

Y. Dyshleva

MODERN PEDAGOGICAL TECHNOLOGIES IN PROFESSIONAL TRAINING OF FUTURE TRANSLATORS OF THE ENGLISH LANGUAGE

Statement of the problem in general view and its connection with important scientific or practical objectives. Contemporary scientists and practical teachers pay special attention to improvement of training technologies. A special area – pedagogic technology – has lately appeared in science.

The term “technology” itself is borrowed from production industry and is used conditionally within education. A pedagogic technology as a variety of social technology does not imply to such a strict and designated nature and is based upon major provisions of the identity’s psychology, psycho-didactics, social psychology, etc. [1].

Analysis of recent studies and publications, where the start to solve this problem has been given and which the author rests upon. The most famous foreign and domestic scientists, who are engaged in developing of pedagogic technologies and implementing them into the process of training and education include: A.M. Alekseyuk, S.I. Arkhangelsky, Y.K. Babansky, A.A. Badan, V.P. Bepalko, B. Bloom, D. Bruner, J. Carrol, V.V. Davydova, P.Y. Galperin, R. Gates, B.S. Gershunsky, I.Y. Lerner, M.I. Makhmutova, N.G. Nichkalo, O.M. Pekhota, V.A. Slastenin, S.O. Sysoeva, N.F. Talyzina, O.A. Verbitsky, V.A. Yakushin, I.A. Zyazyun and so on.

Statement of the article’s aims (statement of objective). When setting this article forth we have stated the objective: to expose and analyze modern pedagogic technologies which are used and are most efficient in training of expected translators.

Exposition of the major material for the research with a full substantiation of the scientific results obtained. Among all currently existing pedagogic technologies, which are used when rendering professional training for forthcoming translators, in particular upon formation of the English-language competence thereof, the following pedagogic technologies are deemed as the most appropriate ones: 1) person-oriented technologies; 2) module training; 3) developing training; 4) problem training; 5) game technologies; 6) computer (information) technologies and 7) distant education.

1. Person-oriented technology is the embodiment of the humanistic philosophy, psychology and pedagogics [2]. The teacher’s attention is focused on a unique integral personality of a student, open for new experience perception, capable for a comprehensive and liable choice in life situation of whatever kind. As opposed to formalized transmission of knowledge and social standards in conventional technologies, here the aforesaid properties’ achievement by a personality is proclaimed as the major aim of training and education. Person-oriented technologies are featured by: anthropocentric nature; humanistic essence; psychotherapeutic direction; and raise the goal to develop the student’s personality in an open and versatile manner.

It is worth focusing on the definition of N.V. Borisova of the person-oriented technology as a sort of pedagogic activity, as a process and result of creation (prospecting), which is adequate for the needs and capacities of a personality and society, socialization system, personal and professional development of a human being in the educational institution, which comprises of the methodological, didactic, psychological, intellectual, information and practical actions, operations, techniques, steps of the educational process participants, which all are constructed in a specific manner for the set aim, and which guarantee the achievement of the set educational aims and freedom of their conscious choice [3].

I.S. Yakimanska understands the person-oriented education as a training, which core lies in the student’s personality, singularity and self-value thereof; in the first line each stu-

dent's subjective experience is disclosed and thereafter is coordinated with the content of education [4].

Developing the concept of the person-oriented education concept, she insists on perception of the personality as of the aim and factor of the educational experience during the study. Theoretic assignment of her concept of the person-oriented education lies in disclosure of the nature and conditions to realize the educational process functions, which develop the personality.

As constructing the person-oriented training system I.S. Yakimanska is guided by the following provisions: interaction of the student's two types of experience must be carried out through the permanent coordination thereof, using all things the student has accumulated in his/her own vital activity, rather than under the line to force out the individual things, filling them with a social experience; the student is developed as a personality (is socialized) not only due to the fact that the student masters over the reference activity, but also through continuous enrichment, transformation of the subjective experience as a significant source of one's development; the main result of study shall be the formation of cognitive abilities on basis of learning the relevant skills and knowledge, etc.

We believe that namely the great pedagogue V.A. Sukhomlinsky in his sagacious words has managed to describe the peculiarities of the person-oriented training so precisely and brightly: in order to support a student, the teacher has to preserve the feeling of childhood for himself/herself; develop his/her ability to understand the child and all things which happening to him/her; have a wise attitude towards the actions of children; believe that a child may err but not infringes deliberately; protect a child; avoid thinking bad or unjust of a child, and the most important – prevent breaking the child's individuality, but rather has to correct and direct the child's development, keeping in mind that the kid is under a state of self-actualization, self-affirmation and self-education.

The person-oriented technology within the training and education process for future translators at the Business Foreign Language and Translation Department of the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI") is used for teaching on all the subjects. The group (year) of students under "Translation" specialty of a specific academic year is divided into 3 groups according to the level of basic training (at the beginning of the first year for the students in the higher educational establishment the interview and testing are held for freshmen, upon results of which their level is determined): A is the group, where the smartest students learn; B means the group represented by the middle level students; C is the group, where they teach the lowest level students. The educational process is built pursuant to such assignment. For instance, the study material complexity level (vocabulary, grammar, oral topics, etc.) when teaching all the subjects to the A and B group students is higher than the one for C group. Besides, the A and B group students, as opposed to C group ones, should perform additional tasks, which in many cases are of a higher level of complexity.

2. Module training is an innovative type of education, based on the activity approach and comprehension principle (the education program and one's own trend of study are perceived), which is characterized by a closed type of management due to the module syllabus and modules [1].

Substance of the module training lies in relatively independent work of the student as for mastering over the individual syllabus, comprising of separate modules (module units). Each module is the complete professional action, which is mastered through operations – steps.

The module training is aimed at creation of the most favourable conditions for development of the student's personality through ensuring a flexible content of study, adapting a didactic system to the individual abilities, requests and level of the student's basic training via arranging the education-cognitive activity under the individual training syllabus.

Presently all the Ukrainian higher education establishments (including NTU “KhPI”) apply the module training system. It is connected with the active modernization of the national education activity within the bounds of Bologna process.

Module training within the training and education process for future translators at the Business Foreign Language and Translation Department of the NTU “KhPI” is used for teaching on all the subjects. For example, within the semester course “Major Foreign Language” there are 4 modules developed (“Unusual Achievements”, “How to Act in Extreme Events”, “Festivals and Holidays” and “Fame and Popularity”), each commencing with the review and setting lecture of the teacher. Such lecture clarifies the importance of the ideas to be discussed in the given module; student’s individual work scope; tasks or practical works to be performed by the students, etc.

The consultancies schedule with indication of time and venue is specified at the above initial setting lecture as well; the student’s right to have the relevant module’s material passed prematurely, if he/she wishes, is realized. Here works the formulated principle of the student’s right to choose: if one wishes – he or she may pass the test prematurely and use his/her free time to satisfy his/her own interests, which fact, in its turn, draws a significant change in the student’s psychology regarding the attitude towards study. Another interesting thing is that the teacher’s review and setting lecture within the framework of this technology is transformed from a monologue into a dialogue; the teacher is the adviser and participant of the discussion at tutor’s classes.

Aimed at screening the students’ knowledge growth dynamics, tests are held at the end of each module.

3. The grounds of the developing training system are represented by the perception about the development of the student’s personality as a private activity subject. And this means that the major aim of training is to ensure the development of the student’s personality. It is the teacher’s objective, alongside one should account that not every and any change in the student is a modification of his/her development. One should focus mainly on intellectual changes, psychic new formations, but not on development of skills and abilities though they must not be neglected. The main task of a teacher, while examining the peculiarities of the student’s education-cognitive capacity, is to specify the student’s individual area of further development, to facilitate the formation of capacities which are not formed yet [5].

Work for personality is the benchmark of the education’s content. Years ago the student’s role in the educational system had to follow from the state’s needs. Nowadays the emphasis is made otherwise: we have to make the person so that he/she will be able to solve state tasks according to his/her mission, will be a person of high morals, spiritually developed and mobile in his/her development. Whereas the useful activity of a man means the result of development of his mind, intellect and abilities.

Education has to strive for independence of thinking and innovation the same way the person’s mind does, being constantly under active development. Currently, the pedagogic teams of universities and colleges treat variable developments with a focus on individual and creative opportunities of each student for the purpose to form a creative committed personality, who will be capable to regulate itself, foresee, build its own life strategy, as their basic objectives. Therefore the new types of schools are actively implemented into the professional education system, the organization of the education and training process is under updating, providing for:

- implementation of differentiation principles (profile, level ones) as well as individualization of education;
- adaptation of basic content of education and elaboration of experimental (author’s) concepts or models of training, which account for the interests, capacities and abilities of the students, and which are directed to the optimal development thereof. We reckon that Concept to

train the national humanities-technical elite in the National Technical University "Kharkiv Polytechnic Institute", as developed by PhD in pedagogics, Professor O.G. Romanovsky, is one of the most acute and prospective concepts in the area of technical education as of today [6,7];

- modernization of the education's content and methods to teach under integral-humanistic principles.

Any subject which is taught by the teachers of the Foreign Language and Translation Department to students of "Translation" specialty contains the elements of developing training. Creative and logic assignments are composed the way to facilitate the maximal development of the mind activity, creative capacities and so forth, which in its turn encourage them for learning.

4. M.I. Makhmutov has formulated basic functions and distinguishing features (peculiarities) of problem training. He divides the functions of problem training into general and special ones. The general functions include: students' mastering of the system of knowledge and methods of mind and practical activity; development of the student's intellect, i.e. of their cognitive independence and creative capacities; formation of the many-sided and harmonically developed personality. The special functions include: training of skills for creative mastering of knowledge (application of the system of logical techniques or separate methods of creative activity); training of skills for creative use of knowledge (application of the mastered knowledge in a new situation) and skills to solve the educational problems; formation and accumulation of the creative activity experience (mastering of scientific research methods, resolution of practical problems); formation of study motifs, social, ethical and cognitive needs [8].

Each of the above functions is performed in a variable practical and theoretical activity of the student and depends on taking of characteristic features (peculiarities) of problem training into account. The first peculiarity is the specific intellectual activity of the student on independent mastering of new definitions through solving of educational problems. The second peculiarity lies in the fact that the problem training is the most efficient way to form the worldview since in the course of the problem training the features of critical, creative, dialectic thinking are formed. The third peculiarity goes from the appropriate interaction between theoretical and practical problems and is determined by the didactic principle of the education-to-life link. The interaction with practice and use of the students' life experience upon problem training comes out not only as the illustration of theoretical conclusions and regulations, but as the source of new knowledge and area of supplementing the mastered methods to resolve problems in practical activity. The third peculiarity of problem training is the systematic use by the teacher of the most efficient combination of variable types and sorts of independent works of the students. The indicated peculiarity lies in the fact that the teacher arranges the performance of independent works, which requires for both actualization of the previously acquired and mastering of the new knowledge and methods of activity. The fifth peculiarity is specified by the didactic principle of individual approach. The individual perception of the problem invokes the differences in wording thereof, statement of various hypotheses and seeking for these or those ways to prove the same. The sixth peculiarity lies in dynamic nature of the problem training. Dynamics of the problem training consists in the fact that one situation is transformed into another in a natural way subject to the interaction and interdependence law for all the items and events of the surrounding world. The seventh peculiarity lies in high emotional activity of the students, stipulated in the first line by the fact that the problem situation itself is the source of invocation thereof, and in the second line due to the close link between the dynamic mind activity of the students with the area of feelings and emotions as included into the psychic activity. The eighth peculiarity of problem training consists in its provision of a new ratio between the induction and deduction and a new ratio of reproductive and productive mastering of knowledge. One should note that the first three pe-

cularities of the problem training are of social trend, and the other peculiarities are of specially-didactic nature and as whole they characterize the problem training.

It is worth saying that in the first line it is necessary for the teacher to define the capacities of the students, as well as the didactic reasonability to use such type of training prior to planning as to be made by the teacher in respect to application of the problem training while learning any topic or unit. It means the teacher needs to reveal the students' knowledge level on the topic under examination; intellectual abilities of students, level of their development. Depending on the above the teacher is to elaborate the system of specific assignments, which will result in revelation of contrast in the course of movement from ignorance to knowledge. Such assignments may include: the issues which require the clarification of a particular event; issues through which the teacher deliberately collides the opposite thoughts and thoughts of outstanding people and scientists, of students themselves, etc.

Problem training within the training and education process for future translators at the Business Foreign Language and Translation Department of the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI") is used for teaching on all the subjects. As an example let us show the subject "Grammatical Problems of Scientific-Technical Translation". Thus, at lectures and practical classes of this subject the teacher sets grammatical problems, which would be solved by the class at the next lesson and which might be analyzed by students out-of-university, that is they should find the relevant material, make a theoretic analysis of approaches by different schools, infer a certain algorithm to resolve the said problem and make a road-show.

5. The term "game pedagogic technologies" includes quite a large group of methods and techniques to organize the pedagogic process in the form of various pedagogic games. As opposed to games as a whole, the pedagogic game possesses an essential feature: precisely set goal for training and the respective result corresponding therewith, which may be reasoned, outlined in an obvious view and characterized by education-cognitive trend. The game form of classes is created though use of game techniques and situations, which come out as a method to enforce and encourage students for learning activity [2].

The place and role of the game technology in the training process, combination of the game and study elements mainly depend on the teacher's understanding of the games' functions. Major functions of the pedagogic game include the following ones:

- socio-cultural. In this context the game is the strongest method to socialize the student, which involves both socially controlled processes of the dedicated action as for establishment of the student's personality, mastering of knowledge, spiritual valuables and standards, which are peculiar to the society or a group of the same age students, and spontaneous processes, which affect the person's formation. Socio-cultural purpose of the game may mean the person's adoption of the culture's wealth, potentials of educating and forming the person as an identity, which makes it possible for the person to function efficiently as a full-fledged member of the team, etc.;
- international communication. The games are national and at the same time international. They provide with the possibility to simulate different situations of life, retrieve the way out from conflicts without any aggressiveness, etc.;
- self-actualization of the person. The game is important for the person as an area of actualization through personality. Itself the game process is important namely in this view, however not the result of it, competitiveness or achievement of any goal;
- communicative. The game leads the student into the real context of complicated human relations. Any game association of people is a team, which is an organization and communicative source possessing a lot of communicative links in respect to each player. If

we consider the game as a form of communication among people, then no game among them is possible beyond the contacts of interaction and mutual understanding;

- diagnostic. The game is predictable; it is more diagnostic than any other human activity. It is connected with the fact that the person acts on the limit of manifestations (intellect, creativity) in the game;
- therapeutic. The game both may and must be used for overcoming various difficulties, which arise within the person in behaviour, communication with ambience, in study;
- correcting. Psychological correction in game takes place naturally, provided that all the students have learnt the rules and plot of the game, should the game's process and target unite them. Correcting games can help the students to cope with the emotions, precluding their usual self-positioning and communication with students of the same age in the group;
- entertaining. This function is connected with creation of a certain comfort, favourable atmosphere as protective mechanisms, i.e. stabilization of the personality, realization of its expectations' level.

Game pedagogical technologies within the training and education process for future translators at the Business Foreign Language and Translation Department of NTU "KhPI" are used for teaching on all the subjects. Thus, the main game component is present when teaching the wordstock for the course "Major Foreign Language". It is proposed for the students to make cards, containing the active words of a specific module, with which they will further work at classes in a game form. One side of the card contains the English word, the overleaf – its translation into Ukrainian. When fulfilling the game exercises it is proposed for the students to:

- look at the Ukrainian variant of the word and recall the same in English, plus vice versa;
- find synonyms and antonyms for the English word;
- explain the word in English to the partner, without naming the word;
- learn 10 proposed words by heart within 1 minute and name them as remembered with translation into Ukrainian;
- make a logical narration out of 10–15 cards as proposed;
- play the game "snow ball" with partners through use of the proposed cards, etc.

6. In practice the information technologies of training are all those technologies, which provide for special technical information facilities (computers, audio, films, video). The term for training technologies, which use the computer, is the computer technology.

The major peculiarity of the factual side of the education's content lies in multiple growth of "supporting information", availability of the computer information environment, which on the modern level includes information bases, hypertext and multimedia (hypermedia), micro-universe, imitation training, electronic communications (networks), expert systems.

A computer may be used on all stages of the training process: when explaining (introducing) new material, consolidating, revising and controlling external skills and abilities. Alongside it performs various functions for the student: teacher, operation tool for the training object, cooperated team, leisure (game) environment [2]. As a teacher the computer is the source of training information (partially or fully substituting the teacher and the book); visible textbook (of a brand new level with multimedia and telecommunication options); individual information space; simulator; diagnostic and control facility. As an operation tool the computer comes out as the means to prepare and store texts; word processor; graphic editor; computing machine with expanded options (with execution of results in a form of whatever kind); modelling method. The computer performs the functions of a training object when programming, introducing assigned processes to the computer; developing of software; using different information environments. Leisure (game) environment is organized through game programs; online computer games; computer video.

Computer (information) technologies within the training and education process for future translators at the Business Foreign Language and Translation Department of NTU “KhPI” are used for teaching on all the subjects. Thus, the teacher using audio or video recorder, computer proposes the students to listen to (or to watch) a situation or any story on a particular topic. The students should understand the native speech correctly, answer the questions as given by the teacher as for such topic, retell the situation (story), discuss the problem, which is provided in the audio- or video-story (sometimes through a discussion).

7. The peculiarities of distant training include, according to Kharkiv scientists L.L. Tovazhnyansky, O.G. Romanovsky, O.S. Ponomaryov and others [9], the following: possibility to be trained with no travel to study and no interruption of the occupational process;

- possibility of a wide access to domestic and foreign education resources;
- possibility to get educated for solving variable life tasks and upon any level of initial education and training;
- possibility to arrange the process of self-education in a way which is the most efficient for the student, and obtain all the required means for self-education;
- possibility to suspend and renew education depending on individual possibilities and needs;
- reduction of the training cost due to a wide access to educational resources;
- formation of unique educational syllabuses thanks to a combination of courses, which are rendered by educational institutions;
- growth of the society education potential and education quality levels;
- increase of the people’s social and professional mobility, their enterprising and social activity, expansion of the worldview and self-consciousness level;
- transformation of training into a more motivated, interactive, technological and individualized one;
- creation of more comfort emotion-psychological conditions for self-actualization to be trained if compared with traditional ones, removal of psychological barriers and problems, elimination of the oral speech error;
- preservation and growth of knowledge, staff and material potential, which is accumulated by the domestic system of education;
- retention and development of a unified educational area in the territory of Ukraine and foreign countries, where the Ukrainian population lives.

Provisions of the distant training technology within the training and education process for future translators at the Business Foreign Language and Translation Department of NTU “KhPI” are unfortunately used only for several subjects yet. Thus, the author has developed and implemented the authentic distant course “Major Foreign Language” for the students with specialty “Translation”, directed to form their English language communicative competence.

Conclusions for this research and prospects for further development in the said area. Analysis of modern pedagogical technologies has made it possible for us to detect the most efficient and prospective technologies, which are used in professional training of future English language translators. We have reached the conclusion that all the pedagogical technologies, which are under our examination within the bounds hereof, provide a personal and professional development and self-development of the student’s identity, his/her professional and social mobility, competitiveness at the labour market, etc. Further development is essential for implementation of basic provisions and facilities of the distant training technology within the professional training of the English language translators.

Список літератури: 1. Общая и профессиональная педагогика: Учеб. пособ. для студентов пед. вузов / Под ред. В.Д. Симоненко. – М.: Вентана-Граф, 2006. – 368 с.
2. Кукушин В.С. Теория и методика обучения. – Ростов н/Д.: Феникс, 2005. – 474 с.

3. Борисова Н.В. Технологичность образовательного процесса как показатель его качества // Среднее профессиональное образование. – 1998. – №3. – С. 17-20. 4. Якиманская И.С. Разработка технологии личностно ориентированного обучения // Вопросы психологии. – 1995. – №2. – С. 8-14. 5. Педагогічні технології у неперервній професійній освіті: Монографія / С.О. Сисоєва, А.М. Алексюк, П.М. Воловик та ін.; за ред. С.О. Сисоєвої. – К.: ВІПОЛ, 2001. – 502 с. 6. Романовський О.Г. Підготовка майбутніх інженерів до управлінської діяльності. – Харків: Основа, 2001. – 312 с. 7. Товажнянський Л.Л., Романовський О.Г., Пономарьов О.С. Формування і реалізація концепції підготовки національної гуманітарно-технічної еліти: Навч. посіб. – Харків: НТУ “ХПІ”, 2002. – 160 с. 8. Махмутов М.И. Организация проблемного обучения. – М.: Педагогика, 1997. – 132 с. 9. Основы педагогики вищої школи: Навч. посіб. / Товажнянський Л.Л., Романовський О.Г., Бондаренко В.В. та ін. – Харків: НТУ “ХПІ”, 2005. – 600 с.

Bibliography (transliterated): 1. Obwaja i professional'naja pedagogika: Ucheb. posob. dlja studentov ped. vuzov / Pod red. V.D. Simonenko. – M.: Ventana-Graf, 2006. – 368 s. 2. Kukushin V.S. Teorija i metodika obuchenija. – Rostov n/D.: Feniks, 2005. – 474 s. 3. Borisova N.V. Tehnologichnost' obrazovatel'nogo processa kak pokazatel' ego kachestva // Srednee professional'noe obrazovanie. – 1998. – №3. – S. 17-20. 4. Jakimanskaja I.S. Razrabotka tehnologii lichnostno orientirovannogo obuchenija // Voprosy psihologii. – 1995. – №2. – S. 8-14. 5. Pedagogichni tehnologii u neperervnij profesijnij osviti: Monografija / S.O. Sisojeva, A.M. Aleksjuk, P.M. Volovik ta in.; za red. S.O. Sisojevoi. – K.: VIPOL, 2001. – 502 s. 6. Romanovs'kij O.G. Pidgotovka majbutnih inzheneriv do upravlins'koї dijal'nosti. – Harkiv: Osnova, 2001. – 312 s. 7. Tovazhnjans'kij L.L., Romanovs'kij O.G., Ponomar'ov O.S. Formuvannja i realizacija koncepcii pidgotovki nacional'noї гуманітарно-технічної еліти: Navch. posib. – Harkiv: NTU “HPI”, 2002. – 160 s. 8. Mahmutov M.I. Organizacija problemnogo obuchenija. – M.: Pedagogika, 1997. – 132 s. 9. Osnovi pedagogiki viwoї shkoli: Navch. posib. / Tovazhnjans'kij L.L., Romanovs'-kij O.G., Bondarenko V.V. ta in. – Harkiv: NTU “HPI”, 2005. – 600 s.

Ю.В.Дишлева

СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ В ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ

У статті проаналізовано сучасні педагогічні технології навчання майбутніх перекладачів англійської мови. Виявлено найбільш ефективні та перспективні технології, які використовуються у їхній професійній підготовці.

Ключові слова: педагогічна технологія, особистісно орієнтовані технології, модульне навчання, розвиваюче навчання, проблемне навчання, ігрові технології, комп'ютерні технології, дистанційне навчання.

Ю.В.Дышлевая

СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ ПЕРЕВОДЧИКОВ АНГЛИЙСКОГО ЯЗЫКА

В статье проанализированы современные педагогические технологии обучения будущих переводчиков английского языка. Выделены наиболее эффективные и перспективные технологии, которые применяются в их профессиональной подготовке.

Ключевые слова: педагогическая технология, развивающее обучение, личностно ориентированная технология, модульное обучение, проблемное обучение, игровые технологии, компьютерные технологии, дистанционное обучение.

Стаття надійшла до редакційної колегії 20.10.2011
