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in Pereiaslav, <https://orcid.org/0000-0001-7219-1086>DOI https://doi.org/10.35619/prap_rv.vi25.464**TRANSLATION ACTIVITY AS A PREDICTOR OF SPECIALIST'S UNIQUE IMAGE OF THE WORLD**

Abstract. *Translation activity involves metacognitive, reflective, and value-semantic components, without which effective translation and high professional standards cannot be achieved. It should also be noted that in the metareflexive aspect of translation activity we can find a reflection of a metacognitive layer, which is directly related to the meanings and senses that arise due to the functioning of the metacognitive aspect of translation activity. The meanings and senses expressed in translated texts contain in their explication both various images and operational and purely objective meanings, and even well-conceived and objective actions that the translator has already comprehended earlier. It is also necessary to take into account any content that also actualizes various characteristics that fill the spatial gaps in the consciousness of a translator. The semantic frames formed in the translation activity create new dense formations, which are the image, the action, a meaning, on which the result of translation activity largely depends. Senses and meanings are also directly related to all components of the structure of translation consciousness, and the most obvious mutual influences between them exist and are reflected in the reflective aspect of translation consciousness. We believe that the metareflexive aspect of translation activity is leading for the formation of the translator's image of the world. We proved, that:*

- *based on the principles of the general psychological theory of the activity, we established that the peculiarity of a specialist's translation activity is that it is complexly organized, it is formed by several interconnected types that have common features and similar functional features;*
- *individual specific types of the activity differ in form, methods of implementation, temporal and spatial characteristics and functional orientation;*
- *two basic approaches to studying the genesis of the translator's professional activity have been identified: the first one consists in studying the sequential change of closely related, progressive stages of development, which are distinguished by continuous flow and movement. We called this approach a structural one, because it has purely structural characteristics, which in their content essence distinguish the structural approach to defining translation activity.*

The second approach is activity-based approach. It is based on the assumption that the genesis of translation activity is determined by a clear delineation of its subject, which begins with the process of its comprehension and mastery by the structure of educational and professional activity; the ideal model of the professional activity of a future translator and translation practice are considered by us as a regulatory stage of preparing students for professional activity.

Key words: *translation activity, image of the world, metareflexive aspect of translation activity, metacognitive aspect of translation activity, activity-based approach, semantic frames.*

Problem's statement. The principle of mediation as the basic regulatory principle of social determination of human behavior reflects key provisions that relate to the mediation of mental reflection by those meaningful processes that connect the subject with the objective world around us, that is, with the process of objective multilateral cognitive activity. This principle allows us to consider

the unity of the structure of external and internal activity, and it is closely related to the principle of interiorization, which reveals the meaningful characteristics of the individual's ideas about the mechanisms of socialization in the theory of objective meaningful activity. Therefore, in our study we will use the systemic principle of the analysis of cognitive activity by some units, the essential characteristics of which is that the product of such analysis contains into its structure the main properties inherent into the professional image of the world of the individual.

Depending on the research task that the translator sets himself/herself, the structure of cognitive activity may include the goal, a motive, actions, operations as actualizers of some action and they influence the psychological mechanisms of its implementation. The principle of psychological analysis "by units of the person's psyche and his/her consciousness" emphasizes the relevance of the general strategy for studying the structure of translation activity, and it covers the issue of determining its content and features. Thus, one of the directions of psychological research is the study of the formation of the professional image of the world of a future translator in the context of the real meaningful process of human interaction with the world, his/her real life process, which is largely determined by the principle of the dependence of the mental reflection of images and the content of cognitive activity on the location of a certain specific object, which is reflected in the structure of the translator's professional activity. The highlighted principles allow us for providing a psychological research into the formation of the professional image of the world of a future translator in the paradigm of the psychodynamic approach as the basis for the psychological analysis of the professional activity of a specialist. Within the paradigm of the psychodynamic space, it is envisaged to identify the paradigmatic specificity of the moments that characterize the dynamics, a movement of the activity itself and its structural components.

Thus, the principles of the general psychological theory of the activity make it possible to identify the most constructive ways of analyzing the professional activity of a future translator. We also consider it necessary to consider the professional activity of a future translator from the standpoint of structural and functional analysis. So, the aim of this article is to show the structure of translation activity, in which we observe metacognitive, reflexive and value-semantic aspects of translation activity, without which, in our opinion, adequate translation activity and achievement of high results in professional activity, the complicated structure of the translator's image of the world are impossible.

Analysis of recent research and publications. In the scientific literature (Cilibrasi, Stojanovik, Riddell & Saddy, 2019) the structure and functional features of the performance of professional activity by a future translator are quite fully described (Ivashkevych Ed. & Koval, 2020). Individual components of professional activity were described by scientists from the standpoint of *a systemic approach*, that is, for each action the following should be described: the goal and the result of professional activity, criteria for achieving the goal, the information basis for performing professional activity, algorithms for making balanced translation decisions, the microcomponent and macrocomponent composition of professional activity (Booth, MacWhinney & Harasaki, 2000). The program of performing professional activity is significantly determined by the degree of quantization of the professional activity (Batel, 2020).

According to scientists (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019), the program of professional activity of a future translator includes the following stages:

- a study of a practical request or real problems that the translator should solve in his/her professional activity;
- translation of a certain text from the original language into the target language;
- the analysis of one's own personally and professionally significant experience in solving translation problems;
- the analysis of scientific experience in solving translation tasks and problems by other specialists, researchers and practitioners;

- construction of a theoretical model of a real translation situation;
- choosing a theoretical model of the personality (a subject of translation activity);
- building a theoretical representation of the translation problem and translation practice;
- forming hypotheses about the causal relationships of translation processes, actions and activities;
- choosing a method (a technique or a technology) for carrying out translation activities;
- editing the translation text in a written form;
- choosing a model of linguistic interpretation of the text for translation;
- linguistic interpretation of the material and building a preliminary conclusion;
- forecasting cause-and-effect relationships in the model of a real linguistic translation situation;
- selection of operating factors or controlled influences on the effectiveness of translation activities and assessment of the likely consequences of the use of translation mechanisms, techniques and technologies;
- forecasting the future professional activity of a future translator, further analysis of possible future targeted translation actions.

The educational process during the training of future translators in higher education institutions provides the subject of educational activity with certain examples of performing professional activity, the so-called ideal model of a professional, which we consider as a certain beginning of performing professional activity and preparation for it. This approach allows us to go beyond the paradigm of the problem of “Man – Ideal”, to learn to analyze the social context in which a person lives (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011). Thus, professional training appears as a process of intensive formation of professional activity, its reproduction according to samples and products (Chen, 2022). Therefore, educational professional training means should largely correspond to the processes of restoring the structure of cognitive activity of students being mastered, correspond to its logic, stages, dynamics, content and professional aspects (Mykhalchuk & Ivashkevych Er., 2023).

The results of the research and their discussion. To clarify the specifics of the content and the structure of the professional activity of a future translator, we conducted the analysis of our research in the field of the content, the forms and methods of professional activity (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva & Chebykin, 2023). Based on this analysis, we formulated the basic distinctive features of the professional activity of a translator and determined its structure: the types of the professional activity that combine its goal and the object, main functions, a set of professional tasks and objectives that are typical for this area of professional activity, as well as the skills, which are necessary for their solution and the implementation of the professional activity as a whole (Table 1).

The peculiarity of the professional activity of a future translator is that it is complexly organized, consists of several interconnected types and functional plans that have certain common components. Individual specific types of professional activity differ in form, methods of implementation, temporal and spatial characteristics, functional orientation. Implementing various goals of professional activity, the translator carries out the following types of activities: the implementation of translation activities of various types; satisfaction of the translation needs of individual subjects of professional activity, social groups, collectives; increasing the level of linguistic competence of people, social groups, collectives; removal of restrictions on the free intellectual and personal development of a specialist.

Let us describe the formation of the foundations of personal and professional self-determination of the future translator. Systematic activity is to improve the psychological literacy and psychological culture of the population. Simultaneous translation is a key type of translation activity, since in order to carry out any other type of translation activity, a specialist must have certain information about the subject of professional activity. The purpose of *written translation* is to record

and describe in an orderly manner certain differences between the original text and the translated text, united by certain specific features and characteristics. According to the methodological approach to defining the professional activity of a translator, translation activity is a science of methods and means of ensuring the practice of carrying out professional activity of working with people using operational information.

Table 1

Operational components of the translator's professional activity

Components of professional activity	Operational components of the professional activity
Types of professional activities	Written translation. Interpretation. Translation of literary texts. Translation of scientific texts. Translation of journalistic texts and business documentation. Simultaneous translation
Typical professional tasks and assignments	Carrying out various types of translation activities. Meeting the translation needs of individual subjects of professional activity, social groups, collectives. Increasing the level of linguistic competence of individual people, social groups, collectives. Removing restrictions on the free intellectual and personal development of a specialist. Forming the foundations of personal and professional self-determination of a future translator. Systematic activity to increase psychological literacy and psychological culture of the population
Professional skill groups	Linguistic. Communicative. Projective. Predictive capabilities. Social activity. Executive activity. Intellectual activity. Organizational abilities. Management abilities and skills. Initiative. Originality. Creativity

As we understand from the above material on the professional activity of a translator, the structure of such activity involves, in particular, the allocation as an independent block of such components, as: identification and formulation in the scientific terminological system of a certain practical problem; selection of methods for studying the material for translation, its processing and interpretation, translation; the issue of modeling the theoretical model of the professional activity of a translator and, finally, the formulation of practical recommendations for the implementation of effective translation activities. As a result of the analysis of the translation activity of a translation specialist as a fairly clearly understood process, which reflects the person's attitude to the surrounding reality, it was found that the components of the structure of the professional activity of a translator are dynamic in nature and between them constantly arise relationships that are different in functional characteristics, and their semantic transformation is also possible. The dynamics of the structure of a translator's professional activity is the driving force of a translation specialist's professional development and its main source, and also reveals a close connection between translation activity and changes in the focus of the surrounding social reality. The translator's professional image of the world is presented as a separate characteristic of a person as a holistic structure, that is, it is one of the functional conditions for the existence of a translator as a subject of professional activity.

The formation of the professional image of the future translator's world and his/her professional self-concept occurs under the conditions of the translator's orientation to the ideal model of professional translation activity built by him/her. The formation of these phenomena is to a large extent relevant for the category of education seekers, since in the process of professional training, future translators form a holistic system of knowledge, skills and abilities, which are necessary for

carrying out professional activity. The genesis of a translator's professional activity includes several stages, each of which is characterized by:

- mastering a certain level of tasks or problems and requirements for the implementation of professional activity;
- generating appropriate contradictions between the target, semantic and operational components of professional activity;
- searching and creating new subjects and forms of organizing professional activity as a source of self-development and professional formation of the future translator.

In psychological literature, there are *two separate, basic approaches* to studying *the genesis of professional translation activity*: the first approach consists in studying the sequential change of closely interconnected, progressive stages of the development of professional activity, which in its essence represents a single continuous process of the formation of new meanings and senses. *The second approach* is based on the assumption that the genesis of professional translation activity is determined by *the actualization of its subject, the formulation of the goal, and translation activity begins with the process of its comprehension and mastery in the paradigm of professional translation activity*.

Analyzing the various stages of translation activity allows us to distinguish ***three main stages of preparation for independent translation activity*** in the process of professional training: educational activity carried out at the initial stage of training as a general cultural preparation of education seekers; educational and professional activity as a process of mastering professional knowledge, skills and abilities by future translators with the inclusion of a practical component in educational activity as a purely quasi-professional professional activity, such as translation professional activity carried out in a form that is as close as it is possible to translation activity, during translation practice by educational seekers. We consider translation practice as a turning point in the professional development of a translator, which is largely decisive in the holistic, harmonious process of professional development of a student, since any cardinal change in the person's life situation not only changes a person's professional activity as such, its course, but also significantly changes a person's attitude towards themselves as a translator, as a subject of translation activity, capable of professional development, self-change of their personality, self-development and self-improvement.

It is at this stage that the student, from the standpoint of not only the object of translation activity, but also as a novice professional, has the opportunity to deeply generalize his/her own ideas about the translator in the process of observing his/her professional activities. At the stage of the student's translation practice, the generalization of a person's practical knowledge about other people occurs, which is the source of the translator's attitude towards himself/herself as a full-fledged individual. Translation practice also becomes a kind of criterion of a specialist's education, that is, the presence of his/her knowledge, skills and abilities, as well as an assessment of the translator according to the criterion of the formation and maturity of a personality highly motivated for social and professional translation activity.

A feature of the professional activity of future translators is that the student is immersed in the space of the paradigm of his/her future professional activity, becoming a full-fledged participant in the educational process. Within the paradigm of *the systemic approach*, we consider it legitimate to highlight the following substantive aspects of the professional activity of a future translator:

- translation activity as a harmonious, holistic system of subject-subject interaction;
- a system of professionally directed actions with the aim of exerting targeted influences on each individual subject of translation interaction;
- a translator as a holistic system of self-regulated translation activity.

Since the professional activity of future translators can be called *metaactivity*, that is the activity that stimulates, organizes and directs the cognitive activity of another person, its subject of study and mastery the emotional, cognitive, reflexive and value manifestations of both the translator's personality and the person whose text (in oral or written form) the interpreter translates. The

professional activity of a translator in the case of simultaneous translation is a process of psychological interaction with the client. Depending on a certain type of translation activity, this process is always has the aim at choosing ready-made or modeling completely new, original ways and means of using psychological influences, at creating and implementing the conditions for the success of such influence, their organization into a holistic, harmonious, paradigmatic and effective content system. Therefore, the subject of a specialist's translation activity is the process of modeling and implementing the psychological system of the translator's influence on his/her client.

The professional activity of a translator is also an effective means of actualizing changes of the client, transforming the translator himself/herself into an active subject of cognitive activity, including the actualization of the system of self-regulation of cognitive activity. Thus, the translator himself/herself appears as the subject of professional activity. This approach helps us to study of the genesis of professional activity allowed us to establish the sequence of awareness and mastery of the subjects of the translator's cognitive activity and the use of various methods of influencing them.

Thus, in *the structure of translation activity* we observe *metacognitive, reflexive and value-semantic aspects of translation activity*, without which, in our opinion, adequate translation activity and achievement of high results in professional activity are impossible. It should also be noted that in *the metareflexive aspect of translation activity* we can find a reflection of a metacognitive layer, which is directly related to the meanings and senses that arise due to the functioning of *the metacognitive aspect of translation activity*. The meanings and senses expressed in translated texts contain in their explication both various images and operational and purely objective meanings, and even well-conceived and objective actions that the translator has already comprehended earlier. It is also necessary to take into account any content that also actualizes various characteristics that fill the spatial gaps in the consciousness of a translator. The semantic frames formed in the translation activity create new dense formations, which are the image, the action, a meaning, on which the result of translation activity largely depends. Senses and meanings are also directly related to all components of the structure of translation consciousness, and the most obvious mutual influences between them exist and are reflected in the reflective aspect of translation consciousness. We believe that *the metareflexive aspect of translation activity* is leading for the formation of the translator's image of the world.

The metacognitive aspect of translation activity reflects the metacognitive frames that arise during the implementation of translation activity. Scientists (Mykhalchuk & Onufrieva, 2020) explain the functioning of the reflexive (in our understanding – the metareflexive aspect of translation activity) by the existence of biodynamic and sensory tissue. The first one is observed and diagnosed with regard to the external form of translation activity, which scientists consider as a functional state of the specialist's activity. It is the reflexive processes (or we would say the translator's ability to reflect on this type of the activity) that are largely responsible for the specialist's expedient and arbitrary movements and actions in the process of translation activity. Over time, *the internal form of translation activity itself* becomes more complicated and it is gradually filled with cognitive, emotional-semantic and emotional-evaluative formations. Biodynamic frames of translation activity are too actualized in relation to the specialist's movements and gestures and largely determine the results of translation activity.

The metacognitive aspect of translation activity is the basis for building an image of the translator's inner world. This aspect is characterized by reactivity, sensitivity, plasticity and controllability. Under the conditions of a more detailed analysis of them, it becomes clear that these characteristics are closely related to the meanings and senses that are created in the process of translation activity. However, in order to understand the relationships between meaning and senses in the process of translation activity, we need to return to the origins of this problem, such as to their relationships in the psychological system, the final product of which is the theory of mental activity, and to its key concept, which is the concept of "meaning".

We identified the concept of meaning with the concept of the result in the process of the activity, in later our research we consider the meaning as a unit of mental activity, and even later – as an external form of explication of human activity. We argue that according to our logic we should have given a meaning for a dominant place in the structure of the person's consciousness, but we still completely departed from the primary program of the analysis of translation activity, with the aim of studying, first of all, practical, objective, professional human activity, while we still attribute consciousness to the paradigm of a sign and the meaning.

Scientists (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) always felt an acute need to analyze the paradigm of the relationships between the person's consciousness and his/her professional activity, since in the sphere of consciousness, in the opinion of scientists (Mykhalchuk & Bihunova, 2019), the paradigm of all life arises. But scientists (Mykhalchuk & Ivashkevych Er., 2019: 218) pose the following question: "How, in what way can one comprehend a holistic life, and also how to combine the frames of one's life with practical professional activity?" So, scientists (Aleksandrov, Memetova & Stankevich, 2020) define the concept of "meaning" as a kind of psychological act (or the act of finding psychological content), as well as a behavioral motive, as a model of the functioning of speech, for the existence of which the subject-object interaction of the products of psychological activity, which are consciousness and, as a result, the awareness of the reality surrounding us through theoretical and practical activity, which determines both the content of our consciousness as a unique phenomenon, and creates an image of the translator's world.

Thus, we believe that meaning is an attribute of speech only from a formal, grammatical and syntactic, so, linguistic point of view. However, from the position of the functional aspect of translation activity, meaning is exclusively a phenomenon of the consciousness of the individual. Thus, meaning is determined by the activity that is carried out, where the phenomena of the objective reality are reflected and recorded, in which the concept of the meaning actualizes psychological analysis outside the paradigm of consciousness, which brings some meaning to the plane of the life world. The latter, in turn, allows us to overcome the binary opposition of the emotional and cognitive aspect of translation activity, its cognitive and sensory sides, which ensure the functioning of translation activity.

Subjective understanding of the reality surrounding us by a specialist, bringing a deep meaning to its paradigm as a sign of any expedient, logical understanding in general. If we proceed from our point of view (Ivashkevych Er., 2023) that any understanding is in its content a misunderstanding, that is, the processes of mental activity that are facilitated as a result of the speech of other people will never fully coincide with the understanding of the meaning that the addressee puts into the person's statement, which is primary processes that occur in the speaker's mind.

From all this it becomes clear that each of us, listening to and understanding another person's speech, in our own way, individually perceives certain lexical units, frames and scripts, and their meanings, and the content of the addressee's statement will each time be more or less subjective in its essence. It is this individual, received and analyzed content that will create a paradigm of the translator's image of the world, unique in its structure and characteristics.

Conclusions and perspectives of further research. Theoretical and methodological analysis of the professional activity of a translator allows us to draw the following *conclusions*:

- based on the principles of the general psychological theory of the activity, we established that the peculiarity of a specialist's translation activity is that it is complexly organized, it is formed by several interconnected types that have common features and similar functional features;
- individual specific types of the activity differ in form, methods of implementation, temporal and spatial characteristics and functional orientation;
- two basic approaches to studying the genesis of the translator's professional activity have been identified: the first one consists in studying the sequential change of closely related, progressive stages of development, which are distinguished by continuous flow and movement. We called this

approach *a structural one*, because it has purely structural characteristics, which in their content essence distinguish the structural approach to defining translation activity.

The second approach is *activity-based approach*. It is based on the assumption that the genesis of translation activity is determined by a clear delineation of its subject, which begins with the process of its comprehension and mastery by the structure of educational and professional activity;

- the ideal model of the professional activity of a future translator and translation practice are considered by us as a regulatory stage of preparing students for professional activity;

- based on the considered psychological features of the specialist's translation activity, we developed the methodology "Research of the professional image of the translator's world" (Івашкевич, 2025) with the aim of empirically studying this complex phenomenon, the features of its formation of students during their studies in higher educational institutions.

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**ПЕРЕКЛАДАЦЬКА ДІЯЛЬНІСТЬ ЯК ПРЕДИКТОР ФОРМУВАННЯ
УНІКАЛЬНОГО ЗА СВОЄЮ СТРУКТУРОЮ ТА ХАРАКТЕРИСТИКАМИ
ОБРАЗУ СВІТУ ПЕРЕКЛАДАЧА**

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Визначено, що у структурі перекладацької діяльності поєднуються метакогнітивні, рефлексивні та ціннісно-сміслові аспекти, без яких, на нашу думку, адекватна перекладацька діяльність та досягнення високих результатів у професійній діяльності є неможливими. Слід звернути увагу й на те, що метарефлексивний аспект перекладацької діяльності є відображенням метакогнітивного шару, що безпосередньо пов'язаний зі значеннями та смислами, які народжуються завдяки функціонуванню метакогнітивного аспекту перекладацької діяльності. Виражені у перекладених текстах значення і смисли містять у своїй експлікації як різні образи, так й операційні, і суто предметні значення, і навіть добре осмислені і предметні дії, які перекладач вже осмислив раніше. Слід також брати до уваги будь-який зміст, який також актуалізує різні властивості, що заповнюють собою просторові лакуни у свідомості фахівців з перекладу.

Сміслові фрейми, які утворилися в перекладацькій діяльності, створюють нові щільні утворення, якими є образ, дія, значення, від яких великою мірою залежить результат перекладацької діяльності. Сенси та значення також безпосередньо пов'язані з усіма компонентами структури перекладацької свідомості, а найбільш очевидні взаємовпливи між ними існують та відображуються у рефлексивному аспектові перекладацької

свідомості. Ми вважаємо, метарефлексивний аспект перекладацької діяльності є провідним для формування образу світу перекладача. Доведено, що:

- ґрунтуючись на принципах загальнопсихологічної теорії діяльності ми встановили, що особливістю перекладацької діяльності фахівця полягає в тому, що вона є складноорганізованою, її утворюють кілька взаємопов'язаних між собою видів, що мають спільні ознаки та подібні функціональні особливості; • окремі конкретні види діяльності розрізняються за формою, способами реалізації, тимчасовими та просторовими характеристиками, функціональною спрямованістю;

- визначено два базових підходи щодо дослідження генези професійної діяльності перекладача: перший полягає у вивченні послідовної зміни щільно пов'язаних, поступальних етапів розвитку, які вирізняються безперервним плином та рухом. Цей підхід ми назвали структурним, адже він має суто структурні характеристики, які за своєю змістовою суттю вирізняють саме структурний підхід до визначення перекладацької діяльності.

Другий підхід – діяльнісний – заснований на припущенні про те, що генезис перекладацької діяльності детермінується чітким окресленням її предмету, який починається з процесу його осмислення та опанування структурою освітньо-професійної діяльності; ідеальна модель професійної діяльності майбутнього перекладача та перекладацька практика розглядаються нами як регулювальний етап підготовки здобувачів освіти до виконання професійної діяльності.

Ключові слова: перекладацька діяльність, образ світу, метарефлексивний аспект перекладацької діяльності, метакогнітивний аспект перекладацької діяльності, діяльнісний підхід, семантичні фрейми.

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