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THE ROLE OF INTERACTIVE TRAINING METHODS FOR PREPARING FUTURE INTERPRETERS OF ENGLISH LANGUAGE

The scientific article deals with the use of interactive technologies in the preparation of future interpreters for effective professional communication.

Key words: *business communication; interactive teaching methods; interactive training technologies; professional communication; an interpreter; the formation of professional competence.*

Actuality of the study. Professional communication plays a significant role in the professional activity of any representative. A specific feature of the profession of an interpreter, which distinguishes it among many others, is that communication is not only a means that helps to establish interaction, but also the object of this activity. It brings certain features into the process of professional interpreter communication. Unlike others, professional interpreter communication includes three varieties that determine the type of interaction between the translator and other participants of interlanguage communication and accordingly their behavior and attitudes: translation, business communication and friendly communication [8].

Thus, the future interpreter must, in the process of his professional training, master the ability to distinguish which of the types of professional communication is leading in each particular situation, to master their characteristics and overcome difficulties. In order to help students to determine the type of professional communication, we used the ideas of G. Andreeva about the existence of three main sides of communication: communicative, interactive and perceptual [1], which reflect the main goals of communication to convey the message, organize interaction and understand the communication partner.

Recently, Ukraine has been actively developing international cooperation with many countries in the fields of politics, economy, science and technology. On the territory of our country there are many joint industrial and trade enterprises. For this reason, the preparation of competent specialists who know not only a foreign language, but also have specialized knowledge in the field of industry and the economy, is one of the important tasks of modern society. The development of the information and technical sphere entails the establishment of new international contacts, which in their turn are impossible without holding conferences, negotiations, exhibitions of inventions and other meetings of a scientific character. It is difficult to imagine such events without the work of qualified interpreters.

Analysis of publications. The issues of interpreter's professional training and new methods and forms of training have been studied in the works of modern scientists. Thus, the multifaceted aspects of the problem of the preparation of translators have been examined in the works of such scientists as Yu. Bakanova [2], I. Holub [5], V. Komissarov [7], and others. The professional qualities required for an interpreter are disclosed in the works of M. Demianenko [4], M. Prozorova [13]. The questions of context-competence approach to the modernization of education are analyzed by E. Johnson [6], A. Verbitskiy [15] and others. Also interactive methods of teaching are widely analyzed by V. Bukatov [3], A. Ershova [3], G. Pyatakova [14] and others.

Purpose of the article. The aim of our research is to search for new effective forms and methods of training, as well as to analyze the role of interactive teaching in shaping the communicative abilities of future interpreters.

The main material research. As you know interpretation is a specific and complex speech activity, as it is carried out within the framework of simultaneous existence of two languages and two cultures. Any translation activity is aimed at a successful exchange of information, so the requirements for the skills of an interpreter are very high. The interpreter must not only possess special translation skills, but also be able to hear and understand information, both in foreign and in native language. Such a characteristic as the speaker's speech tempo limits the time for a translation operation with an interpreting, i.e., the interpreter needs to analyze the speaker's words in a minimal amount of time and find the right words. Single perception of the segments of the original makes it impossible to compare or correct the translation after it is completed, in addition, searching for the reference literature also seems impossible. As a result, it is very important for an interpreter to be able to allocate and note the most important or difficult moments, as well as numbers, dates, names, titles quickly [12].

Thus, the successful interpretation comes to the reproduction of a laconic, literate, coherent translation text that preserves identity with the original text. Currently, there are various textbooks and manuals for training interpreting, aimed at developing the skills, which are necessary for the interpreter at various stages of training. But the most popular are interpreters, who have specialized knowledge in any particular field of knowledge. Therefore, at the moment it is important not only to provide the interpreter with the skills of interpretation, but also to provide him with knowledge of the material of the translated industry. As you know, translating terminological vocabulary is a complex aspect of the activity of an interpreter. As a consequence, while training future interpreters in higher education institutions, the emphasis is on developing students' readiness to be a direct participant in bilingual professional communication. Interactive teaching methods provide such training best of all.

Studying the peculiarities of translation as a specific kind of professional communication, we mainly considered it as communication, in which the main thing is to convey the message accurately. Each time the interpreter communicates with people belonging to different cultures, having different views, values, preferences, etc. All these factors greatly influence the translation and in this case various transformations can be observed.

Case technology stimulates thinking processes (analysis, comparison, synthesis), teaches you to put questions correctly, to differentiate opinions from facts, and make informed decisions. Work on situations was carried out in stages, beginning with the clarification of the essence of the problem itself and the students' awareness of the importance of its solution. Students offered possible solutions to the problem and analyzed the consequences of applying each of them, thus choosing the most appropriate in each particular situation. In the process of working on situations, we also paid attention to the educational discussion as one of the productive interactive learning technologies, since its goal is the process of self-search.

Another feature of human communication is that partners can influence each other through the system of signs. The exchange of information necessarily involves an impact on the behavior of a partner. The effectiveness of communication is measured precisely by the extent to which this influence turned out to be successful. But in the process of interlanguage communication partners are practically deprived of this possibility, since they do not have a single system of signs, therefore it is the interpreter's task to understand what kind of influence the communicator has in mind and convey accurately it in the text of the interpretation. For this, the interpreter needs to analyze the pragmatic potential of the text, which is determined by the content and form of the original text. It is important that the interpreter can also be affected by this information and, as a result, transfer his judgments to the text of the interpretation, which will distort the content of the message. Therefore, in the process of forming professional competence, we paid attention to the pragmatic neutrality of the interpreter [12].

The term «interactivity» means the ability to interact seamlessly with someone. Interactive teaching is primarily characterized by the fact that students carry out joint

activities, exchanging such fundamentally important competences as: knowledge, ideas and personal experience. In addition, interactive activities involve the building and further development of interactive communication. Dialogue communication, in its turn, develops the skills of mutual understanding and interaction, which are useful in the group solution of common, but at the same time, separately significant for each task [16].

It should be added that the dialogue process develops in its participants the ability to think critically and solve complex problems, analyzing the available information and current circumstances. For this reason the development of interactive communication as a stage of training of interpreters is one of the most fundamentally important components. It is also worth noting that dialogue communication helps to develop in the students the side skills necessary for teamwork, for example, such as: the ability to take into account alternative judgments, the ability to participate in discussions, the ability to communicate freely.

Interactive training is unique in its usefulness for the preparing of interpreters, since it helps to develop the skills necessary for the job. A modern specialist should be able not only to communicate with foreign partners, but also to use international professional and cultural experience in his work. According to the research of sociologists, the most requested abilities in the modern world are: the ability for creative development and self-development, the ability to make creative decisions in the dialogue process, and it becomes possible only when a sufficiently high practical language level is reached [11].

Thus, we see that the preparation of qualified interpreters is important and relevant at the moment, and interactive training is one of the best methods to achieve the above goal. However, the implementation of this type of training has a set of rules that are fully expressed by T. Panina [10]. We list only a few of them, which we believe should be given special attention to when implementing the method of interactive training in the preparation of interpreters:

1. Participation of all the students in the work. The participation of each student allows you to see other people's actions in the same established situation and compare the success of a translation solution to the problem posed. Thus, students exchange experience and have a chance to correct practical shortcomings even at the stage of learning consecutive interpreting.

2. Analysis of students' psychological readiness. Special attention to the internal state of participants can help to avoid constraint and enslavement in the learning process. Interpretation requires clarity of speech, so psychological stability is extremely important for a qualified specialist.

3. The right to vote for each student. The word should be given to each student, because correction of errors can be carried out only when the error was voiced itself. It is impossible to help a student to be able to interpret if he is silent.

4. Clarity of the regulations and training procedures. The process of consecutive interpretation is by no means chaotic, but has clear criteria, and therefore the teaching

of interpretation should take place in conditions as close to real as possible [10].

If we look at the problems of interactive training methods more closely, practically all of them include the development of communicative skills. Therefore, it is obvious that the more interactive methods will be used, the better will be the preparation of future specialists interpreters. Analyzing the existing methods of interactive training, we identified several groups of interactive methods that, in our opinion, are most needed in the process of training future interpreters, because they contribute to the successful formation of their general cultural and professional competencies.

1. In the first group of methods we can practice a role play, a business game and modeling of processes and situations. The most common option in these methods is the ability for the learner to present himself in the real situation, at the time of the activity of the interpreter. It is obvious that the use of the methods presented in this group contributes to the formation of the greatest number of professional competencies of future interpreters.

2. In the second group we combined such methods as a round table, group discussion, debate. In our opinion, it is advisable to use such methods when students have the necessary knowledge to conduct a discussion. It gives the ability to formulate oral and written speech, to prepare and present their own scientific results publicly, to lead discussions and participate in polemics, to master stable skills of perception and speech production and correctly apply the rules for constructing texts.

3. The third method is a work in small groups. Regardless of the language in which it is conducted, first of all, of course, it forms the ability to work in a team, cooperation with colleagues, the ability to formulate team goals, prevent and constructively resolve conflict situations in the course of professional activity.

4. The fourth group of methods includes interviews and press conferences. Here it is also advisable to use the language you study to conduct the lesson. In addition to the successful formation of speech generation and perception skills, trainees develop the ability to assess the quality and content of information, highlight the most significant facts.

Role-play, as one of the types of interactive method, is the most optimal form of training for interpreters. The essence of the role-playing game is that all students receive a certain role, which they must follow, without going beyond the proposed situation. The game organically combines high motivation, emotional tension, group interaction, the use of real situations, specific and relevant goals for the students, and tasks, socio-communicative roles that allow students to represent themselves as carriers of other cultures; as well as non-verbal activity and much more [10].

By now, considerable experience has been accumulated on the use of role-playing games in practical foreign language classes, with the goal of developing communication skills; increase of professionalism; development of motivation in learning a foreign language. In the course of preparation and conduct of role-playing and business games, the capabilities of both the individual and the whole team are activated, the sense of responsibility increases, the proper professional competencies and personal qualities of young specialists are being formed.

In the process of preparing and conducting role games, the formation of language knowledge among students is in accordance with their individual metacognitive, cognitive, social and affective strategies. Anyone is able to show the best qualities. Nevertheless, the task of engaging students in creative activity in preparing individual role games seems to be rather time-consuming. It is necessary to make the content of role-playing games interesting. It can be achieved through the inclusion of various topics related to the future specialty of students; studying of special disciplines, since the inclusion of interdisciplinary links and their coordination makes it possible to improve the quality of the training interpreters.

During the role-playing game, students rely on their own social experience and the experience of their group mates. Along with this, students communicate with each other, jointly solve their tasks, search for the most appropriate ways of interacting with each other, overcome emerging conflicts, and learn to make compromises. Classes in the form of role-playing games are of a success among students, as they are interested in them. Each student becomes an active participant in the educational process. The advantage of this technology is the involvement in the active work of all students, while in traditional teaching technologies the teacher relies on a stronger student who learns the material faster, while the weak student does not take part in a discussion [9].

Conclusions. Summing up, it should be said that optimization of the essence and structure of the teaching process and the concept of "interaction" can be achieved through the use of interactive training methods. The interactive form of education, of course, cannot replace the lecture forms of conducting classes, but is one of the ways to conduct practical classes. Lecture material, as you know, is better assimilated during its practical application, and this kind of interactive method, like role-playing game, allows not only to apply the acquired knowledge, but also to share personal experience with the team, express one's own opinion, get and learn to give constructive criticism. In the course of the interactive studies the students' opinions, skills and behaviour are formed, which are necessary for successful translation activities related to consecutive interpretation.

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РОЛЬ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ ПРИ ПІДГОТОВЦІ МАЙБУТНІХ УСНИХ ПЕРЕКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ

У науковій статті розглядається застосування інтерактивних технологій у підготовці майбутніх усних перекладачів до ефективного професійного спілкування.

Ключові слова: ділове спілкування; інтерактивні методи навчання; інтерактивні технології навчання; професійне спілкування; усний перекладач; формування професійної компетентності.

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РОЛЬ ІНТЕРАКТИВНИХ МЕТОДОВ ОБУЧЕНИЯ ПРИ ПОДГОТОВКЕ БУДУЩИХ УСТНЫХ ПЕРЕВОДЧИКОВ АНГЛИЙСКОГО ЯЗЫКА

В научной статье рассматривается применение интерактивных технологий в подготовке будущих устных переводчиков к эффективному профессиональному общению.

Ключевые слова: деловое общение; интерактивные методы обучения, интерактивные технологии обучения; профессиональное общение; устный переводчик; формирование профессиональной компетентности.

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