контексті і вибір способу передачі значення при відсутності даної семантичної одиниці в мові перекладу;

 - визначення граматичних відповідностей у мові реципієнта та їх правильне вживання в конкретній мовній ситуації;

 - пошук еквівалентів для стійких словосполучень і можливостей їх презентації в мові перекладу.

Сучасний стан систем машинного перекладу за допомогою використання локалізації дозволяє адаптувати ділову документацію до потреб будь-якої спільноти, пов'язаної єдиною мовою і культурою.

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INFORMATION AND COMMUNICATION TECHNOLOGIES AS TOOLS FOR DEVELOPMENT OF EFFECTIVE COMMUNICATION IN CONTEMPORARYHIGHER EDUCATION

Keywords: *modern ICT, learning communications, prescriptive model of ICT implementation, attributive signs of self-realization, principles of ICT.*

Introduction. The development of modern teaching information-communication technologies opens up the possibility for improving the quality of higher education. Indeed, pedagogically competent application of these technologies can provide a real breakthrough in the personification of the educational process; help to overcome the costs of the mass-reproductive system of training ICT – Information and Communications Technology has the proven power to change the world.

The issue of this paper is aimed at analysing and discussing the usefulness of Computer-Assisted Interpreting (CAI), The aim of this paper is to analyse and discuss the impact technologies may have had on interpreting practice and what the future may hold in light of the need for this professional field to look to the future of communication and adapt accordingly to the trends of the Third Millennium.

Nowadays Information and Communication Technologies (ICT) are part of every translator's and interpreter's job, vast majority of professionals in this field use ICT in their work [1, p. 14]. Both translators and interpreters use computers, online dictionaries and terminology databases, computer-aided translation tools (CAT), searching engines, different communication tools and other types of ICT in their everyday working practice [2, p. 987]. Therefore, we strongly believe that the Master of Applied Linguistics curriculum should include ICT based elements in order to provide students with the learning experience 'consistent with the demands and

expectations of the current market' [1, p. 15]. To be prepared for the real professional world, graduates should be equipped not only with the language knowledge and skills but with ICT-related skills and they should have some experience in using modern electronic tools for translating and interpreting. Moreover, ICT need to be integrated into the whole training process to make it more efficient and practice oriented.

Methods. According to the subject of research and the definition of tasks, the following methods are used: method of component analysis; comparative and descriptive methods, the method of translation analysis, the method of translation errors analysis.

Literature Review. The research is based on the web sources such as Simple English News (http://www.simpleenglishnews.com/) or News in Easy English (http://newsineasyenglish.com/) etc. to develop interpreting skills at early stages of interpreters training. They provide clean high quality sounds spoken slowly and it is the ideal material for early interpreting practice.

Discussion results. According to Ukrainian traditions of translators and interpreters training the theoretical knowledge of translation principles, concepts, professional terminology is considered to be very important. It should support the practical skills of translating and interpreting. But it must be admitted that traditional forms and methods of teaching translation theory, such as lectures and classes where students just listen to the teacher, answer questions, have tests and occasionally make reports or presentations, are now out of date and ineffective.

In our view, theoretical classes should be as interactive as possible. And the best solution in this case is using ICT to support acquisition of theoretical knowledge of the basic translation studies ideas and terms as well as to demonstrate the best and worst practices in order to illustrate the theoretical points under discussion. To help students to learn translation terms in the easiest way, it is advisable to use puzzles (crosswords). All over the world, puzzles and crosswords are known as the most popular intellectual games for both children and adults. They are widely used in educational practice including teaching languages. The experience of using crosswords in teaching translation theory demonstrates that making and solving crosswords help to learn professional terms more efficiently. Tests in the form of crosswords can be considered as an alternative solution to the traditional tasks as they enhance students' activity, improve their interest and motivation.

When making terminology crosswords students can understand meanings of terms better, and solving crosswords made by their colleagues helps them to revise and deepen their knowledge. It is also useful to make and solve crosswords which require translating terms from one language to another. Such tasks help to develop translation skills easily as making and solving puzzles looks more like having a fun rather than studying.

Using ICT in interpreters training courses can help to show students the best practices in consecutive and simultaneous (conference) interpreting as well as to provide examples of 'bad practices' (interpreters' failures). The sources of these materials have been discussed above. Online sources also provide perfect audio and video materials for developing interpreting skills. For interpreting exercises in class it is advisable to use records instead of reading or speaking as a teacher should listen to

the students' speech and be able to control and correct possible mistakes or pronunciation imperfections.

The method of translation errors analysis and correction is considered to be an important part of translators' training within the Master of Applied Linguistics course. It helps students to become 'immune' to the most common errors and make fewer mistakes in their practical work in future. It is definitely better to learn by someone else's mistakes than to make one's own mistakes.

However, it should be borne in mind that ICT-based activities cannot be used in isolation, but included into the whole course as its integral part. They should not replace traditional activities proved to be efficient in translators and interpreters training over the years and decades.

Conclusion. Having discussed the issue of reasonability of using ICT for teaching translation and interpretation for Masters of Applied Linguistics, the author believes it is possible to state that it undoubtedly has certain benefits. ICT integration into the curriculum enables teachers to support every stage of the translators and interpreters learning process, to make it more efficient and to get better results.

The variety of pedagogical tools provided by these new technologies facilitate the production of authentic materials, enabling the realisation of the value-centred learning approach. ICT also offer flexibility, and the means to adapt the learning process to suit different types of learning patterns so that learners can all be engaged in the process [2, p. 989]. IC-technologies also foster collaborative work, making students be aware of various roles around their future profession, and they provide the means to accompany and support learners in a constructive way throughout the acquisition of techniques and skills, allowing also the assimilation of a critical attitude which empowers them and enables them to become independent professionals. ICT can contribute to the quality of the training of expert linguists when such specialists are in great demand. Teachers elaborate new web and online methodological support and learning tools for students, thus creating an environment of independent learning. Students are increasingly turning towards the web and online resources. *Higher education systems have grown exponentially in the recent few decades to meet the increasing demands for quality education. The swift advancements in ICT have also helped to propel the higher education sector to serve the students and teachers better.*

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