

## **Pedagogical conditions of future translators' effective training in the university information environment**

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**ABSTRACT:** *The article deals with the question of intensification of the educational process, formation and development of professional training using information technologies in the educational process of future translators in the universities. It observed the determination of notion of pedagogical conditions, the possibility of using information communication technologies in teaching of translation courses. Theoretical studies of numerous scholars, pedagogical works have shown that for effective training of future translators, forming their personal qualities should be formed: organizational, social, economic, psychological, educational, etc. conditions. State of preparedness of future professional translators as well as formation of communicative competence is largely determined by the specific circumstances in which they were formed.*

**Indexing terms/Keywords:** *pedagogical conditions, training of future translators, information and communication technologies, university information environment.*

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### **I. Introduction and Problem**

The analysis of philosophical, psychological, pedagogical literature allows to assert that there is still no terminological unity for the concepts «condition», «pedagogical condition». From the philosophy point of view, «condition» is treated as a factor (lat. factor – the factor), that is the driving force, the reason for any process (Yaremenko V., 1999). The conditions are explained as circumstances (environment), where something happens (Yaremenko V., 1999). Any environment, object or circumstance becomes a condition only in relation to other processes, phenomena, because their improvement depends on them.

### **II. Methodology**

M. Skatkin explains the concept «conditions» in this way:

- 1) all, which determines the other;
- 2) environment, a state where there are objects, phenomena and without which they can not exist (Skatkyn M. N., 1984).

The concept «pedagogical conditions» established by different psycho-pedagogical researches:

O. Fedorova explains pedagogical conditions as the totality of the objective possibilities of the learning content, methods, organizational forms and material resources for its implementation, ensuring the successful solution of the problem (Fedorova O. V., 1970);

V. Man'ko defines pedagogical conditions as the interconnected set of internal parameters and external characteristics of operation, which ensures high efficiency of educational process and corresponds to psychological and pedagogical criteria of optimality (Man'ko V. M., 2000).

Based on the analysis of previous literature and using our own considerations, pedagogical conditions we understand as a combination of objective and subjective factors, which positively affects the efficiency and effectiveness of the educational process.

In our study, we used the work O. Pavlyk (Pavlyk O. B., (2004), Ye. Shyyanova (Filipova L. Ya. 2005), O. Shupty (Shupta O. V. (2005), K. Shaposhnikov (Shaposhnikov K. V., 2005), because we believe that these studies aim our research.

### **III. Results And Discussion**

After consideration of literature sources, we carried the following pedagogical conditions:

- 1) the peculiarities of the self-motivated activities as a factor of effective learning using information and communication technologies;
- 2) establishing communication between the subjects of learning using information and communication technologies;
- 3) providing control «teacher-student», «student-teacher»;
- 4) using the method of telecommunication projects in the learning process.

The choice of these pedagogical conditions caused by features of formation of communicative competence related to the future practical activities of the translators.

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Let us consider each of the proposed pedagogical conditions in more detail.

1. *The peculiarities of the self-motivated activities as a factor of effective learning using information and communication technologies.*

Scientists who have made great contributions to the study of computer aided learning (A. Andreev A. A., 1999; Soldatkin V. Y., 2003), note that motivation is a great importance for the use of information and communication technologies (ICT). During the lessons using ICT we require from the students a higher activity, motivation and self-control, which significantly distinguished them from full-time study, where this increased motivation is not observed.

The use of Internet technologies in our study, intensified the motivation, added to the work of students' research aspects, made it possible to evaluate the integrative nature of new information technologies in relation to specific academic disciplines, but also contributed to overcoming the psychological barriers to learn computer technology.

A. Andreev, L. Khromov noted that the teacher while using ICT must consider the motivational side cognitive activity, that is, to consider the presentation of information (Andreev V. Y., 2008).

As in teaching using ICT the process of direct communication with the teacher is limited, we strengthened other possible components of motivation: cited the vivid examples, resorted to interesting forms of teamwork, put open and interesting questions, used the mechanisms of skills development; demonstrated the possible prospects of professional growth. Here is an example of one-type student's educational activity from the course: «Practice of translation» (3-course) in computer format, the topic is: «Translation of the national-colored language units». Practical work «the Analysis of Internet sources to explore the theme: translation of national-colored vocabulary» provides the following tasks to perform: identify key words for the topic; to search online using these keywords the needed information resources (theoretical material, articles, lesson plans, extracurricular activities); to explore not less than 15 reliable sources. Completed work should be sent to the e-mail address of the teacher.

To encourage and motivate students, the material was allowed to register and present in the form of «Power-point» presentations, or other graphic editors, which allowed students to demonstrate their own vision of the researched topic, students were motivated to demonstrate individual approach for topic studying.

2. *Better communication between the subjects of learning using ICT.* It should be noted that the formation of communicative competence of future translators occurred through the establishment of effective communication using information communication technologies, carried out in the following forms:

*Communication with the teacher (tutor).* In this case, the teacher's role was very important. He helped the student to feel their strength and capabilities, to understand the goals and objectives of training. This made the training more motivated. Lecturer significantly increased motivation through feedback and helped to consolidate the skills of students.

We agree with L. Babanin, who in his articles indicates that in teaching using ICT, the teacher (tutor) has a broader function than in traditional training process. In the course of our study we did not perform an authoritarian function was not the sole and most authoritative source of information. Everything was decided in the learning process, taking into consideration the positions of all members, in the role of a tutor we directed cognitive activity and helped each student to find an optimal search trajectory in the information process. The training was based on the principles of cooperation and unobtrusive guidance (Babanin L. N., 1998).

In the education process using ICT, we performed the following responsibilities:

- provided an overview of teaching techniques;
- attracted students to the mailing list.
- provided for group members limited access to the closed part of the educational server;
- organized remote seminars;
- organized video conferences, communication with students in forums, chat rooms;
- organized telecommunication projects;
- supervised and evaluated work of students (Dolyns'kyi Ye. V., 2010).

3. *Software control of «teacher-student», «student-teacher».* Ye. Mashberg emphasizes that the main control function what happens between student and teacher or between two or more students to reveal how it carried out training activities to design and develop in detail the system of educational actions which would ensure the effective achievement of educational goals. In our study, the information that is transmitted on the feedback channel from the student to the teacher, containing information about the course of cognitive activity of a student and helped to build a complete picture of the process of solving problems, exchange opinions on improvement etc.

During our work, the control had the following functions:

- briefed the students about the mistake;
- assisted to fix it;
- increased motivation through the analysis of the student activity and discussion of its results;

– optimized the learning process.

During the classes, consultations and monitoring technologies have advanced the following requirements:

- a message after the errors had a greater pedagogical value than after a correct answer (although it is also analyzed), so they followed the error; the effectiveness of control is mainly determined by how he worked his information, to identify corrections of students' mistakes;
- of posts should be informative, but not overloaded with unnecessary information;
- before giving the correct answers, the student was encouraged to correct self-errors;
- additional information was provided only after the student has provided a new answer or asked for help;
- adjustment path of the learning process should involve and encourage the students possible options with the use of all available forms of information;
- the message «the control» was to match individual characteristics of future translators;
- in the initial stages of learning new material control produced a greater impact on learning than in later stages. In this regard, the teacher suggested a more active form of control to maintain the proper level of motivation in learning;
- of a message to the channel «control» was provided within a specific time;
- immediate and delayed control depending on the type of solve learning tasks and the stages of their solution. In applications where the expected memorization, applied immediate control; in tasks that require understanding of the material, the controls could be delayed (Babanin L. N., 1998).

Control took place in different forms. Our research has shown that the basic and most advanced of these was the dialogue, whose presence in all forms of education was determined by the process objectives – creative development and self-improvement. The presence of dialogue, the transmission of information in the text was provided mainly by the function of question-answer. The majorities of the questions were not rhetorical, but open with the goal of teaching students the technology of the communication process.

Another form of work with students, providing feedback and monitoring was the method of specific situations analysis, which was due to study, analysis and decision-making of the situation which has arisen as a result of certain events or may use under certain circumstances at the appropriate time

The method of application the case studies in our research have occurred in this manner: the teacher suggested to the students to familiarize with the situation arising in the course of any activity. In the description of the situation it was proposed to describe the conditions of its occurrence, indicated the parties on the specific situation, given the initial information and, if it is necessary, – prom. The students had to analyze a situation, determine the objectives of each party – the parties of the specific situation, to develop options for alternative solutions and discuss them in the group during the discussion.

4. *The use of the method of telecommunication projects in the learning process.* One of the main methods of work that were applied in the experimental group was a method of telecommunication projects, which is a kind of projects method. This technology has allowed our students not only successfully study the material, but also to develop intellectually, to develop the skills of critical thinking, to cultivate independence, communication skills, tolerance, and promoted the establishment of interdisciplinary connections. The educational telecommunication project was a joint educational, creative, games activities of the students that took place with the help of technical means and embodied a new approach to the learning process (Dolyns'kyi Ye. V., 2010). In the accomplishment process the students have performed:

- comparative study, the study of a phenomenon, fact, event, or incident taking place, to identify certain trends or making decisions, development proposals;
- comparative study of the usage effectiveness of the same or different (alternative) way of solving one problem, one task to identify the most effective, acceptable for all situations solution, i.e. to obtain data about the objective effectiveness of the proposed solution;
- joint creative creation, development, creative work (creating a newspaper, magazine, etc.);
- conducting exciting adventure combines gaming, interactive competitions (Shupta O. V., 2005).

The projects used in our experiment, conditionally can be divided into:

1) Educational and telecommunication projects aimed at mastering the language material, formation of certain speech skills;

2) Linguistic, aimed at studying the linguistic features, the study of language realities (idioms, sayings, folklore also at studying the etymology of words, the study of historical and folklore issues and literary concerns.

Our research has shown that, the method of telecommunication projects proved to be the most effective form of learning a foreign language, socio-cultural information for the of professional competence formation of future translators. Study participants had specific problems for which they applied information technologies, discussed

them with other participants, with the teacher using ICT and foreign language. It is better to do such projects with native speakers, because, participants will be immersed in the language environment (Pavlyk O. B., 2004). For this, some lessons were conducted with the assistance of native speakers that became possible with the usage of different sites intended for international communication and where you can find a partner for mutual communication from the country whose language you want to study: [www.conversationexchange.com](http://www.conversationexchange.com), [www.polyglot-learn-language.com](http://www.polyglot-learn-language.com).

*Project 1:* students were asked to develop a telecommunication project on «*the Transfer of imaginative and Nebraska phraseology of English*», in which students not only analyzed the translation of phraseological units, but also together, and compared them with the Ukrainian equivalents.

*Project 2:* students were asked to create a telecommunications project on the topic «*Comparative study of parts of speech, the way of knowledge optimization*» in which students studied a foreign grammar, comparing it with the native language.

As a result, we formulated the respective advantages of applying the project method:

- 1) motivation – future translators are personally involved in the project;
- 2) improve all four basic skills: reading, writing, listening and speaking;
- 3) training with the use of ICT contributes that students become more responsible for their own learning;
- 4) everyone can see the training results, because there is final product;
- 5) there is an opportunity to use authentic material, which improves language skills;
- 6) interpersonal relationships are improving due to the teamwork;
- 7) content and methodology of the project work preparation the can be solved between the students and the teacher;
- 8) the ability to break from routine tasks and to demonstrate own creativity;
- 9) it is established certain rules governing the time and work (Filipova L. Ya., 2005).

The methodology of the project works consisted of the following components:

1) *Opening.* The students have formed the ideas about the method of telecommunication projects. What projects and how they should create. There were samples of finished works.

*Offer.* After explaining the project objectives the teacher asked questions, attracted students to the project schemes formation:

- «What do you want to enter into the project»?
- «In what form will this happen»?
- «Who will be responsible in this group»?

2) *The Presentation.* The projects had to be presented in the group sessions. Themes of the project were cross-cultural topics of English-speaking countries. The presentation was demonstrated via computer and projector. Students prepared questions for the speakers and Vice-versa.

Each group of participants represented their own form of presentation, it was proposed quiz, discussion, crossword, puzzles. The audience was involved for understanding the level of project perception;

3) *Assessment.* Each element of the project work was assessed separately, and then an overall assessment was exhibited. The content, design, structure, language, disclosure of the chosen topic, speaking skills were assessed. One of the main tasks for future translator was the ability to present project work, the language aspect, it was necessary to determine student's proficiency level of. ICT technologies helped scared student sped to speak before a large audience. Any performances were consisted of three main parts: introduction, main part and conclusion.

During the projects preparation, students should to be represented unique projects with own style also language mistakes should be avoided.

The main advantage of the method of telecommunication projects is that the implementation of the telecommunications project had involved the use of a foreign language in the process of discussion, creation of language environment and the use of «Skype» information technology between distance participants (Dolyn'skyy Ye. V., 2010).

Besides the communication was on-line, which hampered the understanding of each other, but have perfected the skills of speaking, reduced the language barrier between the participants and improved the grammar (proper sentence structure, use of structures) and lexical (the use of active and passive words for a year and learning new lexical units) language skills. Also during the discussion it was the control of knowledge between students. If the student made mistakes, the other could correct him.

#### **IV. Conclusion**

For the formation of future interpreters' qualitative training in the university information environment we propose to use information-communication using the following methods:

- information (conversation, demonstration, consulting);

- operational (practical classes, laboratory exercises, self-criticism);
- search (the analysis of professional situations, discussion forum, brainstorming);
- methods of self-teaching (reading, exercises on the text, creating hypertext, creating an electronic learning environment for foreign language learning, search on the Internet, a method of projects, method of telecommunication projects).

During our experiment, we used traditional and innovative means of learning: books and printed materials, electronic texts and publishing, computer training, multimedia, Internet, teleconferencing, electronic mail, television, radio, CD-ROM. Also it was Identified pedagogical conditions of effective realization professional training future translators with the use of ICT.

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