

## TRAINING MASTER STUDENTS TO MAKE TRANSLATOR'S MACRO-LEVEL DECISIONS

**Svitlana Merkulova**

ORCID ID 0000-0001-6838-7836

PhD in Education

Associate Professor of Linguistics and Translation Department

Romance and Germanic Faculty

Borys Grinchenko Kyiv Metropolitan University

18/2 Bulvarno-Kudriavska Str, Kyiv, Ukraine, 04053

s.merkulova@kubg.edu.ua

### ABSTRACT

*Studies revealed in the article uncover challenges in organising training of master's degree students in making professional decisions to achieve better results in translation practice. Professional Aspects of Translation is one of the fundamental disciplines to train future professionals in the area of Translation. To make a decision at a macro level or to plan the results of translation is one of the important competencies of a translator. Macro-level decision is based on the choice of a strategy or strategies, as well as perfect planning of the results, including customers' choices. Challenges of making the right decision lie in a deep understanding of the translation theory, namely, the concept of strategy in translation, differentiation of strategies and techniques of translation and their implementation into practice. Pre-translation stage is very important in the process of translation as it includes text analysis that influences further translators' decisions. Global and Local strategies are classics of translation decisions. Creative strategies give translators some freedom in rendering fiction, artistic and imaginative texts in different areas of personal activities.*

*Mastering professional decisions in translation is a complicated process with many puzzles, and the right choice of educational methods and procedures leads to success. Examination of actual studies in translation, analysis of current experience on the basis of existing translations, combination of theoretical basics with best practices, brainstorming and individual translation decisions become necessary training*

*elements in teaching modern successful translators, who meet trendy translation market needs.*

**Keywords:** *translation training, translator's decisions, pre-translation text analysis, translation strategies, learning activities, teaching methods, macro-level translator's decisions.*

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## INTRODUCTION

Translation plays a significant part in international and intercultural communication in our modern world. Despite the dramatic development of AI technologies and their implementation in translation practices, the human translator is still a core figure in building communication bridges between different cultures. Yet, a translator makes professional decisions on the basis of understanding customers' needs, applying professional knowledge in theories of translation and practical experience.

Applying for MA Courses in Translation, candidates are seeking to deepen their knowledge in theory and drill their knowledge in practice to become market-driven professional translators. However, to support their desire to obtain professional education, various disciplines, including AEP "Translation", have become a powerful base for professional translators' training.

*Professional Aspects of Translation* is a fundamental discipline in MA students of AEP "Translation" training with various practical tasks to fulfil in the process of learning how to make the right translator's decisions on the basis of pre-translational analysis of the text given for translation, apply

knowledge and skills in translation practice. One of the very important educational objectives is developing the ability to make translator's decisions at the macro-level, i.e., to choose an appropriate translation strategy for an entire text as a means of planning the results of translation (Baker, 2020). While micro-level translators' decisions address individual lexical, grammatical, or stylistic challenges, macro-level decisions shape the translator's global approach, influencing coherence, cultural positioning, audience reception, and the overall communicative effect of the target language translation (Zabalbeascoa, 2000).

Considering the importance of achieving goals in translation, diligently designed practical sessions on *Professional Aspects of Translation* allow MA students to deepen their understanding of translation theories and their implementation into practice, also train decision-making at the macro-level.

## **PROBLEM STATEMENT**

The notion of strategies in translation as planning to achieve goals was stated in different studies (Baker, 2020). However, even with serious efforts to provide a complete overview of research on translation strategies, terminological ambivalence is found in the definition of strategies that vary from one author to another (Baker, 2020), causing misunderstanding for students of MA Translation Programs. Thus, planning goals to achieve the desired result in translation is very important as it influences the final product ordered by the customer. In fact, the customer himself,

revealing his wishes about the translated text, gives a hint to the translator on planning the results at the macro-level.

But still, the main challenge of planning translation results at the macro-level is to understand what strategy will give the desired result. However, organising training to apply strategies and achieving desired results at the macro-level in real practice should also be well planned. *The first step* of this practice is systematising culture-oriented approaches, represented by domestication and foreignisation strategies; market-driven globalisation, localisation and glocalisation strategies influenced by customers or target audience and approached to creativity of translator and rewriting strategies. *The second step* is correlating the theoretical basis with its practical implementation by explaining basic practices of applying specific strategies for translation and supporting them with illustrative examples of successful cases where the results of planning translation are obvious. *The third step* of practice is analysing existing translations of famous books or media content. Brainstorming is one of the best practices to achieve the results, where one of the rules is giving arguments to the statements in the case of applied strategies. And *the final step* is making the translator's decision after pre-translation analysis of the given text for translation, and after providing a rendering of the text into another language, revealing the proof of the applied strategy. Organising basic practices with teamwork gives MA students possibilities to exchange their opinions, clarify theoretical notions of strategies and minimise challenges in making translator's

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decisions, while individual work creates professional perspectives and reinforces MA students' professional competences.

## **BACKGROUND**

Professional training of translators obviously includes translation components with a definite theoretical background. In the case of training to make translators' decisions at the macro-level by applying translation strategies to achieve specific translators' goals, there are several studies that could be recognised as fundamentals of this translation phenomenon. Millennial studies outlined strategies and their role in translation (Corina, 2021; Munoz, 2000; Nicas & Macri, 2018; Radetska & Mazur, 2023; Zabalbeascoa, 2000).

Albir (2017) clarified strategies from techniques of translation. Lörcher (2005) and Chesterman (2005) used another approach to translation strategies, considering them as tools to solve individual problems in translating texts and, as a result, moved them from macro-level planning of translation results to micro-level techniques solving individual challenges in the process of translation. Later, PACTE (2011), a group of scholars, created the Translation Competence Model with a strategic component, changing previous approaches to the role of strategies in translation. Płońska (2014) in her scientific research of Translation strategies reviewed different approaches to the notion of strategies, among which Lörcher's concept of strategies (2005) as translator's procedure within the whole text or at least, big

passages of the text; Newmark's *global* and *local* strategies (considered by him as procedures or methods) that correspond to Foreignization and Domestication (and commercialized Globalization, Localization, Glocalization).

According to Gil-Bardaji (2020), there are cardinally different approaches to strategies nowadays, beginning with different terminology in describing strategies from scholar to scholar, which leads to misreading strategy phenomena. Additionally, in the *Encyclopedia of Translation Studies* (Baker, ed., 2020), the notion of strategies in translation was defined, different approaches to their role in translation were analysed in detail, experimental studies on experience-related and text-specific strategies, provided by Asadi and Seguinot (2005) among a group of translation experts, were outlined, and strategies phenomena within translation practice were clarified.

As for training of translators and teaching the implementation of strategies into practice, Chesterman (2005) noticed that the main pedagogical problem lies not in the specifics of organisation of training but in the understanding of strategies and their correct implementation into practice. Tymoczko (2014) concentrates on presenting students' results of translation rather than pedagogical problems of training translators. Laviosa (2014) provides a detailed analysis of translators' training with curriculum, teachers' and students' profiles, their classroom activities connected with translation, organisation of modules with translation tasks as semester attestation. Additionally, theoretical studies are revealed as

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fundamentals of translators' training and translation analysis is represented as students' classroom activities in the form of discussions. Several case studies are described by Laviosa (2014) in the language and translation training research, as well as methods of training, techniques of translation and interaction between teacher and students to achieve better results in translation.

Fundamental research and collection of decades of experience in the area of teaching translation were represented in the book *Teaching Translation* (Venuti, 2017). Certificate and Degree Programs, teaching practices by different Departments are considered in the book. And studying translation is based on different competencies that should be mastered by students. Ward, Eugeni and Walker (2025) share multinational perspectives of teaching translation with key topics on professional translation practice, academic practices, collaborative pedagogies, flexible approach to organisation of translation and interpreting studies, particularly in multilingual higher education (Mospan, 2023). There are some more studies considering the application of strategies in translation training, but in all cases, they are researching micro-level translators' decisions that solve problems of only a small part of the text within some lexical challenges without any influence on the whole text. However, the influence of the application of strategies as a macro-level translator's decision remains underrated. Moreover, the terminological base of translation strategies is still varying from researcher to researcher and from one author of translation studies to another.

**Objectives of this study** are as follows: to clear up the concept of macro-level translators' decisions and their importance in translators' practice; to clarify the notion of translation strategies within present international translation studies; to describe case studies of learning translation strategies and making macro-level translation decisions in practice.

## RESULTS

As it was stated before, *Professional Aspects of Translation* is one of the fundamental disciplines for MA students, where they study not only the basic theoretical background of translation, they learn how to achieve better results in translation practice with the implementation of their theoretical and academic knowledge about translation. The first step to a translator's successful career is understanding some aspects of translation that become crucial in their practical decisions. While planning the results of the final product, or, in other words, target language translation, translators should clearly understand the results of their work.

The notion of strategies still needs clarifying for students to apply them in translation practice. 'Strategy' is generally understood as a plan of action designed to achieve a goal (Gil-Bardaji, 2020, 540). One of the main features of translation competence is its strategic component, since, according to PACTE (2011b). We appreciate this idea of strategies in translation. Earlier, in the first edition of the above-mentioned *Encyclopedia of Translation Studies* 'strategies of translation' encompass the process of choosing the foreign text for



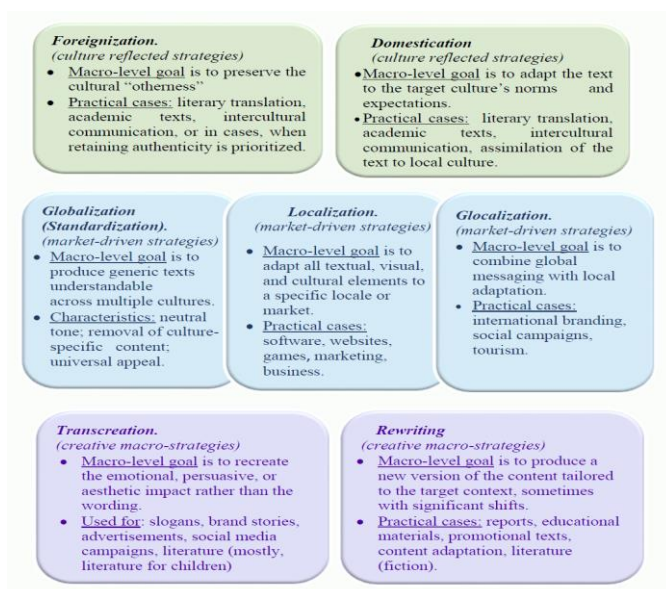
translation and evaluating its translation by choosing an appropriate method (Baker, 2020). In fact, this earlier explanation and later definition of strategies are close in sense. Moreover, revealing cultural, economic and political factors influencing translators' decisions, Venuti (2017) further shaped two very important strategies, known nowadays as '**foreignization**' and '**domestication**'. He considered foreignization as translation, targeted to foreign culture and canons of the source text, while domestication is about domination of the target language culture and an assimilation approach to the foreign text.

Later, commercialised strategies appeared in translation theory and practice. According to Steger (2017), the term '**globalisation**' in translation studies comprises exchanging information in a multicultural society with extensive changes affecting all areas of the global world, including economies, cultures and societies. '**Localization**' is considered a translational process with local adaptation of modern technologies, interactive digital texts in linguistic and sociocultural contexts (Jimenez-Crespo, 2013). '**Glocalization**' is an interpretation between global and local, when phenomena that spread are adapted to the new locality at which they arrive (Robertson, 2015).

Another group of strategies represents creativity in the translator's work. According to Lefevre (2017), '**rewriting**' results in partial representation of literary works or aspects of reality. He considered translators' work as writers to create so-called 'cultural scripts' with a large quantity of shifts due to the target language.

Gentzler (2017) expands this definition with the term relay translation, explaining it as creative writing with adaptations to target language cultures. ‘**Transcreation**’ was defined as a translation-related activity that incorporates creative rendering of the text with cultural adaptation (Díaz-Millón & Olvera-Lobo, 2021).

Transition from theory to practice requires further training in decision-making at the macro-level, with precise planning for future results of translation by application of appropriate strategies. The next step in training is drilling training strategies for MA students with mock translation agencies. Students are divided into two teams (two agencies), and training starts. They become experts and competitors with each other. Each team receives cards with Translation strategies, which are organised by their comprehension; their goals are outlined with characteristics or practical cases (see Fig. 1).



**Figure 1.** Translation Strategies Cards for Training

Among training tasks with translation strategies is “Finding you right strategy”. Samples of different texts are given to teams for blind choice pick (printed version of texts, either in envelopes or in packs). After choosing texts, students should make macro-level translation decisions and choose a card with an appropriate strategy, and explain their choice. Their opponents justify strategy choice and may ask them clarifying questions if the strategy choice was irrelevant. In this way, MA students form their knowledge in macro-level strategies and professional competence in making translator's decisions. To consolidate their knowledge in translation strategies, students are appointed to examine translated texts and find out what macro-level decision was made by the translator to achieve corresponding results in translation.

Thus, with an understanding of strategies as planning results of translation, MA students are involved in the analytical stage of translation strategies studies. The case study is *The Hobbit or There and Back Again* by J.R.R. Tolkien (1997) in Ukrainian translation by Olena O'Lir (2007). MA students received the source book and its translation with the task to provide a detailed analysis of the translation after reviewing one of the chapters. When students were ready to discuss the results of their review, they were asked to uncover the translator's macro-level decision first, then prove their point of view with examples from the chapter they had examined.

The results of the case study were as follows: 10 students of 15 in the group have chosen two strategies – rewriting and domestication; 3 students have chosen domestication solely, and 2

students have chosen rewriting. After all students exchanged arguments and examples via brainstorming, all their ideas with arguments and examples were appreciated. Among arguments for the domestication strategy were authentic ways of greetings, titles, adapted to Ukrainian language geographical names, and items of the lifestyle. Among arguments for rewriting strategy were creative descriptions of surroundings, creative geographical names, feelings of Ukrainian translation as “cultural script” with absolutely natural Ukrainian emotions and Ukrainian manner of storytelling and restructuring of the story, etc. All their arguments were proved by examples (see Table 1).

Table 1.

### Examples of Students' Strategies for Translation

SL Text	TL Translation
<i>Domestication strategy chosen by a translator</i>	
“Yes, yes, my dear sir—and I do know your name, Mr. Bilbo Baggins. And you do know my name, though you don't remember that I belong to it. I am Gandalf, and Gandalf means me! To think that I should have lived to be goodmorned by Belladonna Took's son, as if I was selling buttons at the door!” (Tolkien, 1997, p. 14).	– Так-так, ласкавий пане – а я знаю ваше ім'я, добродію Більбо Торбине. І ти, Більбо, знаєш моє, хоча й не пригадуєш, що воно мені належить. Я – Гандальф, і Гандальф – це я! Це ж треба, дожитися до того, щоб з тобою так подобрийранкався син Беладонни Тук, ніби ти продаєш гудзики під дверима! (Толкін, 2007, с. 12).
“Good morning!” he said at last. “We don't want any adventures here, thank you! You might try over The Hill or across The Water.” By this he meant that the conversation was at an end (Tolkien, 1997, p.14).	– Добрий ранок! – проказав він урешті. – Нам тут не треба ніяких пригод, красно дякую! Вам слід було б пошукати охочих у Загір'ї або в Заріччі, – цим він давав зрозуміти, що розмову закінчено (Толкін, 2007, с. 12).

<i>Rewriting strategy chosen by a translator</i>	
<p>This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him (Tolkien, 1997, p.11).</p>	<p>Наш гобіт був дуже заможним гобітом на прізвище Торбин. Торбини жили, сусідячи з Пригірком, іще хтозна відколи, і їх вважали тут дуже респектабельними – не лише тому, що більшість Торбинів були багатії, але й тому, що вони ніколи не встрягали в жодні пригоди і не робили нічого несподіваного. Можна було заздалегідь знати, як Торбин відповість на те чи інше питання, тож і не завдавати собі клопоту запитувати його (Толкін, 2007, с. 8).</p>
<p>No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage (Tolkien, 1997, p.11).</p>	<p>Підійматися сходами – це було не для гобіта: спальні, ванні кімнати, льохи, комори (їх було чимало), гардеробні (він мав цілі кімнати, призначені для одягу), кухні, їдальні – всі вони розташовувалися на тому самому поверсі й навіть у тому самому коридорі (Толкін, 2007, с. 8).</p>

The final stage of training MA students to make a translator's decision at a macro-level involves the following procedures:

- pre-translation analysis of the given text for translation;
- rendering of the text into another one than the source language;
- reveal the proof of the chosen strategy.

The case study was a translation of big fragments from *Uncommon Type: Some Stories* by Tom Hanks (2017). Pre-translation analysis with sharing opinions revealed that *Uncommon Type* is a book of short stories exploring human experiences, different relationships, written in a witty, whimsical style with irony, narrative

twists and numerous descriptions. After translation fragments from the book, students proved their choice of strategy or strategies at a macro-level translator's decision. To illustrate this case study, there are two examples of student works with comments on the strategy chosen before translation and its influence on the whole text translation result (see Table 2).

*Table 2.*

**MA Student's Translation After Implementing Strategies at the Macro-Level**

SL Text	TL Translation
<p>None of them beat a tube steak from Butterworth's Hot Dog Emporium on Grand Lake Drive. A bagel in Manhattan is the stuff of theologians, but Crane's West Side Cafeteria serves up a heavenly leavened bun to all in the Tri-Cities. Much is made of N'york, N'york-style pizza, but I fork my money over for a slice of Lamonica's Neopolitan, and, yes, they deliver within a ten-mile circle of each of their fourteen locations (Hanks, 2017, p.121).</p>	<p>Але жоден з них не зрівняється зі смачнішим хот-догом з «Імперії хот-догов Баттерворта» на Гранд Лейк Драйв. Мангеттенський багель – це звісно божественна їжа, але в кав'ярні «Крейнз Вест Сайд Кафетерія» усім мешканцям Три-Сіті подають булочки приготовані на прямо райській заквасці. Багато з них готують піцу в нью-йоркському стилі, але я готовий розщедритися на шматок неополітанської від «Ламоніки», і так, вони здійснюють доставку в радіусі 16 кілометрів від кожного з чотирнадцяти своїх закладів.</p>
<p><i>Comments:</i> Rewriting and Foreignization strategies were chosen after pre-translation analysis. There are many shifts and emotions in the translated version by the choice of rewriting, but the preserved authenticity of NY is maintained by borrowing all names of streets, restaurants, food, and recipes. The only localised element is the measure of distance.</p>	

The most productive and interesting case study was translation of promotional and advertising texts. Translation of advertising posters with slogans. After pre-translation analysis, MA students

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made a clear choice among strategies. The transcreation strategy was spread globally as a means of promoting products and services. However, their choice was obvious. And the results of translation came from it (see Table 3).

Table 3.

### MA Students' Translation of Advertising Slogans After Implementing Transcreation Strategy at the Macro-Level

SL Text	TL Translation
 <p>Sharp Problem Solving Sharp Marketing Sharp Solutions Sharp Customer</p>	<p>A) Гострі проблеми. Гострі уми. Блискучий маркетинг. Блискучі рішення. Задоволені замовники. Задоволені клієнти.</p> <p>B) <b>Гострі</b> проблеми <b>Гострі</b> уми <b>Жорсткий</b> маркетинг <b>Жорсткі</b> рішення <b>Вибагливі</b> продажі <b>Вибагливі</b> покупці</p>
 <p>The best coffee For the best YOU.</p>	<p>A) Неперевершена кава для неперевершеного тебе Смакуй натхнення</p> <p>B) Твоя краща кава Для кращого ТЕБЕ Смак натхнення.</p>
 <p>НОВИЙ ПЛОМБІР <b>ЕСКІМОС</b> такий хрумкий такий хороший</p>	<p>A) NEW ESKIMOS ICE CREAM  So crunchy – so peachy Ice cream plombir Eskimos</p> <p>B) New Eskimos ice cream So crisp - So good</p>



	<p>A) I regift my gifts – Maryna, 39. Morzho. Absolute truth - absolute ice cream.</p> <p>B) I regift my gifts – Maryna, 30. Morzho, no lies – have an ice.</p>
<p><i>Comments:</i> The choice of macro-level strategy was obvious. Transcreation. To create a corresponding story for another culture translator becomes creative to render the advertising text rich in rhetorical devices.</p>	

## CONCLUSIONS AND PROSPECTS

Examination of different approaches to training students within Translation Courses revealed a shortage of practices for students learning to make translator's decisions at a macro level. Additionally, there are a few scholars studying translation strategies as a means of macro-level translators' decisions in planning the results of translation. Nevertheless, analysis of existing translation studies and modern approaches to teaching Translation allowed us to elaborate basic principles of training MA students to make translator's decisions at the macro-level to achieve goals in translation. Organisation of MA students' training to make macro-level translator's decisions stage by stage brings positive results in understanding different aspects of translation strategies, specifics of their practical application and realising the results of translation. In spite of definite positive results of the above-mentioned training, it needs further studies to improve training practices in making macro-level translators' decisions to avoid possible missteps in future translators' professional activity.



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## ПІДГОТОВКА МАГІСТРІВ ДО ПРИЙНЯТТЯ ПЕРЕКЛАДАЦЬКИХ РІШЕНЬ НА МАКРОРІВНІ

**Світлана Меркулова,**

*к.п.н., доцент кафедри лінгвістики та перекладу романо-германський факультет Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053 s.merkulova@kubg.edu.ua*

*Дослідження, представлені в статті, вивчають виклики в організації навчання магістрантів у прийнятті професійних рішень для досягнення кращих результатів у практиці перекладу. Професійні аспекти перекладу – одна з фундаментальних дисциплін для підготовки майбутніх фахівців у цій сфері. Прийняття рішення на макрорівні або планування результатів перекладу – одна з важливих компетенцій перекладача. Рішення на макрорівні базується на виборі стратегії або стратегій оптимального планування результатів, включаючи вибір клієнта. Виклики прийняття правильного рішення полягають у глибокому розумінні теорії перекладу, а саме, концепції стратегії в перекладі, диференціації стратегій і прийомів перекладу та їх впровадженні на практиці. До перекладацьке дослідження є дуже важливими у процесі перекладу, оскільки включає текстовий аналіз, що впливає на подальші рішення перекладача. Глобальні та локальні стратегії є класикою прийняття рішень перекладу. Творчі стратегії дають перекладачам певну свободу у створенні художніх та уявних текстів у різних сферах особистої діяльності. Опанування професійних рішень у перекладі — це складний процес із багатьма головоломками, і правильний вибір освітніх методів і процедур веде до успіху. Вивчення сучасних досліджень у перекладі, аналіз сучасного досвіду на основі наявних перекладів, поєднання теоретичних основ із найкращими практиками, мозковий штурм та індивідуальні перекладацькі рішення є необхідними елементами навчання сучасних успішних перекладачів, які відповідають актуальним потребам перекладацького ринку.*

**Ключові слова:** навчання перекладу, аналіз тексту до перекладу, стратегії перекладу, навчальні заходи, рішення перекладача на макрорівні

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