

УДК 81:378.091.313:81'25

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MEDIATECHNOLOGIES IN CONTENT AND LANGUAGE INTEGRATED LEARNING: TRANSLATOR'S AND INTERPRETER'S TRAINING

The article deals with the peculiarities of using media technologies in the process of translator and interpreter's training in the framework of content and language integrated learning. The main problems of translator and interpreter's training and the components of professional competence have been outlined, trouble-making factors have been analyzed, troubleshooting potential techniques taking into account the character of modern professional environment have been suggested.

Медиа технологии в интегрированном обучении предмету и языку: подготовка переводчиков

В статье рассматриваются особенности применения медиа технологий в обучении переводчиков при использовании элементов методики интегрированного обучения предмету и языку. Определены основные проблемы подготовки переводчиков, специфика компонентов переводческой компетентности, проанализированы причины возникновения проблем, предложены способы их устранения с учетом условий современной профессиональной среды.

The concepts of media education have been in the focus of scholarly attention for more than a decade representing a wide spectrum of possibilities and confirming its priority for research and teaching. The objective of this article is to demonstrate certain peculiarities of using media technologies in the process of translator and interpreter's training in the framework of content and language integrated learning, to analyse the main problems of translator and interpreter's training and the components of professional competence, the trouble-making factors and the troubleshooting potential techniques taking into account the character of modern professional environment.

The review of the literature indicates that the problems concerning media education are of utmost importance and the key terms under consideration are *media education, medialiteracy, media culture, mediacompetence, mediatechnology* [1; 2; 3; 4; 5; 6; 7]. *Media education* is understood as a set of measures aimed at transforming the educational process through the introduction of information products, tools and technologies into the educational process [8]. Media education process results in *medialiteracy*, which in its turn generates *mediacompetence*.

Mediatechnologies in teaching refer to a way of processing electronic documents, including visual and audio effects, multiprogramming different situations for their use in the learning process [8]. Scientists demonstrated multiple benefits of using media technologies in their research. Media technologies enhance students' motivation, save training time, contribute to more efficient learning through the influence on several channels of perception, give the possibility of organizing training sessions over local area network, the introduction of distance learning, which indicates the improvement of teaching methods and better quality of education. However, it should be noted that these benefits have become accessible only recently and their effective use in teaching requires corresponding changes in teaching methods. Mediatechnologies gained their priority in the process of professional training and translator's and interpreter's training programs seize the opportunity.

It should be mentioned that a significant demand for professional translators and interpreters in Ukraine is stimulated by its integration into the European community, globalization processes and active participation of Ukraine in UN humanitarian and peacekeeping missions, various programs of cultural and educational exchanges, dramatic expansion of business contacts. The Ukrainian tight labour market is characterized by fierce competition, which results in the need of professional training a versatile individual with a set of hard and soft skills meeting the requirements of the changing environment.

These development processes and changes on the local scale are accompanied by certain changes in translation and interpretation practices on the global scales: Translation Studies have become a separate discipline of versatile, interdisciplinary and intercultural character. It resulted in the variety of institutions of translators training emerging in great number both domestic and foreign. They suggest multiple translator's and interpreter's training programs and promise great employment possibilities, though sometimes the quality of their graduates' professional competence leaves much to be desired. It can be partially explained by the complexity and time-consuming character of the training process for translators and interpreters should be versatile, combine a large spectrum of hard and soft skills.

Another trouble can be seen in the absence of the Branch Standards of Higher Education. The Branch Standards are the guiding landmarks for the professional training, they contain such components as: educational qualification characteristics of graduates of higher educational institutions, which define the objectives of higher education and training, determine the place of the specialists in the structure of state industries and the requirements for their competence and other socially important qualities, abilities and skills, professional functions and typical tasks; educational and professional training programs, which define the regulatory period and the regulatory part of the content of training in a certain field or specialty, the requirements for con-

tent, scope and level of education and professional training; diagnostics tools, intended for quantitative and qualitative assessment of education efficiency, that is the assessment of knowledge, abilities and skills, professional and other qualities in compliance with the education standards of higher education [9].

Awaiting the solution, we can't ignore our life moving forward and updating professional training should be taken for granted as it is inevitable. Teacher presently perform their activity on the basis of so-called "homemade Branch Standards" as it is clear that the former standards are no longer required in the contemporary environment being old-fashioned, based on irrelevant experience and outdated teaching methods demonstrating a weak link between teaching programs and real-life issues.

Plants:

"Homemade Branch Standards" are developed by the teaching staff taking into account their individual translating and interpreting experience and the internship and employment demand. Our university collaborated on the internship agreement basis with such plants as Dniprospetsstal PJSC, DIGIDROL — water treatment and disinfection company, Motor Sich PJSC, Zaporizhzhia Bread-baking plant № 5 PJSC, Zaporizhzhia Metal Constructions Plant PJSC, Zaporizhzhia Metallurgy Industrial Complex OJSC, Zaporizhzhia Transformer Plant PJSC, Zaporizhzhia Titanium-Magnesium Plant, «Carlsberg Ukraine» Beer and Non-alcohol Beverages PJSC, etc.; such banks as «OTP Bank» JSC, «Bank Credit Agricole PJSC», «Ukrsotsbank» PJSC, etc.; such enterprises and agencies as Zaporizhzhia Industrial Business and Trade Association, Language Centre "Polyglot", Translation and Interpreting companies, «DVK» LLC, «AZMOL» PJSC, «Klion» LLC, «Teremok» LLC, «BRIVA HRUP» LLC and several tourist agencies.

Teaching priorities in updating teaching programs resulted from students' professional internship contribute to the creation of these new "homemade Branch Standards", which are rather intuitive, based on individual experience and can be argued as subjective and inconsistent, though it's better to have something to be improved than nothing at all.

It is obvious that the formation of professional competence is a complex and long-standing process. This process contributes to the development of a specific transformed concept of translator/ interpreter competence, which is the target of professional training. The analysis of literature on the problem (R. T. Bell [10], E. V. Breus [11], Stuart J. Campbell [12], V. N. Komissarov [13], L. K. Latyshev [14], M. N. Martínez [15], M. Orozco [16], Pym [17] etc.) demonstrates that translator's and interpreter's competence is a sophisticated phenomenon formed on the basis of linguistic and sociocultural knowledge and skills. We support the idea expressed by Albrecht Neubert that "translation practice requires a unique competence, perhaps a set of competences that comprise, of course, competence in the source and target

languages. Translation involves variable tasks that make specific demands on the cognitive system of the translator. What enables translators to cope with these tasks is their translational competence” [18, p. 3].

The scientific position of M. Kermis concerning translator and interpreter competences seemed the most relevant for our research, so we borrowed the scholar’s idea, who distinguished five competences common for translators and interpreters: Linguistic Competence, Comprehension Competence, Production Competence, Subject Area Competence and Cultural Competence; five specific competences for translators: Translational Competence, Instrumental Competence, Attitudinal Competence, Communicative Competence, Assessment Competence and five specific competences for interpreters: General Knowledge, Memory Skills, Public Speaking, Moral Competence and Stress Tolerance [19].

On the basis of the abovementioned classification of competences we conducted the starting stage of our experiment, where the undergraduates were asked to distribute the subjects in accordance with the professional components of competence they develop and assess their relevance. They filled in questionnaires expressing their opinion concerning the efficiency of the program studied and their relevance to translator and interpreter competences. The results manifested that the program of their education includes a wide range of various subjects, some of which have a slight relevance to translator and interpreter competences. We have analysed the content of the academic subject’s programs [20] and came to the conclusion that some of them should be replaced or greatly modified to meet the requirements of professional competence.

Content and language integrated learning (CLIL) methodology suggests some idea of solving the problem. Phil Ball in his book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output [21]. The elements of this framework can be borrowed and implemented in the translator training programs. CLIL integrates both Content Learning and Language Learning and in translators training can develop Linguistic Competence, Comprehension Competence, Production Competence, and Subject Area Competence at the same time. Students aren’t expected to be proficient in the foreign language before they begin studying. They learn the language they need for studying at the same time as they learn the subject. With CLIL, learning the content and learning the language are equally important. CLIL involves a change of focus in the classroom. Teachers show how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. In other words, the teachers have to change their methodology, and find different ways to help students learn [22].

In this research we focused on professionally-oriented subjects (Introduction to Translation Studies, History and Theory of Translation Studies) with lectures and

seminars as traditional forms of teaching and mediatechnology which is an essential constituent of the process. It should be noted that lately the limited capacity and lack of access to technologies were a serious barrier on the way to application of computer media technologies in the teaching process. Teachers had limited access to authentic information products, thus they were used occasionally in the educational process. Now the situation dramatically changed for the better.

Mediatechnologies are used in order to keep students involved, video aids are used to clarify and support the lecture. Video materials applied are aimed at introduction of the ideas presented in the lecture, or demonstrate a different idea, even doubtful to provoke student's arguments. Mediamaterials (printed, audio and video) are used not only in delivering lectures, they are essential for seminars, which are transformed from traditional seminars into seminar and practical classes. These blend of seminars and practical lessons consists of two parts, where the first prescribed for all the students focuses on content and language learning with the dominating content but the emphasis on the source and target languages, the second part of the class suggests students teamwork — presentations on the issues under consideration. Such combination of curricular and extracurricular activities if organised properly results in the development of Linguistic, Comprehension, Production, Subject Area, Cultural, Translational, Instrumental, Attitudinal, Communicative, Assessment, General Knowledge, Memory Skills, Public Speaking, Moral and Stress Tolerance Competences.

The most complicated and controversial in the abovementioned process is to organise it properly and reasonably as it is influenced by certain variables. The selection of the appropriate mediamaterials is a time-consuming process, which should be performed taking into account globalization and technological effect on the development of languages, the expansion of English as a lingua franca (a language used as a common language between speakers whose native languages are different). The criteria of the quality of the mediamaterials selected refer to the near outlook in our research.

It should also be noted that the assessment is adherent in every purposeful activity and in this case there are certain aspects to be evaluated. The content of the programs, the materials applied and the methods used correlate with the competences development levels, which can be considered the major goal of the professional training. The starting stage of our experiment is still in process and we expect students' competences improvement and looking forward to students' self-assessment of the courses.

The main troublemaking factors in translators and interpreters' professional training are considered to be the changes in translation and interpretation practices on the global and local scale, imperfection of legal regulations, weak link between teach-

ing programs and real-life issues, deficient teaching methods and programs. The troubleshooting potential is seen in the development of the appropriate branch standards, competence approach in teaching using umbrella methodology of content and language integrated learning framework, where media technologies play a significant role. Content and language framework methodology suggests multiple possibilities for the development of the shared competences, common for translators and interpreters and specific competences for translators and interpreters which can be realized only with the help of media technologies taking into account the character of modern professional environment.

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