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THE IMAGE OF THE WORLD OF A FUTURE TRANSLATOR ACCORDING TO A THEORY OF ELITE LINGUISTIC PERSONALITY

Abstract. We showed, that our surveys of university teachers had given some special grounds for distinguishing as components of the Language Personality of the future translator a number of competencies: language competence (awareness of a language as a dynamic open system that is in constant development, language units of all levels, their expressive possibilities, aesthetic potential; mastery of language skills and abilities); speech competence (the ability to use linguistic means in a communicative manner, adequate for the purposes of communication, that is, the possession of speech skills and abilities); communicative competence (the ability to carry out productive communication in order to obtain and transmit information, the ability to convince the interlocutor, to induce him/her to certain actions, to obtain additional information about the interlocutor through the analysis of his communicative behavior, the ability to carry out positive self-presentation), multicultural competence (a complex of knowledge related to Ukrainian and World Culture, the formed ability to harmonize one's own speech and life-creating activity with learned ethical, aesthetic and other values); translation competence, which we consider the main indicator of the formation of the Linguistic Personality of a future translator.

We proved, that a notable feature of a Linguistic Personality was its constant intellectual development, enrichment of vocabulary, development of linguistic sense, linguistic creativity. According to the analysis of psychological research, the priority feature of the personality is the formation of consciousness and self-awareness. Language Consciousness and Language Self-awareness are signs of Linguistic Personality. The goal of studying the Ukrainian language in higher educational establishments should be the formation of a nationally conscious Language Personality of the future specialist, which mean not only the assimilation of knowledge, the formation of abilities and skills, but also the formation of a nationally conscious attitude towards the language, which is expressed in the desire and the ability of speakers to communicate in the Ukrainian language in various life situations, a responsible attitude to one's own speech, constant, persistent activity on its improvement, defense of the priority of the Ukrainian language in the society. Correlation of the formation of the Linguistic Personality of future translators with the pedagogical goal of their professional development requires the substantiation of the intercultural conditioning of the formation of the Linguistic Personality of future translators.

Key words: the Image of the World, Elite Linguistic Personality, professional development, nationally conscious Language Personality, Language Consciousness, Language Self-awareness.

Problem's statement. The researchers interpret the term "The Image of the World" according to "Elite Linguistic Personality": as a set of immanent features of a person, which are revealed in his/her linguistic behavior and guarantee a person's communicative individuality, such as: a high level of linguistic and communicative competences and their implementation in speech

activity (Aleksandrov, Memetova & Stankevich, 2020). The researchers (Caramazza, Laudanna & Romani, 1988) note that a higher degree of hierarchical consideration of the linguistic personality of the concept of "Elite Linguistic Personality with a Dialectal Substrate" is more specific and accurate.

The elitist type of national-linguistic (cultural-linguistic, linguistic-cultural, linguistic-rhetorical) personality is considered (Booth, MacWhinney & Harasaki, 2000) a representative of the highest cultural and spiritual values, that is, a competent, highly educated, nationally conscious and self-actualized speaker of the language in the cathedral society, who is able to use successfully in all spheres of life functional and stylistic possibilities of the Ukrainian language, knows how to freely and communicatively express the person's thoughts. It is characterized by a conscious attitude to the language, formed by language stability, creative thinking, aesthetic and artistic perception of speech (Ivashkevych Ed. & Koval, 2020).

So, the aim of this article is to show the Image of the World of future translator in a paradigm of the theory of "Elite Linguistic Personality".

Analysis of recent research and publications. To the Elitist Type of Linguistic Personalities, scientists refer primarily to teachers, university lecturers, and translators. In particular, scientists (Cilibrasi, Stojanovik, Riddell & Saddy, 2019) refer to the linguistic personality of a translator, since the translator has the ability to create written and oral text of any functional style, genre and a type of speech (Mykhalchuk & Bihunova, 2019). According to the researcher, sociocentricity, multi-role, multiculturalism, tolerance, as well as elitism of speech culture are the main characteristics of a language translation personality.

For our aim, the research conducted by Mykhalchuk and colleagues (2023) were of a particular interest. According to their point of view, the translator's language personality is defined as a complex of three components – Cognitive, Motivational and Emotional ones. We consider the Cognitive Component, which the scientist considers to be three-level, distinguishing the biological, language, and psychological levels, to be professionally significant for our research. Our attention has to be focused on the extroversion / introversion of the translator's personality, which made it possible to put forward the following hypothesis: introvert translators have to bring more of their emotions to the translation text than introverts, more actively, perhaps, more freely interpret the original according to their worldview, probably work faster, because they are targeted on the result and social recognition. Introvert translators, on the contrary, can immerse themselves in the depths of the original work and reflect for a long time, think about their impressions of what they read, search for the unspoken and treat more carefully both the original text and their own verbalization, missed through their feelings of the author's thought (Mykhalchuk & Onufriieva, 2020).

To the biological level, the researchers (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) attribute such a characteristics as the ratio between logical and figurative thinking, which is manifested in the reception of the original activity and the manner of its transformation, as well as the tendency to master other languages, which scientists (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019) rightly attribute to the key features of a modern translator.

At the language level, the scientists single out the language ability, which gives impetus to speech abilities, emphasizes the adaptive and accumulative characteristics of the translator's personality (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011). This prompts us to interpret the outlined characteristics in a methodological context, that is, to the need to develop a system of tasks that will encourage future translators to translate texts of different genres and styles, to adapt them into different communicative contexts (Batel, 2020; Ivashkevych Er., 2023). At the psychological level, the cognitive component manifests itself through consciousness, which is responsible for the effectiveness of the entire system of elements of the Linguistic Personality (Chen, 2022).

The results of the research and their discussion. The Linguistic Personality of a specialist is the potential ability of communicators to implement the exchange of professional information in a foreign language in oral and written forms, to independently search, accumulate and expand the volume of professionally significant knowledge in the process of natural (direct and indirect) communication with native speakers. As evidenced by the study of special literature, the research of professional language personality is characterized by diversity and multidisciplinarity in the paradigm of different concepts and approaches. Their generalization made us possible to assume that the linguistic personality of the translator is a professional linguistic personality who possesses a translation worldview, a thesaurus of translation discourse, who is able to accumulate *linguistic and extralingual knowledge*, and who is characterized by *multiculturalism, tolerance, and elitism*.

Researchers have proposed several definitions of the concept of "Translator's Linguistic Personality". With this purpose we used "A Test for studying students' attitudes towards learning a foreign language" (Михальчук & Івашкевич Ep., 2023). We will list the most significant ones for our research in the Table 1.

Table 1.1

Linguistic Identity of the Translator

The structure of the Linguistic Personality of the Translator is a multidimensional non-hierarchical and non-linear system of linguistic and extralinguistic elements, which are interconnected and mutually conditioned. There are no clear boundaries between the levels of this system, phenomena described as elements of one component can also be influenced by another one. In addition, each component can be considered in different contexts.	Caramazza, Laudanna & Romani, 1988
The Subject of modern integration relations, which has numerous competencies that form the basis of professional translation competence, we mean bilingual competence, the components of which are communicative and sociocultural sub-competence. The components of communicative sub-competence are implied in the language and speech.	Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva & Chebykin, 2023

We see the Linguistic Personality of a Translator as *a multi-level formation*, *a complex of competencies level*. The analysis and synthesis of special literature (Mykhalchuk & Ivashkevych, 2019) proves that a significant part of scientific research reflects the problems of finding effective ways (models, technologies) of mastering a foreign language for its use in further professional activities or intercultural communication. However, it seems to us that the problem of mastering the Ukrainian language by future translators, which ensures the creation of high-quality translation of foreign language texts, is no less urgent. A notable feature of the activity of a professional translator is that, unlike representatives of other professions, who mostly carry out professional communication within a certain discourse space, such as economic, political, pedagogical, etc. So, the translator has to be ready to translate texts not only of various topics , but also of genre and style belonging, that is, to polydiscourse activity.

The analysis of the content of the concept of Linguistic Personality allowed us to come to a conclusion about the mobility of this formation, its dynamics, since the Linguistic Personality, who is constant in its development; the complexity of the structure in a view of its consideration in a broad context (knowledge of the language, mastery of linguistic means, the desire of researchers to single out a number of separate competences/competencies). We believe that the components of a

Linguistic Personality can be certain competencies as a personal characteristic, the ability to perform certain actions.

Through communication with teachers, we developed 13 topics to familiarize students with study habits, study resources and study plans. The teachers were asked the following questions:

- What plan do you follow?
- Do students do extra activity apart from group classes?
- How do students answer questions in a group?
- How does the teacher evaluate the work of his/her students in the group?
- What quality checks do teachers organize in the learning process?
- What problems did the students encounter while learning a foreign language and how were they solved?
- How do students do their homework and what do they do if they have difficulties with it?
- Your recommendations for further improvement of online education for your students (Table 2).

Table 2

The results of the teacher's survey

Questions	Answers
What plan are you working on?	A specific study plan is usually formulated by the teacher, and students only need to make their own schedule to meet the learning objectives. A small number of classmates have their own curriculum and will spend time studying what interests them. If English is not their major language, they usually only do their homework given by the teacher and rarely take time to improve their English.
Do students perform additional activity in addition to group classes?	Most students listen to songs and watch movies in English to practice. Some students from other countries whose roommates are English teachers need to use English a lot in everyday communication, so no extra practice is needed.
How students answer questions in a group?	In most cases, students communicate directly, of course, some students are not sufficiently prepared and written their answers in notebooks and then read them.
How a teacher evaluates the activity of his/her students in a group?	Grades are accompanied by gained experience. The teacher is a very responsible person who loves his/her activity. Every day, when the teacher starts the class, he/she tells the students about his/her mood or how to dress during the learning process, about the teachers' attitude to learning, work efficiency, the content of the report, and even the teacher's evaluation. Therefore, students usually respond to the teacher with a smile when they receive a comment, whether positive or negative, as is the case with the most students. They immediately make changes to actively comply with the teacher's requests.
What quality checks are organized by teachers during the training process?	When the teacher assigns exercises, for example: students must read an article for 15 minutes, then find new words and write them in a notebook, and then discuss these words together before making a translation. When the students have completed the exercise, the teacher will ask the students a question. If the teacher thinks that the students have not completed the exercise, he/she will ask some questions that are usually difficult to answer.

Do problems faced by students while learning a foreign language and how they were solved?	All students have some methods of solving problems, but most students prefer to solve problems in an interactive way. They like to communicate with their classmates, because it is very convenient and fast. The reason they do not like online learning is that online learning deprives them of the ability to communicate effectively with their classmates and teachers, and when they have many problems that they cannot solve, they may give up continuing their studies.
How do students feel about learning English? And what influence does it have on the choice of a future career?	Students have a good understanding of their specialty and have their own ideas for future work.
How do students complete their homework and what do they do if they have difficulties with it?	In classes, students use computers to do their homework. They mainly use electronic textbooks and the teacher also has recommended textbooks for them. If problems arise during learning, students use electronic dictionaries to solve problems or ask questions to teachers, but prefer to report these problems to their classmates. These students maintain a good mood for studying in a group, someone completes exercises faster, and helps others to complete tasks together.
Your recommendations for further improvement of online education for your students.	Since students have developed good study and interaction habits in a traditional learning environment, they should be offered a variety of interactive activities in an online learning environment to maintain their motivation and study habits. Together with the students, you can read the text for about 15 minutes, and then ask the students to pronounce the main meaning of the text and evaluate whether the meaning is correctly conveyed. If a teammate makes a mistake or misses important material, let others help them complete the task together. Students then answer practice questions for 30 minutes. After all tasks are completed, you can start independent study.

Students were presented with the following questions:
1. How many foreign languages do you know (count)?
2. What, in your opinion, is the most difficult thing in learning a foreign language?
3. Give an example of the performance of an educational session (describe how you perform it alone or with someone).
4. Name materials used in the study of foreign languages.
5. What did you study in the previous foreign language lesson?
6. Give an example of the organization of your lesson (exercises, game form of learning).
7. What homework will the teacher give you?

So, many students prefer distance learning because they can study anywhere, and they are used to reading e-textbooks using a computer and answering questions from teachers online. There are also some students who do not like online learning. The reasons, on the one hand, are related to the need to conduct many practical activities with teachers in their specialty, and on the other hand, they believe that learning English online does not have a linguistic environment, they do not feel the presence of teachers, and the dissemination of information in foreign languages is disturbed.

It is normal for students to look at the teacher while studying, but having to look at the camera seems strange and alienating from the teacher. Students who expressed support for the

sensory experience of participating in online learning felt that microphones and cameras were a problem that did not bother them in the learning process, but the students themselves in an unfamiliar environment. Most of the students who do not want to have touch contact with their teacher online always feel a lot of pressure. Nervousness or personal stress can be the reason why students refuse online learning, and even consider this method limited. Some students also felt that turning off the camera and microphone gave them more freedom in the learning process and could direct some of their energy to something else.

Therefore, the research allowed us to learn about the types of devices used by students and teachers for distance learning. They mostly use smartphones and laptops (41 and 34%), less often tablets (3%) and university computers (0.6%). In addition to the first two categories of devices, teachers use personal computers (24%). A high level of smartphone usage confirms the need to adapt the university's visual range of electronic resources for mobile phone screens.

Our surveys of university teachers gave some special grounds for distinguishing as components of the Language Personality of the future translator a number of competencies: *language competence* (awareness of a language as a dynamic open system that is in constant development, language units of all levels, their expressive possibilities, aesthetic potential; mastery of language skills and abilities); *speech competence* (the ability to use linguistic means in a communicative manner, adequate for the purposes of communication, that is, the possession of speech skills and abilities); *communicative competence* (the ability to carry out productive communication in order to obtain and transmit information, the ability to convince the interlocutor, to induce him/her to certain actions, to obtain additional information about the interlocutor through the analysis of his communicative behavior, the ability to carry out positive self-presentation), *multicultural competence* (a complex of knowledge related to Ukrainian and World Culture, the formed ability to harmonize one's own speech and life-creating activity with learned ethical, aesthetic and other values); *translation competence*, which we consider the main indicator of the formation of the Linguistic Personality of a future translator.

Conclusions and perspectives of further studies. A notable feature of a Linguistic Personality is its constant intellectual development, enrichment of vocabulary, development of linguistic sense, linguistic creativity. According to the analysis of psychological research, the priority feature of the personality is the formation of consciousness and self-awareness. Language Consciousness and Language Self-awareness are signs of Linguistic Personality.

The goal of studying the Ukrainian language in higher educational establishments should be the formation of a nationally conscious Language Personality of the future specialist, which mean not only the assimilation of knowledge, the formation of abilities and skills, but also the formation of a nationally conscious attitude towards the language, which is expressed in the desire and the ability of speakers to communicate in the Ukrainian language in various life situations, a responsible attitude to one's own speech, constant, persistent activity on its improvement, defense of the priority of the Ukrainian language in the society. Correlation of the formation of the Linguistic Personality of future translators with the pedagogical goal of their professional development requires the substantiation of the intercultural conditioning of the formation of the Linguistic Personality of future translators. In further research we'll show the term Elite Linguistic Personality from the point of view of translation activity.

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ОБРАЗ СВІТУ МАЙБУТНЬОГО ПЕРЕКЛАДАЧА ВІДПОВІДНО ДО ТЕОРІЇ ЕЛІТАРНОЇ МОВНОЇ ОСОБИСТОСТІ

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Анотація. В статті виокремлено в якості складників мовної особистості майбутнього перекладача такі компетентності, які і складають структуру образу світу майбутнього перекладача і елітної мовної особистості: мовної компетентності (усвідомлення мови як динамічної відкритої системи, що перебуває в постійному розвитку, розуміння мовних одиниць усіх рівнів, їхніх експресивних можливостей, естетичного потенціалу мовної системи; володіння мовними уміннями й навичками); мовленнєвої компетентності (уміння комунікативно доцільно застосовувати мовні засоби, адекватні меті спілкування, тобто володіння мовленнєвими вміннями й навичками); комунікативної компетентності (здатність здійснювати продуктивну комунікацію задля здобування, передавання інформації, уміння переконувати співрозмовника, спонукати його до виконання певних дій, отримувати додаткову інформацію про певного співрозмовника шляхом аналізу його комунікативної поведінки, уміння здійснювати позитивну самопрезентацію), полікультурної компетентності (ампліфікація комплексу знань, пов'язаного із українською та світовою культурою, сформовані вміння узгоджувати ці знання із опанованими етичними, естетичними та іншими цінностями власну мовленнєву й життєтворчу діяльність); перекладацької компетентності, яку вважаємо індикатором сформованості мовної особистості майбутнього перекладача.

Доведено, що важливою особливістю мовної особистості є її постійний інтелектуальний розвиток, збагачення словникового запасу, розвиток мовного чуття, лінгвістичної креативності. Як свідчить аналіз психологічних досліджень, пріоритетною ознакою особистості є сформованість свідомості й самосвідомості. Ознакою мовної особистості є мовна свідомість і мовна самосвідомість.

Показано, що метою вивчення української мови у виші має стати формування національно свідомої мовної особистості майбутнього фахівця, що означає не тільки опанування знань, формування умінь і навичок, а й формування національно-свідомого ставлення до мови, що виражається в прагненні та вмінні партнерів по комунікації спілкуватися українською мовою в різноманітних життєвих ситуаціях,

формуванні відповідального ставлення до власного мовлення, постійній, наполегливій роботі над його вдосконаленням, відстоюванні пріоритету української мови у державі.

Співвіднесення формування мовної особистості майбутніх перекладачів з психолого-педагогічною метою їхнього професійного розвитку потребує обґрунтування міжкультурної зумовленості формування мовної особистості майбутніх перекладачів.

Ключові слова: *образ світу, елітарна мовна особистість, професійний розвиток, національно свідома мовна особистість, мовна свідомість, мовна самосвідомість.*

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