

CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF TRANSLATORS IN THE PROCESS OF TRAINING

Zuyenko N., Ph.D. in education

The article describes the essence of the communicative competence of interpreters. They had analyzed the concept of «professional competence», «professional training». They had analyzed types of learning activities: quasiprofessional activity that reproduces the conditions and dynamics of employment and relations of employees; teaching and professional activity, expressed in student research activities (preparation of reports and conference papers), educational and work practice course and diploma projects, where previously acquired knowledge, skills and ownership fixed and applied in practice. The article describes the methods used in the process of professional training - a method of analysis of specific situations or method of cases. The aim of research method is obtain of new knowledge and behavior in relation to the specific situation. The combination of these methods provides creating your own project based on an existing concrete situation.

Key words: *competence, communicative competence, training interpreters, activities, methods.*

Formulation of the problem in the general form. Ukraine beginning of the XXI century is at the stage of transformation of social development and radical changes in education related to the integration of Ukraine into the European educational environment. In therefore are particularly important theoretical and methodological, social, psychological, organizational, pedagogical and methodological aspects of the full humanist development of future translators in the direction of formation of professional competence [4, p. 91].

Based on the analysis of recent studies A. Babayan, G. Bezhenar, L. Voloshko, A. Evsukova, L. Karpov, T. Smith, T. Little, J. Melnychuk, I. Poluboyaryny, G. Monastyrnoyi, N. Lalak, K. Osadcha, A. Onats, J. Pinchuk,

V. Polishchuk, L. Romanyshyna, L. Shevchuk, I. Yaroshchuk and guided by domestic and foreign regulations, the empirical results of the search, the professional competence of an interpreter can be defined as a broad, multifaceted, integrated concept which means mastering the profession as an interpreter, is in adequacy solving professional problems.

Professional activities of an interpreter is to provide communication between the parties that, having different linguistic codes, often not even come into direct contact, limiting foreign language texts [10].

The main material of research. Features of formation of specific aspects of professional foreign language competency covered in the works of the boat, N. Gez, S. Henchmen, Road W., Pometun A. et al. In assessing the skills of the individual consumer has taken the concept of “professional competence” S. Molchanov treats professional competence as “the range of questions in which the subject has the knowledge, experience, the totality of which reflect the socio-professional status and professional qualifications”, as well as some specific features that provide the ability to implement a particular professional activity [6, p. 12]. The term «professional competence of an interpreter» does not have a uniform and clearly defined definition. A. Grebenshchikova determines the professional competence of an interpreter as part of the personality characteristics of professional translation, consisting not only of linguistic and psychological competence, but also includes the concept of information competence [5, p.33]. This competence allows the interpreter to effectively carry out its translation activity. A competent translator is one that in addition to fluency in original languages and translation, translation can properly take decisions, is aware of its role as a mediator in the process of intercultural communication [5, p. 6].

Thus, future translators must not only possess the skills of translation, but also realize the value of the translation profession, focusing on social, societal and humanistic view of the translation work.

In modern science, along with the definition of «professional competence» is important to the definition of «training», which is associated with professional

training and reflects the mastery of knowledge and skills necessary for independent professional activity:

- The system of vocational training, which aims at accelerating the acquisition of skills necessary to perform certain work, group work [9, p. 223];
- The process of mastering the knowledge and skills that allows you to work in a particular field of activity [8, s.482].

According to A. Verbitsky, interpreter training takes place in the traditional learning. The disadvantage of the traditional teaching is theoretical orientation training of future specialists, the gap between the tasks that it performs in the learning process, and those it faces in their future careers. This problem solves the technology learning context, in which is the union of theoretical and practical training of future translators, in addition, students gain knowledge in the context of future careers. According to many researchers (N. Borisov, A. Verbitsky, V. Golub, T. Gordienko, F. Pelarin, A. Fedorov) contextual learning creates optimal conditions for the acquisition by students of personal meaning in learning. Tech contextual learning, as indicated by A. Verbitsky [1, 2, 3], contains three types of activity: training activities such as academic, **quasiprofessional** activities and educational and professional activities. The most common form of such activity is traditional lectures and seminars, various lectures (problematic lecture, lecture scheduled errors, binary lecture, lecture- press conference), bearing problematic, in which patterns are formed action specialists. In the process of learning activities is the assimilation of subject knowledge, develop communication skills, a product of cognitive motivation, attitude toward their chosen profession. Students gain knowledge about the types of text and translation of the original language, their characteristics, similarities and differences, how to achieve equivalence in translation, translation basics of analysis, the major transformations that allow translation at the professional level, the skills to work with text.

The key activity in workshops **quasiprofessional** is an activity that involves playing in the classroom under the terms of the dynamics and realities. The most striking form **quasiprofessional** activities is simulation, role-playing game. By

means of such games creates an opportunity to «lose situation» of the educational process from different perspectives, which makes it possible to understand the psychology of its members, and in turn acquire specific professional experience.

Quasiprofessional activity reflects the conditions and dynamics of the relations employed people in it. During quasiprofessional business information and knowledge gained during the training activities of the academic type, are reflected in specific situations that simulate future professional activities (simulation of the process of interpretation, translation of the sheet, the implementation of business correspondence, business process modeling negotiation, discussion of hot topics in the form of role-playing and business games).

Educational and professional activity is in the process of research students (preparing reports and conference papers), educational and work practices in the course and diploma projects, which previously acquired knowledge and skills are fixed and applied in practice. Form exhibitors educational process can be collective. In this case, the students develop teamwork skills, establish contact with others, formed the social competence necessary to carry out a successful profession.

Thus, in the process of mastering these types of activities is the formation of professional and ready to work that applies the theoretical and practical knowledge and skills in research, aims to create something new and relevant. Professional training of translators using the technology learning context is made more successful.

One of the acceptable methods used in the context of learning is a method of analysis of specific situations or method of cases. The main feature of the method is to teach students to solve complex problems, analyze information and choose from a variety of alternative solutions to the most optimal, according to specific situations, special attention should be paid to improving students' abilities to listen and understand others, develop interpersonal skills they interaction [4 , p. 382]. Analysis of specific situations plays a positive role in the training of future translators, because:

- knowledge does not rise in finished form, students will independently search for the optimal solution;
- a change in the passive role of the student in the learning process on the active , there is a need to argue and defend their own point of view, interact , engage ;
- in the case study in parallel fixed previously acquired skills written and verbal communication ;
- analysis of specific situations allows students to produce language based on their own opinions and conclusions without reliance on the finished text.

Application of enhanced contextual learning case is the method allows exchanging views on problems and situations and ways to resolve it. Based on the case-method is considered, discussed and solved the problem that is the basis of the particular situation. The research method can be used as part of case study research, the purpose of which is to obtain new knowledge and behavior in relation to the specific situation.

Using the analysis of specific situations together with the case-method allows to generate a high level of professional competence of interpreters by increasing the level of formation of each component:

- Linguistics (the whole process of working with Casey carried out in a foreign language , therefore , future interpreters gain knowledge of lexical , grammatical and syntax of the study of language used designs and cliché, turns of speech, communication styles and types of text) ;
- Cultural (case studies from real life students are introduced to the study of language from its culture and enrich their background knowledge);
- information technology (search and information processing requires knowledge of lexicographical and electronic resources);
- Translation (simulations learns to behave in a situation of translation, seek out the most successful language means a limited amount of time);
- compensatory (imitation translation process based on the analysis of specific situations teach future translators to overcome language barriers);

- professional and personal component (case study provides an independent search for a solution , in-depth analysis of the situation , teamwork).

Conclusions. Thus, the combination of these methods involves creating your own project based on an existing concrete situation. Application of the method of analysis and case-method relying on contextual learning technology can improve the level of formation of professional competence of interpreters during training.

Perspectives for further research are more detailed examination of the conditions of communicative competence of interpreters and their implementation in professional activities

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