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INTERACTIVE GAMES AS CONSTITUENTS OF THE TEACHING METHODS FACILITATING THE FORMATION OF THE FUTURE TRANSLATORS’ PROFESSIONAL COMPETENCE WITHIN A POLY CULTURAL EDUCATIONAL ENVIRONMENT

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Abstract. *The article is devoted to the problem of efficient teaching methods aimed at the formation of the future translators’ professional competence within a polycultural educational environment. The essence of the professionally oriented training targeted to the future translators is specified; the role of interactive games within the designated training is revealed; some examples of interactive games facilitating the formation of the future translators’ professional competence within a polycultural educational environment are represented.*

Keywords: *future translators’ professional competence, polycultural educational environment, interactive games, professionally oriented training.*

One of the approaches to efficient training of the future translators within a polycultural / multicultural educational environment is considered to be a professionally oriented set of teaching methods and ways enabling students to have their translation practice taking into account language peculiarities of the region they are trained and reside in. The issues on the contents of a professionally oriented training intended for the future translators,

polyculturalism and polylinguism have been topical in educational, cultural and social spheres for the last 20 years.

However, there arises a controversy between the verbalized subject of Translatology (the process of translation itself and its result – a text) and some practical aspects like the genuine practical subject of the future translator's professional activity; an individual character of obtaining knowledge, skills (linguistic, communicative), specific skills when dealing with different kinds of translation (oral, written), experience while studying these disciplines: Theory and Practice of Translation, Major Foreign Language, Minor Foreign language, Country Study; alongside with insufficient didactic support of the training.

Furthermore, we can assume the necessity to solve the problem caused by the non-balance between today's socio-economical, political, diplomatic, cultural, scientific and educational demands for the relevant professionals and the limited possibilities to form and develop professionally significant qualities of the future translators in the framework of the corresponding traditional training system used at universities. These factors predetermine *the aim* of the pedagogical research – to study the specificity of the professionally oriented training targeted to the future translators from the viewpoint of its efficiency. The achievement of the aim presupposes the fulfilment of the **tasks**: 1) to reveal the essence of the professionally oriented training targeted to the future translators within a polycultural / multicultural educational environment; 2) to specify the role of interactive games within the designated training.

The conception of professionally oriented education as a versatile phenomenon, which is often associated with the (functional) context-driven approach, is the subject of investigation of many scientists. The theoretic and methodological bases of the functional approach to the professional language training of the future translators are as follows:

- the general conception of the functional approach to professional education (A. Verbitsky, N. Bakshaeva, M. Bobrova, N. Borisova, Yu. Kalugin, O. Kovtun, V. Kruglikov, Zh. Kholodov and others):

- theory and teaching methods of foreign languages and translation within a polycultural / multicultural educational environment (I. Alekseeva, V. Komissarov, I. Kochergin, L. Latyshev, R. Martynova, R. Minyar-Beloruhev, Ya. Retsker, I. Khaleeva, L. Chernovaty, A. Schweitzer and others).

By the term “context” we understand particular conditions and circumstances that are relevant to an event, fact, etc. It is also associated with certain inner and outer conditions of person's life and professional activity which are transformed into the plane of his / her understanding and perception. Therefore, when dealing with the educational sphere, professionally oriented training is treated as the learning which combines academic and social contents of professional education, which facilitates transformation of students' learning

activity into the professional one [2]; active education; dynamic transfer from a genuine educational activity (manifested in the form of a lecture) through a quasi-professional (games, role-playing) and a profession-driven ones (students' research work, translation practice) into a genuine professional activity [3].

The described transformation works, if special pedagogical conditions enabling a dynamic transfer from an educational activity into a professional one are created. A. Verbitsky highlights the necessity to include various elements of students' future profession into the teaching / learning process. The author refers the informational lecture to the educational activity of an academic type (the first stage). At this stage students are taught to single out academic and social constituents of the professional activity: some profession-oriented modes are modelled, controversial theoretical problems are formulated and discussed. A quasi-professional activity (the second stage) presupposes modelling of conditions, contents and dynamics of the professional activity including interrelations of representatives of a certain profession (functional role-playing, imitation games, simulation games). During the educational profession-driven activity (the third stage) students fulfill research stipulated by curricula and master professional competencies by intellectual didactic means constituting adaptive educational systems in combination with traditional forms enabling transformation of the educational activity into the professional one. The supporters of the proposed theory emphasize the importance of the so-called transitional kinds of an academic activity such as a problem-solving lecture, a seminar-discussion, group work, training, analysis of professional situations, special courses. In A. Verbitsky's opinion, the created conditions embody the obtained knowledge and skills with personal meaning as well as help to organize them into a systemic integrity [1].

Converting the theoretical experience of the before mentioned scientists into the field of our pedagogical research, we can assume that the involvement of the integrated system of professional training at the beginning of study at higher school is rather important. Furthermore, the contents and educational process should be aimed at the development of profession-oriented motivation. Thus, professional orientation of curricula predetermines the process of students' gradual adaptation to their professional (connected with all possible kinds of translation) activity through the academic one. *It should be mentioned that the designated predeterminations are to be considered in the system of university education irrespectively of a training area. Therefore, the use of the professionally oriented approach, a context-driven approach, to be more precise, while training the future translators majoring in Chinese / English within the multicultural environment of Ukraine's Southern Region, presupposes students' training in these language pairs: Chinese ↔ Ukrainian (Ukraine's official language), Chinese ↔ Russian (the language of minorities), English ↔ Ukrainian, Chinese ↔ Russian, Chinese ↔ English.*

The other vector of efficient professional training of the future translators-orientalists is didactic support which includes adequate teaching methods, systems of exercises, visual aids, educational information and communication technologies, etc. to suit the model of translators' activity.

The prototype of problematic situations-fragments of professional activity performed by translators can be manifested in socially marked educational models by means of profession-driven instructional tasks fulfilled by representatives of interactive groups in the mode of constructive cooperation / joint work. This framework ensures future translators' easy integration into profession obtaining social experience of non-conflictual co-existing in hetero-social work teams. This kind of model works due to thoroughly elaborated profession-oriented assignments in the form of interactive (simulation) games or role-playing, since students can master their future profession as a part of culture within every "unit" of profession-driven activity; comprehend their attitude to work, society; reconsider their moral values. One of the priorities of interactive games is an artificially induced necessity to communicate and exchange knowledge and skills in order to achieve a desirable result. Game participants can verify different aspects of translator's behaviour in this kind of activity, even make mistakes, which cannot be made in professional practice, correct them, analyze specific situations and solve problems in an ethical way. Profession-oriented games activate mental and cognitive activity of future translators, develop their creative professional skills on the basis of their participants' emotions.

Interactive profession-oriented games allow students to solve translation problems within a short period of time, orient in non-standard situations, designate cause-and-effect relations, facilitate mutual understanding among team-mates. In the process of an interactive game future translators feel a kind of harmony, strive for professional self-improvement at the background of a team; students' psychological flexibility-adaptiveness to both extraordinary and standard translation situations develops.

So, we can define the didactic term "**interactive profession-oriented game**" both as a form and a method of education enabling future translators to function in the quasiprofessional activity according to simulation-based game models reflecting the essence, technologies and dynamics of certain fragments of their future profession (working peculiarities of translation bureaus, crewing companies, tourist agencies, cultural centers, educational establishments, etc.); professional training.

It should be also noted that students apply and experience the obtained conceptual, linguistic, communicative, sociocultural and specific knowledge and skills (competencies) alongside with their processual abilities (abilities to work with various kinds of dictionaries, scientific literature, translation software, information and communication technologies, etc.), which constitute

translator's professional competence, within four languages (Chinese, English, Ukrainian and Russian).

Let us give some examples of interactive profession-oriented games (“Boiling point”, “Translation Atelier”, “Translation ring”).

Game 1. “Boiling point”

Aim: to teach students to monitor conflict situations: to interact efficiently with clients, employers and colleagues; to orient in conflict situations and regulate them in a correct way; to use technologies of transformation and constructive solution of conflicts (including international ones); to achieve consensus and feel responsibility for taking decisions; to teach students to analyze and correct their mistakes.

Instruction:

1. Discuss in groups all possible problematic situations that may arise at work.

2. Propose a way out from conflict situations at work by means of the Chinese, English, Ukrainian and Russian languages: “An unrestrained rude client”, “My boss is a dictator”, “A translator did not fulfill a part of translation during a designated period and let a team down”, “A translator disrupted negotiations with foreign partners because of his / her grubby appearance and unethical behaviour”, “Lack of awareness in Culturology offended foreign guests”, “Distortion of original information in the target text caused problems at the customer’s work”. Dramatize the situations.

Game 2. Translation Atelier

Aim: to activate future translators’ specific technological competence as an additional manipulation means aimed at influencing potential customers while translating Chinese, English, Ukrainian and Russian texts of advertisements.

Participants: 4 groups of students – “masters”; “experts”

Instruction:

Group 1. Translate the Chinese advertisements (eye cream «丝霜眼» (Silky eye essence); automobile MR/Merrie (美日) produced by the company Jeely – hatchback) into Ukrainian and Russian. Demonstrate the translation results in electronic form and present your projects.

Group 2. Translate the English advertisements («Gentle Cream Exfoliant (Dermatological)»; automobile The Cadillac CTS) into Ukrainian and Russian. Demonstrate the translation results in electronic form and present your projects.

Groups 3, 4. Translate the Ukrainian advertisements («Крем-гель для шкіри навколо очей з червоною ікрою» produced by the Ukrainian company «Яка»; automobile ЗАЗ-1102 Таврія Нова) and the Russian texts of this sphere («Крем-сыворотка для век 26+» produced by the company «Черный жемчуг»; automobile Lada Kalina хэтчбек) into Chinese and English. Demonstrate the translation results in electronic form and present your projects.

Instruction to “Experts”: Choose the best presentation in each nomination.

Game 3. “Translation ring”

Aim: to teach the future translators to solve translation problems in a creative way; to behave correctly towards “competitors” in the field of translation.

Participants: Group 1 – translators – translate abstracts from literary works written by the Chinese, English, Ukrainian and Russian authors (drama, comedy, poetry); Group 2 – experts – assess the quality of translation and its representation.

Instruction:

A. Tour I. Translators: Represent your translation of the abstract from Chinese classical drama “Hǎiguó ingxun” written by A Ying and English drama “The Constant Wife” written by W. S. Maugham into Ukrainian and Russian; Ukrainian drama «Украдене щастя» written by I. Franko and Russian drama «Власть тьмы» written by L. Tolstoy into Chinese and English.

Tour II. Translators: Represent your translation of the texts referring to the comedian genre: Chinese comedy «车站 (chēzhàn)» (Gāo Xíngjiàn), English intrigued comedy «The Adventure of Five Hours» (S. Tuke), Ukrainian comedy «Москаль-чарівник» (I. Kotlyarevskyi) and Russian comedy «Горе от ума» О. Griboedov) in the before designated modes.

Tour III. Translators: Represent your poetic translation of these literary works: love poems «Changgan xing» («The River-Merchant's Wife: A Letter», written by Li Bai), sonnets 151 and 152 comprising the cycle «the Dark Lady of the Sonnets» (W. Shakespeare), a lyrical poem about young couple’s love «Зацвіла в долині» (Т. Shevchenko), «Я помню чудное мгновенье...» (А. Pushkin) in the before designated modes.

B. Swap your roles.

To sum it up, profession-oriented training of the future translators within polycultural educational environment presupposes its integral realization in the form of translator’s professional competence within four working / procedural languages: Chinese, English, Ukrainian and Russian; it stipulates quick integration into profession.

Perspectives of the research are seen in the further study of efficient educational means which facilitate intensive mastering of the described profession.

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METHODS OF FORMING A FUTURE MUSIC ART TEACHER'S MUSICAL AND AESTHETIC EXPERTISE BY MEANS OF THE ARTS INTEGRATION

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Abstract. *The article highlights the methods of forming a future music art teacher's musical and aesthetic expertise while studying at art faculties of higher educational establishments. The structure of musical and aesthetic expertise of a future music art teacher has been formulated and justified.*

Keywords: *a future music art teacher, musical and aesthetic expertise, the structure of musical and aesthetic expertise, the arts integration.*

In the course of socio-economic changes that result in a dramatic makeover of the Ukrainian society, the role of future specialists in music teacher education is growing rapidly. Dynamic socio-cultural transformational processes in this country, the policy of integration into the European community, determine the creation of favourable conditions for artistic self-development of a personality. In this respect, the problems of art education, in particular the problems of musical and aesthetic education of Ukrainian students are becoming relevant. This, in its turn, causes the need to define efficient factors in forming musical and aesthetic expertise of future teachers of artistic disciplines, who are considered to be the source of aesthetic values. This is emphasized in The Law of Ukraine on Education and Higher Education, in the National Strategy of Education Development in Ukraine for the period of up to 2021, in the National Program of Education for Young Children and School Age Children of Ukraine, in the Concept of Development of Ukraine for the period of 2015-2025, in the Concept of Education of Children and Youth in the National System of Education.