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INTERACTIVE TECHNOLOGIES IN TRAINING INTERPRETERS

The article deals with the issue of using interactive technologies in the process of training interpreters. Nowadays with the integration of Ukraine into the European space interpreter training faces new challenges as it is to provide society with highly qualified specialists who are able not only to render information from one language into another, but to conduct professionally cross-cultural communication. To perform their functions properly interpreters have to master various language skills and gain professional competences and communicative competence is one of the most important. It is understood as mastering of ethno-social and psychological models and patterns, standards of verbal behaviour and their appliance. The structure of professional communicative competence of an interpreter includes the following five components: linguistic (language) competence; thematic competence, providing extra linguistic information; socio-cultural competence; compensatory competence and learning competence. All of these competences are realized in the process of professional communication that may be defined as the degree of perfection, which manifests itself in following the science-developed recommendations for the effective organization and implementation of interactive communication while solving professional tasks and problems. Interactive learning technologies can promote verbal communicative competence of the future interpreters as they provide active communication in the educational process. They may be divided into interactive technologies of cooperative education; interactive technologies of group training; interactive technologies of situational modelling; technologies of working at controversial issues. Interactive technologies form skills and develop social values, create an atmosphere of cooperation and collaboration. These technologies, involve modelling situations, using role-playing, solving joint problems, sharing and discussing ideas. So during training interpreters learn to communicate with others, think critically and creatively, make well-ground, sound decisions.

Key words: interpreter competence, communicative competence, communication, role-playing, foreign language, skills and abilities.

The urgency of the problem. The current period of social development requires a new level of education that would meet international standards and provide such level of training, that it would make specialists competitive and able to respond to various modern challenges. Globalization, informatization of society, science and technology revolution cannot but influence the overall development of society, which in turn has imposed its imprint on the education and training and of course the level of requirements to individual professionals in particular and system in general. In terms of attempts to rapid and irreversible European integration, Ukraine is becoming a member of international programs, associations, unions, and increasingly attracts foreign investment. Officials and interpreters are facing the problem of ensuring high cross-cultural communication and it is getting sharper and sharper. Requirements to the quality of translation have significantly increased. Interpreting function has changed as well as interpreters are specialists in intercultural communication, who are indispensable intermediary of international communication. Interpreter's activity requires constant participation in intercultural interaction, which requires possession of techniques of verbal and nonverbal communication, communication strategies and communicative competence. Therefore it is necessary to seek and find the technology and training methods that facilitate the rapid and qualitative training of highly competitive translators and interpreters.

Analysis of recent research and publications on the issue shows that issues determining the structure of professional competence interpreter are studied by Z. Pidruchna, Yu. Rybinska and O. Cherednichenko. The problems of definition, classification and application of interactive technologies in the learning process are considered by V. Kotov, O Mysechko, L. Pyrozhenko, O. Pometun, O. Savchenko, S. Tanana, I. Cheredov, K. Vyshnevska, O. Yaroshenko.

The purpose of the article. The article aims at grounding the need to use interactive technologies in the professional training of interpreters.

Main part. Criteria of translating competence are derived from the functions of translation in the modern world. It is believed that this type of human activity is designed to perform four basic functions:

1. the function of providing intercultural and international communication;
2. cognitive function;
3. creative function;
4. protective function [1: 25].

The qualification requirements are applied to an interpreter's activity should be based on components of professional competence, taking into account current social requirements and actual educational possibilities. The following basic components of interpreter competence can be distinguished:

1. socio-psychological competence.
2. communicative and professional communication.
3 general educational professional competence.
4. visual competence .
5. culture-oriented and philological competence.
6. Creative, research competence.
7. Professionally important merits. [2: 41–42]

In determining interpreter competence, many scientists take communicative competence as a principle as an integral part, though communicative competence may be considered as major professional competence of any highly-qualified specialist.

Communicative competence is understood as mastering of ethno-social and psychological models and patterns, standards of verbal behaviour. Along with mastering language skills it provides practical acquisition of communication techniques, code of conduct, rules of courtesy and so on. [3: 35]

Communicative speech competence of an applicant of higher education is realized in the performance of different types of speech activity, namely perception, production and mediation. Each of these types of activities may be associated with texts orally or in writing, or in both.

Rybinska Yu. determines the following components in the structure of communicative competence:

• motivational-value components (such merits and abilities as aptitudes, talents, purposefulness, sociability, the need for communication, self-esteem, empathy, reflection);

• cognitive component (knowledge of: language of communication, cognitive processes, language etiquette, rules of communication that are accepted in the society, social roles performed by a person; communication skills);

• operation and activity component (related to: solving information and semantic aspects of communication, building an overall strategy of interaction).

We distinguish in the structure of professional communicative competence of an interpreter the following five components:

• linguistic (language) competence;

• thematic competence, providing extra linguistic information (a system of knowledge of peculiarities and realities of profession, etiquette speech forms and skills to use them in different areas of business communication);

• socio-cultural competence (includes behavioral and etiquette competence);

• compensatory competence (ability to achieve mutual understanding; set of special language skills that characterize the level of mastering foreign language as a means of communication);

• learning competence (ability to learn, ability to use reference books, etc.)

All of these competences are realized in the process of professional communication. Professional communication is directly related to the performance of professional duties and is conditioned by the solving of professional tasks. Professional communication is multifunctional and serves:

• to exchange information;
• to communicate knowledge to each other;
• to establish relationships;
• to ensure self-realization and self-expression;
• to organize interaction;
• to exert influence upon other people.

The culture of professional communication is understood as the degree of perfection, which manifests itself in following the science-developed recommendations for the effective organization and implementation of interactive communication while solving professional tasks and problems. Culture of professional communication is reflected in the way of preparing for communicative interaction, methods and techniques used in the communicative interaction, chosen style of communication and the results of the communication.

Professional experience of an interpreter requires constant participation in professional interpersonal, and often in intercultural interaction, which requires mastering techniques of verbal and nonverbal communication, communication strategies and communicative competence. Instant professional communication of interpreters leads to the importance of psychological training of future professionals, their mastery of communicative culture to establish high-quality professional communication. In addition to specialized knowledge future interpreters have to know regularities underlying communication system, possess communicative qualities and skills necessary for the harmonious interaction, maintaining communication and mutual understanding of the interlocutors.

We believe that interactive learning technologies can promote verbal communicative competence of the future interpreters. In terms of methodology, the meaning of a category of interactive training will be considered as: dialogue training in the course of which interaction between a teacher and a student occurs; training, the purpose of which tackles linguistic, communicative and action tasks. Interactive training activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of modern and general but significant tasks for every participant of the educational process [4: 146].

Essence of interactive learning is that the learning process is organized in such a way that almost all the students are involved in getting knowledge. All of them have the opportunity to debate about what they know and mind. Joint activity of students in the process of learning means that every future specialist makes his or her own contribution to the exchange of knowledge and ideas. And such a learning process takes place in an atmosphere of mutual understanding, mutual support, which allows not only to obtain new knowledge and develop cognitive activity, but also to shape communication skills.

Interactive activities in the classroom offer organization and development of dialogical communication that leads to mutual understanding, cooperation, joint solution of common, but important for every future specialist, tasks. In the process of dialogue training, students learn to think critically, solve difficult problems based on analysis of relevant information, weigh alternative views, participate in discussions, and communicate with others. To this end individual, pair and group work, research projects, role-playing, creative works are organized. Students may be engaged in project-based learning. In order to reap the benefits from this learning paradigm, activities demanding production, commentary on peer productions and tutor feedback can be created [5: 6].

The biggest advantage of interactive learning is that student ceases to be an object and becomes a subject of study. This provides intrinsic motivation for training that contributes to its effectiveness. Even not very successful students have a chance and get into a situation of success that facilitates assimilation of knowledge and skills and forms more positive attitude to the studying process. A general atmosphere of cooperation and mutual support that prevails in the classroom, affects not only the way knowledge is acquired but also the level of relations in the team, which cannot but affect positively the level of future professional communication skills. The role of the lecturer, who is also the subject of interactive learning is reduced to the skillful organization and management focused on cognitive-communicative and research activities of students.

Interactive activities are based on active communication in the educational process. The base of interactive learning is that the learning process is subject to constant and active cooperation of all students, and a lecturer and students are equal subjects of studying. Interactivity contributes to education as it forms skills and develops social values, creates an atmosphere of cooperation and collaboration. This technology, according to the researchers, involves modelling situations, using role-playing games, solving joint problems by analyzing relevant learning situation and eliminates the domination of one's learning process over another, one idea over another. Therefore, during these training interpreters learn to communicate democratically with others, think critically and creatively, make well-ground, sound decisions. Interactive learning changes the usual visual-based forms into dialogic-based ones that rely on cooperation and mutual understanding.

S. Tanana summarizes the following advantages of using interactive technologies in teaching foreign language

• friendly atmosphere and relationships between learners are formed;

• learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes;

• it will help the learners to overcome the problems of language barrier confidence and fear of making mistakes;

• learners talking time is longer, it is good for communication;

• a teacher does not dominate;

• a teacher has an opportunity to give the task to every student. All learners are involved in the work;

• it is good for individual work;

• learners can use their background knowledge [6: 197].

So it is reasonable to note the following methodological features of interactive learning: the use of problematic situations and statements, the organization of educational space that favours dialogue, motivational background of all joint activities, the use of communication methods and techniques, optimizing evaluation system of joint activities, development of skills of honest self examination.

The use of interactive teaching methods and techniques allow training students to perform different roles: the speaker, the opponent, promotes skills to create and solve problem situations to prove their opinion or refute statements. These ensure the unity of theory and practice.

Interactive technologies include:

- Interactive technology of cooperative education (work in pairs, in small groups);

- Interactive technology of group training (brainstorming, solving the problems);

- Interactive technology of situational modelling (simulation games, role-playing);

- Technology of working at controversial issues (discussion, debates etc.) [7: 136].

Among the interactive learning technologies most prevalent in professional education are: brainstorming, ranging ideas, "microphone" (free accumulation of a large number of ideas on a specific topic for critical thinking); method of forecasting or prediction (using didactic material to confirm or deny the hypothesis formulated to a classes); discussion, "press method" (students consistently give reasoned answers to some controversial issues, reach a consensus); Socrates conversation (students pose problems and seek ways to solve them); business games (role -playing in order to perform individual functions in the professional field).

Role-playing may be particularly valuable to develop communicative skills of future interpreters as it is based on dialogical forms of interaction between participants of the educational process. In general it helps develop creative thinking, master knowledge, work at practical skills, practice personal communication style and behaviour, form abilities to take the initiative and make independent decisions in problem-solving.

Role-playing can be seen as simulation of real professional situations. The main feature of the role game, according to K. Vyshnevska, is that "simulation is as close to a real professional situation as possible" [8: 214] and realizes the principle of compliance training to the requirements of modern society. Simulation and role-playing in higher education opens possibilities to solve educational problems that have no obvious and the only correct solutions. It helps students search for innovative solutions and ways out of different contingencies. It is important to provide students the freedom to choose educational tasks and roles based on their individual characteristics and capabilities, the situation of success at each stage of work.

Interactive methods also allow creating situations in which students quickly and effectively master skills to solve educational and professional tasks improve communication skills, develop independent thinking. O. Mysechko argues that interactive teaching methods promote the democratization of the educational process, emphasizing that these methods can be applied both in lectures and seminars and during the practical training [9: 72].

Conclusions. Thus, modern requirements for professional training of interpreters require new training technology for a future profession in general, and for interpersonal and intercultural communication in particular as it is one of the main activities of highly qualified interpreter. Communicative competence involves being fluent in several foreign languages, mastering oral and written communication skills and the ability to use while communicating foreign culture-oriented sociolinguistic realities. The best method in forming communicative competence of the future interpreters, in our opinion, is the use of interactive technology, as target skills are formed by interaction and communication. The other advantages of interactive learning include high performance in mastering knowledge and skills, development of critical thinking; ease of control of knowledge and skills, expanding cognitive abilities of students. Future research lies in the sphere of adapting the existing interactive technologies to the peculiarities of the interpreters training and in finding other innovative techniques to improve training of interpreters.

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Черний Г. В. Интерактивные технологии в подготовке переводчиков.

В данной статье рассмотрена проблема подготовки переводчиков к межкультурной коммуникативной деятельности. Определено понятие и выяснено структуру коммуникативной компетенции переводчика. Отмечено важность коммуникативной компетенции для профессионального общения переводчика. Указано преимущества использования интерактивных технологий в формировании коммуникативных умений студентов. Обоснована необходимость применения интерактивных технологий в процессе

профессиональной подготовки переводчиков. Рассмотрены возможности применения имитационно-ролевых игр для формирования коммуникативных навыков будущих переводчиков.

Ключевые слова: *компетенции переводчика, коммуникативная компетенция, общения, ролевые игры, иностранный язык, навыки и умения.*

Черній Г. В. Інтерактивні технології в підготовці перекладачів.

У даній статті розглянута проблема підготовки перекладачів до міжкультурної комунікативної діяльності. Визначено поняття та з'ясовано структуру комунікативної компетенції перекладача. Відмічено важливість комунікативної компетенції для професійного спілкування перекладача. Зазначено переваги використання інтерактивних технологій у формуванні комунікативних умінь студентів. Обґрунтовано необхідність застосування інтерактивних технологій в процесі фахової підготовки перекладачів. Розглянуто можливості застосування імітаційно-рольових ігор для формування комунікативних навичок майбутніх перекладачів.

Ключові слова: *компетенції перекладача, комунікативна компетенція, спілкування, рольові ігри, іноземна мова, навички та вміння.*