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Effectiveness of translation transformations in different styles of the english language for teaching written translation

Ефективність перекладацьких трансформацій у різних стилях англійської мови для навчання письмового перекладу

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Abstract


The issue of translation transformations for teaching written translation has been studied rarely. This study has the general purpose of urging the importance of the issue, especially in view of global digitalization, when machine translation poses a threat to flatten out the role of a human translator. A translator who does not have translation transformations skills is not in demand on the labour market. The aim of the article is to determine the effectiveness of using the method of translation transformations as a special educational technology. The method of translation transformations is tested through its application for training future foreign philologists in the written translation techniques of English texts of different styles. The final evaluation showed that on average, the respondents of the experimental group achieved the level of "Very good" (827.4 points, qualitative level – 82.8%), and the respondents of the control group – the level of "Good" (754.6 points, qualitative level – 75.5%). The data indicate the effectiveness of the method of translational transformations. However, they evidence the

Анотація


Перекладацькі трансформації для навчання письмового перекладу є темою, яка рідко стає предметом уваги. Представлена розвідка має загальну ціль актуалізувати тему. Надто на тлі глобальної діджиталізації, коли машинний переклад загрожує нівелювати роль перекладача-людини. Перекладач без навичок перекладацьких трансформацій в умовах сьогодення не є затребуваним на ринку праці. Мета статті - визначити ефективність застосування методу перекладацьких трансформацій як спеціальної навчальної технології. Метод перекладацьких трансформацій випробувано на прикладі його застосування для навчання майбутніх іноземних філологів техніки письмового перекладу текстів різних стилів (англійською мовою). Фінальне оцінювання показало, що респонденти експериментальної групи усереднено досягли рівня «Дуже добре» (827,4 бала, якісний рівень - 82,8%), а контрольної – рівня «Добре» (754,6 бала, якісний рівень 75,5%). Дані вказують на ефективність методу

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difficulty of achieving more significant results within the scope of a time-limited experiment.

Keywords: adaptation of the translated text, foreign philologists, translation accuracy, translation reliability, translation transformations.

Introduction

The expansion of globalization processes makes the role of translators debatable in many respects, especially with the development of automated translation systems such as Google Translate. At the same time, the method of translation with the help of computer programmes indicates the value of a high-quality written translation, which is not a literal translation of a word in its most used semantic variant. Automated translation does not ensure correspondence to the contextual meaning of tokens, does not guarantee the integrity of the translated text, and does not take into account the stylistic features of the text during translation operations, and the stylistically determined meanings of words accordingly. So, there is still the need for high-quality professional written translation of texts of different styles and purpose even despite the fact that a large volume of translation work for the average user and everyday use can be performed with the help of special software, which is also constantly being improved.

As for written translations, it is supposed that the translator is provided with a text document in the original language. The task is to convey it in another language (Lertola, 2019; Raw, 2012). The accuracy of translation depends on the field of application, while the latter necessarily means consistency with the stylistic features of the translation, which implies a proficient command of the language and high translation skill (Ducasse & Maher, 2020; Robinson, 2019). It is important to differentiate types of translation, such as translation of technical, special, artistic and other types of texts. Research projects are translated most accurately, in detail, literally. So, if computerized programmes greatly simplified the work of professional translators, they definitely did not flatten out their social function. Even if special software is used for written translation, the translator will still automatically edit the translated text accordingly to avoid translation fails, inaccuracies, and stylistic errors. This is why it is necessary to train future translators in the subtleties of translation transformations in order to perform this work,

перекладацьких трансформацій. Проте свідчать про складність досягти суттєвіших результатів за умов обмеженого в часі експерименту.

Ключові слова: перекладацькі трансформації, адаптація перекладеного тексту, точність перекладу, достовірність перекладу, іноземні філологи.

which currently cannot be performed even by artificial intelligence programmes. Translation transformations enable to correctly convey the content and the underlying meaning of the original text using the means of another language. In the given context, we must, however, mention the recent tests of the deep-learning system CUBBITT, which, although it surpasses the most modern translation programmes in many experimentally evaluated parameters, still cannot replace human translation in all quality criteria (Popel et al., 2020). At least for now.

A number of peculiarities of translation activity determined the imperative that *translation must now be recognized as a distinct and autonomous profession*. Therefore, being a future English teacher, for example, does not mean being a qualified translator at the same time, and vice versa. The range of mastering a foreign language, depending on specific professional duties, differs significantly in terms of competence. The specifics of oral or written, technical or artistic translation determine the expansion or narrowing of translation competences in a certain direction. Recognition of translation as a distinct and autonomous profession in the current Translator's Charter is an overarching thesis (IFT, 1963).

The considerations expressed in this section emphasize the relevance of the topic of the article – teaching translation transformation techniques when making written translations of different styles. In the modern digital age, it is axiomatic that a translator who does not have sufficient knowledge of translation transformation techniques cannot be considered a qualified specialist. A translator who does not have the competences of translation transformations may well be equal in quality of work to much cheaper and faster to use artificial intelligence programmes that provide the technical part of translation requests. Therefore, the failure to be proficient in translation transformations means professional failures and

the inability to build a career as a translator. On the contrary, being competent in translation transformations techniques means prospects of a successful career even despite computerization, which has largely changed the perception and procedural implementation of the translation profession in society.

Therefore, *the aim of this article* is to determine the effectiveness of using the method of translation transformations as a special educational technology. In particular, it is planned to test the method of translation transformations through its application to the translation of texts of different styles of the English language when teaching students written translation techniques. The aim involved the fulfilment of the following *research objectives*:

- 1) create and implement an algorithm for teaching written translation with the help of intensive use of the method of translation transformations, taking into account the aspects that were identified in the literature review;
- 2) develop diagnostic criteria for translation quality for texts of scientific, technical, artistic, and journalistic styles, focusing on the need to use translation transformations;
- 3) determine the features (for texts of different styles) and the effectiveness of using the method of translation transformations for building written translation skills.

Literature Review

In the previously mentioned Translator's Charter, translation is interpreted as an intellectual activity, the object of which is the transfer of literary, scientific and technical texts from one language into another. Next, the task of the translator is clearly stated: *render exactly the idea and form of the original*. But a fundamental clarification is made, which directly determines the focus of this study: an accurate translation should not be confused with a literal translation, as the accuracy of the translation does not exclude the adaptation of the translated text in such a way that speakers of the target language feel the form, atmosphere and deeper meaning of the work (IFT, 1963). This important remark legitimizes the need for translational transformations as a necessary condition for achieving high-quality *faithful translation*. It also says that the translator must have broad general knowledge (be a person with a broad outlook, intellectually rich) and know the subject of translation well enough. At the same time, translation ethics require the translator to refrain

from performing translation in a field beyond his or her competence. This opinion can be interpreted by the authors of this article in such a way that although future translators can get an idea of translation transformations and acquire the appropriate competencies in higher education institutions (HEIs), this does not yet make graduates of higher education institutions absolutely professional translators who can competently perform translations of various texts, in particular texts of different topics and different styles (Varela-Salinas, 2019). This is achieved through a narrow specification resulting from years of experience (practice) of working with texts of a specific field and a specific style. This is the only way to avoid profanity.

So, the importance of teaching written translation in HEIs through the method of translation transformations is not undervalued even despite of what has been said about the significance of translation experience. On the contrary, it is the first important step in practicing translation skills. It is significant that this step is carried out under the professional supervision of teachers and with the possibility of involving practicing translators to work with students (many foreign language teachers also work as freelance translators outside of working hours).

The translation transformations can also be interpreted through the concept of *being a "secondary" author* (Bezerra, 2012; IFT, 1963). This is a special kind of interlanguage paraphrasing, the main goal of which is to achieve translation adequacy. In other words, the need for translational transformations is motivated by the requirement to achieve that the translated text conveys the entire range of explicit and implicit information contained in the original text as accurately as possible, which shall not be equated with literal translation. However, this should be achieved in compliance with the relevant norms of the target language. The process of transformation of the idea as a result of the transition from units of the source language to units of the target language is necessarily related to the use of translation transformations as a special type of interlingual paraphrasing. There is an interesting point that the absence of errors and inaccuracies in the translation does not mean the high quality of the translation, just as their presence does not mean that the translation is of poor quality and does not meet the current requirements. It is said that the translator should primarily focus on the power of influence inherent in the translation, on whether the original ideological and artistic value is fully preserved (Nazrullayeva, 2022). The range of

translation transformations used in this case is quite wide: from formal or structural (based on the modification of lexical and grammatical components of the source text) to semantic (semantic components of the source text).

Translational transformations are limited by the reliability of the information to be conveyed. This means that the translation transformation will be considered a translation error in case of the failure to comply with the faithfulness principle. Translational transformations are based on the logical thinking techniques, which help to reveal the semantics of a foreign language token in the context, and not detached from the discourse. Researchers also note the importance of considering the functional impact of the message contained in the text subject to translation (Su & Liao, 2020). In other words, it is important to preserve the pragmatic message of the text material, adhering to the communicative goal of the speaker. As the translation cannot be absolutely identical to the original, the translator is tasked to create a text as close as possible to the original in terms of semantics, structure and potential impact on the recipient of this translation. The main problem here is that it is not always possible to find appropriate linguistic parallels between the source and target languages at the semantic or structural levels (it is about finding the same models of sentences and phrases (free and stable, phraseological), a complete coincidence of the semantic meaning of the words used in the original and translation of tokens, etc. Translation transformations are used in such situations as the only possible solution to the problem.

The main accents in the translator's work, where the use of translation transformations is inevitable, are as follows:

- 1) do not start the written translation of the text until the students have made a preliminary translation, that is, before reading the entire text.
- 2) students should make sure that they recognize possible allusions, intertextual components contained in the original text;
- 3) students should make sure that they can generally cope with the informative side of the text;
- 4) it can be helpful to translate segments that seem to be the most important parts of the entire text;
- 5) make a plan for the implementation of the emotional aspect of the text, its implicit elements, which must be decoded by the

translator, and then re-encoded using the semiotic means of the target language (this part of the work is especially relevant for artistic, journalistic, epistolary texts, texts of conversational or confessional styles, etc.; this applies the least to texts of scientific and official styles).

Textual hints – allusions – are one of the main problems that every translator faces. The title is another element of any text that requires significant attention from the translator. The title is a very significant element of the text, since its main purpose is to attract attention and inform the reader about the problem raised in the text. This is why it is recommended to first translate the text, and then think over the title, bearing in mind that all possible nuances of meaning, content, and emotional load must be taken into account in the new title in the target language. While it is important to adhere to both the original meaning and the original style, it is equally important to avoid (unless absolutely necessary) literal translation or blind reproduction of the original syntactic structure of the title.

The most common mistake is students' inability to choose the correct equivalent of a foreign word or phrase, syntactic structure during the translation of a text. Being focused on the meaning conveyed by foreign words, grammatical forms and syntactic structures, students sometimes ignore the fact that these meanings must be properly verbalized in the target language (Guerberof Arenas & Moorkens, 2019; Sherzodovich & Kizi, 2020). Therefore, it is extremely important for translators to have a high level of proficiency in both the foreign language and their native language (as a rule) or another language they translate. Therefore, the quality of translation transformations will be ambivalent. The ability to predict possible errors and minimize the probability of their occurrence is the main priority of the teacher. It is important to sometimes allow the student to make a mistake first, and then allow him or her to correct it himself or herself. Therefore, correction of mistakes (self-correction) will be an essential stage in learning translation transformations.

The involvement of computers, the Internet and information technologies is a mandatory component when teaching translation in view of digitalization. Proficiency in translation technologies has become a prerequisite for anyone wishing to join the translation profession (Kenny, 2019; Varela-Salinas, 2019).

The review of the literature identified the current problems of teaching translation in the digitalized educational and everyday paradigm of the 21st century. Despite the pervasiveness of the problem of achieving the adequacy of a written translation, little attention is paid to the method of translation transformations as an educational tool, not as an indispensable tool for a finished translation.

Material and Methods

Research Design

The research was conducted in several stages. In particular, at *the first stage* (September 2020-December 2020), the authors of the article developed an algorithm for the intensive use of the method of translation transformations for teaching written translation. All materials were included in the educational and methodical documentation, which is planned to be patented and published as a separate manual. First of all, the work began with a selection of texts of various styles, which have already been translated from English into Ukrainian by professional translators. These texts were analysed during the classes in Written Translation Techniques for the purpose of identifying translation transformations of different language levels and for the purpose of assessing their appropriateness. Next, texts of scientific, technical, artistic and journalistic styles were selected to train the students' translation skills. In other words, these were training texts varying in volumes and complexity, which students had to translate on their own with due regard to the peculiarities of style and the scale of possible applied translation transformations (from scientific and technical texts, where the level of transformation is minimal, but where a clear correspondence of terminology is required, to artistic style, where the range of transformations is much broader, however, it should also be subordinated not to the

task of arbitrary interpretation, but to the translational need). Software for using machine translation techniques with subsequent editing was also selected. It should be emphasized that the translation was two-way: English-Ukrainian, Ukrainian-English.

The *second stage* (January 2021-January 2022) involved sampling of students, as well as determining the chronological framework of the experiment and the expected results. The algorithm for using the method of translation transformations has been implemented. Constant monitoring of the algorithm implementation was carried out using Google spreadsheets and Google Docs. A diagnostic model of written translation skills common to both groups of participants was developed.

The *third stage* (February 2022) provided for the final diagnosis of the competences acquired by students for the implementation of written translation of texts of various styles from English into Ukrainian and vice versa.

Sample

A total of 118 students of Poltava V.G. Korolenko National Pedagogical University (students of the Faculty of Philology and Journalism, 2nd, 3rd, 4th years of study) were invited to participate in the experiment. Students of the participating HEI were divided into academic groups. Two academic groups were taken from each of the years of study. One randomly became experimental, and the other – control. So, the control group consisted of 52 students, and the experimental group included 66 students.

Data Collection

The data were collected according to the diagnostic model presented below (Table 1).

Table 1.
Diagnostic model for evaluating translation skills in different language styles

Criterion No.	Criterion name	Points	Notes
I. GENERAL (BASIC) COMPETENCIES			
1.	General level of foreign language proficiency	max 100 points	<p>Test methods of external independent assessment of the English language presented on the website of the Ukrainian Centre for Educational Quality Assessment (https://testportal.gov.ua/testy-mynulyh-rokiv/) were used to determine the level of foreign and Ukrainian language proficiency. The assignments for 2021 were used. A group of 4 experts who are English native speakers was created to determine communicative competence. Speaking and writing skills were assessed. Students were united in groups of 5-8 people and communicated with experts in a foreign language on a randomly chosen topic to determine their oral communication skills. This criterion was assessed with the involvement of teachers from the Department of English and German Philology of Poltava V.G. Korolenko National Pedagogical University. The text was given to the respondent randomly from the created bank of texts (60 texts in total) and belonged to one of the styles (technical, scientific, journalistic or artistic).</p>
2.	General level of native language proficiency	max 100 points	
3.	Foreign Language Communicative Competence Test	max 100 points	
4.	The speed of work on the translation, the timely delivery of completed assignments and their completeness	max 50 points	
5.	Text editing after machine translation	max 50 points	
II. TECHNICAL TEXTS			
1.	Terminological correspondence	max 50 points	<p>Manuals for the use of household appliances, as well as labels for cosmetic products and household chemicals were selected for translation.</p>
2.	Conformity to DBN (State Building Regulations), DSTU (State Standards of Ukraine), GOST (International Technical Standards), SNiP (Building Code), ASTM, ASME, DIN, ISO	max 50 points	
3.	General consistency of style, selection of appropriate emotionally neutral tokens, and clarity of syntax	max 50 points	
III. SCIENTIFIC TEXTS			
1.	Terminological correspondence (consistency of the glossary, relevance of terms).	max 50 points	<p>Texts from the field of philological science were used.</p>
2.	Literacy of scientific translation.	max 50 points	
3.	General consistency of style, selection of appropriate emotionally neutral tokens, and clarity of syntax	max 50 points	
IV. JOURNALISTIC TEXTS			
1.	Correspondence of the denotative part	max 50 points	<p>The texts from BBC, Times, Washington Post were taken.</p>

2.	Correspondence of the expressive part	max 50 points	
3.	General conformity of style, accuracy of translation of titles, lexemes and syntax, expressive and stylistic adaptation	max 50 points	
V. ARTISTIC TEXTS			
1.	Preservation of the form, structure, content, mood of the original text	max 50 points	
2.	Ability to convey artistic means: idioms, wordplay, metaphors, expressive figures, etc.	max 50 points	Prose texts of modern Ukrainian and Anglo-American authors were taken for translation (Lina Kostenko, Oksana Zabuzhko, Halyna Tarasiuk, Ken Kesey, Daniel Keyes, Ray Bradbury, Rachel Abbott).
3.	Adherence to the author's style and conveying the cultural features of the era through verbal means.	max 50 points	

Total: **maximum 1,000 points.**

Source: created by the authors

Data Analysis

The data about each respondent of the study was entered in Google Sheets. A data bank was created for each respondent. A general table of results of participants in the control and experimental groups was created on its basis. The

interpretation was carried out both according to each separate group of indicators (general competences and specific skills of translating texts according to language styles), and in general within the maximum 1,000 points. The table of interpretation within 1000 points is presented below (Table 2).

Table 2.
Data interpretation table

Item No.	Range of points	Relevant quality level
1.	1-340	Critically low level
2.	350-590	Unsatisfactory
3.	600-630	Sufficient
4.	640-740	Satisfactory
5.	750-810	Good
6.	820-890	Very good
7.	900-100	Excellent

Source: created by the authors

The authors referred to the ECTS scale in a proportional ratio during the distribution of points by level.

Tools

Empirical research was conducted using general scientific and special methods. As for the latter, the method of independent expert evaluations, computer assisted testing (using tests with open-ended and closed questions, writing creative works), interviews, and mathematical and

statistical methods of processing the results were applied.

Such tool as computer testing at Formative – <https://goformative.com/> were involved (to determine the level of Ukrainian and English proficiency - tests from the Ukrainian Centre for Educational Quality Assessment were integrated into the software) was used to conduct the research. Machine translation of texts was carried out using the optional available in Google Translate. The students worked with their texts in Google Docs in the research participants'

accounts. Google Forms and Google Sheets were used to collect and record data. The statistics was processed using Microsoft Office package.

Ethical Criteria

All participants of the experiment were informed about the essence, structure and content of the study. The participants of the experimental group agreed to use their classroom time and partially work outside the classroom time using the method of translation transformations. Additional weekly consultations were also held as part of the experiment, to which students agreed to come on a voluntary basis. There were

also regular meetings with professional translators. Since all this required additional time and effort, the students signed a voluntary consent to participate in the research. Students of the control group mastered translation techniques according to the usual programme of the Written Translation Techniques course.

Results

The following data were obtained in the experimental group as a result of the final diagnostics according to the model developed by the authors (Table 3).

Table 3.

Averaged results of the final diagnostics of written translation skills in different language styles in the experimental group

Criterion No.	Criterion name	Average number of points for the group
I. GENERAL (BASIC) COMPETENCIES		
1.	General level of foreign language proficiency	79.8
2.	General level of native language proficiency	88.5
3.	Foreign Language Communicative Competence Test	81.9
4.	The speed of work on the translation, the timely delivery of completed assignments and their completeness	42.7
5.	Text editing after machine translation	44.4
	Total:	337.3
II. TECHNICAL TEXTS		
1.	Terminological correspondence	39.0
	Conformity to DBN (State Building Regulations), DSTU (State Standards of Ukraine), GOST (International Technical Standards), SNIIP (Building Code), ASTM, ASME, DIN, ISO	37.2
2.	General consistency of style, selection of appropriate emotionally neutral tokens, and clarity of syntax	37.9
3.		
	Total:	114.1
III. SCIENTIFIC TEXTS		
1.	Terminological correspondence (consistency of the glossary, relevance of terms).	41.3
2.	Literacy of scientific translation.	43.4
3.	General consistency of style, selection of appropriate emotionally neutral tokens, and clarity of syntax	44.8
	Total:	129.5
IV. JOURNALISTIC TEXTS		
1.	Correspondence of the denotative part	42.3
2.	Correspondence of the expressive part	39.4
3.	General conformity of style, accuracy of translation of titles, lexemes and syntax, expressive and stylistic adaptation	43.8
	Total:	125.5
V. ARTISTIC TEXTS		
1.	Preservation of the form, structure, content, mood of the original text	40.1
2.	Ability to convey artistic means: idioms, wordplay, metaphors, expressive figures, etc.	38.3
3.	Adherence to the author's style and conveying the cultural features of the era through verbal means.	42.6
	Total:	121.0
TOTAL: 827.4 – Quality level “Very good”		

Source: created by the authors

Qualitative percentage interpretation of data by general competencies and language styles gave

the following averaged results for the experimental group (Table 4).

Table 4.
Qualitative percentage interpretation of data by language styles (experimental group)

Criterion	Maximum possible number of points	Actual number of points %	% of success
I. General (basic) competencies	400.0	337.3	84.3%
II. Technical texts	150.0	114.1	76.1%
III. Scientific texts	150.0	129.5	86.3%
IV. Journalistic texts	150.0	125.5	83.6%
V. Artistic texts	150.0	121.0	80.6%
Total:	1000.0	827.4	82.7%

Source: created by the authors

We can draw a conclusion from the chart presented below about the difficulty of teaching written translation by the method of translation transformations according to language styles (Figure 1).

The high performance in the application of translation transformations for learning the written translation of scientific texts can be explained by the fact that the students were given the texts of the philological field for translation

in which they are most competent. A key objective of this study is to compare the results of the experimental and control groups. This will be the ground for further conclusions about the effectiveness of the application of translation transformations in different styles of the English language for teaching written translation. Table 5 presents the results of the final diagnostics of the written translation skills of respondents of the control group.

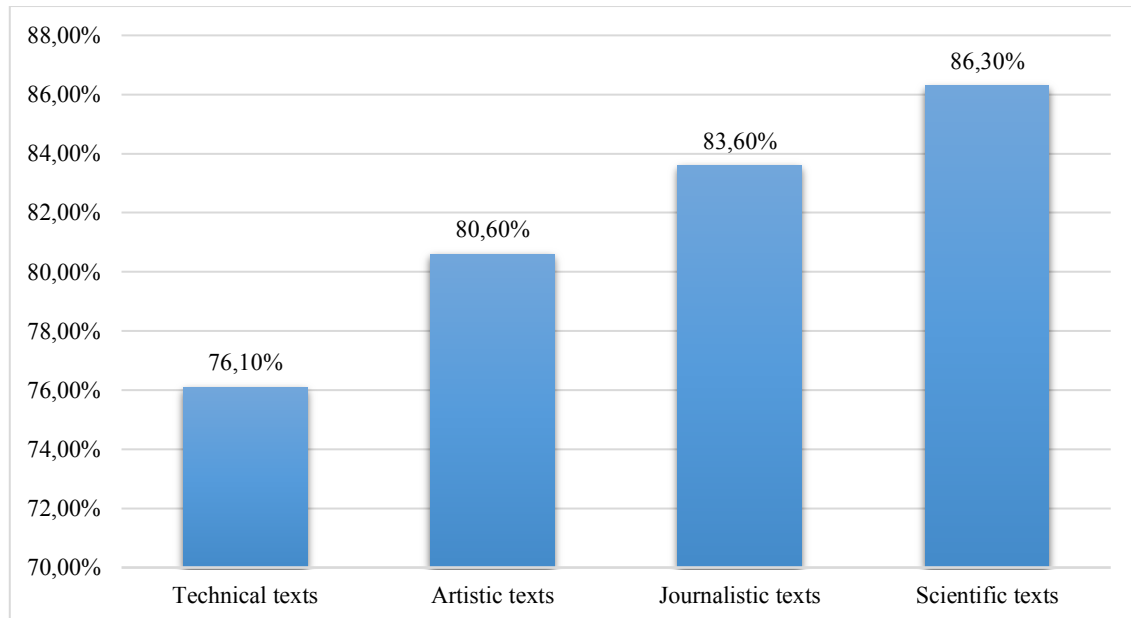


Figure 1. Performance in work on written translations in the experimental group (by language styles).
 Source: created by the authors

Table 5.

Averaged results of the final diagnostics of written translation skills in different language styles in the control group

Criterion No.	Criterion name	Average number of points for the group
I. GENERAL (BASIC) COMPETENCIES		
1.	General level of foreign language proficiency	73.1
2.	General level of native language proficiency	89.7
3.	Foreign Language Communicative Competence Test	76.9
4.	The speed of work on the translation, the timely delivery of completed assignments and their completeness	37.2
5.	Text editing after machine translation	39.3
		Total: 316.2
II. TECHNICAL TEXTS		
1.	Terminological correspondence	36.2
2.	Conformity to DBN (State Building Regulations), DSTU (State Standards of Ukraine), GOST (International Technical Standards), SNiP (Building Code), ASTM, ASME, DIN, ISO	32.1
3.	General consistency of style, selection of appropriate emotionally neutral tokens, and clarity of syntax	35.8
		Total: 104.1
III. SCIENTIFIC TEXTS		
1.	Terminological correspondence (consistency of the glossary. relevance of terms)	37.5
2.	Literacy of scientific translation	38.0
3.	General consistency of style. selection of appropriate emotionally neutral tokens. and clarity of syntax	40.1
		Total: 115.6
IV. JOURNALISTIC TEXTS		
1.	Correspondence of the denotative part	35.1
2.	Correspondence of the expressive part	36.3
3.	General consistency of style. the accuracy of the title translation. lexemes and syntax. expressive and stylistic adaptation	39.9
		Total: 111.3
V. ARTISTIC TEXTS		
1.	Preservation of the form, structure, content, mood of the original text	35.5
2.	Ability to convey artistic means: idioms, wordplay, metaphors, expressive figures, etc.	34.7
3.	Adherence to the author's style and conveying the cultural features of the era through verbal means	37.2
		Total: 107.4
TOTAL: 754.6 – Quality level “Good”		

Source: created by the authors

The comparison of the results of Tables 3 and 5 revealed that the difference between the control and experimental groups is not so significant at the level of general translation competences. It is only 21.1 points, which is equivalent to 2.1% in quality indicators. So, this testifies to the effectiveness of the method of intensive study of the translation transformation techniques to

improve the quality of translations of texts of the relevant styles.

The chart below shows the percentage differences between the final indicators of students of the control and experimental groups (Figure 2).

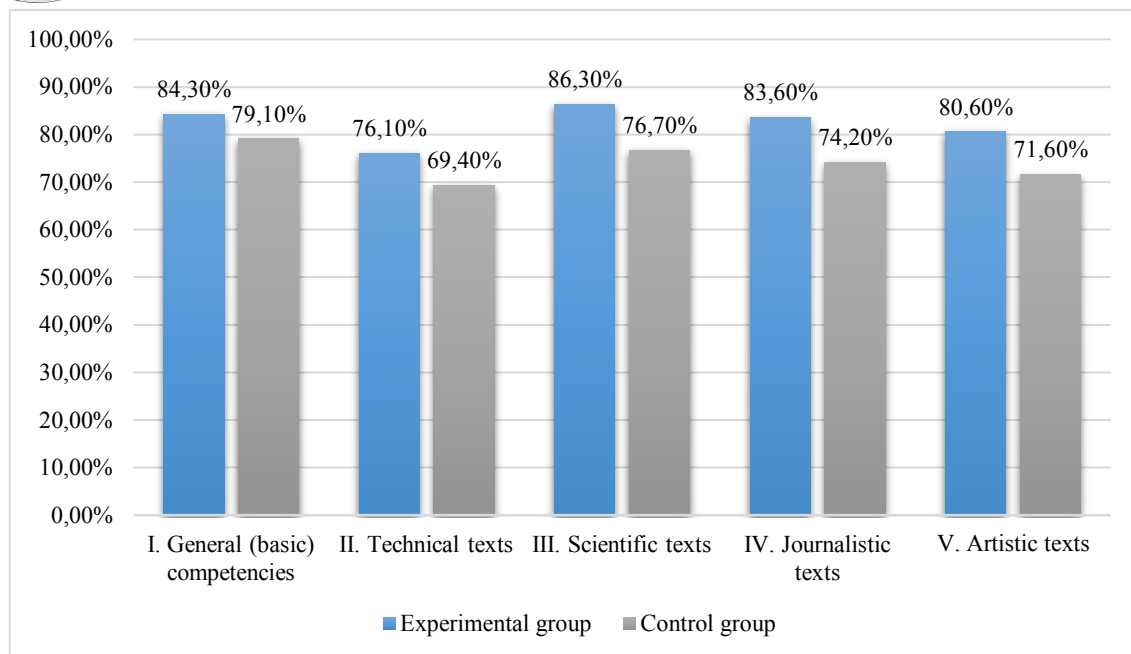


Figure 2. Comparison chart of the results of the final diagnostics. Source: created by the authors

So, the final diagnostics showed that the intensive application of the method of translation transformations during the classes and out of classes with the students of the experimental group helped to achieve a level of professionalism in the written translation of texts of different styles, which corresponds to the quality level of “Very good”. However, it should be noted that the overall result of 827.4 points is almost the very beginning of the “Very good” range (820-890 points) according to the data interpretation scale that we developed. At the same time, written translation in the control group was taught traditionally, not excluding the method of translation transformations, but not emphasizing it either. The result in the control group is 754.6 points, which corresponds to the quality level of “Good”. It should also be noted that this is the lower bar of the range (750-810 points) according to the gradation presented in Table 2.

Discussion

The basis of the research idea is the thesis that all the quality criteria of the translation defined in the diagnostic model in all four language styles involved directly depend on the ability to use translation transformations. The results of the final diagnostics mostly confirm this thesis. However, the qualitative difference between the overall results of proficiency in written translation between the control and experimental groups was 7.3% in favour of the experimental group. Although this difference is not too significant, it clearly indicates the potential of

effectiveness in the further application of the method of translation transformations in different language styles when building students’ written translation skills.

It is also necessary to take into account qualitative percentage differences when evaluating proficiency in the written translation of texts of different styles. As for general (basic) competencies, the difference is 5.2%, in technical texts – 6.7%, scientific texts – 9.6%, journalistic texts – 9.4%, artistic texts – 9.0%, everywhere in favour of experimental group students. Therefore, the method of translation transformations worked most effectively for building translation competences in scientific texts. Attention should also be paid to the effectiveness of text editing techniques after machine translation (Carrasco Flores, 2021; Jia et al., 2019). The difference between the groups in this aspect was 10.2% in favour of the experimental group.

It is worth noting that future translators have different competencies for oral and written translations (Kenny, 2019; Kress, 2019). This confirms the importance of targeted teaching of written translation (Király & Massey, 2019) with particular emphasis on the peculiarities of the translator’s work with texts of different styles (Baynham & Lee, 2019; Venuti, 2019). The traditional approach is to gradually teach students how to translate and interpret. First, students practice translating texts from a foreign language into their native language, then from their native language into a foreign language.

And at the generalization stage, students are taught to translate two ways (Anderson et al., 2020; Desjardins, 2021). This logic was followed when teaching the Technique of Written Translation course.

It is also worth noting that most European universities pay special attention at the first stage of translator training to general translation competences with the possibility of specialization in a certain field at subsequent stages (Darby, 2019; Zuparova et al., 2020). This means that students first acquire common competencies in order to later develop the most necessary professional skills (Solari et al., 2020; Wang et al., 2020). But translator training in Ukraine today differ significantly from the typical practice of European countries, where translators are trained immediately with a particular specialization (technical, engineering, medical, etc.) in special educational institutions and according to specifically developed educational and professional programmes. Unfortunately, this practice almost does not exist in Ukraine. HEIs of Ukraine mainly train foreign philologists with wide employment opportunities: in the field of education (teacher, lecturer in HEIs, researcher) or the translation niche (mostly this is an educational programme 035.041 Germanic Languages and Literature (translation included). We believe that the training of translators in Ukraine requires the integration of world practice. Moreover, the demand for translation activities in Ukraine will grow in the future with the expansion of the country's European integration ties. Such a reform will make it possible to pay more attention to training translation skills, in particular written translation. This will create a favourable space for wider application of the method of translation transformations.

The conducted research has significant theoretical and practical implications. The unique potential of written translation skills through the use of translation transformations was theoretically substantiated and proved. This is currently the area of translation activity that cannot be compensated even by artificial intelligence programmes at the current stage of software development. The need for special practical training of translation transformations for each language style was proved, because translation transformations have a narrow specification. The practical implications of the study give an idea of the procedure and predicted consequences of applying a similar research algorithm with the involvement of a different group of respondents (among foreign philology

students). The practical implications also involve the need to improve the developed training model to improve the translation skills of the students of the experimental groups.

Conclusions

So, the authors of the article proved the effectiveness of translation transformations in different styles of the English language for teaching written translation in the course of thorough experimental study. This somewhat compensated for the lack of articles and empirical studies in this direction identified during the literature review on the subject. The algorithm for the integration of the method of translation transformations requires a separate printed manual, so it is briefly presented in the article. In general, the method of translation transformations requires close cooperation between students and teachers, the involvement of professional translators, high motivation of students, and high translation and pedagogical professionalism from the teaching staff.

The presented diagnostic model covers most of the important aspects when working on translations of texts of different language styles. The points of working with texts that require special attention can be focused on according to the included criteria. The general conclusion can be related to the opinion that it is impossible to become a professional translator qualified in all translation areas in a short period of study. A specification is usually required for translators, followed by the acquisition of practical experience in a certain direction of translations. However, the method of translation transformations when teaching written translation in different speech styles is valuable for understanding the translator's work in the digitalization environment. A competent translator can qualitatively correct a machine translation and be the only subject of translation activity without alternative, capable of covering all aspects of working with a text to be translated. Especially when it comes to such dissimilar languages as Ukrainian and English, and the need for cultural, grammatical, lexical, etc. adaptation of texts.

Further research on the issue may have a narrower and therefore deeper focus. For example, to refer to the method of translation transformations for learning the written translation of a particular language style.

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