

## **ABSTRACT**

The present dissertation explores the relationship between Translation Studies and translation didactics at theoretical level and as reflected in the teaching practice at selected Czech educational institutions.

The dissertation, theoretical-analytical in its orientation, first seeks to define its key terms, profession, didactics, education and training, Translation Studies and translation theory, conducting cross-linguistic comparisons and outlining the past and present thinking about these concepts. Two typologies of translator training are offered, one based on education objectives, the other differentiating between diverse teaching contexts.

A special chapter introduces translation didactics as a dynamic component of Translation Studies, discussing current trends in education research and outlining the institutionalization of translator training.

Our attempt at defining the content of, and relationship between, Translation Studies and translation theory, the central concepts of the present work, suggested terminological and conceptual disagreement. The following chapters discuss the strongly multidisciplinary nature of today's Translation Studies, and the manifold sources thereof, pointing out the risks this may create to the internal coherence and public image of the discipline.

The core chapters of the dissertation discuss the role of theory in the translator's professional profile and in translator training. The skill vital for everyday practice is that of reflecting and explaining to others involved in the translation process the principles of one's own action; in translator training, on the other hand, the student's ability to (self)reflect on partial practical experience is a sine qua non for effective learning. And it is theory that provides the basis and support for such a (self)reflective ability, for professional and student alike.

The dissertation goes on to investigate the specific forms and methods of translation theory and how it coexists with the practical aspects of training, with prominence given to translation analysis and translation techniques and shifts.

The empirical section explores the relationship between TS and translator didactics through the eyes of several Czech teachers of younger and older generations. Semi-structured interviews, the primary research method, enabled the respondents, affiliated with selected university and non-university translator training institutions, to express their views in regard to theory in the translator's professional profile, its role and distribution in the teaching process and the applicability of TS concepts in translator education. By explaining their own methods of theory presentation and acquisition, the respondents provided a valuable insight into current translator training practice.

**Keywords:** Translation Studies, translation theory, translation didactics, translator education, translator training