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

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

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Актуальні проблеми сучасної транслятології, лінгвокраїнознавства та теорії міжкультурної комунікації : збірник матеріалів V Всеукраїнської науково-практичної інтернет-конференції з міжнародною участю. – Вінниця : Центр підготовки наукових та навчально-методичних видань ВТЕІ КНТЕУ, 2020. – 200 с.

У збірнику матеріалів V 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 в підготовці перекладачів, а також перспектив розвитку дискурсознавства, комунікативної лінгвістики та міжкультурної комунікації на теренах лінгвогерманістики та лінгвославістики.

ІНТЕРАКТИВНІ ТЕХНОЛОГІЇ ТА МЕТОДИ НАВЧАННЯ ЯК ЗАСІБ ФОРМУВАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНЦІЇ ПЕРЕКЛАДАЧА

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USAGE OF INTERACTIVE METHODS IN INTERPRETERS' PROFESSIONAL EDUCATION

In today`s world the importance of speech training for students of translators is not in doubt. A foreign language, as an academic discipline, performs additional functions that help develop creative, logical and individual qualities of a person. The absence of language barriers expands the range of opportunities for employment, education abroad, as well as allows you to establish business contacts with foreign colleagues and partners on a communicative and sufficient level. Thus, the primary goal of studying a foreign language is the formation of interpreters' professional competence during education.

During the course of studying in foreign languages, lecturers of Vinnytsia Institute of Trade and Economics of KNUTE use the most common interactive methods in professional education such as: brainstorming, the range of ideas, microphone (free accumulation of a large number of ideas on a certain topic, critical understanding of them); the method of prediction or forecasting (by means of the didactic material to confirm or deny the hypothesis, to formulate the topic of the lesson); discussion, PRES-method (students give reasoned answers to a certain discussion question successively and reach a common opinion); business games (behaviour and the work of specific employees in the specialty).

Among the typical business games used by us in foreign language lessons, we determine those related to speech behaviour, for example, hotel staff (porters, administrators, regular managers, managers). The tasks are aimed at pairs of students

and can be formulated as follows: a) play the role of the client and the next manager in solving a certain problem situation; b) play the role of administrator and client and demonstrate their speech behavior while paying for accommodation services; c) play the role of the receptionist and the client: the receptionist politely meets the client and explains to him how to go to the manager [1, p. 88].

In conducting of practical classes in foreign languages, we used innovative pedagogical technologies and methods to increase the effectiveness of learning, attracting all the group's competitors to active work, creating the best conditions for learning the skills of listening and speaking, increasing motivation for learning and promoting the development of the personality of the applicants. When using innovative technology, attention is focused on the competent approach to the formation of foreign-language communication competence, as required by the student-centered aspects of the educational process organization [2, p. 453].

Another important aspect in the formation of foreign language competence is the usage of information and communication technology training, which includes the use of information and communication technologies in education, the work with computer and multimedia educational programs, the distance learning technologies in foreign languages, the creation of presentations in the Microsoft PowerPoint, the usage of World Wide Web resources.

Distance learning course «Business Foreign Language» was developed on the basis of the Internet platform Moodle for carrying out of individual work by future interpreters. Through this course, students have the opportunity to look through all the material that the teacher gave at practical lessons throughout the study; print it, if necessary; to do homework and work independently; work out missed classes.

The distance learning course «Business Foreign Language» aims at forming a foreign language communicative, informational, professional and cognitive competence of future interpreters, which includes: assimilation of the terminology apparatus of the economy, trade and tourism business, and the ability of using it for academic and professional needs; the development of skills of oral (dialogical and monologic) speech, writing, functional reading, forming abilities of compilation of

annotations and the abstraction of foreign-language texts of professional subjects; deepening of understanding of foreign-language socio-cultural realities, knowledge and adequate interpretation of various samples of linguistic behaviour, ability to respond adequately and to operate in the professional and everyday contexts of the multicultural environment [1, p. 307].

The distance course is divided into separate sections, which contain the following components: methodical guidelines for working with the course; working educational program of the course «Business Foreign Language»; thematic plans and criteria for estimation of the discipline; list of recommended literature, glossary; plans and tasks for practical lessons; test tasks; methodical recommendations and tasks for individual work of students; individual tasks for working out missed classes; test tasks for self-control; program questions for an exam on the discipline; grammatical tasks; a list of topics for the exam on the discipline «Foreign Language for Professional Purposes» and «Business Foreign Language»; multimedia course materials.

Web-quest technology is effective means of forming the foreign-language communicative competencies necessary for the effective performance of professional activity by future specialists. Web-quest is a design simulation of the integral structure of the future specialists, for the implementation of which Internet resources are used.

Because of the web-quest, students develop the following competency components: social role choice, group skills, information seeking, knowledge of information technologies, ability to creative thinking and creativity, self-improvement.

The main purpose of the web-quest – students providing with the practical skills and knowledge that they need in real working conditions, as well as the formation of such indicators of competence as: the presence of internal motivation to creative self-realization; the ability to solve managerial problems in situations of uncertainty; knowledge in the field of translation studies, economics, tourism, management, business, knowledge of management technology; speed, flexibility, originality,

associativity of thinking; possession of techniques for generating and analyzing ideas, initiative in activities; the ability to influence subordinates, contact; basic managerial skills, experience of creative activity.

Consequently, interactive methods are used to achieve the proper level of formation of professional competence of interpreters during training at a higher education establishment, as well as the ability to independently implement the acquired skills and knowledge during professional activity.

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THE DEFINITION OF BLENDED LEARNING

Remote learning, hybrid learning, flipping classes are practices which involve learning, the concept of place or distance, and the use of technology. Whatever one chooses to call it, blended learning combines classroom and online education. And