«Актуальні проблеми сучасної транслятології, лінгвокраїнознавства та теорії міжкультурної комунікації»

ЗБІРНИК МАТЕРІАЛІВ
IV Всеукраїнської науково-практичної Інтернет–конференції з міжнародною участю

(3 жовтня 2019 р.)

Вінниця 2019

УДК 81'1
А 43

Актуальні проблеми сучасної транслятології, лінгвокраїнознавства та теорії міжкультурної комунікації : збірник матеріалів IV Всеукраїнської науково-практичної інтернет-конференції з міжнародною участю. Вінниця : Редакційно-видавничий відділ ВТЕІ КНТЕУ, 2019. 277 с.

У збірнику матеріалів IV Всеукраїнської науково-практичної Інтернет-конференції з міжнародною участю «Актуальні проблеми сучасної транслятології, лінгвокраїнознавства та теорії міжкультурної комунікації» розглянуто низку питань, що стосуються загальної теорії перекладознавства, практики технічного та художнього перекладу, складників перекладацької компетентності, інновацій у підготовці перекладачів, а також перспектив розвитку дискурсознавства, комунікативної лінгвістики та міжкультурної комунікації на теренах лінгвогерманістики та лінгвославістики.

2.Lado R. Linguistics across Cultures. Ann Arbor: University of Michigan Press.1957.

3.Postman L. Transfer, Interference and Forgetting. J. W King, L.A. Riggs. *Woodworth and Schlosberg's experimental psychology*. NY: Holt, Rinehart and Winston.1971.P.1019-1032.

Dovhan Larysa, Candidate of Pedagogical Sciences, Associate Professor,

Vinnytsia Institute of Trade and Economics of KNUTE

BRAINSTORMING AS AN INTERACTIVE METHOD OF FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

The issues of improvement of the methodology of teaching English are growing in significance in modern conditions of the European integration and collaboration of Ukraine with foreign countries. In the labour market there is a demand for highly qualified specialists who also have good skills of decision making and problem solving as well as knowledge of foreign languages. This goal can be achieved though implementation of the advanced interactive methods of teaching English.

Interactive techniques applied in the educational environment promote the formation of professional competences of students as they facilitate the development of creativity and imagination of students, form their teamwork skills, enhance their collective cognitive and mental activities, stimulate learning through the exchange of information and cooperation while learning foreign languages, etc.

The ARMA International Center for Education offers some guidelines for successful implementation of the interactive educational teaching styles in the classrooms. It is recommended to encourage student participation; use questions that stimulate response, discussion, and a hands-on experience; use teaching aids that press for answers, and capture/hold the student's attention; set up a workgroup environment; involve a teacher as well as the student [3].

Brainstorming is one of the interactive methods that can be successfully implemented when teaching foreign languages.

Brainstorming is the name given to a number of techniques used for generating and gathering ideas. Since 1950s when it was established as a technique, brainstorming has proved to be one of the most usual methods used at meetings in order to generate ideas. Basically it is about the students who generate ideas which may be collected, for example, on the blackboard. During the collecting process, all ideas suggested are jotted down, and when the brainstorming is finished these ideas are discussed, grouped or eliminated. Brainstorming can encourage students to speak out and share ideas. It also gives the teacher an immediate impression of how much the students already know about something. Here are some of the benefits of using brainstorming: it visualises thought; it helps build up confidence and consolidate student-student as well as student-teacher collaboration; it increases the whole world of ideas explored and connected to the topic, especially before reading, writing or listening activities; it is great for team building and group work practice; it helps students see the results of their efforts and thus English becomes tangible, comprehensible and meaningful to them [4, p. 78].

The community of teachers from Concordia University's College of Education offers to organize interactive brainstorming in group sessions and to stimulate the students to generate creative ideas and thoughts. They argue that the types of interactive brainstorming must include structured and unstructured activities, reverse or negative thinking, nominal group relationships, online interaction such as chat, forums and email, team-idea mapping, group passing, individual brainstorming [3].

By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness. Brainstorming's main purposes are to focus students' attention on a particular topic; generate a quantity of ideas; teach acceptance and respect for individual differences; encourage learners to take risks in sharing their ideas and opinions; demonstrate to students that their knowledge and their language abilities are valued and accepted; introduce the practice of idea collection prior to beginning tasks such as writing or solving problems; provide an opportunity for

students to share ideas and expand their existing knowledge by building on each other's contributions [1].

The researchers have identified the following advantages of the interactive learning technology of teaching the English language taking into account the objectives of formation of communicative competence of students: 1) Interactive technologies can easily be integrated without disagreement with the content of education into the educational process in terms of the existing traditional system of learning, specific education standards. By integrating into the educational process, they help to achieve the educational goals in language more effectively than while using only traditional teaching methods; 2) Interactive learning technologies are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence; 3) Interactive learning technologies perfectly promote the realization of communicative function in the process of learning English. All these facts prove that the interactive learning technologies have a pedagogical potential, which is aimed at the formation of students' foreign language communicative competence [2, p. 41].

Effective implementation of brainstorming in the classrooms greatly depends on the teacher's skills and abilities to establish a warm and supportive environment; to emphasize that a quantity rather than the quality of ideas is the goal, and that it's okay for students to think outside the box; discourage evaluative or critical comments from peers during the ideas-gathering phase; encourage and provide opportunity for all students to participate; initially emphasize the importance of listening to expressed ideas, and model printing and recording of the ideas, then read each contribution to the group [1].

Therefore, brainstorming is an effective interactive technology of teaching English and formation of foreign language communicative competence. It develops creativity, logical thinking, communicative skills, abilities to solve real-life problems making the educational process effective and student-centered.

References:

1. **Brainstorming. URL: //** https://teaching.unsw.edu.au/brainstorming

2. Fahrutdinova R. A., Yarmakeev I. E., Fakhrutdinov R. R. The Formation of Students' Foreign Language Communicative Competence during the Learning Process of the English Language through Interactive Learning Technologies (The Study on the Basis of Kazan Federal University). *English Language Teaching*. 2014, Vol. 7, No. 12, P. 36-46.

3. Interactive Teaching Styles Used in the Classroom. URL: https://education.cu-portland.edu/blog/classroom-resources/5-interactive-teaching-styles-2/

4. Sim M.A., Pop A.-M. Mind mapping and brainstorming as methods of teaching business concepts in English as a foreign language. *Academica Science Journal. Psychologica Series.* 2012, No. 1 (1), P.75-83.

Самохвал О.О., к.пед.н.

Вінницький торговельно-економічний інститут КНТЕУ

AUFBAU VON INTERKULTURELLER KOMPETENZ DER ZUKÜNFTIGEN DOLMETSCHER DURCH FREMDSPRACHMITTEL

Die Integration der Ukraine in die europäische Gemeinschaft, der Eintritt des nationalen Hochschulsystems in Bologna Deklaration, die Konzentrierung auf europaweite Richtlinien und Anforderungen für Sprachbildung sieht den Hochschulreform, die Modernisierung der interkulturellen Bildungsfachleute, insbesondere zukünftigen Dolmetschern voraus. Die Entwicklung und das Funktionieren der Bildung werden durch verschiedene Faktoren, Bedingungen und Prinzipien des Vorhandenseins der Gesellschaft bestimmt, einschließlich des Prinzips der Kulturentsprechung, das die Ausbildung in den Kontext-Kulturen, sorgfältiges Studium der einheimischen und fremdsprachigen Kulturen als Sicherheit, die Bildung des zukünftigen Fachleute sieht [1].

«Актуальні проблеми сучасної трансляторії, лінгвокраїнознавства та теорії міжкультурної комунікації»

ЗБІРНИК МАТЕРІАЛІВ
IV Всеукраїнської науково-практичної Інтернет–конференції з міжнародною участю

(3 жовтня 2019 р)