COMPETENCE PARADIGM OF TRANSLATORS' PROFESSIONAL TRAINING IN THE UNIVERSITIES OF AUSTRIA

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Modern society has been characterized by rapid development of international relations and the profession of a translator is becoming more important. The translation market is getting some peculiarities, and, in particular, requires that future translators have certain competences necessary for their professional activity. Therefore, many scholars address competences and competencies as a leading criterion for the readiness of a modern graduate, which became the basis for converting the competence approach to the higher education system according to the Bologna model.

The article has studied the content of translators training curricula in Austrian higher education institutions and it has been found out that their translators' professional training is based on the competence approach. The definition of «professional competence of a translator» has been clarified. It is understood as an integrative quality of a personality, formed in the result of successful transformation of normatively determined knowledge, skills and abilities in the implementation of different types of rendering, acquired both in the course of studying and by means of non-formal (non-educational) training into professional translation activity. Translator's competence formation is done due to the acquisition in the process of training of the set of competences that are the combination of features (belonging to knowledge and its implementation, abilities, skills, capacities, values and personal qualities) which enable specialists to fulfil their professional duties at a high level. Significant competencies that a modern translator has to possess for successful professional activities have been identified, and they have been divided provisionally into two categories: 1) extra-curricular (universal), distinguished by multifunctionality (possessing them enables solving different problems in everyday, professional or social life; they are used in various situations; they are multidimensional, that is contain different mental processes and skills: informative, strategic, interpersonal, social, self-educational); 2) curricular, which are directly connected with the translator's professional activities (language, translation, cultural, communicative, technical). Each of the above mentioned competencies has been characterized. The curricula for translators training have been analyzed and it has been clarified that they clearly trace the implementation of a competence approach to the professional training of translators for Bachelor's Degree – namely, the content modules are grouped according to the competencies defined. The content modules used for translators' competences forming have been studied, their aim and the number of credits have been established.

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