APPROACHES TO FORMING LINGUA INFORMATIONAL COMPETENCE OF FUTURE INTERPRETERS

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The article describes the concept of linguistic and information competence for future translators and defined linguistic and information competency as key competencies for future translators. The term "competence" is a complex capacitive sense, as covering different sides of personality. The linguistic competence refers to the development of students' ability to assimilate, activate and systematize linguistic units: the vocabulary of the language, phonetic principles, rules of grammar, gaining knowledge about the expression of cultural values in the native language and the foreign language. Information competence covers the knowledge of regional geographic features of foreign speakers, their traditions, etiquette, habits, behavior and the ability to use in the translation process.

They had selected and examined competence and student-activity approaches. The essence of the competence approach is a set of general principles defining the goals of education, selection of educational content of the educational process and assessment of educational outcomes. They had characterized student-activity approach as the basis for the interaction of teachers and students in learning.

Keywords: linguistic and information competence, competence approach, student-activity approach, interpreter.

Formulation of the problem in the general form. The reform process taking place in our country affected all levels of the education system, including higher education. Today, a university graduate, in addition to deep knowledge,

should be able to freely think and act creatively, independently and unconventional. In modern society the educational system must focus on student-centered training of personnel policy areas which are intellectual and moral development of the individual from its attraction to self-employment in various fields.

The analysis of last publications. Analysis of the research of scholars such as V. Kogan, V. Laptev, O. Lebedev, A. Pinsky, I. Frumin, A. Khutorskoi, J. Bibik, I. Zyazyun, I. Ermakov, L. Kondrashov, A. Ovcharuk A. Pometun, I. Rodyhina, A. Savchenko shows that competence approach in higher education is a response to the challenge of time, its problem, which is becoming creative and highly professional translation industry. Scientists say that the achievement of this goal may be due to changes in the content of higher education under the new approach - the competence.

Fundamentals of a person-activity approach investigated L. Vygotskii, A. Leontyev, S. Rubinstein, B. Ananyev. In the national pedagogy and psychology major contribution to the study of person-activity approach have made A. Leontiev and S. Rubinstein.

The main material. The term "competence" has a difficult receptive meaning as covering different sides of personality. Linguistic competence in methods of teaching foreign languages is meant development of the student's ability to absorb, activate and organize linguistic units: the vocabulary of the language, phonetic principles, rules of grammar, gaining knowledge about the expression of cultural values in the native language and the language that is being studied. Linguistic competence is the ability to operate the acquired knowledge (lexical, grammatical, phonetic), which enable the proper construction of expressions in translation.

Informational competence covers the knowledge and regional geographic features of native speakers, their traditions, etiquette, habits, behavior and the ability to use in the translation process. Informational competence is the ability to manage the acquired knowledge not only about the culture, traditions and customs

of the native people, but also the culture of foreign people for the purpose of reasonable interpretation.

Thus, linguistic and information competence is an important component of translator training. The elements of linguistic and information competence of the future interpreters include: the availability of the installation for the implementation of future translators abilities, willingness to cooperate, linguistic culture, focus on recognizing positive qualities, significance of the other; understand and take account of their behavior in the emotional state of another , the ability to organize a positive feedback with someone, the presence of communication skills: greet, interact, ask questions, respond actively listen, evaluate, request support and so on, self-esteem, knowledge of their own strengths, the ability to use them in their activities, the ability to control their emotional states, language culture, which includes the possession of the statutory language that excludes lexical, stylistic, orthoepic and other violations.

According to teachers, it is mastering competencies may enable students to gain skills and establish itself as a specialist in a particular area. Today, despite some differences in approaches, U.S. experts identify three main components of competency education: a formation of knowledge, skills and personal values [6, p.16]. Thus, under the competence of human pedagogues understand specifically structured (organized) sets of knowledge, skills and attitudes that they acquire during training. They allow a person to determine that identify and resolve, regardless of the context (the situation) problems specific to certain areas [2, c.17].

In order to improve the learning of future interpreters, there are different approaches: competency, synergistic, integrative and modular, student-active, systematic and structural, and others. Pointing to the specific professional activity of future interpreters for the effective implementation of a system that requires the use of linguistic and informational knowledge and the appropriate skills and knowledge that characterize features of the translation process, the ability to intercultural dialogue, we focused on the following approaches: competency and personal and activity approaches.

To consider the competency approach, we determine what is meant by "approach" at all. In the literature, the notion of approach is used as a set of ideas, principles, methods, underlying problem solving. We believe that the approach is a way of solving the problem, which reveals the basic idea, socio-economic, philosophical, psychological and pedagogical assumptions, the main objectives, principles, stages and mechanisms of achieving the goals.

D.A. Ivanov said that the competence approach - an attempt to harmonize the regular school and labor market needs, an approach that focused on the result of the formation, with as a result not seen the amount assimilated information and a person's ability to act in different situations [3, p. 65].

Competence approach, according to O. Lebedev, is a set of common principles defining the goals of education, selection of educational content of the educational process and assessment of educational outcomes. These principles include the following provisions:

- basis of education is to develop students' ability to solve problems in various fields and activities on the basis of social experience, part of which is the students and their experiences;

- the content of education is didactically adapted social experience addressing cognitive, ideological, moral, political and other issues;

- the content of the educational process is to create the conditions for the formation of the student experience of independent solution cognitive, communicative, organizational, ethical and other issues of educational content;

- assessment of educational outcomes based on analysis of the levels of education achieved by students at a particular stage of training [5, p. 5-6].

Competence approach is regarded as one of the foundations of modern education renewal, as it allows bridging the gap between cognitive, activity and personal level of future expert [1, p. 32].

According to the above listed, we believe that competence approach plays an important role in the formation of linguistic and informational competence of future interpreters.

Student-activity approach was first viewed in the writings of B. Ananev, L. Vyhotskii, S. Rubinstein, where the individual is seen as an activity that formed itself in the activities and communicating with others, determines nature of the activity and communication [4].

Student-activity approach is considered the unity of personal and activity components.

Student-activity approach in its personal component implies that the learning center is a person, who is studying, its motives, objectives, i.e. the student as a subject of study. The interests of the student, his level of knowledge and skills, the teacher determines the learning objective of class creates, directs and corrects the entire educational process for the development of the individual student. Accordingly, the purpose of each class in the implementation of student-active approach is emerging from the position of each subject of study and the entire group as a whole.

Activity-component of person-activity approach assumes that teachers and students are the subjects of learning activities. This means that each of them operates and develops by itself. According to this approach activity is an active purposeful activity of human interaction with the environment. In order to carry out purposeful activity, it is necessary to know what form it will lead to meeting existing needs. Any activity is subject. For example, the subject of teachers with qualifications translator is the transfer to students a social experience, knowledge and skills, organization skills of students mastering translation and interpreters, and the subject of the student - the assimilation of this experience and knowledge, abilities and skills. It is in the activity there is a need to find its certainty. Thus motives formed such as incentive component needs, showing its how to pleasure a subject. Due to the purpose of the man takes the opportunity to take proactive steps to respond to their needs [7].

Therefore, in our opinion, the use of person-activity approach is most appropriate when forming linguistic and informational competency for future translators.

Conclusions. Thus, the use of translation in teaching a wide range of modern methods and teaching materials based on person-activity-and- competence approach stimulates cognitive activity of students, creating a positive motivation and thus contributes not only professional, but also the general cultural competence of professionals, which in ultimately, allows you to set curriculum goals and improve foreign language education in high school.

Perspectives for further research are more detailed definition of ways and means to implement the competence and person-activity approaches in the training of future translators.

Literature

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