

SOME ASPECTS OF CURRENT MEDICAL TRANSLATION AND INTERPRETING TRAINING IN UKRAINE

Kostenko V. G.

**PhD in Philology (Candidate of Philological Sciences),
Associate Professor of the Department of Foreign
Languages, Latin and Medical Terminology
Ukrainian Medical Stomatological Academy
Poltava, Ukraine**

The demand of professional translation services has been steadily growing for the last two decades worldwide. The most important reason for this growth is globalization covering political, economic, and socio-cultural aspects. According to the U.S. Bureau of Statistics, the translation industry is expected to grow by 42% between 2010 – 2020 [8]. Exchange in technologies and knowledge are the most eminent manifestations of this process. Translation as a mediation between languages and to some extent between cultures plays a significant role in international cooperation, moreover, high-quality translation ensures a good relationship between source and target cultures.

The translation services market in Ukraine is extensively developing, and by some critical estimates, it expands by 20% each year and at present has been ahead of the global growth rate by 8% [1, p. 43]. It is important to emphasize that the culture of the translation services in Western world was created for decades, while in Ukraine it began to develop in the early 90's of the last century.

Nevertheless, Ukrainian researches investigating the issues on specialized translation and specialized translator training state that at present there are no programs offering high quality master's level training for translators in specialized fields that meet international standards, e.g. European Master's in Translation [2].

This paper is aimed at elucidating some approaches in training medical interpreters and translators. It is well known that translation requires more than exchanging terms or phrases between languages, adhering to grammatical rules, and choosing the appropriate register. It is a meaning-focused activity concerned with mental processes of analysis and synthesis, communicative language use, and the reproduction of structured discourse [7, p. 87].

Medical translation comprises a vast array of subject areas, including internal medicine, paediatrics, genetics, immunology, pharmacology, medical rescue system, surgery, obstetrics and gynecology, etc. Medical translators and interpreters have to deal with health care settings, academic institutions, medical device companies, international pharmaceutical companies and manufacturers, clinical research organisations. Medical discourse covers a range of forms of communication. M. Gotti [3, p. 24] uses the term specialized discourse as "the specialist use of language in contexts which are typical of a specialized community stretching across the academic, the professional, the technical and the occupational area of knowledge and practice".

The question is what sort of specialists is able to provide precise medical translation. USA being a multinational country is now ranking the leading position in training certified medical translators and interpreters. Certificate programs are available at most community colleges and are taught through four semesters and more. Students taking courses in medical interpreting develop the ability to comprehend verbal usage in the medical industry. They also learn how to maintain professionalism and how to adapt in multiple health care settings. Courses in medical interpretation may cover: terminology in the medical field, principles of translation and interpreting, medical standards, and ethics in the medical field. Medical interpreter training takes place in academic and healthcare settings. Although not required, completion of a medical assistant

program or a degree could be beneficial when seeking work in this sphere.

Among the European countries, the UK only has a well-established system of medical translation and interpreting training. Now much is doing to make up for the deficiency: an inspiring experience in introducing English–Hungarian Medical translator and Interpreter programme has been reported by C. Keresztes [5, p. 538]; a Polish researcher, W. Karwachka has described the fruitful practice in providing medical translation course outline, which reflects the generic diversity within the medical discourse and addresses the field-specific problems [4, p. 181].

The situation with medical translation and interpreting programs leaves much to be desired. On the one hand, most English language teachers or translators graduated from philology departments of universities are not the best candidacies for this because of their lack of subject matter knowledge and subject matter competence and the lack of exposure to medical context. On the other hand, only few medical experts and health care providers have a good command of English, but they are unaware of translation and interpreting conventions, strategies and tactics to reach the communication goals [6, p. 364]. Based on own 15-year experience in translating and proofreading medical texts as well as in delivering ESP courses for medical and dental students, English for Academic Purposes course for PhD students in Medicine, Dental Medicine and Biology, it seems that that the most realistic approach for Ukrainian educational settings at present is to engage English language teachers and instructors in creating cooperation with experts in medical and dental disciplines through the special seminars and workshops providing the basics in some field-related disciplines, outlining the main processes in the disciplines, and detailing special issues when necessary. A lot of English language instructors in medical universities are quite proficient in medical concepts and terminology resulted from the assistance in regular translating and proofreading

research articles, abstracts, case reports, or posters in academic disciplines.

Thus, to meet the growing demand for qualified specialized translators, especially in technical and scientific areas, it seems to be quite appropriate to generalize the best international practices and own experience and to elaborate the system for training philology graduates to help them to acquire background knowledge and specific competences to become a professional translator in a certain area.

References:

1. Зінуківа Н.В. Професійна підготовка перекладчів у сучасних умовах: вимоги ринку перекладацьких послуг. *Вісник Дніпропетровського університету імені Альфреда Нобеля. Сер. «Педагогіка і психологія»*. 2014. № 2 (8). С. 42 – 47.
2. Мартинюк О. В. Становлення системи професійної підготовки спеціалізованих перекладачів: досвід США. *Вісник Національної академії Державної прикордонної служби України, Сер. Педагогічні науки*, 2014 Випуск 4. – Retrieved from: [http:// nbuv.gov.ua/UJRN/Vnadps_2014_4_13](http://nbuv.gov.ua/UJRN/Vnadps_2014_4_13)
3. Gotti M. Investigating Specialized Discourse. Bern: Peter Lang. 2008
4. Karwacka W. Medical Translation Training: From a Translation Student to a Medical Translation Professional. *Towards understanding medical translation and interpreting*. Gdańsk University Press, 2018. 177 – 192.
5. Keresztes C. Genre-based teaching of medical translation. *European Journal of Bioethics*. Vol. 4. No. 7. 2013. 535– 543.
6. Kostenko V., Solohor I. How to incorporate academic writing pedagogy in undergraduate and postgraduate medical education. *Wiadomości Lekarskie*. 2018, tom LXXI, nr 2 cz II. S. 261 – 265.

7. Montalt V., M. Gonzalez Davies. *Medical translation step by step*. Translation Practices explained. Manchester: St. Jerome Publishing, 2007. 252 p.

8. What is The Size of the Translation Industry? – Retrieved from https://www.pangeanic.com/knowledge_center/size-of-the-translation-industry/#