

We would like to note that while describing computer components, or auxiliary things to it, we often use abbreviations. So, abbreviations in the world of technology are of great importance. We use them often without thinking about deciphering them.

Examples that you have probably heard at least once if you are related to technology, networks, or programming languages:

- GA - Google Analytics
- HTML – Hyper Text Markup Language
- HTTP - Hyper Text Transfer Protocol
- HTTPS - Hyper Text Transfer Protocol Secure
- IP—Internet Protocol
- PIN - Personal Identification Number
- PHP - Hypertext Preprocessor
- DNS - Domain name system
- SEO - Search Engine Optimization
- SSL - Secure Sockets Layer
- UI - User interface
- XML - Extensible Markup Language

And this list can be continued with a huge number of examples. Why use abbreviations?

Abbreviations, or abbreviations, have long been used in writing by all peoples with a written language. The purpose of the abbreviations was to save space on the carrier of textual information (birch bark, ceramic tablets, parchment, etc.) and to quickly write frequently used words and expressions.

IT is a fast and constantly moving world. In the IT world, abbreviations are used to save space and time. People easily understand each other using just a couple of letters. In correspondence, IT specialists can quickly express their thoughts. Many abbreviations have taken root so much that often people do not know their decoding, and they know the name of a thing or process from the abbreviation.

Therefore, if you want to understand a programmer and his world, start with abbreviations.

Список використаних джерел

1. Abbreviation [Електронний ресурс] – Режим доступу до ресурсу: <https://en.wikipedia.org/wiki/Abbreviation>.
2. PC structure [Електронний ресурс] – Режим доступу до ресурсу: <https://sites.google.com/site/articlesaboutpc/home/stroenie-pk>.

Bublykova V. H., 3rd year student, gr. BA-191
Scientific supervisor – **Sikaliuk A. I.**, PhD, Associate Professor
Chernihiv Polytechnic National University (Chernihiv, Ukraine)

TRAINING OF TRANSLATORS AT THE UNIVERSITIES OF UKRAINE: ETHICAL ISSUES OF PROFESSIONAL ACTIVITY

Nowadays there is no doubt about the need to include the study of ethical aspects of professional activities in the translator training program. In a number of universities in the curriculum of bachelor's and master's degree there are already disciplines "Ethics of the translator", "Professional ethics of the translator", "Translation ethics and diplomatic etiquette" and others.

At the same time, the analysis of the content and structure of these programs shows that ethical issues of translation work are not given much attention. Their authors focus more on etiquette and regulatory aspects. Thus, translation teachers are given additional tasks to teach students the ethical norms of the profession.

As a solution to this problem, we can offer a number of methodological recommendations for studying the ethical aspects of the translation profession in the training of translators in the

bachelor's and master's degree of modern university. First of all, it is necessary to link the assimilation of ethical norms with the personal experience of students. In our opinion, it is advisable to do this through their translation experience.

Students are given homework to translate articles or excerpts from books on translation ethics. For example, the translation of the text is done by all students in the form of a group project. After compiling individual translations into a single text and editing, students are given the task to prepare an analysis of the article and write their own mini-essay on the topics and issues listed in it, searching for data on discussions on the Internet.

Examples of questions for discussion: "Can a translator distort a translation for any purpose?", "Can a translator omit certain points in his translation for the interests of his client?", "What should an interpreter do if his or her views contradict his or her political views?" Based on the results of the analysis of students' essays, the teacher offers topics for discussion in a seminar, where the solutions and opinions proposed in the essay are considered [2].

It is also expedient and promising to include in the educational process tasks for comparative study of the provisions of the codes of ethics of professional translation associations of different countries. As a task in this case, students can be asked to divide into small groups (3-5 people) and choose one of the professional associations of the world, the code of ethics which they find interesting to consider and compare with the Ukrainian one. Students are invited to review the content and structure of the selected code of ethics based on information from open sources of the selected association. The result of the task can be a presentation and discussion in a seminar, identification of "universal" and unique provisions of codes of ethics and their subsequent discussion[2].

In addition, the seminars recommend that various cases from real translation practice be presented for group discussion, so-called "cases", which address the ethical issues of translation activities. The scheme of work on such ethical "cases" includes three stages. At the first stage, students get acquainted with the situation and discuss it in a subgroup of 3-5 people. Each subgroup can be given its own situation, and it is possible to consider the same situation in different subgroups. In the second stage, a general decision is made in the subgroup, all its members agree on how the interpreter should act in the situation under discussion [3]. Based on the discussion and the decision made, each subgroup makes a presentation or other creative presentation of the situation under discussion and formulates its decision. The first two stages are implemented in the course of independent work of students. In the third stage, there is a discussion of situations in the classroom, students of each subgroup talk about the situation, their understanding, and present their decisions. The task of students is to defend their decisions when criticized by the teacher and classmates. During the discussions, the decisions are clarified and may change.

As an option for creative back students can be invited to develop and describe their own case in a creative way (presentation, video, audio, entry in the complaint book, reply on the forum, talk show, etc.), and then organize a presentation of group cases and discuss opportunities for their solution based on the provisions of the Translator's Code of Ethics [1].

Thus, the consideration of ethical issues of professional activity in the educational process is a very promising aspect of the training of translators in higher education. This allows acquaint students with the features of their future profession, forms students' responsibility towards it, thus contributing to the formation of professional competence of students. In addition, as practice shows, the inclusion of discussion of these issues in the educational process promotes the realization of creative potential of students, increases their motivation to study and future profession.

References

1. Institute of Translation and Interpreting: Code of Ethics. URL: <http://www.iti.org.uk/become-a-member/code-of-professional-conduct> (access data: 10.06.2022).
2. Pym A. Translator's ethics: principles of mediation between cultures. Amsterdam : John Benjamins, 2018. 237 p.
3. Robinson D. Becoming a Translator. London : Routledge, 2019. 297 p.