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Training self-management in translation projects: a didactic aspect

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Abstract — **The paper describes the modern tendency of freelance and self-employment prevalence in the international translation market. Translation area shows the trend of increasing the number of international self-managed teams working on translation projects. The appearance of such tendency demands changes of translation training focusing it on developing the skills of self-management. The model of self-management study based on transformative learning and situated cognition imitates the international project team work and develops the skills of self-management. The study of the model applied to translators' professional training shows positive influence of such team work on the development of self-management skills, which is revealed by quantitative method measurement and in-depth interviews of project participants. The article recommends reinforcing the component of self-management in translators' professional training.**

Keywords — *training translators; self-managed teams; situated cognition, cohesiveness, translation project, soft and hard skills.*

I. Introduction

The development of translation industry is determined by several modern factors. First of all, the use of internet communication for creating distant connection between the employees enables businesses to create mobile and flexible teams of distant workers [1]. The tool of the Internet connection is especially important for businesses providing services and independent of the office or industrial premises [2]. The sphere of translation services, where translators deal with written texts, is an ideal area for using distant communication potential since modern translators mostly work with the Internet dictionaries and translation tools; they don't need any special office for their work.

Another factor influencing modern economy is the appearance of project modes, which assemble teams of employees to perform various tasks while coordinators can bring the project to the successful completion [3]. Translation projects are involving groups of interpreters and editors for completing voluminous translation tasks. As soon as the project work is over, the team dissolves, and its members can participate in other projects.

Finally, the third factor is the transition from the legally based organizational structures to the prevalence of self-employment and free-lance [4; 5]. The statistics of translation market shows that the number of the free-lance translators is constantly increasing. Translators are looking for employment opportunities at the sites of professional communities and free-lance platforms. Though enterprises and big companies still have the stuff of interpreters, smaller companies hire self-employed interpreters for the fulfilment of occasional translation tasks. The same concerns big tasks of translation, which may demand a sudden increase in the number of translators. In this case, the resource is the translation bureaus or free-lancers.

These three factors are changing the model of translation industry. It is getting less dependent on the traditional company pattern with head management, subordinated employees, legally fixed relations between the company members, and definite company policy [6]. The prevailing form of employment is self-managed teams of translators working on short-term tasks with rather loose organization and weak hierarchy. Though such form of employment is common for the European Union [7; 8] it is comparatively new for the Russian economy [9]. The modern system of professional education based on professional standards of translators reflects the emerging tendencies in translation industry. Thus, professional competences of translators as include the ability to participate in translation projects performing various team roles and the skills of team work [10], [11], [12]. As for professional education, the skills of self-management still need proper description, definition of its place in the system of professional training, development of didactic tools to form these skills, and the study of the cultural aspect and national specificity of self-management in translation. Thus, it is necessary to create a didactic model of self-management in translation industry based on the existing practice of self-managed translation teams consisting of self-employed freelance translators and editors. The present study describes such a model based on the situated cognition and transformative education, as well as its empirical examination performed by observation and measurement. The hypothesis of the study is that the didactic model of self-management applied to the professional training of translators improves the skills of self-management needed for the translator's professional activity in modern economy if it is modified to the needs of a particular didactic context.

II. Materials and Methods (Model)

The concept of self-management is applied to various spheres of human activity. Its application is studied at the personal level, when a person manages individual activity independently, without relying on the help of others. In this understanding self-management is a vital approach to coping with various problematic situations [13]. In educational context, students are in a dynamic transition from the pattern of authority and dependence on the teacher to independent professional activity [14]. Methods and tools of self-management research for these areas are the basis for understanding this concept. Purser and Cabana understand self-management as a concept applied to organization activity and opposite to the "command and control hierarchy" [15]. The managerial decisions are not ascribed to the authoritative people but to any employee who has a key function in the working process. The authors explain that personal and organizational levels of self-management are closely connected since the organizational innovations are, first of all, reflected in the appearance of the new kind of workers, who do not simply follow the instructions but make an important contribution into the activity of the company with their talent and initiative. In this respect, every employee can be turned into a self-manager, though it can be made only on condition of the employee's special training and education. Self-management increases the need for talented employees in all areas of business and manufacturing. Talent contribution is provided by a special managerial strategy, within which talents feel appreciated and valuable [16].

The appearance of self-managed organizations is not simply the result of economizing strategy, which eliminates certain managerial positions, but an innovative revolutionary tendency of knowledge-intensive industries. The organizations aiming at high technologies and expertise are winning over the traditional bureaucratic structures with strict hierarchy. The transition from management to self-management means the change of paradigm. Self-managing practices have a strong impact on the productivity of the employees. The managers don't have to plan, control, organize and coordinate but need to create the system, which would condition the workers to do it themselves.

Palvalin, van der Voordt and Jylhä laid the basic principles of self-management work. First of all, it is necessary for the employees to have all the knowledge and skills to make decisions that concern them; second, authority and control are entrusted to people, who are closely connected with the working process; third, authority is based on expertise and competence; fourth, the responsibility can be shared by people from different levels; fifth, the access to information is available and any change of information is transparent [17]. As Trahair writes, the theory of self-management follows the principles of psycho-dynamic approach and the reorganizing principles in socio-technical lines by Eric Trist [18].

According to that, the concept of self-management has two important aspects. One aspect of self-management is organizational. Silverman and Prost write about various organizational forms of self-management [19]. They consider self-management possible even in some episodes of the traditional manager supervision. The variation of the management patterns as complete or partial team

responsibility for control, organization, planning, strategy and the outcome of the work, as well as the variability of the managerial roles (from a supervisor to a team resource) demand special flexibility in self-management with the switch from one person to the other according to the situation of the team work. Chansler, Swamidass and Cammann note an important condition for a self-managed team success: cohesiveness [20]. They distinguish such dimensions of cohesiveness as positive evaluation of the leadership by the group members, agreement in decision making, understanding the technical process, and the ability to manage the team's resources. These dimensions ensure that the team performs all the micro-functional tasks (scheduling, safety monitoring, budget balancing etc.) independently of the managerial supervision. The authors offer descriptive reports to the components of these dimensions, which can create a quantitative description of cohesiveness. The conclusion of their study is that cooperation between the members of the team promotes the desire for further education to acquire new skills. The authors subdivide the skills into "hard" and "soft" ones. Hard-skills include professional skills, while soft skills are communicative; they enable the employees to participate in team-work. The first kind of skills is acquired during professional education, while the second one needs experience of team work and additional training.

Another aspect is personal development of the managers and employees that enables them to perform self-management functions. Here two facets of self-management are visible: the ability of the person to apply self-control and self-management to various working process situations, and the interpersonal skills that enable an employee to perform this task. Olorunfemi-Olabisi and Akomolafe describe the decisive role of self-concept in the success of self-management [21]. They underline the interrelation between academic self-management, academic success and self-concept. On the one hand, self-concept enables students to reach good results in their academic activity and participate in self-management. On the other hand, students with the low self-concept can boost it with the help of self-managing practices and counseling. Accordingly, the application of self-managing models to the academic environment can result in the development of self-management skills and knowledge. Scientists write about the effectiveness of role play training in developing self-management skills and teaching managers to work with self-management techniques [22], [23].

Hennekam and Bennett identified the skills crucial for self-management of the creative profession: the creative skills, problem-solving skills, adaptability to change and the skills of using new media, the ability to perform different professional roles. The authors examine the practice of self-management in the Netherland's creative sector of economy. They write about project-based, temporary employment of workers in the creative sphere, which result in the increasing responsibility of worker for professional development, mobility, adjustment to deadlines and non-sociable working hours [24]. The study of creative employers revealed that they need to perfect their skills all the time. They also need to manage the equipment and tools needed for their professional activity. There are various skills needed for self-management: supporting the organizational and

personal values and principles, bringing the team work to completion, organizing the team environment, participating in systems and processes outside the team if they ensure the completion of the team work. Besides, there are skills to set priorities coordinate with other teams, measure progress, and take corrective actions. Thus, the range of skills is quite wide.

Social aspect of translation concerns all the managerial aspects of employment. According to Chesterman, translation training is part of translation studies. In view of the new sociological approach to translation, the translator, the translation and translating are viewed as elements of social communication [25]. Thus, the study of translators as social agents includes the examination of the translators' roles, translator's workgroups and communities, as well as cultural identity of translators, their attitude to work and ethics. Translation network is an economic unit. In this view translation is an industry, which follows all the rules of industry organization and, accordingly, the discoveries of self-management are also applicable to translation and translators.

At the same time, there are some specific features concerning the management of translation. Risku, Pein-Weber and Milošević write that freelancing is the prevailing pattern of employment, ready to ouster the in-house translators [26]. Another feature is distant and computer-mediated communication with the clients, which often results in numerous misunderstandings between translators and clients. One more peculiarity is the involvement of the translators into relations with numerous actors of the network translation: subject matter experts, proofreaders, validators and project managers. It provides increased dependency and may result in delegation problems [27]. The skills of translators working in the networks are not limited by professional knowledge; they include organizational skills and the skills connected with particular micro-tasks of the process (for example, proofreading or creating terminology databases).

A prevailing form of the network production is project work. It is the form, which turned translation from service into industry. A special role in it belongs to the project manager, who maintains constant useful feedback and friendly connections between team members. Such managers organize various forms of work: instructing and materials, creating terminology databases, editing translations. They support translators and provide the financial side of their work. An important feature of the freelance translator work is time management, the skill of working to the deadlines. Ambarova and Zborovsky write about the importance of dealing with the strategies that enable the interpreters to meet the deadlines [28]. The structure of the temporal skill includes the models of temporal situations, the skill of using temporal resources, the principles and ways of sequencing actions, the skill of temporal reflection. Translation project participant needs to schedule his work and synchronize it with the work of other organizations and systems. Since projects can be very demanding, translators have to find the right balance of work and rest.

Translation project has the following stages: commissioning, planning, ground-work, translation and wind-up [29]. The firs stage is performed by the manager, while all the other stages may demand the participation of the translators. The task of finding the right balance of the translation tools can be performed by both the manager and the translator. These tools enable to extract terms, divide the text into segments, perform machine translation, and check the translation. Each stage is interconnected with the previous one; thus, the success of each stage secures the success of the following one. Risku, Pein-Weber and Milošević define the stages of translation work according to the competences needed for them: making target analysis, source analysis, developing the strategy and self-management [30].

The study of self-management in the situation of education needs special adaptation of the self-managed team work to the didactic context. The study of the teacher's role in different didactic contexts by Wengrowicz shows that different levels of the students' autonomy (in e-learning, in partial distancing and in the traditional classroom) determine different teaching methods [31]. If to find similarity between the teacher and the manager, then it is possible to define the teacher's roles as managerial roles grading from total control to giving absolute freedom. Transactional distance is not physical or temporal but pedagogical, resulting from teaching goals and teaching styles. The author understands transactional distance as connectedness with students, which can be described as an outcome of the teaching process. Though the satisfaction with the teaching process and the assessment of the result by teachers are resultative, the distance between the teacher and the student can be also seen as part of the teaching strategy, which conditions autonomy due to various teaching goals.

A similar conclusion is reached by Turana et al., who study the role of teachers in their interaction with students in problem-based learning [32]. Though such a situation demands distancing, the role of the teacher is important in supporting the student's autonomy, communicating, assessing and giving feedback. The functions of the teacher are similar to the manager's functions in planning, monitoring and assessing.

Finding the right balance between autonomy and control is possible on the basis of the transformative learning principles. According to Mezirow, transformative learning can be defined as changing the fixed frames of teaching and learning to make them more open, reflective and flexible [33]. Transformative learning offers disoriented experience, which allows students to work out new frames of meaning through action and communication. Transformative learning can make intuitive and emotional experience very important. One of the basic principles of transformative learning is students' autonomy, which enables them to develop critical thinking. Another principle is the challenging environment. This environment, if to apply it to translation activity, can be created by distant self-manages environment and highly demanding project work situations, which make translators seek for the new frames and develop new skills through working experience and intuition. Stressful conditions of translation project serve as facilitators of emotional instability, which makes perfect conditions for student's change. Thus, didactic context and the context of translation are both suitable for application of transformative learning. Numerous studies of transformative learning confirm that it

can be applied to the situations, which imitate real life professional activity expressed in a problematic situation [34], [35]. Such a situation causes a feeling of disorientation and discontent, the need for self-examination, adaptation to the new unconventional roles and actions. They challenge the students to face local, national or global issues, which they can meet in the real world society.

The form for transformative learning can be defined by the theory of situated cognition, which offers a way of learning through participating in culturally relevant situations, avoiding direct presentation of information but gaining it through experience [36]. The situation is the form of a dialogue in which the participants and the environment are modified in integrated performance. The meaning is created not in isolation of the academic context but in the social environment that conditions this context [37]. Situated cognition makes learning come out of the academic boundaries and gives a new social and cultural meaning to learning.

The presented model of self-management is a didactic model, which allows creating a meaningful frame for developing self-management skills while performing a translation project in the context of professional education. The model contains the following eight components:

Component I: socially relevant context for the project following the ideas of transformative learning. This context should be based on real social environment and involve the aspects of intercultural communication and acute social issues. The examples of such context can be taken from the work of non-profit humanitarian translating organizations like Translators without Borders, Per Mondo, Coursera etc. These organizations attract volunteers to assist charity organizations and people in need of translation but without financial means to pay for it, for example, refugees. The sites of these organizations can provide good material for didactic translation projects.

Component II: emotional involvement concerning disputable problematic issues. These can be the issues connected with animal protection or environmental issues. University media holding can be useful resources of material for such involvement. Within the frame of the transformative learning theory, the work on the project results not only in the professional perfection but also in the change of worldviews.

Component III: role diversity. Though students are used to the role of performers, the project should enable them to try various roles. They can be leaders, coordinators, planners, critics, appraisers etc. It is important that every student tries on different roles to understand the aspects of self-management. A self-employed freelancer in translation industry has to act as a translation manager, a group leader, a translator, an editor, or a client. Modeling multi-role pattern enhances the effect of discontent and disorientation activating creative and cognitive potential.

Component IV: translation environment. It is a network of translation tools, media resources and social communication to provide the existence of the translation project. This environment gives students an opportunity to organize interaction not only in the classroom during the class but outside it. This environment includes online dictionaries and machine-translation tools, blogs, sites and forums of translators' community, encyclopedic resources, media resources, social nets and translation platforms for coordinating the work of the translation project participants.

Component V: discussion and reflection. It is necessary to put the focus on the values and skills of self-management. The students should have a discussion about the goals, the process, the results, the problems, and the situation of the project before and after every stage of the project paying special attention to defining self-management in the translation context.

Component VI: progress assessment. The students should have the criteria for self-management assessment. These criteria can be introduced by the teacher or worked out by the group of students participating in the process.

Component VII: dynamics and flexibility. The model should be adjusted to the needs of the students. The dynamics of the model is in the movement from control to autonomy and from performance to team-work. The controlling function is double. On the one hand, the teacher has a controlling function on all the stages of the project; in other words, the control is constant, though it is advisable to minimize its visibility to the students. On the other hand, the support of the teacher should diminish as the team of students becomes more independent in solving the problems of the project. The teacher should be an observer intervening only in cases when communication and project progression comes to a stop.

Component VIII: support of values and principles of translation. Translation ethics is formulated by translation associations and communities in the basic documents of the EU [38] and Russian Federation [39], [40]. It is important to focus the students' attention on the points of professional ethics, the values of humanism and the unbiased approach to cross-cultural communication, which is assisted by translation. It is necessary to emphasize the points of translation ethics in discussions and reflections.

The application of the model is conducted in several stages. They can be described as introduction, preliminary discussion, training, finalizing and reflection. They partially correspond to the stages of working on translation [41]. During the introduction the students learn about the aim of the project work and the demands of project work. The next stage is reflection. Students should be given an opportunity to discuss the values, roles, demands and skills they have before the project work. The training stage may include two or three translation projects, their complexity and length depend on the didactic aims. Finalizing stage is performing the last project, in which the students can best demonstrate their self-management skills. Its translation difficulty level should be lower than the training projects to put the focus on self-management. Reflection includes a series of discussions about the experience of project work, the achievement of self-management, the interrelation of the didactic model, the real work of the translators on translation projects and the goals still to achieve after the end of the project work. Each stage should give maximum freedom and independence to students. The financial side of the project is absent.

The teacher's roles in the framework of the model are different: the creator of the project context and content, the

instructor, the facilitator of interaction, the assessor of the project work result. As an instructor, the teacher should introduce the criteria of translation and the principles of team cooperation. Facilitation of interaction should be very subtle; the teacher should intervene only in case the interaction comes to a stop. It is necessary to evaluate translation work, its volume and quality, not the progress in self-management. For this purpose, the content of translation should be below the translation norms of volume and difficulty accepted by professional communities. An important role of the teacher is connected with establishing the humanitarian values and professional ethics. The teacher also evaluates the translation at the end of the project according to the established didactic norms and criteria [42], [43].

As for the students, it is advisable to organize project work in such a way that every student tries most of the roles in the translation project: project manager, translator, editor, consultant, client [44]. While identifying the group roles mentioned above, a special importance should be given to choosing the students, who will oversee the translation project. Other tasks are evaluating the difficulty of translation, creating a project plan, establishing the deadlines for the stages and the final deadline, distributing the tasks of glossary compiling, resource search, translation and editing, executing translation, and assessing the quality of work. Participators of the project train the skills of self-management, which can be grouped as individual self-management, skills of interpersonal communication and cohesiveness, skills of time-management and resource management.

The empirical study of the model effectiveness was conducted for three years as it was applied to the course of general translation and practical English. The participants of project work were senior students of linguistics specializing in translation and interpreting. The total number of project work participants was 129. Students were mostly from Russian Federation, some students came from Tajikistan, Kazakhstan, Azerbaijan, Armenia, some exchange students were from France and China. Such composition of the project participants creates an imitation of multinational translation agencies, where project work is conducted in the intercultural context. All the interviews and surveys were made on the anonymous and volunteering basis. There were different participants for different stages except the questionnaire, which involved all the students involved in the model project. All in all, 12 training projects were executed during the experiment.

The research relied on the principles and methods of holistic assessment, observation, and qualitative study. The study included observation of the time management, student's communicative behavior, assessment of the volume and quality of the translation completed. This component of the study aimed at recording the progress of self-management in aspects of time-management, cohesiveness and project success. The next component of the study was the analysis of self-management skills as they were assessed by the students at the beginning and the end of the project work to show how the students changed their understanding of the self-management skills after gaining experience of project work. Finally, the study included in-depth interview about the results of project work training in

aspects of self-management. The study accompanied the project execution and followed it.

III. RESULTS AND DISCUSSION

The observation of the project team performance revealed the temporal frame change as the students progressed through the project work. The instruction of the teacher was followed by the preliminary setting of the project work, where the students had to measure and evaluate the project work, distribute the roles, and create the plan. The observation of the period of time needed for this stage showed its diminishing as the students progressed in self-management of the project work. In the introduction stage of the project, all teams needed 20-28 minutes for this stage. At the finalizing stage, when their work was more coordinated, the teams needed 8-16 minutes. The wasted time in the project work, when the students were distracted from the project showed similar regression. Time management was also expressed in meeting the deadlines: the final deadline and the intermediary deadlines set between the components of the project. The number of cases when deadlines were not met diminished from 6 maximum to zero.

The observation of student's behaviour in terms of independence revealed their increasing assurance and the turn from dependence on the teacher's assistance to independent self-management. During the introduction project, the students turned to the teacher to ask for advice or direction. Their non-verbal behaviour (seeking the eye-contact with the teacher, turning to the teacher to check the reaction of approval or disapproval of their decisions, positioning themselves in close proximity to the teacher) showed the need for assistance and management. During the finalizing project, the students executed all the tasks independently. In their behaviour, they ignored the teacher and concentrated on the interaction inside the team.

The observation of cohesiveness also showed progression. During the introduction project, the students experienced difficulties of maintaining cohesiveness. There were disagreements; it was difficult for them to reach decisions concerning the roles, especially, the leading roles. There were even conflicts which threatened the failure of the project work and demanded the intervention of the teacher. On the finalizing stage, the students easily maintained cohesiveness, quickly reached agreement about the project roles, distribution of the tasks and plans. They openly discussed the points, argued and reached agreement. They also developed a mechanism of self-management, in which they changed the leader for different stages of the project (for glossary compiling, for revision, for editing) and supported the authority of this leader to reach maximum effectiveness.

Assessment of the volume and quality of their work also showed improvement. The assessment was made on the basis of the established norms [45]. On the introductory stage of the project, none of the teams managed to translate the allotted volume to the final deadline. The quality of translation concerning correctness, accuracy and style was medium or low. In the finalizing project the whole task was performed to the deadline. The quality of translation corresponded to the norms.

Quantitative study included the measurement of skills significance based on the students' self-assessment at the start and at the end of the project. The students could rate the skills in the scale from 1 to 10. The list was completed by the skills that the students added on the basis of the situated cognition. Thus, they noted the need to have the skill of synchronizing and making fast corrections. The difference D is calculated according to the formula $D = \bar{y} - \bar{x}$, in which $\bar{y}$ is an average of the variable rating for the skill rating on the finalizing stage, while $\bar{x}$ is an average of the variable rating for the skill rating on the introduction stage. Positive difference shows the increase in the significance of the skill, which appeared as a result of situated cognition. Zero difference might show that students correctly estimated the significance of the skill at the start of the project work. Negative difference might indicate overestimation of the skill.

TABLE I.   EVALUATION OF SELF-MANAGEMENT SKILLS

Self-management skills	Average values		
	$\bar{x}$: introduction average rating	$\bar{y}$: finalizing average rating	D: difference in skill evaluation
Individual self-management skills	**8.022**	**8.213**	**0.192**
Ability to apply self-control	7.984	8.142	0.158
Creative skills	6.929	7.285	0.356
Adaptability to change	8.766	8.857	0.091
Problem-solving skills	8.411	8.571	0.16
The skills of interpersonal communication and cohesiveness	**5.266**	**7.223**	**2.198**
Skills of communicating with the team members	6.112	8.285	2.173
Ability to perform different roles	6.004	8.142	2.138
The skill of supporting team values and principles	4.044	6.142	2.098
Conflict resolution skill	4.571	7.592	3.021
The skill of bringing the team work to completion,	5.142	6.848	1.706
The skill of organizing the team environment,	5.212	7.714	2.502
Ability to delegate your tasks to others	3.782	7.571	3.789
Resource management skills	**5.890**	**7.226**	**1.957**
The skill of using internet media	8.428	8.328	0.1
The skill of participating in systems outside the team	6.285	6.807	0.522
Ability to coordinate with other teams	3.955	6.857	2.902
Ability to measure progress according to the criteria	4.892	7.857	2.965
Ability to make fast corrections according to the demands	5.893	6.285	0.392
Time-management skills	**6.067**	**6.75**	**1.183**
The skills to set priorities	5.904	7.571	1.667
The skill of working to a schedule	6.342	8.142	1.8
The skill of synchronizing	5.9	6.285	0.385

Self-management skills	Average values		
	$\bar{x}$: introduction average rating	$\bar{y}$: finalizing average rating	D: difference in skill evaluation
The skill to find the right balance of the tasks	6.122	7.002	0.88
Total	**6.365**	**7.390**	**1.382**

The comparison of the difference for various groups of skills shows correct estimation of personal skills, underestimation of time-management skills and significant underestimation of interactive skills. As for the resource management, the conventional translation resources were well-estimated, but there is the gap between the use of online resources and online interaction with the other teams.

The in-depth interview showed positive responses of students to the practice of self-management practice. 100% of students recommended this model for professional training of interpreters. Students reported: (1) "It helps to get new experience, which can be helpful in the future"; (2) "It helps to see a different way of thinking"; (3) "It showed me how you can work in the team independently"; (4) "It is a good experience of sharing knowledge".

Students also spoke about the skills that they discovered and developed during the course of the project work. They stressed that they did not possess many important self-management skills before the project: (1) "People in my group changed their views on professional teams and the ethics of team work: partnership, respect of others and honesty"; (2) "I feel that I am really a part of my group, I can discuss any point and we can solve any problem of translation together"; (3) "I learned to understand my tasks and responsibilities, learned to distribute them inside the team"; (4) "I have learned that discussing decisions helps to avoid conflicts and makes the work faster"; (5) "Before the project, I knew about the deadlines, but during the project I learned about time-management not only for me personally but also for the team"; (6) "I understand that relying upon the teacher is the past stage, I can be an independent translator, and I like it".

All the students agreed that they needed to continue training in self-management skills and could do it independently on the basis of their translation experience.

Speaking about the main obstacles of project work, 87% of students reported the team cohesiveness to be the main problem. Self-managing as a team was problematic in distributing responsibilities, functions and finding consensus in problematic moments. 62% of students mentioned the problem of time management. They reported the difficulty to meet deadlines and find the right balance of various tasks to bring the project to the end.

The results of the empirical study show that self-management is an important part of translator's work in translation projects. Nevertheless, the education environment makes students greatly dependent on the teacher. The model application revealed the evident need to develop the skills of self-management at senior courses and, possibly, earlier. The observation of the students' behaviour, the comparative survey and in-depth interviews showed their progress in acquiring the skills of self-management,

which proves the effectiveness of the self-managed didactic model as it is applied to translation project work. The hypothesis of the empirical study was proved in the aspect of modifying the model to the terms of the didactic context. The observation of the model showed that creation of the meaningful and emotionally involving context is an important condition for the work of the project. The transition from the teacher-dependent to self-management framework needs a very careful assessment of the student's needs and very careful intervention or the absence of it in each particular case. It is very important for the teacher to manoeuvre the work of students in the direction of growing independence and self-management.

The observation of self-management skills confirmed the theoretical studies of self-management and showed that different skills are acquired differently. Since the students are acquainted with independent individual work and the nature of translation activity promotes independence, students showed the right estimation of personal self-management skills at the start of the project work and in the outcome of it. Nevertheless, the skills of team cohesiveness and time management were undeveloped and underestimated. This can be seen in the interviews and the survey. The observation of individual treatment of various self-management episodes makes it possible to presuppose that the factors of cultural and psychological predomination can be responsible for the approach to self-management and the speed of acquiring self-management skills, though this suggestion needs further research. The analysis of the in-depth interview shows that students report not only positive results of self-management improvement after project work but also the increase in understanding the social and cross-cultural significance in the translation work.

IV. CONCLUSION

The study of self-management in theory, translation practice and education revealed the importance of this concept in translation sphere. The examination of self-management model based on translation practice showed its usefulness in educating future interpreters. It brings to understanding the skills needed for the professional work and helps to understand social importance of translation. The model can be applied to senior level professional education of translators. The project work makes the participants understand social significance of translation work, its role in bringing positive change in solving important problems of modern life and facilitating intercultural communication. The students re-assess their skills needed for professional activity, discover new aspects of translator's work, and develop operational skills along with linguistic and professional competences. The project work creates the context for applying ethical and professional standards to the employment situation.

The empirical observation revealed the limitations of the present study connected with the type of professional activity (written translation). It is possible to suppose that the study of interpreting can also reveal important but different facets of self-management. Another aspect of limitation was connected with the choice of students from senior courses. The application of the model to students of junior courses or practicing translators during advanced professional training might reveal different aspects.

Nevertheless, the limitations do not deny the main result of the research: the need to focus attention of professional training on the development of self-management skills. It is recommended to increase the number of didactic activities with the forms and elements of self-management. The role of self-management in translating profession is especially important due to the increase the growing significance of project work in the translation area.

Further study of the model may specify its cultural and gender aspects, since the values and principles of self-management are closely connected with the values of different cultures and with the gender aspects of various roles in the project.

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