



Conceptual Design of Developing the Professional Competence of Future Translators Based on an Acmeological Approach

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ABSTRACT

The article highlights the conceptual design content for developing the professional competence of future translators based on an acmeological approach. Through theoretical analysis and generalization of empirical material obtained during the research, an analysis of the following principles was conducted: the unity of theoretical-linguistic knowledge and discursive-translational practice, the synergy of autonomous and cooperative formats, the transformation of learning activity into real professional-discursive activity, cognitive-metacognitive facilitation and autodidactics, the autonomous cognitive-metacognitive development of the future translator's personality and the formation of their self-professional preparation ability, as well as the cognitive-didactic moderation of subjective activity and autonomous translation strategies.

Keywords: Acmeological approach, future translators, professional competence, integral quality, professionally important qualities, competence, competency, knowledge, skills, qualifications, abilities, approaches, principles.

INTRODUCTION

This entails organizing the process of developing the professional competence of future translators in a systematic, scientific, and holistic manner, and transitioning educational participants from traditional, reproductive activity to an autonomous, acme-oriented stage. To effectively manage this complex, multi-factorial cognitive-didactic process, we have developed a conceptual-pedagogical model based on the acmeological approach, along with a conceptual design mechanism that enables its practical implementation. In training future translators, primary importance is placed not merely on linguistic transfer from one language to another, but on cultivating skills such as the hermeneutic comprehension of the original text and discourse's cognitive-conceptual content, its adequate reconstruction, and the management of one's own cognitive operations at a metacognitive level. Conceptualizing the development of future translators' professional competence based on an acmeological approach involves the systematic modeling of a complex comprising a didactic environment, cognitive mechanisms, and acme-methodological principles—all designed to ensure the future specialist reaches the "acme," or the pinnacle of personal and professional maturity. The study draws upon a system of principles derived from the theoretical analysis and synthesis of empirical data: the unity of theoretical-linguistic knowledge and discursive-translational practice; the synergy of autonomous and cooperative formats; the transformation of educational activity into authentic professional-discursive activity; cognitive-metacognitive facilitation and autodidactics; the

fostering of the future translator's autonomous cognitive-metacognitive development and capacity for self-directed professional preparation; and the cognitive-didactic moderation of subjective agency and autonomous translation strategies.

The principle of unity of theoretical-linguistic knowledge and discursive-translation practice. The principle of unity of theoretical-linguistic knowledge and discursive-translation practice envisages consistent integration of theoretical-propaedeutic knowledge of future translators with their professional-practical needs and axiological-pragmatic direction. It consists in expanding the possibilities of applying theoretical translational and linguistic knowledge in the operational-practical activities of students in the direct educational-translation process, and searching for ways to ensure the semantic-pragmatic equivalence of the source and target texts [6].

The principle of synergy of autonomous and cooperative formats. In the development of translation competence of future translators, this principle provides for the optimal combination of collective and individual-autonomous forms of education. Cooperative formats contribute to the actualization of a large amount of linguistic, cultural and discursive information, its active intellectual and communicative circulation, and create a favorable synergistic environment for increasing the volume of systematic translational knowledge. Individual-autonomous forms are an effective means of preparation for intertextual and cognitive-interpretive activities [2].

The principle of transforming educational activities into real professional-discursive activities. In modern conditions, professional-translation training requires the transformation of students' cognitive activities into full-fledged professional-representative activities through the transformation of relevant motives, needs, goals, cognitive-operational actions and linguistic tools. This principle involves future translators in simulation activities that are as close as possible to the real translation environment and diplomatic, field and synchronous-sequential translation conditions. constitutes the pedagogical-conceptual basis of learning.

Cognitive-metacognitive facilitation and autodidactic. The training of future translators is directed from the retransmission of traditional ready-made knowledge to the activation of the subject's cognitive-metacognitive potential and the activation of autodidactic mechanisms of autonomous self-development. The theoretical-methodological foundation of this process is the principle of cognitive-metacognitive facilitation and autodidactic. In this concept, cognitive-metacognitive facilitation is a guiding activity of the pedagogue, a special support system for students to hermeneutically understand the text and discourse concept, eliminate linguistic collisions, and monitor, plan, and evaluate their pedagogical operations. Autodidactic is the ability to autonomously design the professional activity of a translator, to independently diagnose cognitive and terminological gaps, and to strive for continuous professional improvement.

The principle of fostering the autonomous cognitive-metacognitive development and the capacity for self-directed professional preparation of the aspiring translator. The training of future translators is shifting from the traditional model of knowledge transmission toward activating the individual's cognitive-metacognitive potential and mobilizing mechanisms for autonomous self-development and autodidacticism. The methodological foundation of this process is the principle of fostering the autonomous cognitive-metacognitive development and the capacity for self-directed professional preparation of the aspiring translator. Within this

framework, cognitive-metacognitive facilitation understood as the educator's guiding activity constitutes a system of specialized pedagogical support that enables the student to achieve a hermeneutic understanding of text and discourse concepts, resolve linguistic-semantic conflicts, and exercise metacognitive control over their own thought processes (monitoring, planning, and evaluation). Autodidacticism, meanwhile, represents the translator's capacity to autonomously design their professional activity, independently diagnose and bridge cognitive-terminological gaps, and strive for continuous professional excellence (the "acme" level) [5]. The principle of the cognitive-didactic moderation of subjective agency and autonomous translation strategies. This principle emphasizes the importance of the autonomous personal agency, self-regulation, and application of independent translation strategies by aspiring translators. In this context, a distinct facilitative role is assigned to teacher supervision and moderation, as the cognitive and deontological environment for professional training is ensured through pedagogical expertise and the professional identity of the educator. A teacher's readiness to facilitate and moderate the translation training process is a decisive factor in ensuring the continuous growth of the professional competence of future translators [1]. This involves the principle of fostering the autonomous cognitive-metacognitive development of the future translator's personality and their capacity for self-directed professional preparation. This principle manifests in the cognitive modeling of the educational process, taking into account students' intrinsic need to autonomously enrich their professional translation skills and competencies, their sustained motivational interest in translation studies and intercultural mediation, and their responsible, creative approach. The translator's capacity for self-development and professional preparation demonstrates the continuous, goal-oriented, and uninterrupted nature of autodidactic learning. This activity is a complex process that is simultaneously facilitated by the teacher through cognitive-didactic means and managed autonomously and metacognitively by the student [4]. It requires the translator to cultivate determination in achieving professional goals, internal cognitive organization, academic and professional diligence, and deontological-ethical qualities.

Based on these principles, the process of developing the professional competence of future translators entails: fostering an intrinsic cognitive need for self-development and autonomous learning; enhancing preparedness to resolve complex translational and linguocultural tasks in creative, non-standard, and adequate ways; rapidly navigating information-communication and discursive information flows while selecting appropriate verbal tools; autonomously designing one's learning trajectory, translation strategies, and professional growth process; and systematically organizing self-development activities characterized by purposeful intent, consistency, and reflection within the educational process to fulfill pedagogical and translational objectives.

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