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PECULIARITIES OF FORMATION OF BASIC COMPETENCES IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE TRANSLATORS

Raising of problem in a general view and her copulas is with important scientific and practical tasks. The process of social and economic development of Ukraine actualizes the problem of becoming a professional translator of a higher education institution, the development of its basic and professional competencies. The Law of Ukraine "On Higher Education" and the National Doctrine of Education Development of Ukraine emphasize high requirements for the person and professional activity of a philologist-translator.

A positive phenomenon of integration processes in modern higher education is the theoretical and practical interest of scientists in the problem of basic competence of research and teaching staff, which is due to radical changes in the concept of higher education in modern society. qualities; provides personal, professional and psychological types of readiness to master

modern innovative technologies and the ability to creatively implement them in the pedagogical process.

The urgency of the problem. The development of university education presupposes the acquisition of such a quality that meets the needs of the future translator, the requirements of society and ensures integration into the world educational space. In modern market conditions, the following requirements are set for them: a high level of theoretical training, the level of social maturity, high efficiency in situations of uncertainty, rapid adaptation to working conditions. Therefore, university education in Ukraine must be of high quality, the future translator of a higher education institution must be able to constantly develop and improve himself so that he can be sure of his competence and professionalism, and themselves should pay attention to aspects of professional training of future translators. environment.

The formation of competence, ie the application of knowledge and skills in a real life situation, is one of the most pressing issues. The formation of business competencies of the future translator now requires a fundamentally new approach: integration of vocational education, practical activities and new information technologies and involves improving the technology of teaching and education based on the use of special software, information and methodological support.

Analysis of the last researches and publications in that the founded decision of this problem and an author leans on that. Considerable attention in modern psychological and pedagogical literature is paid to the theory and practice of higher pedagogical education (A. Aleksyuk, S. Zolotukhina, V. Lozova), the problem of competence as a multidimensional phenomenon (S. Goncharenko, B. Elkonin, A. Markova); formation of basic competence of translators in the Free Economic Zone (G. Ball, E. Klimov); pedagogical vocation (L. Akhmedzyanova); professional culture of the translator (I. Isayev) [2-4].

The basic competence of the translator was studied by such scientists as E. Andrienko, O. Asmolov, L. Alekseeva, V. Barkasi, V. Vvedensky, T. Dobutko, O. Dubasenyuk, O. Kovalenko, L. Makarova, N. Kuzmina, V. Petruk, V. Slastyonin, V. Strelnikov, L. Khoruzha, L. Shevchuk [2, 3], etc.

N. Kuzmina considers the basic basic competence of the translator as his awareness and authority, as a property of the individual, which allows to productively solve educational tasks, designed in turn to form the personality of another person [3].

Selection of previously unsettled parts of the general problem to which this article is devoted. The urgency of the problem, its importance for the theory of modern methodology and insufficient level of development in the context of practical demands of higher education led to the choice of research topic "Formation of basic competencies of future translators in the training process". **The purpose** of the article is to theoretically substantiate and experimentally test the effectiveness of the development of basic competencies of future translators in the process of professional training

Research methods. Research methods. A set of research methods was used to achieve the goal and solve the tasks: theoretical - analysis, synthesis, classification, systematization, generalization of scientific data, which allowed to clarify the essence and structure of the basic competence of the translator, determine the list and content of his basic competencies; empirical - observational (pedagogical observation of the process of professional training of students), praximetric (study and generalization of the experience of professional training of students, analysis of normative documents); diagnostic (interviews, questionnaires, testing, self-assessment, expert assessment), prognostic (development of organizational bases of experimental introduction of the competence approach in professional training of the future translator); ascertaining and formative experiments, by means of which the practical state of formation of basic competencies of the future translator in the process of professional training is clarified, the efficiency of pedagogical conditions of formation of basic competencies of students in the process of studying professional disciplines is checked; statistical: quantitative and qualitative analysis of empirical data using methods of mathematical statistics.

Exposition of basic material. The relationship of basic professional qualities with other components of the personality structure is "directly proportional" is determined by the leading activities of the individual. After all, certain substructural components of personality can be little or completely uncontrollable by a person, and therefore become its features (character, temperament, etc.). However, it is obvious that as a result of active professional activity the individual is subject to it, due to which individual character traits become dependent on the main activity. This opinion gives grounds to assert that the main way to determine the professional qualities of a future specialist necessarily lies through his professional activity. Therefore, the basic professional qualities of a translator should include those that follow from the content and features of his leading professional activities [3, 80].

Thus, the concept of "basic professional qualities of future translators" is a set of properties and characteristics of the translator's personality, the results of which are recorded through the levels of his professionalism, based on the requirements of society.

Analyzing the basic concepts of the categorical base of the basic competence of the translator on the basis of their semantic synthesis, we offer our own interpretation of this phenomenon, understanding it as an integrative quality manifested in the ability to work, willingness to perform various professional functions based on organic combinations of personal and basic professional qualities. provide high efficiency of professional activity.

In the modern psychological and pedagogical literature within the system-structural approach (V. Vvedensky, N. Kuzmina, A. Markov) different classifications of types of basic competence of the translator are given [1].

Thus, V. Vedensky, by analogy with the structure of abilities developed by S. Rubinstein, divides the professional competencies of a translator into two groups - key and operational. Among the key ones he includes intellectual-pedagogical, social-communicative and regulatory types of competencies. To operational - prognostic, design-technological, subject-methodical, organizational, improvisational and expert [7].

N. Kuzmina, analyzing professional competence as a property of the translator's personality, distinguishes five types: special and basic competence in the field of the discipline being taught; methodical competence in the field of ways of forming knowledge, skills in students; socio-psychological competence in the field of communication processes; differential psychological competence in the field of motives, abilities, orientation of students; autopsychological competence in the field of achievements and shortcomings of one's own activity and personality [5].

S. Burdyska in her dissertation research distinguishes five types of basic competence: general pedagogical, special, technological, communicative and reflective [7].

T. Isayeva identifies four types of basic competence of the translator: adaptive-civilizational, social-organizational, communicative and value-semantic [3].

Finally, in many foreign studies, the so-called "nuclear competencies" are recognized as a fairly common type of basic translator's competence, the essence of which researchers reveal through such features as "universality of application", "endurance", "transitionality" [5].

Thus, a detailed analysis of empirical materials used by the authors of these and other scientific developments shows that the classification of types of basic and basic competence of the translator is carried out on: general professional basis; types of professional activity; the object to which the professional activity is directed; areas of professional influence; areas of professional knowledge; abilities.

Of the given variety of types presented in the classification of basic competence, the three-component structure is the most established: key, basic and special competencies. Hence, it can be argued that basic competence is a set of these competencies.

The key ones should include the competencies required for any professional activity. They enable the formation of professional qualities and are multifunctional, multidisciplinary and multidimensional, because they allow to solve various problems in everyday, professional, social life and are manifested in certain ways of human behavior, taking into account his cognitive abilities and psychological qualities.

The basic competencies include competencies that reflect the specifics of the translator's professional activity and at the same time implement key competencies. They are necessary for the implementation of the main professional activities of a translator, because they are rigidly tied to his profession or a group of related professions (teacher, governor, head of an

educational institution, teacher of free economic education, military educator, etc.). Special competencies include those that reflect the specifics of a particular discipline taught by the teacher. Key, basic and special competencies are manifested in the solution of professional tasks. However, among them, in our opinion, the basic competencies are the main ones, because they reflect the specifics of the leading types of professional activity of a translator [4].

Theories of pedagogical activity give preference to a structural approach, which identifies interrelated types or components of the professional activities of future translators.

Thus, developing a conceptual scheme that allows to form a holistic view of the structure of the translator, N. Kuzmin [1] considers the main components of this structure gnostic, constructive, projective, communicative and organizational.

The leading role in the development of the structure of professional activity of future translators belongs to the views of L. Stolyarenko and S. Samygin. According to them, this activity is a complex organized system of different activities: educational activities; activities of generalization of learning experience, which consists of comparing learning procedures and highlighting the most effective methods and tools of learning; methodical activity aimed at building teaching aids, educational subjects; programming activities, definition of educational tasks, which aims to unite subjects into a single whole; communicative activity [6].

O. Gura distinguishes five components in the structure of a translator's professional activity: epistemological, constructive, prognostic, organizational and communicative [1].

The above list of structural components of the professional activity of future translators shows that its various types generally constitute a single multifunctional professional field of activity. Most of the professional functions of a translator are due to the specifics of the educational purpose, the peculiarities of the educational process, as well as the age characteristics of the audience.

Thus, emphasizing the connection of a function with the structure of an object, it can be argued that a function reflects the nature of the whole, its specificity and essence to a greater extent than the structure. Therefore, the function, in our opinion, is a condition for the existence of any structure. This conclusion allows us to determine the nomenclature and content of the basic basic competencies of a translator through the functions of different types of professional activity.

Among the main functions of the translator's professional activity O. Gura singles out the following: terminal (developmental, educational), instrumental (illustrative, research, diagnostic, stimulating, prognostic) and operational (methodical, managerial, organizational, corrective, ascertaining). The researcher considers the communicative function to be pervasive [1].

It is possible to continue the list of functions of professional activity of the translator widely presented in scientific literature. But we believe that all these functions are determined by a system of typical tasks of professional activity, among which the most important are the transfer of cultural values and heritage to children, the development of their cognitive and creative abilities, which depends on the level of his professional knowledge, skills and experience. formation of a system of personal and professional qualities. In this context, to identify the relevant structural components of the basic competence of the translator, it is advisable to use the list of functions of professional activity developed by A. Babenko:

1) practical-operational (technological) - transformation of the received knowledge in practical subject activity in the form of abilities and skills of possession, and also designing and the organization of professional activity;

2) motivational and motivating - the development and finding a mature form of thoughts, motives, values, all personality, self-affirmation in their own professional activities, the realization of creative potential, unique abilities, gaining authority among colleagues and for himself;

3) gnostic - activation of cognitive, intellectual activity of the individual, assimilation of the accumulated knowledge, facts, information of educational character, increase of personal awareness, outlook, erudition, aimed at perspective development;

4) control and evaluation (reflexive) - a person's awareness of their knowledge, behavior, morality and interests, ideals and motives; holistic assessment of oneself as a professional;

5) communicative function is manifested in openness to communication, enrichment in the process of interpersonal interaction [2].

Analyzing the above functions of the professional activity of future translators, we can conclude that his basic competence is a complex characteristic of the translator's personality, which combines professional, communicative and personal components, each of which, depending on the chosen pedagogical profession, corresponds to certain competencies and professional and personal qualities that are basic for a particular competence. If we consider these components more broadly, it turns out that they comprehensively characterize the deep essence of the basic competence of the translator. Therefore, it is expedient to take the outlined structure as a basis for further definition and characterization of basic basic competencies of future translators.

Conclusions and prospects of further research. We interpret the phenomenon of "basic competence of future translators" as an integrative quality, which is manifested in the ability to work, willingness to perform various professional functions based on an organic combination of personal and basic professional qualities that ensure high performance.

The following components of the basic competence of future translators have been identified: professional, communicative and personal. This structure

became the basis for defining and characterizing the basic basic competencies of future translators.

The following basic professional competencies are distinguished from the professional-activity component: subject-theoretical - the presence of a coherent system of scientific knowledge in professional disciplines; information research - the ability to find information, systematize, summarize it, the ability to conduct experimental research; profile - is a deep mastery of professional disciplines.

The following competencies are distinguished from the communicative component: professional communication - possession of a set of verbal and nonverbal means of pedagogical communication; socio-cultural - fixed manifestations of humanistic pedagogical ethics, the ability to identify themselves with the values of the professional environment.

The following competencies are distinguished in the personal component: reflexive - the desire for perfection of professional activity and its adequate self-esteem; creative - the ability to find original solutions to professional problems.

The following levels of formation of basic basic competencies of future translators are established: intuitive (lowest), normative (average), active (sufficient) and creative (high).

However, modern education does not have a theoretical justification for the content and structure, methods, tools and forms of formation of basic and professional competence of future translators, which allows to state the insufficiency of this problem. Therefore, there is a need to develop resources and mechanisms for the formation of professional competencies of future translators.

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Дьоміна В. В., Денисюк В. О., Сєдова К. І. Особливості формування базової компетентності в процесі професійного навчання майбутніх перекладачів

Запропонована стаття присвячена проблемі формування базових компетентностей, які є складним інтегративним утворенням особистості майбутнього перекладача. Щоб повною мірою схарактеризуват їх, автори визначили всі складові. Визначено, які конкретні прояви становлять їх предметну сутність. Взаємозв'язки між компонентами встановлюються та розглядаються в контексті існування, функціонування та розвитку для виявлення факторів розвитку багатомовної культури особистості.

В ході наукового дослідження було визначено набуття професійних та лінгвокультурних знань у перекладачів. Навчальний процес сучасних педагогічних закладів вищої освіти та формування не тільки професійної культури, а й загальної культури перекладача як «системної інтегративної якості особистості, що включає взаємозалежні та взаємозалежні аспекти, представлені значущими та функціональними компонентами, компетентна іноземна мова. Також у ході наукової розробки змістовних домінант були закладені характеристики таких категорій, як багатомовна, багатомовна та полікультурна мовна особистість, що передаються багатьма мовними системами.

Запропоноване дослідження обґрунтовує процес формування багатомовної культури особистості, визначає, що знання своєї культури є однією з головних умов успішної діяльності вчителя, оскільки неможливо прищепити любов або принаймні зрозуміти і прийняти чужу культуру, не маючи високої національної культури.

Ключові слова: багатомовна культура, базова компетентність, педагогіка, сучасні перекладачі, іноземна мова.

Дёмина В. В., Денисюк В. А., Седова К. И. Особенности формирования базовой компетентности в процессе профессионального обучения будущих переводчиков

Предлагаемая статья посвящена проблеме формирования базовых компетенций, которые являются сложным интегративным образованием личности будущего переводчика. Чтобы в полной мере охарактеризовать их, авторы определили все составляющие. Определено, какие конкретные проявления составляют их предметную сущность. Взаимосвязи между компонентами устанавливаются и рассматриваются в контексте существования, функционирования и развития для выявления факторов развития многоязычной культуры личности.

В ходе научного исследования было определено приобретения профессиональных и лингвокультурных знаний в перекладчик. Учебный процесс современных педагогических высших учебных заведений и формирование не только профессиональной культуры, но и общей культуры переводчика как «системной интегративной качества личности, включая взаимосвязанные и взаимозависимые аспекты, представленные значимыми и функциональными компонентами, компетентная иностранный язык. Также в ходе научной разработки содержательных доминант были заложены характеристики таких категорий, как многоязычная, многоязычная и поликультурное языковая личность, передаются многими языковыми системами.

Предложенное исследование обосновывает процесс формирования многоязычной культуры личности, определяет, что знание своей культуры является одним из главных условий успешной деятельности учителя, поскольку невозможно привить любовь или хотя бы понять и принять чужую культуру, не имея высокой национальной культуры.

Ключевые слова: многоязычная культура, базовая компетентность, педагогика, современные переводчики, иностранный язык.

Domina V., Denysiuk V., Sedova K. Peculiarities of Formation of Basic Competences in the Process of Professional Training of Future Translators

The proposed article is devoted to the problem of formation of basic competencies, which are a complex integrative formation of the personality of the future translator. To fully characterize them, the authors identified all the components. It is determined which specific manifestations constitute their subject essence. The relationships between the components are established and considered in the context of existence, functioning and development to identify factors in the development of multilingual personality culture.

In the course of scientific research, the acquisition of professional and linguistic and cultural knowledge from translators was determined. The educational process of modern pedagogical institutions of higher education and the formation of not only professional culture but also the general culture of the translator as a "systemic integrative quality of personality, including

interdependent and interdependent aspects, represented by significant and functional components, competent foreign language. Also in the course of scientific development of meaningful dominants the characteristics of such categories as multilingual, multilingual and multicultural language personality, which are transmitted by many language systems, were laid down.

The proposed study substantiates the process of forming a multilingual culture of personality, determines that knowledge of one's culture is one of the main conditions for successful translators activity, because it is impossible to instill love or at least understand and accept another culture without a high national culture.

Key words: multilingual culture, basic competence, pedagogy, modern translators, foreign language.

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