In the second year of studying at higher educational institutions future specialists believe that only the desire is enough to achieve a great success. To a lesser extent, in their opinion, it is important to bring the case to the end, to have all necessary means to carry out professional activities, to orient in the interpersonal relationships and to predict the future outcome of the activities. All this emphasizes a need for special activity with the students in order to develop all the components of their readiness to perform translation activities.

Key words: *self-actualization, self-realization, professional development, professional position, professional readiness of the person for future activities.*

Problem's statement. In the scientific literature stages or degrees of professionalism are often compared with areas of the individual development. As a rule, firstly they are located in the zone of the nearest development of the person, and then pass to the zone of actual development. An important task of teachers is to help future professionals to see their area of immediate professional development, to understand all the prospects for their professional growth in future. But the problem of students' self-actualization and self-realization is also actual in scientific literature, when we mean providing empirical researches of these processes of future translators.

Analysis of recent researches and publications. Based on what content material each individual masters as a specialist by the way to professionalism, scientists (Crookes, 1989; Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych & Hupavtseva, 2020) identify the stages of the professional development. Thus, the stage of adaptation of a person to his/her profession is the initial assimilation of norms, necessary techniques and technologies, in the process of which the specialist masters the following professional positions: a trainee, a citizen, a scholar, a specialist, a methodologist, a colleague, the partner of communication and others.

The next stage is the self-actualization of the individual in the paradigm of the profession, which is the individual's awareness of their capabilities, individual characteristics, the need for self-development by means of the profession, purposeful and conscious formation of their positive qualities, smoothing negative, the development of their individual style of communication and activities (Arbuthnott & Frank, 2000). At this stage, the future specialist realizes himself/herself as a harmonic individual, a personality with a certain self-concept, a person who is able to self-prediction of his/her own professional way, who can provide the experimentation in the professional activities. At the stage of self-actualization in the profession, the specialist has a high level of internal locus of professional control, stress and endurance, he/she is ready for a differentiated assessment of their activity and for the professional activities of others. At this stage, the specialist is constantly reflecting on their activities, there is a change in standards, means and principles of professional actions (Dijkgraaf, Hartsuiker & Duyck, 2017).

The stage of free mastery of the profession at the level of skills, so-called stage of "harmonization with his/her own profession" is characterized by mastering high standards of performance, having been used in the activities at a decent level by someone previously prepared (such as refresher courses) developments, samples, methodological developments (Green, 1998). The specialist develops the positions of mastering in the professional activities, mastering in the sphere of professional communication, diagnostician, on the one hand, and the position of humanist with a focus on the personal development, which takes into account the individuality of others and facilitates the formation of their individual qualities and characteristics, such as a manager, the expert, etc. – on the other hand (Mykhalchuk & Khupavsheva, 2020).

Distinctive features of the next stage – the stage of free mastery of the specialist's profession at the level of the explication of their creative achievements, are the enrichment of the personal experience of his/her own profession through personal creative contribution to the field of the professional activity, the invention of the author's findings, constant personal improvement in their professional activities. At this stage it is possible for a specialist to master the following positions: to be participant and the initiator of innovations, the creator and the innovator, the researcher-experimenter, and the specialist who helps to improve the psychological climate in the team, trying

to turn a significant social and professional environment into a source of spiritual values and creative achievements (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych, 2021).

Thus, according to scientists (Booth, MacWhinney & Harasaki, 2000), at the stages of professional growth a future specialist masters more and more new professional positions, getting closer to the highest level of the professionalism – the level of acme. The ascent to professionalism is not a linear, planned process; the unevenness of different stages and degrees in its development is quite possible at different stages of the professional growth of a specialist.

The purpose of the research. In this article we've to analyze the process of the professional formation of future translators, to provide empirical researches of students' self-actualization and self-realization in the translational activities of students.

The results of the research and their discussion. Under the professional development we understand the stage of the professional formation, covering the entire period of the professional training, as well as the beginning of the professional activity. During the period of professional training a person acquires special knowledge, skills and abilities; he/she develops pedagogical abilities, actualizes and develops professionally important personal traits, forms the pedagogical orientation of the individual, his/her professional position, the formation of subjectivity in teaching, readiness for its implementation.

We think that in the period of direct implementation of pedagogical activity there is a correlation of the specialist's theoretical knowledge and skills with the peculiarities of practical activities; some experience of pedagogical activity is gained; the individual style of embodiment and realization of pedagogical activity is formed taking into account the professionally important qualities of the person; there is a formation of pedagogical orientation; the pedagogical position is formed; prospects for further professional growth are determined.

We think that the process of the professional development of any specialist is closely related to the formation of the professional readiness of the person for future activities. The core of the professional development means a positive attitude of the individual, to his/her future profession, fairly stable motives for future activities, professionally significant personality traits, professional knowledge, skills and abilities, as well as some experience of their application in practice.

Thus, for the professional development of the person it is important to master the norms, standards of the profession, the formation of the necessary professional personal qualities, knowledge and skills to solve professional problems successfully, for the formation of motivational and value attitude to the person's profession, individualization, awareness and the realization of the zone of the nearest professional development, readiness for the differentiated estimation of the activity, a combination of the professional openness, the ability to study independent creative searches.

So, we consider professional competence as a personal education that contains certain components (or competencies). Such components can be knowledge, skills and abilities, as well as personality traits. Thus, according to our own approach, professional competence includes:

a special competence, which implies that the specialist has a certain sufficient amount of knowledge in a particular field of the activity, the ability to creatively apply them in various situations related to the solution of theoretical and practical problems and tasks;

a communicative competence, which demonstrates the ability of the person to perceive and express information, to accurately reflect, summarize and justify it. Communicative competence is a necessary prerequisite for interpersonal contacts, dialogue, interaction, which demonstrates the extent to which a person has the rules and techniques of communication;

a social competence, which is expressed by the ability and willingness of the individual to establish and maintain contacts with other people. Social competence is considered to be the most important condition for effective human adaptation to new circumstances of life and professional activity. Its high level helps the specialist to take a leading position in the professional space.

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in 2019-2020. In this research 303 students of experimental and control groups of foreign philology departments were participated:

– experimental groups (150 students):

E1 – 38 students of the 2nd course of Rivne State University of the Humanities;

E2 – 40 students of the third course of Lviv State University of Life Safety;

E3 – 35 2nd year students of Lesya Ukrainka Eastern European National University;

E4 – 37 students of the third course of Kamyanets-Podilskyi National University named after Ivan Ogiyenko;

– control groups (153 students):

K1 – 39 students of the 2nd year of studying of Rivne State University of the Humanities;

K2 – 35 students of the third course of Lviv State University of Life Safety;

K3 – 41 students of the 2nd year of studying of Lesya Ukrainka Eastern European National University;

K4 – 38 students of the third course of Kamianets-Podilskyi National University named after Ivan Ogiyenko.

According to the criteria of the professional development of future translators we mean a high level of readiness of students to perform translation activities, a high level of professional competence and translation consciousness. Thus, on the first sub-stage of the experimental research, we studied the level of the readiness of future professionals to perform professional activities. As a methodological tool for the first stage of our research we chose:

The Methodology “Who am I?” (Кун & Макпартленд, 2021).

Techniques “My way to the profession” and “Pyramid of the professional growth” (developed by M.Yu. Varban and O.B. Starovoitenko and adapted by us for future translators) (Варбан, 1998).

The technique of «Me-fixation in the profession», developed by M.Yu. Varban (Варбан, 1998), we used to diagnose reflective guidelines of the professional development, as well as to determine the level of current professionalism in the paradigm of higher education. In addition, this technique provided some verifications and the correspondence of the expressed “Me-attitude to the process of professionalization” and the development of the abilities of future professionals, as well as students’ success in academic activities, their abilities to self-education. By mean of this technique we diagnosed the relationships between reflexivity and basic professionally important qualities of future translators. We diagnosed the desires and capabilities of students, future translators, in the process of the implementation of professional activities as a part of the readiness of professionals for professional activities. As an additional method at this stage of the research, a form of work such as interviewing was chosen. In this regard, we developed a system of questions that were asked to students and teachers directly during the interview.

Teachers were interviewed with such questions:

How long have you been working with this group of students?

Tell your opinion about the state of the group: what results do your students set to achieve?

Name the students who, in your opinion, are able to do something wrong as you expect, while adhering to all the conditions of the task before them?

How do you feel about the opportunities of students in terms of further self-realization?

Will the independence of your students be revealed in their final and other activities (abstracts, term papers, tests, reports, etc.), or it is not revealed or it is only partially revealed?

Name students who, in your opinion, are not able to carry out independent translation activities, but they always agree to perform tasks in one group. Justify your opinion.

What do you see as the reason for the lack of students’ ability to carry out independent translation activities?

To what extent, in your opinion, is it necessary to have an individual atmosphere of the activity at university classes?

What can help students to express themselves in their profession and to realize themselves?

What do you see the role of the teacher in helping students to the fullest manifestation of future professionals as fully self-realized individuals?

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

Analyzing the teachers' answers to the interview questions, we tried to determine their desire to stimulate self-actualization and the readiness of students to perform professional activities. Asking teachers: "What is your attitude to the readiness of students to perform translation activities and their independent decisions in the process of studying your subject?", it was important for us to determine whether the teacher creates an atmosphere in the classroom that encourages students to perform independent activities.

The questions were addressed to all teachers of the faculties of foreign philology who worked with respondents of the experimental and control groups. The answers were distributed in such a way:

- the largest number of respondents (48,24%) answered that "they consider the individual approach in teaching to be the main one and always try to use it";
- 15,63% of respondents stated that they "wished to create an independent atmosphere in the classroom", but believed that "a high level of understanding of the material must be achieved firstly";
- approximately the same percentage of teachers (14,01%) gave a positive answer and clarified that "the content of the discipline they had taught involved the implementation of the individual approach";
- 22,12% of teachers answered negatively, motivating their answer by the fact that "there were time restrictions during the teaching of academic disciplines, and a great amount of mandatory study material did not allow them to deviate from the given curriculum". In addition, the teachers noted that, unfortunately, students did not have such a stock of knowledge that would allow them to express their opinions on many problems or to be interested in solving educational problems.

During the interview, the teachers outlined the following reasons, which, in their opinion, indicated a lack of creative atmosphere in the classroom: "weak" students; lack of motivation to study; lack of students' understanding of the need to prepare for this subject; lack of desire to work independently, creatively; lack of initiative; lack of necessary knowledge.

Focusing on the answers of the most of the teachers, in the article we concluded that students of all higher educational establishments of foreign philology faculties had opportunities for becoming ready for professional activities, as well as these all teachers were ready to create an atmosphere that was individual for each student at classes.

Thus, we can assume that the understanding of teachers of higher education institutions of students' readiness to perform professional activities, as well as the ability of students to perform individual educational activities may depend on the specifics of the discipline. However, based on the data obtained, we can conclude that about half of teachers (from 40% to 60%) are positive about the capabilities, abilities and possibilities of students. But, on the other hand, according to teachers, the percentage of students (from 15% to 40%) who are only able to engage in different types of activities close to reproductive is quite significant. Thus, students during classes in different disciplines are on an equal footing in terms of stimulating teachers' readiness to perform professional activities. Comparison of the results using Fisher's ϕ -test did not show significant differences between students of the experimental and control groups.

At the same time, the obtained results show that teachers have all the opportunities to work with students in this direction, such as: given the attitude of the most students to an individual approach to learning – to use it to develop students' personality, their readiness to perform professional activities.

The students' awareness of the need to update and realize their abilities in terms of translation activity was calculated by the sum of positive and negative answers to questions of our interview. The results obtained are shown in Table 1.

Table 1

Representation of students of experimental and control groups the need for self-actualization in educational and future professional activity (in %, the first stage of the experiment)

| Groups | Think that self-actualization is necessary | Think that self-actualization isn't necessary |
|-------------------|--|---|
| Experimental ones | | |
| E1 | 60,36 | 39,64 |
| E2 | 62,12 | 37,88 |
| E3 | 58,34 | 41,66 |
| E4 | 61,07 | 38,93 |
| Control groups | | |
| K1 | 62,11 | 37,89 |
| K2 | 63,18 | 36,82 |
| K3 | 57,26 | 42,74 |
| K4 | 59,04 | 40,96 |

As we can see from the table, a third of the students in each group answered negatively. However, such a state may be associated with a desire to move away from the usual, patterned answers, a desire to pay attention to themselves, and to substantiate their points of view originally. However, most students in all groups confirm the need for self-actualization. Comparison of results by Fisher's ϕ -criterion did not show significant differences ($F = 0,73$ in E1; $F = 0,71$ in E2; $F = 0,68$ in E3; $F = 0,67$ in E4; $F = 0,75$ in K1; $F = 0,69$ in K2; $F = 0,74$ in K3; $F = 0,73$ in K4) between the students of the experimental and control groups.

When we asked the students who, as a rule, did not demonstrate self-actualization in their learning activities, what was the reason for that situation, then 20,44% of E1 group respondents, 21,32% – from E2, 31,44% – from E3, 32, 82% – from E4, 25,46% – in K1, 28,04% – in K2, 21,02%, – in K3 and 28,44% – in K4 replied with some insult that teachers mostly listened to what students wanted to express according to that subject, but did not encourage them to be independent and active. Also, almost half of the students in each group said during the interview that only some teachers encouraged their initiative, but specify: "Depending on the discipline". More than 60% of students in all groups stated that the desire for discussion that led to deviation from the topic and the issues that really was interesting for them, as well as the incentive to take classes, was rarely encouraged. About 20% of the students in each group answered that question: "Teachers tend to ignore the initiative more than encourage it", which, in principle, also did not facilitate the students' readiness for professional activity.

Thus, the results having been obtained indicate that the microclimate at the faculties of foreign philology at various higher education institutions as a whole is favorable for students to be active and to reveal themselves as a creative subject of translation activity.

However, some points are very alarming. Thus, if we compare the opinions of students with the opinions of teachers, the difference is significant (more than 30%). It can be assumed that teachers have different ideas than students about the criteria of independence, social freedom, socially desirable answers, tolerance, patience with the opinions of others (even if teachers do not agree with these points of views). Students are more critical according to initiative in the classroom, they are less focused on social acceptance in their answers, they are more independent and democratic in substantiating their own opinions and statements.

Quite a large percentage of teachers' answers (about 40%) indicates their negative attitude to the introduction of non-standard approaches in the classroom and the originality of students' tasks. We see some contradictions in this situation as the training and the level of professional competence of teachers of higher educational institutions which would provide a high level of skills and mastery

of the subject they teach at the level of improvisation, and, consequently, – encouraging teachers to pursue professional activities at a proper level.

Thus, the most of the surveyed students and teachers are convinced that the simpler and more homogeneous professional activity having been performed by a person, the smaller the space for personal activity, the more the student's development as a professional and as a person would be inhibited.

At this sub-stage of the research we've analyzed the indicators of self-actualization, as well as the formation of students' components of readiness to perform translation activities.

The indicators of self-actualization of students we obtained using the test SAMOAL (Self-actualization Scale, 2021). The results showed that students of all groups were characterized by the average level of self-actualization (from 70% to 80% of students have a level of self-actualization of not more than 48%). Lower and above average levels were equally represented by respondents up to 20%. Low and high levels are almost not represented by students. Thus, we can assume that students have a remarkable personal potential that facilitates their ability to self-actualization, but at present this potential is not realized by about 70% of students participating in the research (data are given in Table 2).

Table 2

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

| The level of self-actualization of students | E1 group | E2 group | E3 group | E4 group | K1 group | K2 group | K3 group | K4 group |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| Low | 9,48 | 10,09 | 12,21 | 11,13 | 14,02 | 8,96 | 6,21 | 10,97 |
| Below average | 15,24 | 13,18 | 14,60 | 14,25 | 13,12 | 14,82 | 15,94 | 16,98 |
| Average | 48,01 | 47,32 | 46,54 | 47,25 | 45,16 | 48,24 | 48,12 | 44,04 |
| Above average | 17,35 | 15,26 | 16,58 | 17,21 | 15,45 | 18,31 | 19,02 | 16,94 |
| High | 9,92 | 14,15 | 10,07 | 10,16 | 12,25 | 9,67 | 10,71 | 11,07 |

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

Also we've done the correlation analysis. With the help of this analysis we've analyzed the relationships between the level of self-actualization of the individual and some professional characteristics of students. As a result, significant correlations were found between such indicators, as: self-actualization scale (Тест CAMOAJI, 2021) and data on a high level of need for providing translation activities (according to the "Pyramid of Professional Growth" M.Yu. Varban and O.B. Starovoitenko) ($r = 0,55$, $p < 0,01$); the Scale of Self-actualization (SAMOAL test) and indicators of awareness of the need to achieve the goal of translation (according to the technique "My way to the profession", developed by M.Yu. Varban and O.B. Starovoitenko) (Варбан, 1998) ($r = 0,51$, $p < 0,01$), the Scale of creativity according to SAMOAL and a high level of translation activities (according to the "Method of expert assessments and self-assessments of professional qualities" by M.Yu. Varban (1998)) ($r = 0,47$, $p < 0,05$), as well as indicators of the observation on the formation of students' orientation skills in the interpersonal relationships ($r = 0,49$, $p < 0,01$). Also, a need to perform translation activities correlates with the indicators of a high level of translation activities ($r = 0,42$, $p < 0,05$), and with the prediction of results in the translation activities ($r = 0,47$, $p < 0,05$). So, the prediction of future results in the translation activities is inversely related to the indicators of orientation of a specialist in interpersonal relationships ($r = -0,35$, $p < 0,05$), which indicates a lack of students' skills in the process of the translation activities.

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

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ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ САМОАКТУАЛІЗАЦІЇ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Івашкевич Ернест

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Анотація. В статті зазначено, що під професійним становленням ми розуміємо процес професійного формування, що охоплює увесь період професійного навчання, а також початок професійної діяльності. У період професійного навчання людина набуває спеціальних знань, вмінь та навичок, у неї розвиваються педагогічні здібності, актуалізуються і розвиваються професійно важливі якості особистості, формується педагогічна спрямованість особистості, її професійна позиція, відбувається становлення суб'єктності у сфері педагогічної діяльності, готовності до її виконання.

Наголошено, що у період безпосереднього здійснення педагогічної діяльності в закладах вищої освіти відбувається співвіднесення студентами своїх теоретичних знань і умінь з особливостями практичної діяльності; так, набувається певний досвід виконання педагогічної діяльності; формується індивідуальний стиль втілення та реалізації педагогічної діяльності з урахуванням своїх професійно важливих якостей особистості; відбувається становлення педагогічної спрямованості; формується педагогічна позиція;

визначаються перспективи подальшого професійного зростання тощо.

Зазначено, що процес професійного становлення будь-якого фахівця щільно пов'язаний із формуванням професійної готовності до виконання майбутньої діяльності. Ядром професійного становлення постає позитивне ставлення індивіда до своєї майбутньої професії, досить стійкі мотиви майбутньої діяльності, професійно значущі якості особистості, професійні знання, уміння і навички, а також певний досвід їхнього застосування на практиці.

Таким чином, для професійного становлення особистості важливим є опанування людиною норм, еталонів професії, формування необхідних професійних особистісних якостей, знань і умінь для успішного розв'язання завдань професійної діяльності, формування мотиваційно-ціннісного ставлення до своєї професії, здійснення індивідуалізації власної діяльності, усвідомлення і реалізація зони свого найближчого професійного розвитку, готовність щодо диференційованої оцінки своєї праці, поєднання професійної відкритості, здатності до навчання і самостійних творчих пошуків.

Зроблено висновок, що потреба в творчій діяльності у студентів всіх факультетів іноземної філології є переважно високою, а професійні якості, які зумовлюють формування компонентів готовності до здійснення перекладацької діяльності, знаходяться на стадії становлення, а саме: усвідомлення необхідності доведення справи до логічного завершення, володіння базовими засобами здійснення перекладацької діяльності, орієнтування в міжособистісних стосунках. Також високий рівень здійснення перекладацької діяльності у студентів кожної групи фіксується на рівні не більше 25%, що свідчить у цілому про зовсім недостатню професіоналізацію студентів.

Особливу увагу наголошено на тому факті, що самоактуалізація найбільшою мірою пов'язана з мотиваційним компонентом готовності до виконання перекладацької діяльності, зокрема з потребою у її виконанні та усвідомленням необхідності розв'язання мети перекладацької діяльності. На нашу думку, цей факт свідчить про те, що студенти поки досить ідеалізовано, недостатньо чітко розуміють шляхи самореалізації. На II курсі навчання у вищих освітніх закладах майбутні фахівці вважають, що для досягнення успіху достатньо лише бажання. Меншою мірою для успіху, на їхню думку, важливими є доведення справи до кінця, володіння засобами здійснення професійної діяльності, орієнтування в міжособистісних стосунках та передбачення майбутнього результату діяльності. Це все наголошує на необхідності здійснення спеціальної роботи зі студентами з ціллю розвитку у них всіх компонентів готовності до виконання перекладацької діяльності.

Ключові слова: самоактуалізація, самореалізація, професійний розвиток, професійна позиція, професійна готовність особистості до виконання майбутньої діяльності.

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